Availability of youth leadership, development and empowerment programmes for children and youth who are vulnerable including those with disabilities: A scoping review

by

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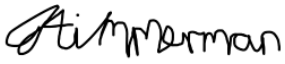
SIGNATURE OF STUDENT: 

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ABSTRACT

Background: According to the United Nations Convention on the Rights of the Child Article (UNCRC) 12, all youth have the right to participate in all aspects of their lives. In order to realise this human right, it is essential to represent the voices and opinions of youth during all decision-making processes. Youth who are vulnerable and/or with disabilities, however, experience hardships that can hinder their ability to participate in all aspects of their lives. When nurtured and supported within an enriching environment, youth who are vulnerable can act as a powerful resource for communities in their innate ability to lead others. There is thus a need for the development and implementation of youth programmes that mitigate risk, enhance positive development and facilitate the development of leadership skills in youth who are vulnerable and/or youth with disabilities.

Aims: To identify youth leadership, development and empowerment programmes that are applicable for youth who are vulnerable and/or youth with disabilities.

Methods: A multi-faceted search strategy was used to identify studies that met the inclusion criteria. The studies were screened against the selection criteria which led to the inclusion of 76 studies and 78 programmes. Data were extracted and analysed according to youth characteristics, the process of programme development, the manner of stakeholder involvement, programme adaptations, evaluation measures, and outcomes.

Results: This review indicated the availability of programmes that provide children and youth with the skills and opportunities necessary to enhance their participation and overall development. Challenges in the adaptation of programmes for youth of different ages and genders, and a lack of community involvement in the programmes are identified.

Conclusions: The importance of youth programmes in the empowerment of youth who are vulnerable and/or youth with disabilities is thus evident. Youth programmes that cater to the unique needs of youth who are vulnerable are required to facilitate participation and positive development.

Keywords: Empowerment, disabilities, participation, positive development, programme, vulnerable, youth.

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LIST OF ABBREVIATIONS

CEPS	Cultural, Economic, Political and Social Youth Development Program
PESICO	Person, Environments, Stakeholders, Intervention, Comparison, Outcomes
PICO	Population, Intervention, Comparator, Outcome
PRISMA-ScR	Preferred Reporting items for Systematic Review and Meta-analysis extension for Scoping Reviews
UNCR	United Nations Convention on the Rights of the Child

LIST OF APPENDICES

1. PROBLEM STATEMENT AND LITERATURE REVIEW

1.1 Youth participation in their own lives

Youth participation describes the participation of children and youth in decisions that pertain to their lives (Lerner, 2004). Specifically, according to the United Nations Convention on the Rights of the Child (UNCRC, 1989) Article 12, all children and youth have the right to participate in all aspects of their lives. In order to realise this human right, it is essential to represent the voices and opinions of children and youth during all judicial or administrative proceedings that directly affect them (UNCRC, 1989). Freeman (2007) emphasises the importance of viewing children and youth as human beings who possess integrity, opinions, and personality that enable them to participate freely in their lives. Within these definitions, children and youth are seen as active agents, directly involved in their own development, rather than passive recipients of care (Bruce, 2014; Camino & Zeldin, 2002; Lundy, 2007; McCafferty, 2017).

Participation is fundamental to positive development for children and youth – contributing to an enhanced sense of agency and empowerment, increased critical thinking and an overall sense of belonging (Camino & Zeldin, 2002; Heinze et al., 2010; Hope, 2012; Kennan et al., 2018; McCafferty, 2017; Zeldin et al., 2008). Yet, participation is both a means and an end for development (Imms et al., 2017). Thus, when youth are supported in their development, they develop the capabilities to actively participate in their lives and in society (Shier et al., 2014). It is therefore important to consider factors that contribute to positive youth development (Berzin, 2010; Murray, 2003).

A relational link between positive youth development and participation postulates that fostering and nurturing the plasticity of youth development, that is the potential for systemic change, can facilitate positive development (Lerner, 2004; Lerner et al., 2005; Sherrod et al., 2002). This plasticity suggests that youth can be developed and moulded into functioning adults through interactions in their environment (Collura et al., 2019; Lerner et al., 2005, 2019; Roth & Brooks-Gunn, 2003a; Theokas et al., 2005; Zarrett & Lerner, 2008). The resources, strengths, and competencies that youth possess interact with aspects of their environment to maximise their development. This is however dependent on the youth's ability to participate in their lives. Youth who are not provided with opportunities to participate in such a way (i.e., youth who do not have a

family structure or who are institutionalised permanently or temporarily – such as in residential schools for persons with disabilities) may develop deficits that affect their overall development. Thus, when children and youth are provided with opportunities to participate in all aspects of their lives, their mental and physical development are improved (Darling-Hammond et al., 2020; Gal, 2017; Lerner et al., 2005; Osher et al., 2020; Pink et al., 2020; Sherrod et al., 2002; Theokas et al., 2005).

As children and youth develop, they begin to interact with their environment and gradually assume adult roles, while participating in decisions that pertain to their own lives (Blanchet-Cohen & Brunson, 2014; Ferguson et al., 2011; Pontuga et al., 2018). Development occurs across a lifespan, indicating that youth continue to develop as they are exposed to different situations and environments (Murphy & Johnson, 2011; Yeager & Callahan, 2016). The ways in which children and youth are raised shape their development and thus their ability to participate in their lives, contributing to either positive or negative development (Gal, 2017; Imms et al., 2017; Shier et al., 2014). For development to be positive, youth require opportunities to actively participate in all aspects of their lives, within a supportive, nurturing, and enriching environment (Lerner et al., 2005; Ramey & Rose-Krasnor, 2012; Roth & Brooks-Gunn, 2003a; Zarrett & Lerner, 2008).

Positive youth development thus contributes to the attainment of specific outcomes in youth (Lerner et al., 2005) which can be categorised into the Five Cs (Lerner et al., 2000), namely competence, connection, character, confidence, and caring. These outcomes are desirable for positive development as they epitomise the skills required to participate in life and in decision-making processes. This leads to a sixth outcome, known as contribution (Lerner et al., 2000; Roth & Brooks-Gunn, 2003a). Contribution describes the youths' ability to assume the role of a participant and leader while contributing positively to their own lives and to the community (Lerner et al., 2005; McCafferty, 2017; Pittman et al., 2003; Roth & Brooks-Gunn, 2003a).

An ecological model, inspired by Bronfenbrenner (1979) and adapted by Gal (2017), can be used to understand the ways in which participation of children and youth in decisions that affect their lives furthers their growth and development. Firstly, consideration should be given to pre-determined conditions that may influence the decision-making process. These include characteristics of children and youth (i.e., age, gender, ethnicity etc.) the nature of the decisions to be made, and those affected by them (Camino & Zeldin, 2002; Connell et al., 1994; Gal, 2017; Iwasaki et al., 2014; Zimmerman et al., 2011). Furthermore, youth participation is also influenced by differing contexts and the associated relationships between them. The ecological model suggests

that contexts in which children and youth participate include the immediate environment (i.e., children and youth's available resources), the microsystem (i.e., parents, family, school, and the community), the mesosystem (i.e., professional practices), and the macrosystem (i.e., governmental structures).

The microsystem refers to family, school, community, and other settings in which children and youth engage with adults (Blanchet-Cohen & Brunson, 2014; Bronfenbrenner, 1979; Gal, 2017; Roach et al., 2013; Wong et al., 2010). Through interactions with different aspects of the microsystem, children and youth begin to develop opinions regarding the world around them. When children and youth interact with their families and communities, they are provided with the opportunity to express these opinions within a safe environment. It is within the microsystem that children and youth begin to develop the skills that allow for them to participate in the decision-making process (Gal, 2017; Wong et al., 2010; Zeldin et al., 2013; Zimmerman et al., 2011).

Interactions with the mesosystem can further enhance youth participation. The mesosystem refers to professional practices whereby children and youth engage with professionals involved in the decision-making process such as programme coordinators or facilitators. Although "youth-driven participation" (Wong et al., 2010, p. 105) has been reported to enhance youth development, it is important to consider the role of adult facilitators in supporting children and youths' ability to advocate for themselves and their communities (Wong et al., 2010; Zeldin et al., 2013). Professionals, including programme staff, can facilitate the critical analysis of issues pertinent to the community through collective action (Blanchet-Cohen & Brunson, 2014; Dolan et al., 2015). Collaboration between children, youth, and adults has thus been reported to foster the development of skills essential for decision-making that include competence, self-efficacy, reasoning, and problem solving (Blanchet-Cohen & Bedeaux, 2014; Bruce, 2014; Camino, 2000; Garth & Aroni, 2003; Wong et al., 2010; Zeldin et al., 2013).

The ability of professionals to enhance youth participation is further influenced by the macrosystem. The macrosystem refers to the implementation of laws and procedures that determine who participates in decision-making processes and how they are administered (Gal, 2017; Osmane & Brennan, 2018; Zimmerman et al., 2011). Participatory efforts that allow for youth participation can thus enhance youth development and allow for children and youth who are vulnerable to exercise their rights to participate in decisions that affect themselves and their communities (Aldana et al., 2016). Youth participation at the macrosystem level is reported to be most effective when children and youth are provided with opportunities to engage in and critically analyse issues that

affect them and their communities (Checkoway, 2011; Checkoway & Richards-Schuster, 2006; Roth & Brooks-Gunn, 2003a).

Participation is, however, more attainable when children and youth are empowered. Youth empowerment involves providing children and youth with the skills to actively participate in all aspects of their lives (Blanchet-Cohen & Brunson, 2014; Kohfeldt et al., 2011; Wong et al., 2010). The importance of empowering children and youth to advocate for themselves and others to achieve overall systemic change is thus emphasised (Altman & Feighery, 2004; Breton, 2004; Zweig, 2003).

1.2 Youth participation in decision-making processes to facilitate empowerment

As children and youth assume the role of active agents in their own development, they begin to participate in important decision-making processes. Youth involvement ensures that decisions are inclusive and relevant to the needs of all children and youth. Involving children and youth in decision-making processes is thus fundamental and can provide them with the platform to advocate for themselves and others and to effect social change. Youth are thus empowered to actively participate in their communities, resulting in a more representative democracy (Freeman, 2007; Imms et al., 2017; Lundy, 2007; McCafferty, 2017; Sinclair, 2004; Tisdall, 2017). Youth empowerment is a multi-level construct that links individual abilities and strengths to social and political transformation (Cargo et al., 2003; Jennings et al., 2006; Pearrow & Pollack, 2009; Perkins & Zimmerman, 1995; Zimmerman et al., 2011). Thus, youth empowerment describes a collective and democratic process whereby children and youth are provided with the skills to participate in decision-making processes on a personal, community, and policy level (Cargo et al., 2003; Jennings et al., 2006; Morton & Montgomery, 2012). When children and youth are empowered, they possess the skills necessary to critically understand their socio-political environments, allowing for them to participate in decision-making processes that affect their lives and the larger community (Zimmerman et al., 2011, Zimmerman et al., 2018). Children and youth can now use their voice to influence others and to ultimately effect social change (Kaplan et al., 2009; Kohfeldt et al., 2011; Morton & Montgomery, 2012; Zimmerman et al., 2011).

Youth empowerment can be further understood along a continuum. On one endpoint, the focus is on the individual, whereby empowerment occurs through capacity-building, an awareness of one's socio-political environment and through connection building. On the other endpoint, the focus is on collective empowerment, whereby organisations, families, and communities are

empowered through skill development, the provision of mutual support to effect change, and the establishment of networks (Jennings et al., 2006; Pearrow & Pollack, 2009). Although conceptualising empowerment along a continuum does not capture all the intricacies of this complex construct (Jennings et al., 2006), it does allow for an understanding of how empowerment on an individual level can facilitate collective empowerment. On an individual level, empowering youth fosters and strengthens the youths' voice, enabling youth to directly influence their socio-political environment (Aldana et al., 2020; Havlicek et al., 2016; Ile & Boadu, 2018; Pearrow & Pollack, 2009). Empowerment acts to facilitate children and youth in their capacity to make decisions and to transform these decisions into desired outcomes by providing them with the skills to do so (Ile & Boadu, 2018; Kohfeldt et al., 2011; Steiner & Farmer, 2018).

The transition from individual empowerment to collective empowerment can be explained using Breton's (2004) empowerment-oriented groups framework. This framework initially involves providing children and youth with the opportunities and skills to share their thoughts and ideas and to establish their voice within a group setting. This is followed by consciousness raising, whereby group members are encouraged to reflect on the stories of others to identify common themes, thus facilitating collective decision-making. This is followed by collective action, whereby group members are empowered to effect social and community change. Finally, when a youth programme has been terminated, the abilities and skills acquired by each member are only effective when embedded in the community, thus facilitating collective empowerment (Aldana et al., 2020; Breton, 2004).

It is thus evident that when children and youth are nurtured and supported in their development, they develop the capabilities to participate in all aspects of their lives. Lundy (2007), however, highlights barriers to the meaningful implementation of the right to participation and to overall positive development. These may include scepticism related to children and youths' ability to meaningfully contribute to decisions, a lack of opportunities and resources available to facilitate youth participation, and a lack of awareness of the importance of respecting the views and opinions of youth (Lundy, 2007). These barriers may be especially prevalent for children and youth who are vulnerable, already disempowered and do not have the same opportunities to participate in their lives. Specifically, the characteristics and circumstances of children and youth who are vulnerable (e.g., poverty, homelessness, discrimination and social exclusion) inhibit them from actively participating in decisions that pertain to themselves and their welfare (Connell et al., 1994; Da Costa, 2014; Forbes-Genade & van Niekerk, 2017; Heinze et al., 2010; Iwasaki et al., 2014; Wong

et al., 2010). It is thus important to understand the development of children and youth who are vulnerable and how they may not be privy to the same opportunities as typically developing children and youth.

1.3 Children and youth who are vulnerable and the impact on their development

The South African National Youth Policy for 2020–2030 (National Youth Policy, 2020) and the United Nations Convention on the Rights of the Child (UNCRC) Article 12 are underpinned by many principles, one of which is participation and inclusion, ensuring that children and youth are involved in decisions that pertain to their development and the development of their communities (National Youth Policy, 2020; UNCRC, 1989). This, however, is not guaranteed for children and youth who are vulnerable and who are at risk for marginalisation, poverty or violence (Murray, 2003; Sanders et al., 2020; Slaten et al., 2016; Tisdall, 2017; van IJzendoorn et al., 2020). Children and youth who are vulnerable are not provided with the same opportunities as typically developing youth to actively participate in all aspects of their lives (Iwasaki et al., 2014; Tisdall, 2017). As a result, they may develop deficits that negatively impact on their development (Gal, 2017; Iwasaki et al., 2014). Furthermore, children and youth who are vulnerable are commonly disconnected from educational and community systems and consequently, do not achieve the same developmental goals as their same aged peers, resulting in lifelong hardships (Zweig, 2003). Thus, the importance of supporting the development of children and youth who are vulnerable is emphasised (Christens & Dolan, 2011; Iwasaki et al., 2014).

Vulnerability is broadly defined as susceptibility to harm or neglect (Aday, 1994; Forbes-Genade & van Niekerk, 2017; Murray, 2003; Rogers, 1997) and may result from an interaction between limited resources and the daily challenges experienced by children and youth (Mechanic & Tanner, 2007). Findings from numerous studies indicate that children and youth who are vulnerable experience lower rates of employment and independent living, limited opportunities for community involvement, and restricted access to resources and opportunities that enable children and youth to actively participate in society (Etzion & Romi, 2015; Iwasaki et al., 2014; Murray, 2003; Sanders & Munford, 2017). Children and youth who are vulnerable include those impacted by institutionalisation or the presence of disability and those socially excluded from access to opportunities and resources due to minority, the juvenile justice system, economic vulnerability and so forth (Blanchet-Cohen & Brunson, 2014; Case, 2017; Hopper & Iwasaki, 2017; Zweig, 2003).

Disability is defined as, “persons with long-term physical, mental, intellectual or sensory impairments that, in interaction with various attitudinal and environmental barriers, hinder full and effective participation in society on an equal basis with others” (UN General Assembly, 2006, p.1). Previous literature has found that children and youth with disabilities are more restricted in their participation due to existing deficits, resulting in less social engagement and interaction, which in turn impacts on youth development (Blanchard et al., 2006; Law et al., 2006). Furthermore, children and youth with disabilities experience more violence and discrimination as compared to children and youth with no disabilities due to stigma, a lack of resources to support them, and an increased acceptance of corporal punishment (Njelesani et al., 2018). As a result, their ability to actively participate in all aspects of their lives is greatly influenced, resulting in impaired mental and physical developmental outcomes for these children and youth (Bechange et al., 2021; Gal, 2017; Law et al., 2007). Additionally, there is a lack of legislation and policies supporting the inclusion of children and youth with disabilities (Bechange et al., 2021).

Institutionalised children and youth are described as those who are unable to be cared for by their families and hence live in residential facilities (Morantz & Heymann, 2010). However, youth with disabilities are overrepresented in residential facilities (Rus et al., 2017; Van IJzendoorn et al., 2020). Historically, individuals with disabilities were institutionalised as a means of “educating out” (Friedman, 2019, p. 4) impairment. Institutions were regarded as medical facilities aimed at providing care and medical intervention rather than education (Friedman, 2019). Discrimination towards individuals with disabilities in institutions thus became more prevalent (Friedman, 2019; Rus et al., 2017) and is still evident in recent years with reports of staff segregating and discriminating against children and youth who have disabilities and other health issues (Rus et al., 2017; Van IJzendoorn et al., 2020). Institutionalised children and youth are often exposed to maltreatment, malnourishment and a general lack of support (Better Care Network, 2017; Morantz & Heymann, 2010) resulting in impaired developmental outcomes related to their physical growth, cognition, and attention (Van IJzendoorn et al., 2020). The ability of institutionalised children and youth to participate in decision-making processes is thus impacted (Jamieson, 2017; Tisdall, 2017).

Socially excluded or marginalised children and youth refer to those who have limited access to resources, rights, and support and are at risk for poverty, unemployment, homelessness, or conflict (Bottrell, 2009; Iwasaki et al., 2014; Shaw et al., 2014). These youth usually reside in low-income communities, are sanctioned by the juvenile justice system, and are thus more susceptible to problem behaviours, discrimination, and segregation (Case, 2017; Ginwright & Cammarota, 2002).

As a result, marginalised or socially excluded children and youth are disengaged from society, with limited connections and support from their communities through youth programmes. Furthermore, due to discrimination and fragmentation already evident in existing youth programmes and organizations, marginalised or socially excluded children and youth are more susceptible to poor developmental outcomes (Iwasaki et al., 2014; Yohalem & Wilson-Ahlstrom, 2010).

Children and youth who are vulnerable, including those in institutions and with disabilities, are thus more susceptible to poverty, stigmatisation, discrimination, and impaired developmental outcomes than typically developing children and youth (Aday, 1994; Hopper & Iwasaki, 2017; Rogers, 1997; Sanders & Munford, 2017). Furthermore, children and youth who are vulnerable have minimal access to support from youth programmes or policies. There is thus a need for programmes that promote developmental outcomes in children and youth who are vulnerable (Catalano et al., 2004; Heinze et al., 2010; Iwasaki et al., 2014; Roth & Brooks-Gunn, 2003b; Sherrod et al., 2002).

1.4 Youth programmes to facilitate participation for children and youth who are vulnerable

Children and youth who are vulnerable and those with disabilities experience hardships that hinder their ability to participate in all aspects of their lives (Hopper & Iwasaki, 2017; Sherrod et al., 2002). When nurtured and supported within an enriching environment, these youth can act as a powerful resource for communities in their innate ability to lead others (Hellison et al., 2007; National Youth Policy, 2020; Wheeler & Edelbeck, 2006; Wozencroft et al., 2019). There is thus a need for the development and implementation of youth programmes that mitigate risk, enhance positive development, and facilitate the development of leadership skills in all youth who are vulnerable (Sherrod et al., 2002).

Effective youth programmes empower children and youth to actively participate in all matters and to address issues of concern to them (Eccles & Gootman, 2002; Ile & Boadu, 2018; Sherrod et al., 2002; Zeldin et al., 2008). Youth programmes are thus considered successful when children and youth participate in decision-making processes that affect their own lives and their communities (Ile & Boadu, 2018; Mortensen et al., 2014). In doing so, children and youth develop a sense of responsibility not only for their own wellbeing but also for the wellbeing of others (Hellison et al., 2007). Furthermore, it is important for youth programmes to be grounded in evidence in order to yield positive outcomes for children and youth who are vulnerable (Redmond & Dolan, 2016). Effective youth programmes are founded on theoretical frameworks that highlight

the predictors, processes, and outcomes necessary to support the development of children and youth who are vulnerable (Murphy, 2011; Pontuga et al., 2018; Redmond & Dolan, 2016; Ricketts & Rudd, 2002; Zimmerman et al., 2018).

Effective youth programmes for children and youth who are vulnerable should therefore, incorporate elements that include programme goals, environment, and activities (Roth & Brooks-Gunn, 2003a). The goals of youth programmes should focus on positive development and skill acquisition and not solely on the eradication of problem behaviours (Eccles & Gootman, 2002; Merry, 2000). Although literature suggests this to be an effective method, it may not be substantial enough to effect positive change in children and youth who are vulnerable. Effective youth programmes do not only aim to nurture and support children and youth who are vulnerable, but to challenge and empower them to advocate for themselves and others as well as to raise awareness of segregation, while engaging with others to affect personal, social and community change (Collura et al., 2019; Morton & Montgomery, 2013; Redmond & Dolan, 2016; Roth & Brooks-Gunn, 2003a, 2003b; Sherif, 2019; Yohalem & Wilson-Ahlstrom, 2010).

Youth programmes should also be developed in a positive atmosphere, in which children and youth are seen as resources to be developed, rather than as problems to be solved (Lerner et al., 2005; Murphy & Johnson, 2011). Youth programmes should foster engagement within a context that is culturally appropriate and diverse, providing children and youth with a degree of choice and responsibility over issues pertinent to their lives (Blanchet-Cohen & Brunson, 2014; Roth & Brooks-Gunn, 2003a). Emphasis should be placed on the establishment of an intergroup understanding between participants whereby the differences of each member are acknowledged and celebrated (Aldana et al., 2016; Eccles & Gootman, 2002). It is also essential to consider the vulnerabilities experienced on a daily basis in the lives of children and youth who are vulnerable (Mechanic & Tanner, 2007; Morton et al., 2018; Murray, 2003). It is thus important to determine how youth programmes may fit into these vulnerabilities and how they may be utilised to reduce barriers to participation and to enhance existing competencies of children and youth who are vulnerable and/or children and youth with disabilities (Conner & Strobel, 2007; Eccles & Gootman, 2002; Larson & Walker, 2010).

Furthermore, youth programmes should also be designed to meet the unique needs of children and youth with disabilities to facilitate participation in all aspects of their lives (Grenwelge & Zhang, 2013; Law et al., 2006; Seong et al., 2015). Effective youth programming is further achieved through the implementation of programme activities that foster skill development and

practice within a variety of contexts (Roth & Brooks-Gunn, 2003a; Eccles & Gootman, 2002; Durlak et al., 2010). Youth programmes should include activities that encourage children and youth to advocate for themselves and others, to develop goals and visions, and to ultimately achieve success (Bates et al., 2020; Murphy, 2011; Redmond & Dolan, 2016). More specifically, programme activities should facilitate youth leadership development whereby children and youth are provided with opportunities to develop skills necessary to effect change (Blanchet-Cohen & Brunson, 2014; Klau, 2006; Siddiq et al., 2015). However, if children and youth are to develop leadership skills, opportunities to master these skills within an experiential environment are required (Kress, 2006; Redmond & Dolan, 2016; Sherif, 2019; Zacharotos et al., 2000). Furthermore, Ricketts & Rudd (2002) describe prerequisites for youth leadership development which include the need for autonomy and self-advocacy, self-discovery, and a measured learning process (Anderson & Kim, 2009; Ricketts & Rudd, 2002). Youth programmes that encompass these prerequisites encourage children and youth participants to develop and practice leadership skills in authentic environments (Bates et al., 2020; MacNeil, 2006; Redmond & Dolan, 2016; Suleiman et al., 2006).

Effective youth programmes thus provide children and youth who are vulnerable with opportunities to meaningfully participate in decisions that pertain to their lives. Therefore, to fully understand the opportunities provided to children and youth who are vulnerable through programme participation, it is essential to consider programme outcomes (Arnold & Cater, 2011; Christens & Dolan, 2011; Durlak et al., 2010; Perkins & Zimmerman, 1995; Roth & Brooks-Gunn, 2016; Yohalem & Wilson-Ahlstrom, 2010).

1.5 Conceptualising programme outcomes for children and youth who are vulnerable

High quality youth programmes have been associated with positive outcomes for children and youth who are vulnerable (Bean & Forneris, 2016; Durlak et al., 2010; Larson & Walker, 2010; Roth & Brooks-Gunn, 2016; Yohalem & Wilson-Ahlstrom, 2010). Yohalem and Wilson-Ahlstrom (2010) highlight features of effective quality youth programmes that include safety and security, supportive relationships, opportunities for participation, and community engagement. Programme outcomes can thus be conceptualised by using a developmental ecological model developed by Durlak et al. (2010).

The developmental ecological model categorises programme outcomes for children and youth into specific components. The initial component emphasises the impacts of participant

characteristics (e.g., gender, age, and ethnicity) on programme outcomes for children and youth who are vulnerable (Durlak et al., 2010). This component indicates that outcomes such as attendance, skill development, and engagement may vary according to participant characteristics (Connell et al., 1994; Durlak et al., 2010; Roth & Brooks-Gunn, 2003a). Another component thought to impact on programme outcomes is the context of programme implementation. Youth programmes are typically implemented in a variety of settings that may include correctional facilities, schools, or within the community. Programme participation and outcomes may therefore be influenced by the context or the environment of implementation (Blanchet-Cohen & Brunson, 2014; Durlak et al., 2010; Redmond & Dolan, 2016).

It is also important to consider how programme features may impact on outcomes for children and youth who are vulnerable (Durlak et al., 2010; Eccles & Gootman, 2002; Larson et al., 2006). The structure and curriculum of a programme and its ability to facilitate the development of skills and knowledge are essential in ensuring long-term outcomes (e.g., graduation from high school and employment opportunities) for children and youth who are vulnerable (Durlak et al., 2010). Furthermore, programmes that provide children and youth with opportunities for skill development, participation, and civic engagement have been associated with positive outcomes for children and youth (Durlak et al., 2010; Eccles & Gootman, 2002; Lerner et al., 2005; Roth & Brooks-Gunn, 2003a). When provided with the space to engage with their communities, children and youth who are vulnerable gain valuable skills that allow for them to actively participate in every aspect of their lives (Ile & Boadu, 2018; Iwasaki et al., 2014; Lerner et al., 2005; Zeldin et al., 2008).

Youth programmes are thus fundamental in facilitating participation and positive development for youth who are vulnerable. Through participation in youth programmes, children and youth develop the skills and knowledge to hold policy-makers and government officials accountable for their overall development and wellbeing (Eccles & Gootman, 2002; Ile & Boadu, 2018; Sherrod et al., 2002; Zeldin et al., 2008). Furthermore, youth programmes empower children and youth who are vulnerable to advocate for themselves and others (Hope, 2012; Otis, 2008; Redmond & Dolan, 2016). Despite these positive outcomes for children and youth, limited research on youth programmes for children and youth who are vulnerable exists (Karagianni et al., 2018). This scoping review thus aimed to synthesise the available evidence and to identify and describe youth leadership, development and empowerment programmes that are applicable for children and youth who are vulnerable and/or children and youth with disabilities.

2. METHODOLOGY

2.1 Aims

The aims of the study describe the overall purpose of the review in terms of the main aim, sub-aims, and research question.

2.1.1 Main aim

The main aim of this scoping review is to identify and describe youth leadership, development and empowerment programmes that are applicable for children and youth who are vulnerable and/or children and youth with disabilities.

2.1.2 Sub-aims

The sub-aims of the review are:

- To describe the participants in the included programmes in terms of age, gender and vulnerability.
- To describe the process of programme development for the included programmes.
- To describe the manner of stakeholder involvement in the included programmes.
- To describe any adaptations made to the included programmes to safeguard children and youth who are vulnerable.
- To describe the evaluation mechanisms used to evaluate the included programmes.

2.1.3 Research question

The formulation of a well-built question is essential to guide the scope of enquiry of a scoping review (Schlosser et al., 2007a). A PESICO (person, environment, stakeholder, intervention, comparison, outcomes) template was used to guide the research process and the formulation of the research questions. The PESICO template includes criteria related to the PICO (population, intervention, comparison and outcomes) template with an additional focus on the environment and stakeholders (Schlosser et al., 2007a; Schlosser & O'Neil-Pirozzi, 2006). The PESICO template thus guided the formulation of the research questions as follows: Firstly, when making decisions regarding youth programmes, it was important to consider the ecological context in which children and youth develop. Fostering children and youth engagement requires an environment (i.e. the youth's current and future environment) that provides authentic opportunities for leadership and skill development (Blanchet-Cohen & Brunson, 2014; Redmond & Dolan, 2016; Schlosser et al.,

2007b). Secondly, consideration was given to stakeholder involvement. Children and youth who are vulnerable and children and youth with disabilities were included as direct stakeholders as they were direct recipients of the programme (Blanchet-Cohen & Brunson, 2014). Thirdly, the included studies specifically included leadership, empowerment, and development programmes. Lastly, in addition to the intervention, consideration was also given to programme outcomes. Programme outcomes should be related to enhancing participation and development for the participants (Kennan et al., 2018; Ricketts & Rudd, 2002; Roth & Brooks-Gunn, 2003a). The PESICO template was thus essential in the formulation of a structured and well-built research question to guide the identification of youth programmes for children and youth who are vulnerable as well as including children and youth with disabilities (Schlosser et al., 2007a).

Based on the PESICO template, the research question for the review is as follows: For children and youth who are vulnerable as well as children and youth with disabilities (P) in differing structured environments (E) who have a right to participate in all aspects of their lives (S), what kind of youth programmes (I) will facilitate participation and positive development in these children and youth (O)?

2.2 Research design and phases

A scoping review will be conducted to address the research aims. A scoping review describes a method of broadly searching the literature in a heterogenous field of study (Daudt et al., 2013; Khalil et al., 2016; Peters et al., 2015b). Scoping reviews aim to map literature with regards to its nature, features and volume, to summarise and disseminate research findings and to identify gaps in the literature (Arksey & O'Malley, 2005; Daudt et al., 2013; Khalil et al., 2016; Peters et al., 2015b). Although similar to systematic reviews, distinctions can be made between scoping reviews and systematic reviews. While systematic reviews answer more specific research questions based on rigid *a priori* categories, scoping reviews answer broader research questions, providing an overview of the literature, despite the quality of research (Arksey & O'Malley, 2005; Colquhoun et al., 2014; Peters et al., 2015a; Sucharew & Macaluso, 2019; Tricco et al., 2016). Due to a lack of quality assessment of the included articles, conclusions are determined on the existence of an article, rather than on its quality (Daudt et al., 2013; Grant et al., 2009). Therefore, an *a priori* protocol in the form of a proposal was developed to allow for the establishment of predetermined objectives and methods for the study (Peters et al., 2015b). A methodological framework developed by Arksey and O'Malley (2005) and advanced by Levac et al. (2010), was used to guide this scoping review. Additionally, the scoping review was structured according to the Preferred

Reporting Items for Systematic Review and Meta-analysis extension for Scoping Reviews (PRISMA-ScR) (Tricco et al., 2018). The PRISMA-ScR allows for transparent reporting of the scoping review while following a comprehensive guideline (Moher et al., 2009; Tricco et al., 2018). Table 1 below describes an overview of Arksey and O'Malley's methodological framework.

Table 1

Overview of Arksey and O'Malley's methodological framework

Framework stage	**Description**
1. Identifying the research questions	Well-articulated research aims guided the scope of inquiry. The target population, outcomes and concept were determined to guide the review's focus and to establish an effective search study. A rationale for conducting a scoping review was also considered.
2. Identifying relevant studies	This involved two independent reviewers who were knowledgeable and experienced in the use of the search strategies and who were familiar with the search terms. A pilot search was conducted in collaboration with a research librarian.
3. Study selection	This involved a complete search of the literature, refining the search terms, and reviewing the articles to be included in the study. Additionally, the inclusion- and exclusion criteria were decided on. The results from the search were imported and organised into a screening tool known as Rayyan QCRI Software. Two researchers independently screened the titles and abstracts of studies for inclusion in the study. This was followed by the screening of the articles on a full-text level.
4. Charting the data	A data-extraction form was developed as part of the protocol. This was used to record features of the included studies that were relevant to the research question and applicable to the selection criteria of the study. Data extraction was an iterative process whereby the form was continually updated.
5. Collating, summarising and reporting results	This stage included the following three steps: 1. Data analysis which included a descriptive numerical summary and a thematic analysis. 2. The results were reported on. 3. A discussion of the results and how they relate to the larger literature base was conducted. Consideration was also given to future implications.
6. Consultation	The sixth of Arksey and O'Malley's (2005) methodological framework in which stakeholders are consulted to inform future research was not conducted in the current study.

Source: Arksey and O'Malley (2005)

2.3 Protocol

An *a priori* protocol in the form of a proposal was developed to allow for the establishment of predetermined objectives and methods as well as to describe the steps to be followed when conducting a scoping review (Peters et al., 2015b; Schlosser et al., 2007b). As a protocol adds structure to the review, it allows for the replication of the research process (Leedy & Ormrod, 2016; Schlosser et al., 2007b). Furthermore, the probability of selection bias is reduced by describing the selection criteria a priori (Peters et al., 2015b; Schlosser et al., 2007b; Woodruff & Sutton, 2014).

2.4 Pilot study

Pilot studies are conducted to inform and strengthen the design of the main study (Moore et al., 2011; Thabane et al., 2010). A pilot search was conducted to assess the feasibility of the search terms, the inclusion- and exclusion criteria as well as the quality and validity of the data extraction form (Arain et al., 2010; Arksey & O'Malley, 2005; Leedy & Ormrod, 2016; Thabane et al., 2010). The pilot search thus guided the researcher regarding any changes to the review question, the search terms, and the selection criteria (Leedy & Ormrod, 2016; Thabane et al., 2010). The original search yielded the following results according to each database using the Ebscohost Platform: Academic Search Complete (7234 articles), Africa-Wide Information (2202 articles), APA PsycArticles (62 articles), APA PsycInfo (2614 articles), CINAHL (1939 articles), ERIC (2539 articles), Family and Society Studies World Wide (932), Health Source: Nursing/Academic Edition (1921 articles) and Humanities Source (1008 articles). While during the original search, SAGE and Scopus yielded 1328 articles and 4588 articles respectively.

Initially, the search terms yielded broad results, revealing that programmes suitable for children and youth who are vulnerable and/or children and youth with disabilities were not targeted. As a result, various combinations of search terms were applied, with terms specifying vulnerability and disability excluded from the main search. The final search terms were thus broader in terms of the population (youth or adolescent or young people or teen or child*) and more specific, in terms of the intervention (empowerment program*). The final search terms were applied to the abstracts of articles and yielded programmes suitable for youth who are vulnerable. The terms (youth or adolescent or young people or teen or child*) and (empowerment program*) and (leadership development) were thus applied to the final search.

Appendix A illustrates the pilot searches that were conducted and display how the search terms were refined over time. Table 2 below describes the aims, materials, procedures, results and

recommendations of the pilot search. The recommendations for the pilot search were included for the main study.

Table 2

Pilot search

Aim	Materials	Procedures	Results	Recommendations
To determine if the search terms were suitable.	Academic Search Complete	The searches were conducted.	The search yielded several irrelevant articles that did not align with the aims of the study. Most of the articles did not discuss programmes, did not include youth participants, and were reviews. Furthermore, the articles did not include youth with vulnerabilities and/or youth with disabilities as its target population. Additionally, the programmes that were found were centred on enhancing health-related outcomes (e.g., reducing obesity) rather than on enhancing participation.	Removed search terms: - Vulnerab*, "in care", foster, orphan*, disab*, handicap*, impair*, deaf, "hearing impair*", "hearing loss", "hard of hearing", "at risk", marginaliz*, "high risk", opportunity, blind, "sign language", signing - "Special school", LSEN, "care centre", "stimulation centre", institution, "residential care", "child and youth care centre", CYCC - Train*, curriculum, syllabus, interven*, skill, activity - Engagement, participat*, accountab*, "community involvement", empowerment, trust, skills, govern*, structures, politic*, advocacy Added search terms: - "Young people", teen - Empowerment - Development
To determine if the inclusion- and exclusion criteria were applicable.	The selection criteria.	The selection criteria were reviewed by the two independent reviewers against the yielded articles	After screening on a title, abstract, and full-text level, it was evident that some of the inclusion criteria and exclusion criteria although	Added to 'population' exclusion criteria:

Aim	Materials	Procedures	Results	Recommendations
		during the screening process. The selection criteria were updated regularly during the screening process to ensure consistency between the reviewers.	relevant, were not reflected in the results of the search. Specifically, the 'population' inclusion criteria included youth with vulnerabilities and/or youth with disabilities. The main search did not, however, yield studies that included programmes specific for youth with disabilities. However, as the aim of the scoping review was to identify programmes applicable for children and youth with vulnerabilities *and* with disabilities, the inclusion criteria for 'population' remained the same. Furthermore, the screening process also revealed programmes with aims to enhance health outcomes and to foster isolated skill competence, thus not aligning with the aims of the study. The exclusion criteria were adjusted accordingly.	- Youth who are not considered "at-risk" or vulnerable. Added to 'intervention' inclusion criteria: - The programme is grounded in a theoretical foundation or framework. Added to the 'intervention' exclusion criteria: - The programme is not grounded in evidence. Added to 'outcomes' exclusion criteria: - Programmes designed specifically around health-related outcomes (e.g., reduced obesity etc.). Added to 'design' exclusion criteria: - Review - Cross-sectional study

Aim	Materials	Procedures	Results	Recommendations
To assess the validity of the data extraction tool.	A customised data extraction form.	After screening all the articles on a title, abstract, and full-text level, the remaining articles were included for data extraction using a customised data extraction tool.	The initial process revealed the need to adapt the data extraction tool accordingly to ensure that all the relevant information necessary to answer the research questions was included (Peters et al., 2015a).	Adaptations to the data extraction tool were made as follows: - Added: programme name - "Primary conceptual components were changed to "theoretical frameworks guiding programme development" - "Manner of youth engagement" was changed to "manner of stakeholder involvement (envisaged programme involvement)".

2.5 Search strategy

A multi-faceted search strategy was conducted to ensure a comprehensive search of the literature and to avoid selection bias (Millar et al., 2006; Schlosser et al., 2007a, 2007b). This will be discussed in detail below.

2.5.1 Data bases and search strategy

An initial search of each relevant database was conducted. This included screening articles at a title and abstract level (Millar et al., 2006; Schlosser et al., 2007a, 2007b). This was followed by a second broad search of the literature using all identified keywords across all included databases. Finally, an ancestry search of all included articles was conducted (Peters et al., 2015a). Further searches included hand searches of the *Journal of Adolescent Research* and the *Journal of Community Practice* as well as a search of the reference lists.

An information specialist guided the selection of databases. The following electronic databases were searched for peer-reviewed articles using Ebscohost as the platform: Academic Search Complete, Africa Wide Information, APA PsycInfo, APA PsycArticles, CINAHL, ERIC, Family and Society Studies Worldwide, Health Source: Nursing/Academic, Humanities Source, Social Work Abstracts, and TOC Premier. Additionally, SAGE and Scopus were searched independently. The search terms per data base are available in Appendix B. The search results were exported and organised into a screening tool called Rayyan QCRI Software (Ouzzani et al., 2016). Each database yielded a different number of articles to be included in the study, as described in Table 3 below. It is evident that TOC Premier did not yield any articles.

Table 3

Search strategy and yields for electronic databases

Data Base	Search Strategy	Yield	Yield Minus Duplicates
Academic Search Complete	(youth or adolescent or young people or teen or child*) AND (leadership development) OR (empowerment program*)	358	273
Africa Wide Information	(youth or adolescent or young people or teen or child*) AND (leadership development) OR (empowerment program*)	33	23

Data Base	Search Strategy	Yield	Yield Minus Duplicates
PsycInfo	(youth or adolescent or young people or teen or child*) AND (leadership development) OR (empowerment program*)	241	180
PsycArticles	(youth or adolescent or young people or teen or child*) AND (leadership development) OR (empowerment program*)	9	7
CINAHL	(youth or adolescent or young people or teen or child*) AND (leadership development) OR (empowerment program*)	177	127
ERIC	(youth or adolescent or young people or teen or child*) AND (leadership development) OR (empowerment program*)	233	171
Family and Society Studies Worldwide	(youth or adolescent or young people or teen or child*) AND (leadership development) OR (empowerment program*)	130	73
Health Source: Nursing/Academic	(youth or adolescent or young people or teen or child*) AND (leadership development) OR (empowerment program*)	52	36
Humanities Source	(youth or adolescent or young people or teen or child*) AND (leadership development) OR (empowerment program*)	20	16
Social Work Abstracts	(youth or adolescent or young people or teen or child*) AND (leadership development) OR (empowerment program*)	11	5
SCOPUS	(AB (youth or adolescent or young people or teen or child*) AND AB (leadership development) OR AB (empowerment program*))	2231	2185
SAGE	(AB (youth or adolescent or young people or teen or child*) AND AB (leadership development) OR AB (empowerment program*))	758	716

2.6 Inclusion- and exclusion criteria

The selection criteria in Table 4 below were discussed and agreed upon by two independent researchers (May et al., 2019). The articles were screened by both reviewers at a title and abstract level against the selection criteria using Rayyan QCRI Software (Ouzzani et al., 2016). Using the software, labels were provided to filter the articles to be included and excluded from the review. The remaining articles were then screened at a full-text level by the same independent reviewers, using Rayyan QCRI Software (Ouzzani et al., 2016). The same labels were utilised to further filter the articles to be included and excluded from the review. The remaining studies were included and accepted by two reviewers and were considered appropriate for the current study.

Based on the selection criteria, the articles were screened at title and abstract level and categorised into 'yes', 'no', and 'maybe' responses in Rayyan. If 'no' was selected by both reviewers, the article was excluded. While 'yes' or 'maybe' responses prompted the inclusion of an article for full text screening. Thereafter, on a full text level, reasons were provided in Rayyan to validate the exclusion of an article (May et al., 2019).

The PESICO constructs and inclusion- and exclusion criteria are described in Table 4 below.

Table 4

Inclusion- and exclusion criteria

Aspect Considered	Inclusion Criteria	Exclusion Criteria	Justification
Population Children and youth who have vulnerabilities/disabilities	Children and youth who are vulnerable and with disabilities aged 4–32 years of age. Children and youth who have vulnerabilities. Children and youth who have disabilities.	Adults older than 32 years of age. Youth who are not considered vulnerable or 'at-risk' (i.e., youth from middle-class to upper-class households, youth from a two-parent household etc. (United Nations Department of Economic and Social Affairs, 2018).	Children are defined as individuals between the ages of 0-14 years (United Nations Department of Economic and Social Affairs, 2018). Youth are defined on a global scale as individuals between the ages of 15–24 years (United Nations Department of Economic and Social Affairs, 2018). While on a national scale, youth are defined as persons between the ages of 14–35 years (National Youth Policy, 2020). Children and youth have been reported to differ in their participation according to their age (Gal, 2011; Shier et al., 2014).
Environment Structured environment	The leadership programme is implemented in a structured environment that is responsible for the development of children and youth with vulnerabilities.	The leadership programme is implemented in an unstructured environment that does not provide opportunities for youth development and growth.	It is important to consider the ecological context in which children and youth develop. Fostering leadership skills in children and youth requires an environment that provides authentic opportunities for leadership and skills development (Blanchet-Cohen & Brunson, 2014;
Stakeholders Programme participants	The programme targets direct stakeholders, for example children and youth who are vulnerable and children	The programme offers training services to indirect stakeholders, for example mentors,	Children and youth have the right to participate in decisions that pertain to their daily lives (Jamieson, 2017).

Aspect Considered	Inclusion Criteria	Exclusion Criteria	Justification
	and youth with disabilities.	care workers, social workers and so forth.	
Intervention Youth programmes	The programme has a clearly defined curriculum and implementation programme. The programme is grounded on a theoretical foundation or framework.	The programme is unstructured, with no comprehensive agenda or outcomes. The programme is not grounded on evidence.	The reviewers aim to identify youth leadership programmes that empower and uplift children and youth who are vulnerable and children and youth with disabilities.
Comparison	Not required.		
Outcomes Programme outcomes	The programme is designed to foster outcomes in the following domains: youth engagement, participation, accountability, community involvement, empowerment, trust, advocacy and leadership. The programme facilitates youth involvement with government structures to support their right to be included in decisions that pertain to their daily lives.	The programme is designed to foster isolated skill competence and those not directly related to children and youth. For example, mentorship, coaching, social support, self-help and peer support. The programme is designed to facilitate improved health-related outcomes (e.g., reduced obesity, mental health outcomes etc.). The programme does not aim to engage youth in decisions that pertain to themselves and their future. The youth are not encouraged to advocate for themselves and others.	Youth programmes can provide children and youth who are vulnerable and children and youth with disabilities with an avenue for skill development, empowerment and meaningful engagement (Grenwelge et al., 2010; Macneil & McClean, 2006; Redmond & Dolan, 2016). Fostering youth engagement is fundamental to understanding and representing the voices of children and youth, including those with disabilities (Fitzgerald et al., 2006; Garth & Aroni, 2003; Mortensen et al., 2014).

Aspect Considered	Inclusion Criteria	Exclusion Criteria	Justification
Sources	Electronic databases and peer reviewed publications dated between 2000–2021. Peer-reviewed journal article. Articles published in English.	Grey literature; unpublished articles; conference abstracts; hand searched articles; book chapters; book reviews; editorials and theoretical papers dated prior to 2000.	Although a wide search is recommended to scope the breadth of the literature, the practicalities involved related to time, funding and access should also be considered (Levac et al., 2010). The majority of the literature on positive children and youth development and leadership stems beyond the year 2000.
Design	Qualitative experimental design (including single subject experimental design, case study design, one-group pre-test-post-test design) Quantitative experimental design (including randomised controlled trials, quasi-experimental, repeated measures design) Mixed-methods approach	Scoping review; systematic review; literature review cross-sectional study; opinion pieces, policy reviews and editorials	

2.7 Selection of records

A PRISMA flow-diagram, as depicted in Figure 1, was used to identify the articles for inclusion (Moher et al., 2009; Peters et al., 2015b). The PRISMA flow diagram (Figure 1) describes the study selection process as follows; articles were initially identified through database searches and additional sources, followed by the removal of duplicate articles. The articles were then screened on a title and abstract level and articles that did not align with the research questions and selection criteria were removed. The remaining articles were then assessed for eligibility on a full-text level and those articles not aligned with the research questions and selection criteria were excluded, with justifications for exclusions provided. The remaining articles were included for data extraction (Peters et al., 2015b).

Figure 1 illustrates that 3430 articles were identified through database searches. No additional studies were identified through hand searches of the *Journal of Adolescent Research* and the *Journal of Community Practice* and through ancestry search of all included articles. After duplicates

were removed, 2992 articles remained for title and abstract screening. Following title and abstract screening, 2649 articles were excluded. The full text of 343 articles was assessed for eligibility. Of these articles, 267 were excluded, resulting in 76 articles that were included for data extraction. Reasons for exclusion included: not a programme (n=140), wrong outcome (n=45), wrong population (n=43), wrong study design (n=21), could not access full text (n=16), and wrong population type (n=2).

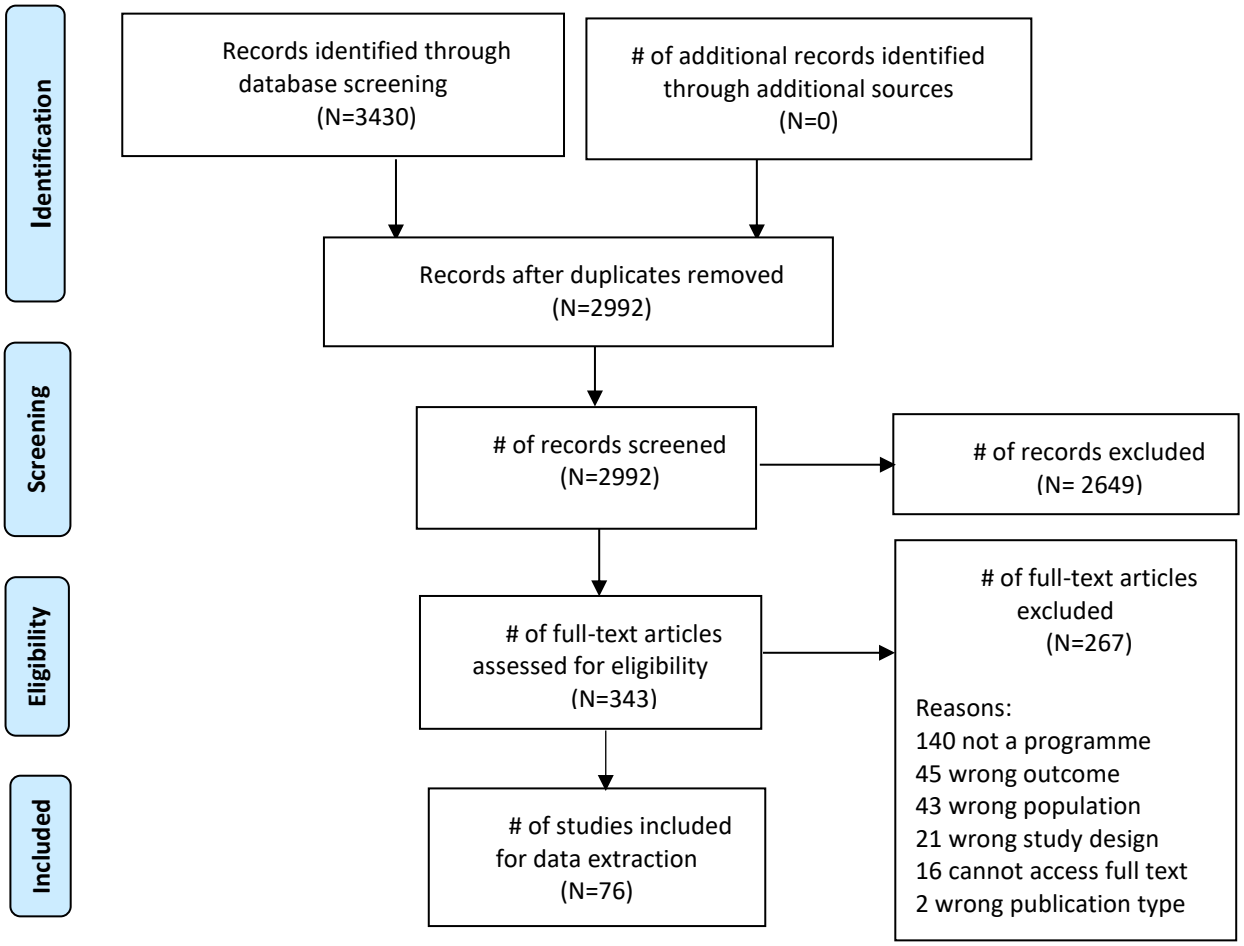

Figure 1: *PRISMA flow diagram of selection process*

2.8 Materials and equipment

The search results were imported into a screening tool known as Rayyan QCRI Software (Ouzzani et al., 2016). Rayyan QCRI describes web-based software that allows the production of systematic and scoping reviews. Rayyan QCRI is used to screen imported articles on a title, abstract, and full-text level. This software allows for the user to filter articles into categories using labels, as well as to provide reasons for article inclusion and exclusion. The Rayyan mobile application allows for articles to be screened in the absence of a network connection (Couban, 2016; Ouzzani et al., 2016).

2.9 Data extraction and analysis

A customised data extraction form (Appendix C) was developed from *a-priori* categories in Microsoft Excel, as described in Table 5 below, to guide the data extraction process. Data extraction was conducted using Microsoft Excel (Arksey & O'Malley, 2005; Armstrong et al., 2011; Peters et al., 2015b). The extraction form was used to record specific aspects of the included studies and information relevant to answering the research questions (Peters et al., 2015a). As data extraction is considered an iterative process, the data extraction form was continually refined (Levac et al., 2010; Peters et al., 2015a). The data was initially extracted according to the general characteristics of the study including title, authors, date of publication, and the aim of the studies. This was followed by extracting data relating to the participant characteristics (i.e., age, gender, and type of vulnerability). Data were extracted related to the intervention, namely programme name, goals, structure, details, theoretical frameworks, country of implementation, training of staff, target population requirements, and adaptations. Furthermore, a description of how the children and youth participants were involved in the programme and how this involvement was facilitated (i.e., activities and skill development) was provided. Finally, data were extracted relating to the outcomes and evaluation measures utilised to evaluate programme outcomes and is provided in Appendix D. The data for all articles were extracted by the primary reviewer with the secondary reviewer checking the data extraction for 100% of the included articles (Schlosser et al., 2007a).

Table 5

a-priori categories for data extraction

Criteria	Justification
Authors and date of publication	To determine the frequency of publications per year.
Aims of the study	To allow for descriptive analysis of the research aims.
Target population	To identify trends in the ages, gender, and risk factors included in the research studies.
Country of development	To identify trends with regards to the geographical locations and context.
Theoretical frameworks that guided programme development	To identify trends in the various conceptual components of each identified programme.
Manner of stakeholder involvement (envisaged programme involvement)	To identify trends in the level of stakeholder involvement in the development of the programme.
Programme details	To determine how the programmes differ according to their length and duration.
Training of staff	To determine the extent to which staff was trained in programme implementation and how this differs according to each identified programme.
Target population requirements	To identify trends in the inclusion criteria of each identified programme.
Evaluation targets	To identify trends in the skills addressed and measured in each identified programme.
Mechanisms of evaluation	To understand how skill development was measured and how this differed according to each identified programme.
Manner of youth engagement	To identify trends in the methods used to aid youth engagement in each identified programme.
Programme adaptations	To describe adaptations made to each programme and how these differ according to each identified programme.
Programme results	To analyse and describe the results of each programme against the aims of the review.

2.9.1 Data analysis

The descriptive data from the studies were analysed using descriptive and thematic analysis and represented in descriptive and narrative forms (Kalugho, 2018). Descriptive data analysis describes the use of numbers and figures in order to describe the data. It aims to describe a phenomenon and its features (Nassaji, 2015; Thompson, 2009), whilst thematic analysis provides a narrative interpretation of existing literature by summarising the data into themes (Arksey &

O'Malley, 2005; Daudt et al., 2013; O'Brien et al., 2016). Data analysis for the current scoping review involved categorising the articles according to the sub-aims of the current study. Studies were thus organised according to six identified themes which included characteristics of children and youth; the process of programme development; the manner of stakeholder involvement; programme adaptations; evaluation measures; and outcomes.

Each theme is linked back to the overall research question and to each sub-aim (Braun & Clarke, 2008). The initial theme (i) "youth characteristics" was analysed according to the age, gender and vulnerable population of the participants. The theme (ii) "the process of programme development" involved an analysis of the programme goals, conceptual frameworks, and programme structure of the included programmes. Furthermore, the programme structure was described against a list of programme activities and components described by Roth and Brooks-Gunn (2003a) in their review of youth development programmes, as described below. The theme (iii) "the manner of stakeholder involvement" involved an analysis of each manner of stakeholder engagement in terms of civic engagement, skill development, social engagement, engagement in programme development, and personal engagement. Additionally, the theme (iv) "programme adaptations" involved analysing specific adaptations made to safeguard the children and youth participants. Analysis of the data on programme adaptations revealed that the programmes were adapted according to gender, context, and specific risk factors, for example homelessness. Furthermore, the theme (v) "evaluation measures" was analysed according to the qualitative and quantitative evaluation measures included in each study. Finally, the theme (vi) "outcomes" was analysed Durlak et al.'s (2010) Developmental Ecological Model as described below. Furthermore, the structure of each identified programme was described against a list of programme activities and components described by Roth and Brooks-Gunn (2003a) in their review of youth development programmes. The current review categorised groups of related activities under an umbrella term or component. Programme groupings are as follows: (i) academic or topic-oriented (i.e., curriculum-based activities); (ii) life skills (i.e., career-readiness or capacity building training); (iii) recreational (i.e., sport, creative arts, or performance-based activities); (iv) group planning (i.e., discussion of community issues or design of community-based projects); (v) specific training or skill development (i.e., leadership or agricultural training etc.); (vi) community service or community engagement (i.e., implementation of community projects or community outreach); (vii) experiential (i.e., supervised agricultural experiences or leadership opportunities); and (viii) cultural (i.e., cultural events and discussions) (Roth & Brooks-Gunn, 2003a).

The programme outcomes were analysed using Durlak et al.'s (2010) Developmental Ecological Model. Durlak et al. (2010) developed a Developmental Ecological Model for conceptualising the impacts of participation in youth programmes for youth who are vulnerable. The impacts of programme participation were examined against three of the five components of the developmental ecological model (Durlak et al., 2010), namely (i) participant characteristics; (ii) social ecologies; and (iii) programme participation.

2.10 Reliability

Data reliability refers to the consistency of measurement and the extent to which the results remain the same over different stages of data collection (McMillan & Schumacher, 2014). Reliability for the scoping review was ensured by using a comprehensive search strategy with multiple databases and by plotting the identified articles on the PRISMA-(ScR) flow diagram depicted in Figure 1. Articles were selected against the selection criteria with two reviewers independently screening the articles on a title, abstract and full-text level to ensure inter-rater reliability. With regards to data extraction, the data for all articles were extracted by the primary reviewer with the secondary reviewer checking the data extraction for 100% of the included articles (Schlosser et al., 2007a). Furthermore, the PRISMA-(ScR) checklist was used to ensure consistency of the scoping review process (Moher et al., 2009; Tricco et al., 2018).

Inter-rater agreement was calculated for title and abstract screening, full-text screening and data extraction. Inter-rater agreement was calculated by dividing the total number of agreements by the total number of agreements plus disagreements and multiplying them by 100 as well as by using Cohen's kappa value. Inter-rater agreement for title and abstract screening was 96.5%, whilst the inter-rater agreement for full-text screening was 97.1%. Inter-rater agreement for data extraction was 89.5%. The Cohen's kappa value was 0.92. A kappa value between 0.81 and 0.99 indicates a near perfect agreement between both reviewers (McMillan & Schumacher, 2014; Schlosser, 2003).

2.11 Ethical issues

Scoping reviews do not involve human participants; however, ethical considerations were undertaken. As per the requirement of the University of Pretoria, ethical clearance for this study was obtained from the Faculty of Humanities (Appendix E). The following ethical issue was considered in conducting the study.

2.11.1 Plagiarism

Plagiarism occurs when acknowledgment is not given to the original work of other authors. Plagiarism can be avoided by giving credit to the contributions of others (McMillan & Schumacher, 2014). This involved the use of quotation marks where necessary and by referencing the work of others to ensure that the authors are acknowledged (McMillan & Schumacher, 2014).

3. RESULTS

3.1 Included studies

A total of 76 studies as set out in Table 6 below, met the criteria for inclusion in this scoping review. An overview (Table 6) of the studies will be provided in terms of: (i) number of publications, (ii) title, author and year of publication, (iii) research design, and (iv) country of implementation. Thereafter, these studies will be discussed in terms of the sub-aims of the studies by examining (iv) the participant characteristics, (v) the process of programme development, (vi) the manner of stakeholder involvement, (vii) adaptations made to the included programmes, and (viii) the evaluation mechanisms and (ix) outcomes.

Table 6

Included studies

Title	Author (date)	Study aim	Research design	Country of implementation
1. Perceived leadership skills developed through participation at the Arkansas FFA Leadership Conference: A program evaluation	Ahrens et al. (2015)	To determine the leadership life skills developed during the Future Farmers of America (FFA) Leadership Conference.	Correlational research design	United States of America (USA)
2. Dialogic pedagogy for youth participatory action research: Facilitation of an intergroup empowerment	Aldana et al. (2016)	To describe how the intergroup approach may be utilised to involve youth in participatory action research.	Not specified	USA
3. "Down Woodward": A case study of empowering youth to see and disrupt segregation using photovoice methods	Aldana et al. (2020)	To investigate the impact of participation in a photovoice project for youth who are vulnerable.	Single-case study design	USA
4. Urban youth scholars: Cultivating critical global leadership development through youth-led justice-oriented research	Allen-Handy et al. (2021)	To explore youth development through critical consciousness buildings and social analysis.	Phenomenological case study design	England
5. Young people and social action: Youth participation in the United Kingdom and United States	Arches and Fleming (2006)	To discuss the state of youth participation in the United Kingdom and United States.	Case study	USA
6. Effects of a school-based program on Iranian students' well-being	Asanjarani and Asgari (2020)	To examine the effectiveness of a school-based social and mental empowerment programme on the behavioural and developmental issues of youth.	Quasi-experimental study	Iran
7. Identifying and living leadership in the lives of prekindergarten through 4th-grade girls: The story of one intentional leadership identity development program	Bailey et al. (2017)	To examine the development of an intentional leadership identity development programme for young girls.	Qualitative research design	USA
8. An innovative geographical approach: Health promotion and empowerment in a context of extreme urban poverty	Becker et al. (2005)	To analyse and describe the Vila Paciencia Initiative.	Not specified	Brazil

Title	Author (date)	Study aim	Research design	Country of implementation
9. ART FOR CHANGE: Transformative learning and youth empowerment in a changing climate	Bentz and O' Brien (2019)	To discuss the connection between transformative learning and youth empowerment.	Mixed-methods approach	Portugal
10. Examples of sports-based youth development programs	Berlin et al. (2007)	To describe the impacts of the programmes on the programme participants.	Review	USA
11. Chicano-Latino Youth Leadership Institute: An asset-based program for youth	Bloomberg et al. (2003)	To describe how the Chicano-Latino Youth Leadership Institute resulted in positive youth development in youth.	Mixed-methods approach	USA
12. 'True Stories from Bare Times on Road': Developing empowerment, identity and social capital among urban minority ethnic young people in London, UK	Briggs (2010)	To evaluate the inner-London borough programme.	Ethnographic research methods	England
13. Youth development program in Northern Manitoba	Brown and Albert (2015)	To describe a study of the cultural, economic, political, and social youth leadership development program (CEPS).	Qualitative research design	Canada
14. The promise of an accumulation of care: Disadvantaged African American youths' perspectives about what makes an after-school program meaningful	Bulanda and McCrea (2013)	To understand how to develop youth's constructive relationship abilities.	Not specified	USA
15. A critical positive youth development model for intervening with minority youth at risk for delinquency	Case (2017)	To illustrate a model for intervening with minority youth.	Mixed-methods approach	USA
16. Utilizing youth media practice to influence change: A pretest-posttest study	Chan and Holosko (2020)	To develop and establish an information communication youth media practice.	Empirical design	China
17. Interweaving youth development, community development, and social change through youth organizing	Christens and Dolan (2011)	To explore an effective youth organizing initiative through a review.	Mixed-methods approach	USA

Title	Author (date)	Study aim	Research design	Country of implementation
18. Cyclopedia: Sustaining a positive youth development program through community partnership	Collins et al. (2013)	To investigate the methods of implementation of positive youth development (PYD) initiatives for at-risk youth.	Quantitative research design	USA
19. Sense of self, empowerment, and interpersonal skills among African American teens in East Cleveland, Ohio	Collins et al. (2020)	To explore the extent to which teens enhanced their empowerment, self-connectedness, intrapersonal, and interpersonal skills through participation in a youth development programme.	Mixed-methods convergent design	USA
20. Leadership development: An examination of individual and programmatic growth	Conner and Strobel (2007)	To examine the links between leadership development and programmatic structures and supports.	Embedded case study design	USA
21. Perspectives on place-based local leadership programs: Fostering leadership and community attachment in youths.	Corboy et al. (2019)	To determine whether a place-based leadership programme helps students in their leadership skill development and encourages return to their community.	Quantitative research design	Uganda
22. Youth capacity building: An international case study in Uganda	Crave & El Sawi (2001)	To discuss a pilot programme to uplift and empower youth.	Not specified	USA
23. Introducing psychodrama into programmes preparing young people transitioning from residential care	Dima & Bucutä (2020)	To explore the benefits of an empowerment-oriented psychodrama group programme for young people in care.	Qualitative research methods - Interpretative Phenomenological Analysis	USA
24. Teen leadership development through a teen gaming program	Dowds et al. (2017)	To investigate programmes that create impactful leadership opportunities for teens.	Not specified	USA
25. Personal development and empowerment of adolescents at risk by way of prosocial altruistic and anonymous activity: A qualitative perspective	Einat and Michaeli (2018)	To examine the factors leading at risk youth to be involved in the programme and to analyse the influence of participation in anonymous giving activities.	Qualitative research design	Israel
26. The Movimiento Al Exito summer pop-up program: The role of testmonio in moving	Farley et al. (2019)	To discuss the innovative components and curriculum and to aid youth in the	Qualitative research methods	USA

Title	Author (date)	Study aim	Research design	Country of implementation
new diasporic Latina/o youth through Iowa history to critical consciousness		development of testimonials that challenge their existing narratives.		
27. The GIRRL program: A human rights-based approach to disaster risk reduction intervention in Southern Africa	Forbes-Genade and van Niekerk (2017)	To highlight the importance of human rights as a means of promoting equality and reducing discrimination and restricted access to resources and power.	Multiple case study approach	USA
28. GIRRL power! Participatory action research for building girl-led community resilience in South Africa	Forbes-Genade and van Niekerk (2018)	To describe the contributions of the GIRRL programme to build resilient communities.	Qualitative research design	South Africa Zimbabwe Zambia Malawi Lesotho
29. Using process evaluation to strengthen intergenerational partnerships in the youth empowerment solutions program	Franzen et al. (2009)	To illustrate the evaluation methods for improving a new violence prevention programme.	Quantitative research design	USA
30. Making a difference: A simple recipe	Glisson (2013)	To analyse and describe the Summer Youth Institute.	Not specified	Romania
31. Effectiveness of an empowerment program for adolescent second-generation migrants: A cluster randomized controlled trial ferry	Goossens et al. (2016)	To test the effectiveness of the Dutch multi-component empowerment programme POWER.	Cluster randomized controlled trial	Netherlands
32. The role of empowerment in a school-based community service program with inner-city, minority youth	Gullan et al. (2013)	To address the need for youth service programmes through preliminary examination of the role of programme empowerment to promote positive identity development in youth.	Preliminary examination	USA
33. Evaluation of a leadership program for First Nations, Metis and Inuit Youth: Stories of positive youth development and community engagement	Halsall and Forneris (2018)	To examine the perceived impacts of a leadership programme in FMNI youth.	Qualitative research design	Canada

Title	Author (date)	Study aim	Research design	Country of implementation
34. Promoting intrapersonal qualities in adolescents: Evaluation of Rapport's Teen Leadership Breakthrough program	Hindes et al. (2008)	To evaluate the TLB programme's ability to develop intrapersonal skills in the youth.	Quantitative research design	Canada
35. Youth leadership development through school-based civic engagement activities: A case study	Horstmeier and Ricketts (2009)	To describe a project that encouraged youth leadership development through the creation and execution of a civic engagement project.	Case-study design	USA
36. The paradox of youth empowerment: Exploring youth intervention programme in Ghana	Ile and Boadu (2018)	To describe the context of Local Enterprise and Skills Development Programme and to focus on the extent to which the programme empowered the youth to actively participate in decision policy processes.	Mixed-methods approach	Ghana
37. Student assets and commitment to learning in an afterschool leadership development program: Looking beyond the myths	Kostina-Ritchey et al. (2017)	To investigate the outcomes of an afterschool leadership development programme.	Quantitative research design	USA
38. Promoting positive youth development: New directions in developmental theory, methods and research	Kurtines et al. (2008)	To evaluate the effectiveness of the Miami Youth Development Project for youth who are vulnerable.	Not specified	USA
39. Reclaiming our queendom: Black feminist pedagogy and the identity formation of African American girls	Lane (2017)	To investigate whether Black feminist pedagogy can promote the development of positive social and academic identities among African American female youth.	Auto-ethnography	USA
40. Leadership development for high school students in a summer performing arts program	LeMire et al. (2017)	To enhance leadership in youth after attending a summer performing arts programme.	Quantitative research design	Not specified
41. Hidden nobodies: Female youth in care participate in an arts-based trauma informed empowerment intervention program	Levy (2012)	To evaluate a trauma-informed empowerment programme for adolescent girls.	Not specified	Canada

Title	Author (date)	Study aim	Research design	Country of implementation
42. Performing on a wider stage: Developing inner-city youth through play and performance	Lobman (2017)	To evaluate the effects of a youth leadership programme that utilises play and performance to support youth development.	Ethnographic research design	USA
43. Sariling Gawa Youth Council as a case study of youth leadership development in Hawai'i	Luluquisen et al. (2008)	To describe Sariling Gawa Youth Council as a case study of youth leadership development in Hawai'i.	Case-study design	USA
44. The COPE Healthy Lifestyles TEEN Program: Feasibility, preliminary efficacy, & lessons learned from an after-school group intervention with overweight adolescents.	Mazurek Melnyk et al. (2007)	To determine the impacts of the COPE Healthy Lifestyles Thinking, Emotions, Exercise, and Nutrition programme on overweight youth.	Pre-experimental design	USA
45. 'Bringing back respect': The role of participatory action research in transferring knowledge from an Aboriginal men's group to youth programs	McCalman et al. (2009)	To describe the efforts of an Aboriginal men's group to facilitate and support the empowerment in their community.	Mixed methods approach	USA
46. Young women and the co-construction of leadership	McNae (2010)	To identify and bring the voices of young women in educational leadership to the forefront.	Qualitative research design	USA
47. Intervening with at-risk youth: Evaluation of the youth empowerment and support program	Moody et al. (2003)	To evaluate a community-based intervention, the Youth Empowerment and Support Program (YES-P).	Pre-experimental one-group pre- and post-test design	Australia
48. Measuring the implementation of youth empowerment solutions	Morrel-Samuels et al. (2018)	To present the methods that were used to assess and document the implementation of the Youth Empowerment Solutions (YES) programme.	Randomised control trial	USA
49. Empowerment-based non-formal education for Arab youth: A pilot randomized trial	Morton and Montgomery (2012)	To assess the short-term effects of a youth empowerment programme on developmental assets and behavioural difficulties for out-of-school youth in Jordan.	Multisite randomised controlled trial design.	Jordan

Title	Author (date)	Study aim	Research design	Country of implementation
50. ArtThrust Teen Empowerment Program: Teaching youth to fly against resistance	Northington (2018)	To describe a model that connects art making, social practice art, and group art methods with art therapy activities.	Not specified	USA
51. Youth as engaged citizens and community change advocates through the Lexington Youth Leadership Academy	Otis (2008)	To describe a multifaceted approach emphasising education and dialogue about various important topics.	Mixed methods approach	USA
52. Civic education for youth empowerment: The impact of we the people and project citizen	Owen and Irion-Groth (2020)	To examine three programmes for primary and secondary school students.	Review	USA
53. Evaluating an adolescent behavioral program: Leadership, education, achievement, and development for adolescent female offenders in corrections	Panosky and Shelton (2015)	To assess the effectiveness of a programme for adolescent female offenders in a correctional facility in USA.	Repeated measures design	USA
54. Pre-leadership processes in leadership training for adolescents	Parkhill et al. (2018)	To investigate the experiences of youth who participated in a community-based programme with regards to the development of leadership skills.	Qualitative research design	USA
55. Promoting positive development among youth from refugee and migrant backgrounds: The case of Kicking Goals Together	Pink et al. (2020)	To explore the Kicking Goals Together programme.	Qualitative research design	Australia
56. A critical examination of an urban-based youth empowerment strategy: The teen empowerment program	Pearrow (2008)	To identify six dimensions of critical youth empowerment programmes which provide a framework for examining youth empowerment programmes.	Not specified	USA
57. Youth empowerment in oppressive systems: Opportunities for school consultants	Pearrow and Pollack (2009)	To review the Teen Empowerment Programme and to offer strategies to encourage just practices in a school setting.	Descriptive case study	USA Romania Peru Senegal Slovenia South Africa Thailand Jordan

Title	Author (date)	Study aim	Research design	Country of implementation
				Lithuania
58. Building youth leadership skills and community awareness: Engagement of rural youth with a community-based leadership program	Puxley and Chapin (2021)	To gain an understanding of the experiences of youth involved with the Western Bulldogs Youth Leadership Project.	Transformative mixed-methods design	Australia
59. Immigrant youth organizing as civic preparation	Quinn and Nguyen (2017)	To describe how immigrant youth organising functions as civic preparation.	Ethnographic research methods	Not specified
60. TEAM: Teaching empowerment through active means	Redivo and Buckman (2004)	To illustrate the Teaching Empowerment through Active Means (TEAM) programme.	Quantitative research design	USA
61. Best practices in reconnecting juvenile offenders	Scruggs (2007)	To investigate youth programmes for juvenile offenders	Not specified	Not specified
62. Youth experiences in evaluating the Canadian- SNAP boys youth leadership program	Sewell et al. (2020)	To present the development of the Canadian SNAP-Boys Youth Leadership Services for youth who are vulnerable.	Explorative qualitative study	Canada
63. Translating theory into practice: Results of a 2-year trial for the LEAD programme	Shelton (2008)	To examine the effects of the LEAD programme for youth who are vulnerable.	Quasi-experimental design	USA
64. Leadership, education, achievement, and development: A nursing intervention for prevention of youthful offending behavior	Shelton (2009)	To examine a community-based programme to prevent offending behaviours.	Quasi-experimental design	USA
65. CITY Leaders: Building youth leadership in Toronto	Shera and Murray (2016)	To evaluate the CITY Leaders Program by focusing on the outcomes and effectiveness of the programme.	Mixed-methods approach	USA
66. Effectiveness of youth leadership training programs: A case of Peshawar based organization	Siddiq et al. (2015)	To investigate the effectiveness of training programmes on youth development.	To investigate the effectiveness of training programmes on youth development.	Pakistan

Title	Author (date)	Study aim	Research design	Country of implementation
67. An adapted life skills empowerment program for homeless youth: Preliminary findings	Sisselman-Borgia (2021)	To provide a description of the adaptation process of a pilot life skills empowerment programme.	Mixed methods approach	USA
68. When leadership counts: Engaging youth through the Washington Leadership Conference	Stedman et al. (2009)	To describe the evaluate the Washington Leadership Conference.	Quantitative research design	Scotland
69. Investing in the development of young female sport leaders: An evaluation of the 'Girls on the Move' Leadership programme.	Taylor (2016)	To explore the impact of the 'Girls on the Move' leadership programme for the adolescent girls.	Mixed methods approach	Scotland
70. Understanding leadership development in African American Youth	Teasley et al. (2007)	To assess factors related to leadership development for African Americans participating in a community service programme.	Quantitative research design	Not specified
71. An evaluation study of the Young Empowered Sisters (YES!) program: Promoting cultural assets among African American adolescent girls through a culturally relevant school-based intervention	Thomas et al. (2008)	To examine the effects of a programme in promoting cultural assets among a group of African American Adolescent girls.	Mixed methods approach	USA
72. Youth learning from the world, leading in their community: A summary report	Thorpe (2007)	To explore the impact of participation in an education programme on youth leadership development and how youth can engage in civic and community issues.	Qualitative research design	USA
73. Social injustice, human rights-based education and citizens' direct action to promote social transformation in the Philippines	Ty (2011)	To focus on case studies in human rights-based education programmes that includes Filipinos as participants.	Qualitative case study research design	Philippines
74. Youth leading youth: A PALAR approach to enabling action for sustainable social change	Wood (2020)	To evaluate how community-based research can enable youth to take action to improve their circumstances.	Descriptive case study	South Africa

Title	Author (date)	Study aim	Research design	Country of implementation
75. Youth empowerment solutions for peaceful communities: Combining theory and practice in a community-level violence prevention curriculum	Zimmerman et al. (2011)	To describe the development and evaluation of an after-school curriculum to prepare adolescents to prevent violence through community change.	Quantitative research design	USA
76. Youth empowerment solutions: Evaluation of an after-school program to engage middle school students in community change	Zimmerman et al. (2018)	To evaluate the effectiveness of the YES programme for youth who are vulnerable.	Control group design	Australia

Table 6 indicates that the included studies were published between 2000–2021, as illustrated in Figure 2. An increase in the number of publications per year is observed from 2006–2010, with a drop in publications from 2011–2015. It is evident that the most research on youth programmes was conducted between 2016–2021. Furthermore, the studies were implemented in various countries which include the USA, Australia, Canada, and South Africa.

3.2 Number of publications per year

Figure 2 indicates that most of the studies (n=36) were published between 2016 and 2021. While twenty-two (n=22) of the studies were published between 2006 and 2010 and thirteen (n=13) were published between 2011–2015. Finally, five (n=5) of the studies were published between 2000 and 2005.

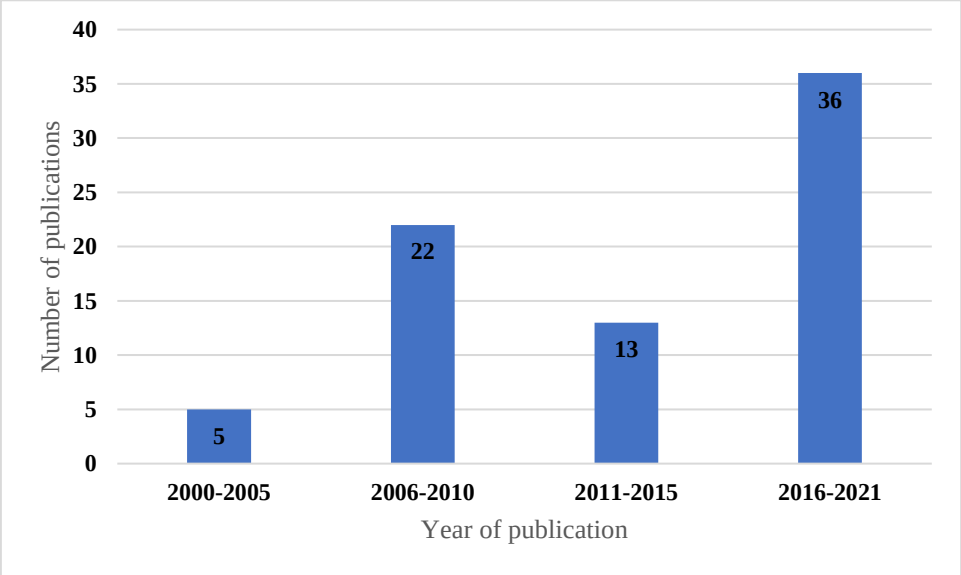

Figure 2: *Number of publications*

3.3 Country of implementation

Most of the studies were implemented in the USA (n=46), while six (n=6) of the studies were implemented in Canada, three (n=3) were implemented in Australia and two (n=2) studies were implemented in England, Philippines, Jordan, Romania and South Africa respectively. A total of four (n=4) of the studies did not specify the country of implementation.

3.4 Description of programme participants according to age, gender and vulnerable population

The programme participants were described in terms of their age, gender and vulnerable population.

3.4.1 Age of programme participants

A wide variety of age-ranges were included in all the studies, as illustrated in Figure 3 below, however, of the 76 included studies, 24 did not specify the age-ranges of the included participants.

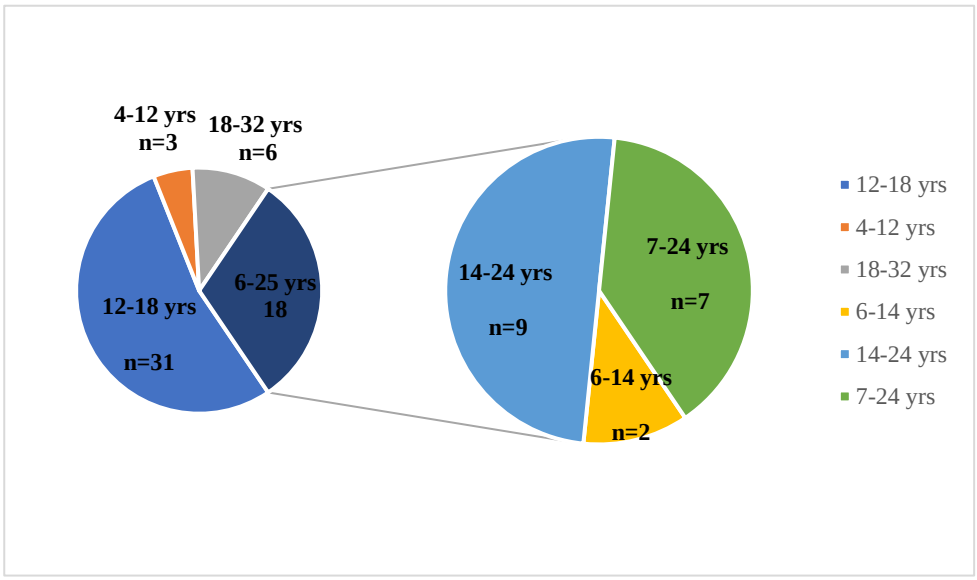

Figure 3. *Age-ranges of programme participants*

Figure 3 illustrates that 31 (n=31) of the included studies included participants within the adolescent age-range of 12–18 years, while 18 (n=18) of the included studies included participants within the wide age-range of 6–25 years. This age range of 6–25 years has been further divided into three individual age-ranges (i.e., ages 6–14 years; n=2; ages 7–24 years; n=7; ages 14–24 years; n=9). Additionally, three (n=3) of the included participants were in the younger age-range of 4–12 years, while six (n=6) of the included participants were in the older age-range of 18–32 years. Whereas three of the included studies reported an average age for the group, rather than age-ranges of individual participants. These were as follows; Thomas et al. (2008) (average age of participants = 14. 68 years), Otis (2008) (average age of participants = 15.8 years), and Ahrens et al. (2015) (average age of participants = 15.88 years).

3.4.2 Gender of programme participants

In total there were 6641 participants taken part in the 76 included studies. Of the 76 included studies, 12 did not specify the number of participants included. A total of 2797 of the participants were females and 1582 were males. The gender of the remaining (n=2262) participants was not specified.

3.4.3 Vulnerable populations of included participants

A total of 13 different vulnerable populations were represented in the included studies, as illustrated in Figure 4. A total of 61 (n=61) of the programmes included minority populations, 25 (n=25) were economically vulnerable, while ten (n=10) were considered at risk of unhealthy or negative behaviours. Furthermore, six (n=6) of the programmes included juvenile offenders (Moody et al., 2003; Pearrow, 2008; Scruggs, 2007; Sewell et al., 2020; Sisselman-Borgia, 2021), five (n=5) included youth with a history of abuse (Bulanda & McCrea, 2013; Case, 2017; Levy, 2012; Moody et al., 2003), three (n=3) included institutionalised youth (Bulanda & McCrea, 2013; Dima & Bucată, 2020; Levy, 2012) and migrant youth respectively (Goossens et al., 2016; Pink et al., 2020; Quinn & Nguyen, 2017). Some of the programmes included more than one vulnerable population. For example, the programme utilised in Bulanda and McCrea (2013) included minority populations, economically vulnerable youth, institutionalised youth and youth with a history of abuse. Youth with disabilities were, however, not represented in the included studies.

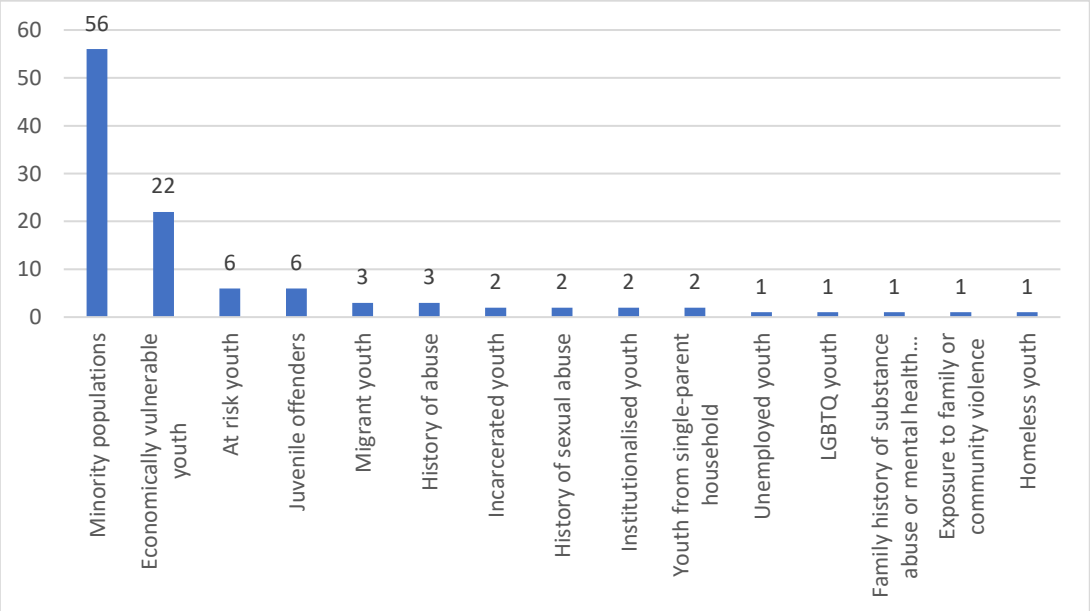

Figure 4. *Vulnerable population groups*

3.5 Description of the process of programme development

To understand the process of development for the included programmes, it is important to examine the programme goals (Table 7), conceptual frameworks (Table 7) and programme structure (Table 8) of the included programmes. Table 7 below, provides an overview of the included programmes in terms of: (i) programme name and author; (ii) programme goals; (iii) theoretical framework; (iv) programme adaptations; and (vi) programme outcomes.

A total of 76 (n=76) studies (Table 6) and 78 (n=78) programmes (Table 7) met the criteria for inclusion in this scoping review, resulting in an evident disparity between the number of studies and programmes. Such a disparity is evident due to the inclusion of more than one programme in four (n=4) of the studies (Arches & Fleming, 2006; Berlin et al., 2007; Dowds et al., 2017; Owen & Irion-Groth, 2020; Ty, 2011). Each study aimed to compare the outcomes of more than one programme in youth who are vulnerable.

Table 7

Programme details

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
1. Arkansas FFA Leadership Conference (Ahrens et al., 2015)	To foster youth leadership development.	Youth Leadership Life Skills Development	Not specified	The participants reported having only slight or no gains in all youth leadership life skills.
2. The Michigan Youth Policy Fellows (MYPF) (Aldana et al., 2016, 2020)	To develop advocacy skills in youth and to foster youth civic engagement and include youth in community decision-making.	Intergroup dialogue pedagogy and Photovoice methods	Photovoice methods were adapted to engage participants in the Photovoice tour called "Down Woodward"	Enhanced communication skills. Enhanced youth civic engagement. The establishment of connections across contexts and communities. The youth were provided with opportunities to partake in community decisions.
3. The Urban Youth Scholars Fellowship Program (Urban Youth Scholars) (Allen-Handy et al., 2021)	To foster youth leadership development.	Social Justice Youth Development Theoretical Framework	Not specified	The programme fostered youth development and skill development. The youth were empowered to advocate for themselves and for their community.
4. Young People's Research and Development Project (Arches & Fleming, 2006)	To foster youth civic engagement and include youth in community decision-making.	Social Action Philosophy	Not specified	Youth were empowered to advocate for themselves and for their community. Enhanced feelings of self-pride. Change on a group, social, and personal level.

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
5. Healthy Initiative Collaborative: Community University Partnership (Arches & Fleming, 2006)	To foster youth civic engagement and include youth in community decision-making.	Social Action Philosophy	Not specified	Enhanced youth development and skill development. Youth were empowered to advocate for themselves and for their community through the implementation of a community project.
6. Social and Mental Empowerment Programme (SMEP) (Asanjarani & Asgari, 2020)	To reduce problem behaviours in youth who are vulnerable to foster positive youth development.	Positive Youth Development Framework	Not specified	Enhanced pro-social behaviours. Reduced negative and unhealthy behaviours in the youth.
7. Intentional Leadership Identity Development Programme for young girls. (Bailey et al., 2017)	To foster leadership development in youth.	Participatory Action Research Leadership Identity Model (LID)	Not specified	Enhanced leadership skills and the development of leadership identity in the youth.
8. Vila Paciencia Initiative (Becker et al., 2005)	To engage and empower youth who are vulnerable through skill and knowledge development, mentorship, and through community engagement activities.	Participatory Action Research	Not specified	Youth were empowered to become agents of change. Enhanced youth civic engagement. The youth implemented community projects. Establishment of the youth voice.
9. The ART FOR CHANGE project (Bentz & O'Brien, 2019)	To develop advocacy skills in youth.	Transformative Learning Approach	Not specified	Enhanced critical thinking and analysis in youth. Enhanced sense of empowerment in the youth.

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
10. Harlem RBI (Berlin et al., 2007)	To facilitate skill development in youth.	Not specified	Not specified	Participating in the programme has been reported to enhance academic performance and social skills development in the youth participants. The programme participants demonstrate continuous engagement in the programme.
11. Tenacity (Berlin et al., 2007)	To facilitate skill development in youth.	Not specified	Not specified	The programme facilitated the enhancement in areas important to learning and academic performance. Additionally, participants exhibited outcomes with regards to attendance, retention and graduation rates.
12. Snowsports Outreach Society (Berlin et al., 2007)	To facilitate skill development in youth.	Not specified	Not specified	An overall enhancement in resiliency skills was reported.
13. Hoops and Leaders Basketball Camp (HLBC) (Berlin et al., 2007)	To facilitate skill development in youth.	Not specified	Not specified	Not specified
14. Chicano-Latino Youth Leadership Institute (Bloomberg et al., 2003)	To foster leadership development in youth.	Positive Youth Development Framework	Not specified	Enhanced youth civic engagement. Reduced negative and unhealthy behaviours. Establishment of peer and mentor relationships.

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
				Enhanced sense of self-worth.
15. Not specified (Briggs, 2010)	To reduce problem behaviours in youth who are vulnerable to foster positive youth development.	Not specified	Not specified	Reduced negative and unhealthy behaviours. Enhanced pro-social behaviours. Enhanced sense of empowerment and empathy in youth.
16. The Cultural, Economic, Political, and Social Youth Leadership Development Program (CEPS) (Brown & Albert, 2015)	To engage and empower youth who are vulnerable through skill and knowledge development, mentorship, and through community engagement activities.	Transformative Learning Theory	Not specified	Enhanced sense of empowerment. Enhanced youth civic engagement.
17. Stand Up Help Out (SUHO) (Bulanda & McCrea, 2013)	To enhance connections and networks between the youth and their communities	Positive Youth Development Framework Self-Determination Theory	Not specified	Enhanced peer and adult relationships Enhanced empathy in youth.
18. The Peer Ambassadors Program (Case, 2017)	To reduce problem behaviours in youth who are vulnerable to foster positive youth development.	Positive Youth Development Framework	Not specified	The youth graduated from high school and university. Reduced negative and unhealthy behaviours. The youth did not re-enter the juvenile system.
19. The Youth Media Practice Pilot Program (Chan & Holosko, 2020)	To engage and empower youth who are vulnerable through skill and knowledge development, mentorship, and through community engagement activities.	Pedagogical Framework for Youth Media Practice	Not specified	Enhanced self-esteem in youth. Enhanced views of ethnic identity in the youth.

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
20. Inland Congregations United for Change (ICUC) for youth (Christens & Dolan, 2011)	To develop advocacy skills in youth.	People Improving Communities Through Organising (PICO) Model of community organising	The ICUC was adapted to facilitate the involvement of youth to effect change.	The establishment of youth-adult partnerships. Relationship-building across racial and ethnic boundaries.
21. Cyclopedia (Collins et al., 2013)	To engage and empower youth who are vulnerable through skill and knowledge development, mentorship, and through community engagement activities.	Positive Youth Development Framework	1. The ride schedule has been modified to incorporate dedicated time to writing at the end of each ride. 2. The rider is required to contribute a written entry to each ride attended. 3. Parents are now being invited to attend. 4. Younger children (12–14 years) are being encouraged to join. 5. Research to improve youth health through evaluation of metrics relating to physical fitness, obesity etc.	The programme resulted in disengagement due to: 1. Reduced mileage, indicating reduced attendance - the majority of the participants only joined for two rides. 2. Reduced written documentation of the rides (however cameras were provided to the riders - this may have reduced the contributions). 3. The older participants may have loss interest due to the introduction of younger riders into the programme. 4. The length of rides and the sporadic attendance of co-leaders also may have caused disengagement of the riders.

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
			6. To reproduce the programme in various states.	
22. Youth Development Program (YDP) (Collins et al., 2020)	To develop advocacy skills in youth. To enhance the youth's intrapersonal skills.	Catalano et al.'s (2014) Constructs for Youth Intervention	Not specified	Enhanced sense of empowerment. Improved interpersonal and intrapersonal skills.
23. Youth Engaged in Leadership and Learning (YELL) (Conner & Strobel, 2007)	To engage and empower youth who are vulnerable through skill and knowledge development, mentorship, and through community engagement activities.	Directionality of effect	Not specified	Enhanced communication and interpersonal skills. Enhanced critical analysis and reflection skills.
24. LOOK to Clermont (Corboy et al., 2018)	To enhance connections and networks between the youth and their communities.	Not specified	Place-based programming can be adapted according to unique characteristics of the environment in which it is implemented.	The youth returned to their communities to live and work.
25. Uganda Training Program (Crave & El Sawi, 2001)	To provide youth with employment opportunities.	Positive Youth Development Framework	Not specified	Enhanced leadership skills. Enhanced self-confidence. Through participation in the programme, the youth started businesses, received funding for development projects and continuous training.

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
26. Not specified (Dima & Bucata, 2020)	To enhance connections and networks between the youth and their communities.	Tuckman's Development Stages	Not specified	Enhanced self-esteem, courage and self-expression. Enhanced interpersonal skills.
27. The Teen Gaming Specialists (Dowds et al., 2017)	To provide youth with employment opportunities.	Not specified	Not specified	The youth enhanced their leadership and communication skills. The development of computer skills.
28. Teen Tech Mentors (Dowds et al., 2017)	To provide youth with employment opportunities.	Not specified	Not specified	The youth enhanced their leadership and communication skills. The development of computer skills.
29. Unique Grace Commando Unit (SAHI) (Einat & Michaeli, 2018)	To engage and empower youth who are vulnerable through skill and knowledge development, mentorship, and through community engagement activities.	Not specified	Not specified	Enhanced sense of empowerment, satisfactions, and achievement. Enhanced youth development.
30. Movimento Al Exito (MAE) (Farley et al., 2019)	To address racial and social segregation amongst youth who are vulnerable.	The Social Justice Youth Development Framework. The programme curriculum was modelled off of two projects: Facing History and Ourselves and Polling for Justice	Not specified	Enhanced sense of empowerment. The youth were empowered to advocate for themselves and their communities.

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
31. The GIRRL Program (Forbes-Genade & van Niekerk, 2017; 2018)	To engage and empower youth who are vulnerable through skill and knowledge development, mentorship, and through community engagement activities.	Participatory Action Research	Place-based programming can be adapted according to unique characteristics of the environment in which it is implemented. The programme was also adapted to be implemented with male participants in Zambia, Lesotho, Malawi, and Zimbabwe. Furthermore, programme goals varied according to the situations and circumstances of its participants in each context.	1. Enhanced accountability: Promoted through the building of relationships with local stakeholders and critical role players in each site. 2. Enhanced information: The young girls acquired knowledge on a variety of topics that included decision making and career guidance. 3. Enhanced participation in the girls. The girls were engaged as participants of the community in disaster risk reduction activities. Improved management of a youth-led process. Risk reduction through
32. The Youth Empowerment Solutions for Peaceful Communities (YES) (Franzen et al., 2009; Morrel-Samuels et al., 2018; Zimmerman et al., 2011; Zimmerman et al., 2018)	To foster youth civic engagement and include youth in community decision-making. To reduce problem behaviours in youth who are vulnerable to foster positive development.	Ecological theory Empowerment theory	The curriculum was adapted to include more information on empowerment theory. The youth were given more control - more involvement in the	Increased positive experiences in the second year of implementation. Enhanced youth empowerment, prosocial outcomes and reduced antisocial behaviours. The youth were provided with the space to express their issues with their staff.

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
			neighbourhood advocate selection. The programme was developed to be flexible to the changing circumstances of youth.	
33. Summer Youth Institute (Glisson, 2013)	To address racial and social segregation amongst youth who are vulnerable.	Not specified	Not specified	Enhanced sense of empowerment to become agents of change. Enhanced civic engagement through the design and implementation of community projects.
34. POWER (Goossens et al., 2016)	To reduce problem behaviours in youth who are vulnerable to foster positive youth development.	The six basic principles of empowerment (Lee, 1992)	Not specified	Enhanced time spent on recreational activities. No effects on involvement in social relations and problem behaviour.
35. Kids for Action (Gullan et al., 2013)	To engage and empower youth who are vulnerable through skill and knowledge development, mentorship, and through community engagement activities.	Empowerment Theory	Not specified	Enhanced sense of empowerment. Enhanced sense of self-efficacy, sense of civic responsibility, and ethnic identity.
36. Youth Leadership Program (YLP) (Halsall & Forneris, 2018)	To foster youth civic engagement and include youth in community decision-making.	Not designed using an evidence-based approach.	Not specified	Enhanced leadership and development. Enhanced programme and civic engagement. Enhanced youth life skill development.

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
				Enhanced youth confidence. Enhanced relationships between mentors and youth. Increased community participation.
37. Rapport's Teen Leadership Breakthrough (TLB) program (Hindes et al., 2008)	To reduce problem behaviours in youth who are vulnerable to foster positive youth development.	Reality Therapy (Glasser, 1965) Hierarchy of Needs (Maslow, 1954)	Not specified	Enhanced emotional intelligence and self-concept abilities. The programme enhanced intrapersonal and interpersonal skills.
38. The National FFA Organization (Horstmeier & Ricketts, 2009)	To foster youth leadership development.	Leadership Theory (Lofquist, 1989) Leadership Theory (Ayers, 1987)	Not specified	Enhanced leadership skills. Enhanced civic engagement through participation in community projects.
39. Local Enterprise and Skills Development Programme (LESDEP) (Ile & Boadu, 2018)	To facilitate skill development in youth.	Empowerment Theory	Not specified	Enhanced sense of empowerment in the youth. Enhanced sense of well-being.
40. United Future Leaders (UFL) (Kostina-Ritchey et al., 2017)	To aid youth in transitioning and integrating into their communities through skill development and schooling opportunities.	Positive Youth Development Framework Ecological model	Not specified	Not specified
41. The Miami Youth Development Project (YDP) (Kurtines et al., 2008)	To reduce risky or unhealthy behaviours in youth who are vulnerable. To empower youth who are vulnerable to be involved in	Developmental Intervention Science (DIS) Approach	Not specified	Not specified

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
	decisions that affect their lives and to change their lives in positive directions.			
42. Black Girls United (Lane, 2017)	To engage and empower youth who are vulnerable through skill and knowledge development, mentorship, and through community engagement activities.	Black Feminist Pedagogical Framework	Not specified	Enhanced critical analysis skills. Enhanced sense of empowerment and increased participation. The programme assisted the youth in navigating social and academic barriers present at the high school.
43. Summer Performing Arts Program (LeMire et al., 2017)	To promote positive development and the overall wellbeing in youth who are vulnerable.	Not specified	Not specified	Enhanced leadership skills in the youth.
44. Hidden Nobodies (Levy, 2012)	To facilitate the youth to utilise their voice to gain self-awareness, to solve inner-conflicts and to effect healthy personal change	Trauma-informed, Strengths-based Approach	Not specified	The youth were empowered to confront previous trauma through involvement in the arts programme. The youth were empowered to share their stories and to find their voice through creative arts.
45. The All Starts Project, inc. (Lobman, 2017)	To promote positive development and the overall wellbeing in youth who are vulnerable.	Vygotsky (1987)	Not specified	Enhanced development in youth.
46. Sariling Gawa (Luluquisen et al., 2008)	To promote positive development and the overall wellbeing in youth who are vulnerable.	Youth Leadership Development Model Ecological Model	Not specified	Enhanced leadership skills in the youth. Participation in the programme provided the youth with a familiar

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
				cultural context as they transition into American culture and society. The programme facilitated community capacity building - enabling the youth participants to become leaders in a variety of Filipino civic and community organisations. The programme also fostered the development of community-level social networks.
47. The Creating Opportunities for Personal Empowerment (COPE) Healthy Lifestyles Thinking, Emotions, Exercise, and Nutrition (TEEN) Program. (Mazurek Melnyk et al., 2007)	Not specified	The Cognitive Behaviour Theory	Place-based programming can be adapted according to unique characteristics of the environment in which it is implemented.	Reduced overall BMI of all youth. Drop-out rate due to duration of programme session. Reduced parental participation. Enhanced communication between the youth and their parents.
48. Family Wellbeing Program (McCalman et al., 2009)	To promote positive development and the overall wellbeing in youth who are vulnerable.	Participatory Action Research Empowerment Theory	Not specified	Enhanced confidence in the youth. Enhanced sense of empowerment due to skill development.
49. Revolution (respect, enthusiasm, vision, ongoing, lived, unique,	To foster youth leadership development.	Not specified	Not specified	Enhanced leadership skills in the youth.

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
transform, integrity, open, never-ending) (McNae, 2010)				
50. Youth Empowerment and Support Program (YES-P) (Moody et al., 2003)	To reduce problem behaviours in youth who are vulnerable to foster positive youth development.	The Resiliency Model Developmental Asset Framework	Not specified	Enhanced self-esteem and body image, mentor support, peer bonding, social skills and school attachment. Additionally, the youths' attitudes on drug-use changed as a result of participation in the programme.
51. Not specified (Morton & Montgomery, 2012)	To engage and empower youth who are vulnerable through skill and knowledge development, mentorship, and through community engagement activities.	Empowerment Theory Participatory Action Research	Not specified	Enhanced sense of empowerment. More changes were found in the younger age group after participation in the programme as compared to the older age group.
52. ArtThrust Teen Empowerment Program (Northington, 2018)	To promote positive development and the overall wellbeing in youth who are vulnerable.	Group work principles	Not specified	The 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.
53. Lexington Youth Leadership Academy (LYLA)	To develop advocacy skills in youth.	Empowerment Theory	Not specified	Enhanced youth civic engagement through

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
(Otis, 2008)				participation in community projects.
54. We the People and the James Madison Legacy Project (Owen & Irion-Groth, 2020)	To facilitate skill development in youth.	Foundations and Institutions of the American Government	Not specified	The participation in the programme, the youth have enhanced their levels of civic knowledge. The youth enhanced their understanding of civic dispositions that include respect for the rule of law and political attentiveness.
55. Congressional Academy for Students (Owen & Irion-Groth, 2020)	To facilitate skill development in youth.	Not specified	Not specified	Through participation in the programme, the youths' 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.
56. Project Citizen (Owen & Irion-Groth, 2020)	To facilitate skill development in youth.	Not specified	Not specified	1. Enhanced civic and public policy knowledge. 2. Improved participatory skills and political knowledge. 3. Enhanced problem-solving skills. 4. Enhanced civic communication skills.

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
				5. Enhanced participation in the political process.
57. Leadership, Education, Achievement and Development-Corrections (LEAD-C) (Panosky & Shelton (2015)	To reduce problem behaviours in youth who are vulnerable to foster positive youth development.	Not specified	The programme was adapted to be implemented in a correctional setting to prevent misuse of disclosed personal information that would put the participants at risk for abuse or manipulation in this environment. The programme was also adapted to be implemented with female juvenile offenders.	The programme was feasible for a small group of adolescents. There were however barriers to participation that included obtaining parent/guardian permission, environmental challenges, and non-attendance.
58. The Western Bulldogs Leadership Project (Parkhill et al., 2018)	To foster youth leadership development.	Not specified	Not specified	The programme facilitated the development of youth identity and voice. The programme empowered the youth to lead others and to positively influence people around them. The programme supported the development of wellbeing and pre-leadership skills in the youth.

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
				The programme also fostered a sense of group belonging in the youth. The programme provided youth with strategies to cope with challenges in their lives. The programme enhanced the youths' understanding of leadership and the varying leadership styles.
59. The Teen Empowerment Programme (Pearrow, 2008; Pearrow & Pollack, 2009)	To engage and empower youth who are vulnerable through skill and knowledge development, mentorship, and through community engagement activities.	Critical Social Theory Participatory Action Research	Not specified	The youth developed a community project, enabling them to interact and engage with their environments.
60. Kicking Goals Together (Pink et al., 2020)	To enhance connections and networks between the youth and their communities	Positive Youth Development Framework	Not specified	The establishment of peer relationships and youth-adult partnerships. The programme fostered the following positive youth development outcomes: 1. Increased confidence. 2. Enhanced networking abilities 3. An understanding of diverse cultures. 4. Improved communication. 5. Enhanced leadership skills.

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
61. The Western Bulldogs Community Foundation (WBCF) (Puxley & Chapin, 2021)	To foster youth leadership development.	The Search Institute's Developmental Assets Theory	Not specified	Enhanced leadership and interpersonal skills in the youth participants. Enhanced decision-making abilities and confidence through programme participation. Enhanced youth empowerment.
62. Homeward Bound (HB) (Quinn & Nguyen, 2017)	To engage and empower youth who are vulnerable through skill and knowledge development, mentorship, and through community engagement activities.	Paulo Freire's critical pedagogy theory	Not specified	The programme provides the youth with opportunities for skill development necessary for civic engagement. The programme assisted the youth to identify intra- and inter-community issues and to develop plans to affect community change.
63. The Teaching Empowerment through Active Means (TEAM) Programme (Redivo & Buckman, 2004)	To facilitate skill development in youth.	Seligman's Positive Psychology	The programme has been adapted in the following ways: The discussions are integrated into activities. A self-monitoring activity has been developed that encourages to reflect and report on how they are applying group	Enhanced communication skills in youth.

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
			skills in various contexts. The adoption of language that makes the group more culturally resonant and describes the experiences of the participants.	
64. Operation Fresh Start (Scruggs, 2007)	To provide youth with employment opportunities.	Not specified	Not specified	The programme resulted in the development of trusting relationships between the staff and the participants.
65. YouthBuild USA (Scruggs, 2007)	To provide youth with employment opportunities.	Not specified	Not specified	Enhanced sense of empowerment.
66. The Canadian SNAP-Boys Youth Leadership Services (SB-YLS) The Summer Leaders in training (LIT) Program (Sewell et al., 2020)	To promote positive development and the overall wellbeing in youth who are vulnerable.	SNAP service approach	This programme was adapted to be implemented with female adolescents in addition to males.	The programme fostered the development of positive relationships with peers and staff. The programme facilitated skill development and personal growth due to their motivation to attend and the facilitative environment.
67. LEAD (Shelton, 2008, 2009)	To reduce problem behaviours in youth who are vulnerable to foster positive youth development.	Vulnerability-Stress Model	Plans to replicate the programme in other communities with different	Enhanced self-esteem, protective factors, behaviour, self-control, and resilience in the youth.

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
			populations have been discussed. The programme was adapted to be implemented in a correctional setting to prevent misuse of disclosed personal information that would put the participants at risk for abuse or manipulation in this environment.	Reduced unhealthy and negative behaviours in youth.
68. CITY Leaders (Shera and Murray, 2016)	To foster youth leadership development.	Participatory Action Research	Not specified	Enhanced ability to lead others in organizations and communities. Increased agency and self-direction. Enhanced professionalism and effectiveness.
69. Youth Leadership Training Program (YLTP) (Siddiq et al., 2015)	To facilitate skill development in youth.	Not specified	The following adaptations have been suggested: Provide the trainers with more experience and training prior to implementation. The module should focus more on practical based learning.	Enhanced determination, self-confidence, and self-assurance. Enhanced communication and personal skills.

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
			New topics such as trauma and rehabilitation should be introduced. Follow-up meetings with participants to keep them on track. The implementation of post projects to improve the culture of Peshawar city.	
70. Not specified (Sisselman-Borgia, 2021)	To facilitate skill development in youth.	Trauma-informed, strengths-based approach	Programme adaptations included: 1. A trauma-informed focus and the development of trauma-informed procedures. This also involved creating a trauma-informed and safe environment for programme implementation.	Through programme participation, the youth felt supported, with an increased sense of trust and an improved sense of hope for the future.

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
			2. The youth were encouraged to share their stories in an exhibition format instead of using the spoken word to do so. 3. A trauma-informed care and intersectionality models were adopted to guide the adaptation process. 4. Life-skills sessions for youth were included. 5. The number of mentoring sessions were doubled to provide the youth with more guidance and support. 6. More focus on goal development for youth. 7. The programme was facilitated by a social	

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
			worker rather than by peers. 8. The youth were provided with a stipend for participating in the programme.	
71. The Washington Leadership Conference (WLC) (Stedman et al., 2009)	To foster youth leadership development.	The Theory of Service Leadership	Programme adaptations should include the integration of a model of service learning to provide a more hands-on experience to further encourage community service and the development of community projects.	Enhanced problem-solving ability in youth. Enhanced leadership skills. The youth however struggled to put their learnt skills into practice.
72. 'Girls on the Move' Leadership Programme (Taylor, 2016)	To foster youth leadership development.	Not specified	Not specified	Enhanced leadership in community sporting activities.
73. Not specified (Teasley et al., 2007)	To foster youth leadership development.	Not specified	Not specified	The programme positively impacted personal relationship skills in the male participants but not in the female participants. Females reported higher levels of self-esteem with

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
				regards to their academics - this is related to enhanced leadership abilities.
74. The Young Empowered Sisters (YES!) Program (Thomas et al., 2008)	To address racial and social segregation amongst youth.	Freire's philosophy of critical pedagogy framework	Not specified	The programme enhanced the participants' ethnic identity, stronger sense of communalism, enhanced awareness of racism, and enhanced awareness of and participation in liberatory youth activism.
75. Children's International Summer Villages (CISV) Victoria Programme: The Youth Executive (Thorpe, 2007)	To address racial and social segregation amongst youth.	Not specified	Not specified	Enhanced their leadership and communication skills and civic engagement.
76. The Philippine Youth Leadership Program (PYLP) (Ty, 2011)	To foster youth leadership development.	Integrative Framework from Zinn's (2007) People History, Sen's (2009) Theory of Justice; and Freire's (2005) Dialectical Critical Pedagogy.	Not specified	After the programme is concluded, the youth are encouraged to implement the community projects they proposed. All the stages of the programme lead to overall social change.
77. The Philippine Minorities Program (PMP) (Ty, 2011)	To foster youth leadership development.	Integrative Framework from Zinn's (2007) People History, Sen's (2009) Theory of Justice; and Freire's (2005) Dialectical Critical Pedagogy	Not specified	After the programme is concluded, the youth are encouraged to implement the community projects they proposed. All the stages of the programme lead to overall social change.

Programme Name and Author	Programme Goals	Theoretical Framework	Programme Adaptations	Programme Outcomes
78. Youth Leading Youth (Wood, 2020)	To improve the holistic wellbeing of youth living in poverty.	Participatory Action Learning and Action Research (PALAR)	Not specified	The youth benefited from programme participation in the following ways: Enhanced self-esteem. Increased and enhanced communication and technical skills. Enhanced leadership skills through experiential learning. Enhanced self-awareness. Enhanced community engagement.

3.5.1 Programme goals

As described in Table 7, a wide range of goals were included in the identified programmes. A total of 13 of the identified programmes aimed to foster youth civic engagement and include youth who are vulnerable in community decision-making (Arches & Fleming, 2006; Aldana et al., 2020; Bloomberg et al., 2003; Collins et al., 2020; Franzen et al., 2009; Halsall & Forneris, 2018; Morrel-Samuels et al., 2018; Pearrow & Pollack, 2009; Shera & Murray, 2016; Ty, 2011; Zimmerman et al., 2011; Zimmerman et al., 2018;).

In addition, a total of 16 (n=16) of the identified programmes aimed to engage and empower youth to become agents of change for their community through critical analysis of community issues, through the design and implementation of community projects, and through community outreach. Additionally, 10 (n=10) of the programmes aimed to develop advocacy skills in the youth (Ahrens et al., 2015; Aldana et al., 2016; Aldana et al., 2020; Arches & Fleming, 2006; Bentz & O'Brien, 2019; Christens & Dolan, 2011; Collins et al., 2020; Halsall & Forneris, 2018; Otis, 2008; Ty, 2011;), while 12 (n=12) of the included programmes focused more on enhancing inter- and intra-personal skills by promoting positive development and wellbeing in youth who are vulnerable. Finally, eight of the identified programmes aimed to foster skill development in the youth. A total of 20 (n=20) identified programmes aimed to foster youth leadership development through the provision of various experiential learning experiences. For example, the programme The Cultural, Economic, Political, and Social Youth Leadership Development Program (CEPS; Brown & Albert, 2015) provided the youth with the opportunity to lead their community through the selection of a youth community chief to lead community proceedings and gatherings.

3.5.2 Theoretical frameworks

It is important to examine the theoretical frameworks that guided programme development, as described in Table 7. Nine of the included programmes were founded on participatory action research principles (Bailey et al., 2017; Becker et al., 2005; Bulanda & McCrea, 2013; Forbes-Genade & van Niekerk, 2017, 2018; McCalman et al., 2009; Morton & Montgomery, 2012; Pearrow & Pollack, 2009), eight on the Positive Youth Development Framework (Asanjarani & Asgari, 2020; Bloomberg et al., 2003; Case, 2017; Collins et al., 2013; Kostina-Ritchey et al., 2017; Kurtines et al., 2008; Pink et al., 2020; Zimmerman et al., 2011), and seven of the included programmes were founded on Empowerment Theory (Franzen et al., 2009; Gullan et al., 2013; Ile & Boadu, 2018; Morrel-Samuels et al., 2018; Morton & Montgomery, 2012; Zimmerman et al.,

2011, 2018). Additionally, four of the included programmes were founded on Ecological Developmental Theory (Franzen et al., 2009; Kostina-Ritchey et al., 2017; Luluquisen et al., 2008; Zimmerman et al., 2011). It is important to note that not all the programmes reported being founded on theoretical frameworks. For example, the Creating Opportunities for Personal Empowerment (COPE) Healthy Lifestyles Thinking, Emotions, Exercise and Nutrition (TEEN) Program (Mazurek Melnyk et al., 2007) did not report on a theoretical framework.

3.5.3 Programme structure

A wide range of activities were conducted with the youth participants to foster positive youth development and engagement (Table 8). Most of the programmes included specific training or skill development activities (n=38). Training and skill development activities provided by these programmes included leadership training, empowerment training, inter-personal skills training, intra-personal skills training, peer mentor training and agricultural training. Many of the programmes engaged the youth in group discussions and planning (n=18) and in community service or community engagement activities (n=20).

A total of 15 (n=15) of the programmes (Becker et al., 2005; Berlin et al., 2007; Goossens et al., 2016; Levy, 2012; Lobman, 2017; Mazurek Melnyk et al., 2007; McCalman et al., 2009; Northington, 2018; Pink et al., 2020; Sewell et al., 2020; Shelton, 2008, 2009; Taylor, 2016) incorporated recreational activities into their structure with the purpose of fostering leadership skill development, resilience, behaviour resolution, empowerment and community participation in the youth. These recreational activities included sporting and physical activities, creative arts activities and performing arts activities. In addition to recreational activities, ten of the programmes (Aldana et al., 2016, 2020; Case, 2017; Corboy et al., 2019; Crave & El Sawi, 2001; Gullan et al., 2013; Hindes et al., 2008; Kurtines et al., 2008; Siddiq et al., 2015; Wood, 2020) involved the participants in experiential activities that included supervised agricultural working experience, the provision of leadership opportunities and volunteer opportunities.

Table 8

Types of activities provided by included programmes

Name of programme and author	**Academic or topic-oriented activities**	**Life skills activities**	**Recreational activities**	**Group planning activities**	**Specific training or skill development activities**	**Community service or community engagement activities**	**Experiential activities**	**Cultural activities**
Arkansas FFA Leadership Conference (Ahrens et al., 2015)			●					
The Michigan Youth Policy Fellows (MYPF) (Aldana et al., 2016; Aldana et al., 2020)		●		●	●			
The Urban Youth Scholars Fellowship Program (Urban Youth Scholars) (Allen-Handy, 2021)				●	●			
Young People's Research and Development Project (Arches and Fleming, 2006)				●	●			
Social and Mental Empowerment Programme (SMEP) (Asanjarani and Asgari, 2020)	●	●			●	●		
Intentional Leadership Identity Development Programme for young girls (Bailey et al., 2017)		●		●	●			
Vila Paciencia Initiative (Becker et al., 2005)	●		●		●			
The ART FOR CHANGE project (Bentz & O'Brien, 2019)				●				
Harlem RBI (Berlin et al., 2007)			●					
Chicano-Latino Youth Leadership Institute (Bloomberg et al., 2003)	●		●			●	●	
The Cultural, Economic, Political and Social Youth Leadership Development Program (CEPS) (Brown & Albert, 2015)						●		●

Name of programme and author	**Academic or topic-oriented activities**	**Life skills activities**	**Recreational activities**	**Group planning activities**	**Specific training or skill development activities**	**Community service or community engagement activities**	**Experiential activities**	**Cultural activities**
Stand Up Help Out (SUHO) (Bulanda & McCrea, 2013)						●		
The Peer Ambassadors Program (Case, 2017)					●		●	
The Youth Media Practice Pilot Program (Chan & Holosko, 2020)					●	●		
Inland Congregations United for Change (ICUC) for youth (Christens & Dolan, 2011)				●	●			
Cyclopedia (Collins et al., 2013)	●		●			●		
Youth Development Program (YDP) (Collins et al., 2020)	●					●		
Youth Engaged in Leadership and Learning (YELL) (Conner & Strobel, 2007)					●			
LOOK to Clermont (Corboy et al., 2019)					●			
Uganda Training Program (Crave & El Sawi, 2001)					●			
Not specified (Dima & Bucuta, 2020)					●	●		
The Teen Gaming Specialists (Dowds et al., 2017)		●						
Unique Grace Commando Unit (SAHI) (Einat & Michaeli, 2018)				●		●		
Movimento Al Exito (MAE) (Farley et al., 2019)								●
The GIRRL Program (Forbes-Genade & van Niekerk, 2017; 2018)					●			

Name of programme and author	Academic or topic-oriented activities	Life skills activities	Recreational activities	Group planning activities	Specific training or skill development activities	Community service or community engagement activities	Experiential activities	Cultural activities
The Youth Empowerment Solutions for Peaceful Communities (YES) (Franzen et al., 2009; Morrel-Samuel et al., 2018; Zimmerman et al., 2011; Zimmerman et al., 2018)					●	●		
POWER (Goossens et al., 2016)		●			●		●	
Kids for Action (Gullan et al., 2013)					●	●		
Youth Leadership Program (YLP) (Halsall & Forneris, 2018)	●	●			●	●		
Rapport's Teen Leadership (Hindes et al., 2008)					●			
The National FFA Organization (Horstmeier & Ricketts, 2009)						●		
Local Enterprise and Skills Development Programme (LESDEP) (Ile & Boadu, 2018)					●			
United Future Leaders (UFL) (Kostina-Ritchey et al., 2017)					●		●	
The Miami Youth Development Project (YDP) (Kurtines et al., 2008)		●			●	●		
Black Girls United (Lane, 2017)		●		●		●		●
Summer Performing Arts Program (LeMire et al., 2017)					●			
Hidden Nobodies (Levy, 2012)		●	●		●			
The All Starts Project, inc. (Lobman, 2017)			●					
Sariling Gawa (Luluquisen et al., 2008)					●	●		

Name of programme and author	Academic or topic-oriented activities	Life skills activities	Recreational activities	Group planning activities	Specific training or skill development activities	Community service or community engagement activities	Experiential activities	Cultural activities
Family Wellbeing Program (McCalman et al., 2009)					●	●		
Not specified (Morton & Montgomery, 2013)				●				
ArtThrust Teen Empowerment Program (Northington, 2018)	●		●					
We the People and the James Madison Legacy Project (Owen & Irion-Groth, 2020)	●			●	●	●		
Leadership, Education, Achievement and Development-Corrections (LEAD-C) (Panosky & Shelton, 2015)			●					
The Western Bulldogs Leadership Project (Parkhill et al., 2018)				●		●		
The Teen Empowerment Programme (Pearrow, 2008; Pearrow & Pollack, 2009)				●		●		●
Kicking Goals Together (Pink et al., 2020)		●						
The Western Bulldogs Community Foundation (WBCF) (Puxley & Chapin, 2021)		●		●		●		
Homeward Bound (HB) (Quinn & Nguyen, 2017)						●	●	
The Teaching Empowerment through Active Means (TEAM) programme (Redivo & Buckman, 2004)	●		●		●			
YouthBuild USA (Scruggs, 2007)	●				●			
The Canadian SNAP-Boys Youth Leadership Services (SB-YLS)			●				●	

Name of programme and author	**Academic or topic-oriented activities**	**Life skills activities**	**Recreational activities**	**Group planning activities**	**Specific training or skill development activities**	**Community service or community engagement activities**	**Experiential activities**	**Cultural activities**
The Summer Leaders in training (LIT) Program (Sewell et al., 2020)								
LEAD (Shelton, 2009)			●					
CITY Leaders (Shera & Murray, 2016)					●			
Youth Leadership Training Program (YLTP) (Siddiq et al., 2015)					●			
Not specified (Sisselman-Borgia, 2021)		●			●			
The Washington Leadership Conference (WLC) (Stedman et al., 2009)					●			
'Girls on the Move' Leadership Programme (Taylor, 2016)				●				
Not specified (Teasley et al., 2007)				●		●		
The Young Empowered Sisters (YES!) Program (Thomas et al., 2008)								●
Children's International Summer Villages (CISV) Victoria programme: The Youth Executive (Thorpe, 2007)					●			
The Philippine Minorities Program (PMP) (Ty, 2011)					●	●		●
Youth Leading Youth (Wood, 2020)						●		

3.6 Description of the manner of direct stakeholder involvement in programmes

To understand how the direct stakeholders with vulnerabilities were involved in the identified youth programmes, it is essential to examine the manner of youth engagement in the identified programmes, as illustrated in Figure 5 below.

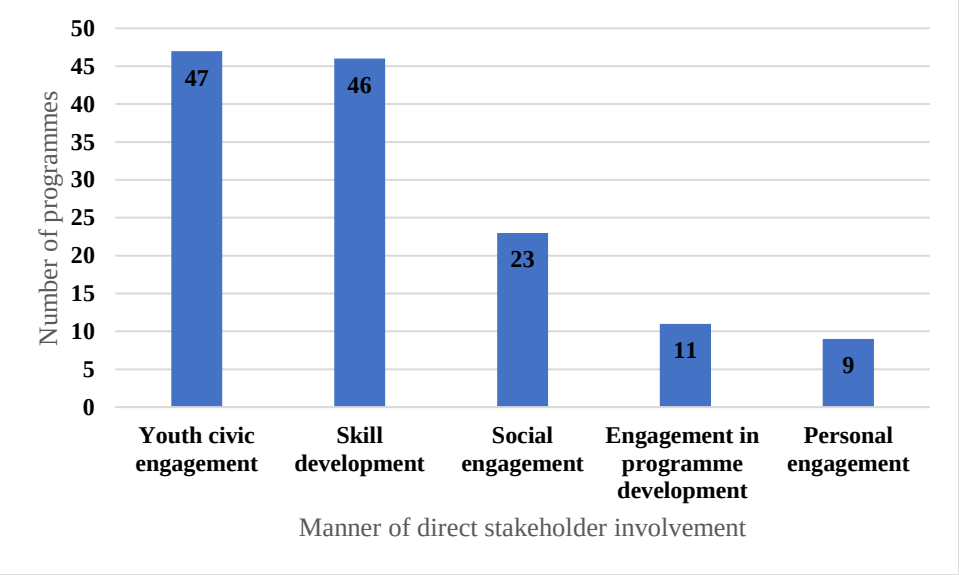

Figure 5. *Manner of direct stakeholder involvement*

Figure 5 illustrates the manner of direct stakeholder involvement in the included programmes. The results for each manner of stakeholder involvement will be discussed below.

3.6.1 Youth civic engagement

Figure 5 illustrates that 47 (n=47) of the identified programmes facilitated youth civic engagement. Civic or community engagement refers to actions taken by disadvantaged youths to contest, challenge and address community issues (Case, 2017; Ginwright & Cammarota, 2002; Youniss et al., 2002). The included programmes targeted civic engagement through the implementation of civic engagement activities. In total, 19 (n=19) of the included programmes did so through the development and implementation of community projects. Civic engagement activities implemented by the rest of the programmes included youth participatory research activities (n=13), participation in community service activities (n=13), the establishment of community partnerships (n=3) (Brown & Albert, 2015; Forbes-Genade & van Niekerk, 2017; Morrel-Samuels et al., 2018), and information sessions designed to effect community change (n=8) (Aldana et al., 2016, 2020; Allen-Handy et al., 2021; Arches & Fleming, 2006; Bentz & O'Brien, 2019; Christens & Dolan, 2011; Forbes-Genade & van Niekerk, 2018; Glisson, 2013).

3.6.2 Engagement through skill development

Figure 5 illustrates that 46 (n=46) of the identified programmes facilitated engagement through skill development activities. Youth programmes consistently target a range of skills necessary for positive youth development. Effective programmes provide youth with the necessary tools to meaningfully engage with their communities to affect change. Skills targeted by youth programmes may include interpersonal skills (i.e. communication skills, conflict management and resolution skills, problem-solving skills etc.), intrapersonal skills (i.e. resilience, self-confidence, self-motivation, persistence etc.), skills that target enhanced civic awareness, and organisational and community development skills (Blanchet-Cohen & Brunson, 2014; Hopper & Iwasaki, 2017; Silliman, 2004; Youniss et al., 2002; Zeldin et al., 2014). Multiple skills were targeted by each identified programme as illustrated in Figure 6 below. A total of 44 (n=44) of the included programmes targeted leadership development skills through leadership development training, experiential learning experiences, and through participation in community and youth councils. Skills targeted by the rest of the programmes included interpersonal (n=16) and intrapersonal (n=12) skill development, employment readiness skills (n=6), life skills (n=6), critical thinking skills (n=5), community development skills (n=4), empowerment skills (n=4), human rights education (n=3), entrepreneurial skills (n=2), and literacy skills (n=1), as illustrated in Figure 6.

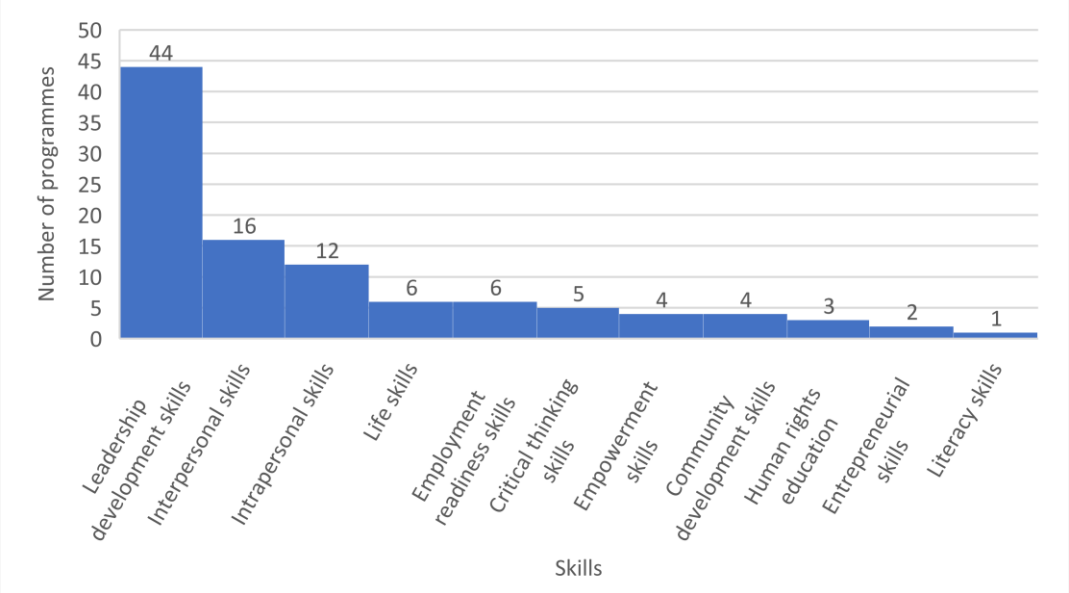

Figure 6. *Skills development*

3.6.3 Personal engagement

Figure 5 illustrates that nine (n=9) of the identified programmes facilitated personal engagement in the youth. Personal engagement refers to the youths' investment in their abilities on a physical, cognitive and emotional level, within a role or position (Crawford, 2018; Kahn, 1990). Of the nine included programmes, six (n=6) of the programmes facilitated personal engagement through group formation and relationship building activities (Aldana et al., 2016; Bulanda & McCrea, 2013; Brown & Albert, 2015; Christens & Dolan, 2011; Franzen et al., 2009; Kostina-Ritchey, 2017), while three (n=3) of the identified programmes facilitated positive values (Shelton, 2008), self-discovery and resilience (Northington, 2018), and enhanced ability to manage daily stressors through instructional group activities (Goossens et al., 2016).

3.6.4 Social engagement

Social engagement refers to the degree of youth participation in a community, society or programme (Kirpitchenko & Mansouri, 2014; Perkins & Zimmerman, 1995). Social engagement requires an awareness of the values, structure, and processes of the environment in order to have influence over it (Jennings et al., 2006; Perkins & Zimmerman, 1995). Table 9 below, illustrates 23 (n=23) of the identified programmes which facilitated social engagement in the youth. The programme Arkansas FFA Leadership Conference (Ahrens et al., 2015) provided the youth with an opportunity to advocate for the agricultural industry. While the programmes conducted by Bloomberg et al. (2003), Ile and Boadu (2018), Morton and Montgomery (2012), Owen and Irion-Groth (2020), and Quinn and Nguyen (2017) provided the youth with opportunities to participate in community decisions and to engage with community members through interviews and discussions. Whereas, the programmes conducted by Taylor (2016), Teasley et al., (2007), and Ty (2011) provided the youth with opportunities to engage in a range of programme activities that included recreational activities, field trips and community outreach projects.

Table 9

Manner of social engagement of included programmes

Programme name and author	**Manner of social engagement**
Arkansas FFA Leadership Conference (Ahrens et al., 2015)	The youth were provided with an opportunity to advocate for the agricultural industry.
The ART FOR CHANGE project (Bentz & O'Brien, 2019)	The youth were engaged in an art programme on a weekly basis.
Harlem RBI (Berlin et al., 2007)	The youth were engaged in weekly sporting activities.
Tenacity (Berlin et al., 2007)	The youth were engaged in regular sporting activities and through interactive literacy programmes.
Snowsports Outreach Society (Berlin et al., 2007)	The youth were engaged in snowboarding activities and were encouraged to apply learnt values to their daily activities.
Chicano-Latino Youth Leadership Institute (Bloomberg et al., 2003)	The youth were engaged in community decision-making.
Not specified (Briggs, 2010)	The programme supported social engagement by involving the youth in meaningful community activities.
The Youth Media Practice Pilot Program (Chan & Holosko, 2020)	The youth were involved in the creation of a diverse social media platform.
Youth Engaged in Leadership and Learning (YELL) (Conner & Strobel, 2007)	The youth were involved in community decisions which involved presenting their findings and recommendations from their discussions to schools in their community.
POWER (Goossens et al., 2016)	The programme supported youth engagement in activities which included sports, hobbies, and casual work.
Youth Leadership Program (YLP) (Halsall & Forneris, 2018)	The programme facilitated youth engagement in the programme to reduce previous negative behaviours.

Programme name and author	**Manner of social engagement**
Local Enterprise and Skills Development Programme (LESDEP) (Ile & Boadu, 2018)	The programme supported the youth in participating in decisions that pertain to their lives.
The All Stars Project, Inc. (Lobman, 2017)	The youth were engaged in the programme through participation in the play and performance activities.
Not specified (Morton & Montgomery, 2012)	The youth were involved in decisions which affected their community.
Project Citizen (Owen & Irion-Groth, 2020)	The youth were engaged in decision-making processes which affect their lives and their communities.
The Teen Empowerment Programme (Pearrow, 2008)	The programme supported youth participation and engagement through training and ongoing activities.
Kicking Goals Together (Pink et al., 2020)	The youth were engaged through participation in a sporting competition on a weekly basis.
Homeward Bound (HB) (Quinn & Nguyen, 2017)	The youth engaged with community members through interviews and discussions.
Operation Fresh Start (Scruggs, 2007)	The youth participated in construction projects which include the building of affordable house for low-income community members.
LEAD (Shelton, 2009)	The youth were engaged in the programme through participation in arts and instructional activities.
'Girls on the Move' Leadership Programme (Taylor, 2016)	The youth participated in sport and dance leadership courses.
Not specified (Teasley et al., 2007)	The youth participated and engaged in various programme activities, including field trips, training seminars, and cultural events.
The Philippine Youth Leadership Program (PYLP) (Ty, 2011)	The programme supported engagement in strategic planning exercises and in the development of community action plans.

3.6.5 Engagement in programme development

Figure 5 indicates that of the 78 programmes, 11 (n=11) of the programmes included the direct stakeholders in the development of the programme. Youth engagement in programme development suggests that the youth influenced the design and implementation of the programme in some way. For one (n=1) of the programmes (Aldana et al., 2016), the youth offered insights and recommendations to be considered in programme development, while for seven (n=7) of the programmes (Aldana et al., 2016; Arches & Fleming, 2006; Bulanda & Mccrea, 2013; Christens & Dolan, 2011; Crave & El Sawi, 2001; Franzen et al., 2009; Luluquisen et al., 2008), youth were involved in the planning and design stages of programme development. One of these seven programmes (Luluquisen et al., 2008) involved the youth in the discussion and creation of the programme vision, mission, goals, and direction. Furthermore, four (n=4) programmes (Glisson, 2013; Luluquisen et al., 2008; Mcnae, 2010; Morton & Montgomery, 2012) involved the youth in the curricula and content design stages of programme development.

3.7 Description of programme adaptations

Adaptations may be made to youth programmes for youth who are vulnerable to safeguard the youth involved. Of the 78 included programmes, 14 (n=14) adaptations were made to the programmes to accommodate for the youth who are vulnerable, as described in Table 7. The Photovoice themed project evaluated by Aldana et al. (2020), “Down Woodward”: A Photovoice Tour, adapted photovoice methods to engage the participants in the tour, providing them with information sessions and training prior to project implementation. Further, the LOOK to Clermont programme (Corboy et al., 2019), GIRRL programme (Forbes-Genade & van Niekerk, 2017, 2018) and (COPE) Healthy Lifestyles Thinking, Emotions, Exercise, and Nutrition (TEEN) Programmes (Mazurek Melnyk et al., 2007) allow for adaptations according to the context or environment of implementation. The YES Programme (Franzen et al., 2009) was adapted to include more information on the empowerment theory for youth who are vulnerable and with limited experience in this area.

3.8 Description of programme evaluation measures and outcomes

To understand the opportunities provided to youth through participation in the youth programmes, it is essential to examine programme outcomes (Arnold & Cater, 2011; Christens & Dolan, 2011; Perkins & Zimmerman, 1995; Roth & Brooks-Gunn, 2016). It is, however, important

to initially assess the programme quality by examining the evaluation measures of each included programme (Bean & Forneris, 2016; Durlak et al., 2010).

3.8.1 Programme evaluation

The programmes were evaluated using a broad range of measures. The evaluation measures utilised in each study have been categorised according to qualitative and quantitative research measures, as illustrated in Table 10 below. A total of 24 (n=24) of the included programmes conducted pre-test and post-test interviews with the participants. Brown and Albert (2015) and Briggs (2010) conducted personal one-on-one interviews with the participants to explore their experiences of the programme. Informal pre-test and post-test surveys (n=23) were also conducted with the participants to aid in programme evaluation. This included completion of informal questionnaires and surveys used to rate their experience during programme participation. Lemire et al. (2017) and Morrel-Samuels (2018) evaluated the programme through the use of a questionnaire to the participants that included leadership and empowerment specific questions to gage the participants' understanding of leadership and empowerment post implementation. Many of the studies implemented standardised quantitative evaluation measures with the participants. Ahrens et al. (2015) and Puxley and Chapin (2021) utilised the Youth Leadership Life Skills Development Scale to measure the scores of youth leadership skills gained through programme participation. In contrast, Asanjarani and Asgari 2020, Goossens et al. (2016), and Morton and Montgomery (2012) utilised the Strengths and Difficulties Questionnaire (SDQ) to screen the emotional and behavioural qualities of the youth and to evaluate the effects of youth empowerment on the youth. Additionally, the Developmental Assets Profile (n=2) was used to measure social-emotional traits in the youth participants (Kostina-Ritchey, 2017; Puxley & Chapin, 2021). Some of the programmes were evaluated using qualitative measures that included focus groups (n=9), observations (n=6), theory-based logic models (n=4), feedback sessions (n=4), reflection forms (n=2), and analysis of video footage (n=2). Evaluation measures were, however, not highlighted for some of the studies. Furthermore, no studies included evaluation measures designed specifically for youth who are vulnerable and/or youth with disabilities.

Table 10

Evaluation measures of effectiveness of included programmes

Qualitative Evaluation Measures	**Quantitative Evaluation Measures**
Informal pre-test and post-test interviews (n=24)	Informal pre-test and post-test surveys (n=23)
Focus groups (n=9)	The Youth Leadership Life Skills Development Scale (n=2)
Theory-based logic model (n=4)	The Strengths and Difficulties Questionnaire (SDQ) (n=3)
Observations (n=6)	The Developmental Assets Profile (n=2)
Reflection forms (n=2)	Minnesota Student Survey (n=1)
Case-study methodology (n=2)	Likert scale (n=3)
Video footage (n=2)	The Multidimensional Self-Concept Scale (MSCS) (n=1)
Feedback sessions (n=4)	The Bar- On Emotional Quotient Inventory (BarOn EQ-I: YV) (n=1)
Comprehensive Outcomes Measurement Programme (n=1)	Youth Self-Report (YSR)-Scales (n=1)
Student artifacts (n=1)	Mastery Scale (n=1)
Convergent analytic approach (n=1)	The Utrecht Coping List for Adolescents (n=1)
	The Program Session Satisfaction Scale (n=1)
	The Social Skills Questionnaire (n=2) The Individual Protective Factors Index (IPFI) (n=1)
	The Social Support Appraisals Scale (n=1)
	The General Self-Efficacy Scale (n=1)
	Hare Area Specific Self Esteem Scale (n=3)

Qualitative Evaluation Measures	Quantitative Evaluation Measures
	Polk Resilience Patterns Scale (n=2)
	Sense of Control (n=2)
	Social Competencies Scale (n=2)
	Services Evaluation Questionnaire (n=2)
	Program Activities Checklist (n=1)
	Curriculum Activities Evaluation Questionnaire (n=1)
	FFA WLC Impact Assessment (n=1)
	The Sense of Coherence (n=1)

3.8.2 Programme outcomes

Table 7 describes individual outcomes for each included programme according to Durlak et al.'s (2010) Developmental Ecological Model. The impacts of programme participation were examined according to participant characteristics, social ecologies and programme participation.

3.8.2.1 Participant characteristics

This component describes how the age, gender, and cognitive abilities of the participants may relate to or impact on the programme outcomes (Durlak et al., 2010). For the included programmes, this information was presented as the target population requirements. A total of 83 (n=83) of the included programmes included a form of vulnerability (e.g., minority group, financially vulnerable or at risk for negative or unhealthy behaviours) as a target population requirement. For these programmes, the participants experienced positive changes in their behaviours and their overall aspirations for the future. For example, for some of the programmes the youth were informed about the consequences of their actions through topic-specific workshops or through life-skill development sessions. Additionally, the participants were empowered to advocate for themselves and their communities, as well as to become agents of change. The participants also established relationships across racial and ethnic boundaries, as was evident in the programme, ICUC (Goossens et al., 2016).

The age-ranges of participants of the included programmes, specifically the programmes that included participants within the younger age-ranges (i.e. 4–14 years; n=6), resulted in positive outcomes for the included youth. The Intentional Leadership Identity Development Programme for Young Girls (i.e. participants aged 4–9 years) resulted in enhanced leadership skills and identity in the young girls (Bailey et al., 2017). Additionally, the programme evaluated by Morton and Montgomery (2012) indicated that more positive changes were found in the younger age group compared to the older age group. Furthermore, programmes with participants aged between 10–14 (n=5), the youth experienced enhanced self-esteem, resilience, confidence, a sense of empowerment, and self-advocacy. This may be evident as the adolescent period has been described as a sensitive developmental period, whereby the behaviours or personality of youth are more malleable (Murphy & Johnson, 2011; Sanders et al., 2017; Zarrett & Eccles, 2006). Thus, if provided with the correct support and nourishment through programme participation, youth have the potential to develop skills and to exhibit positive behaviour changes more rapidly as compared to adulthood (Bornstein, 1989; Lerner et al., 2005; Murphy & Johnson, 2011; Roth & Brooks-Gunn, 2003a).

With regards to the cognitive abilities of the participants of the selected programmes, minimum requirements of the programmes included literacy ability (n=2), expressive language (n=78) and school attendance (n=78). For these programmes, results indicated that programme participation resulted in graduation from high school, a reduction in entrance into the juvenile system, and increased employment opportunities for youth. Additionally, programme participation aided some of the participants in navigating social and academic barriers present in their academic institution.

3.8.2.2 Social ecologies

This component describes how the context or environment (e.g., school, community, family, friends etc.) of the included programmes may have affected or related to the programme outcomes. The context or environment of implementation may influence programme participation for the youth (Blanchet-Cohen & Brunson, 2014b; Durlak et al., 2010; Redmond & Dolan, 2016). The included programmes were predominantly implemented within a community, learning or recreational setting.

A total of 30 (n=30) of the included programmes were implemented in a community setting whereby the programmes fostered community engagement through the development and execution

of community action projects or through community outreach programmes. Through programme participation, the youth were provided with opportunities for community participation and engagement. The youth were also empowered to advocate for themselves and for their communities. This occurred through various activities that included providing the youth with opportunities to raise awareness of racial and social segregation (Christens & Dolan, 2011; Farley et al., 2019; Glisson, 2013; Lane, 2017; Thomas et al., 2008; Thorpe, 2007) and through community outreach activities. Participation in community outreach resulted in improved peer and adult relationships, enhanced sense of self-worth and self-confidence and the establishment of leadership skills. These results emphasise the impacts of youth civic engagement on positive youth development.

In total, 45 (n=45) of the identified programmes were implemented within a learning environment whereby the programmes facilitated skill development through the implementation of various academic and experiential learning activities. Through programme participation, the youth were provided with opportunities to reflect on their self-identity and to understand how their experiences may impact on others and on their communities. In addition, programme participation resulted in the development of various skills which include leadership skills, career-readiness skills, life skills, interpersonal skills, intrapersonal skills, academic skills, and so forth. Skill development provided the youth with various opportunities which included employment opportunities, increased entrance and completion of tertiary education, and opportunities to network with peers, mentors, and with their communities. The development of leadership, interpersonal and intrapersonal skills are essential in providing youth with the tools to advocate for themselves and others to effect overall community change.

A total of 12 (n=12) of the identified programmes were implemented in recreational environments whereby the youth were provided with opportunities to participate in sporting activities, creative arts as well as performing arts activities. Participation in recreational activities fostered critical thinking in the youth. Additionally, the youth were empowered to become agents of change and were encouraged to participate with their communities through creative outlets. Participation in the programme also enhanced communication and leadership skills and an enhanced sense of empowerment. Youth reported overall higher levels of self-esteem and confidence through participation in the recreational activities.

3.8.2.3 Programme participation

This component describes how programme participation may affect the overall results or outcomes. The included programmes attempted to engage the youth through the implementation of various recreational, community-based and academic activities. Unfortunately, programme attendance was affected due to various unforeseen circumstances. For example, disengagement in programme participation for the programme Cyclopedia occurred due to a lack of interest in the programme, reduced attendance and the distance participants needed to travel (Collins et al., 2013). Furthermore, programme participation was affected due to an increased drop-out rate, lack of consent or assent to participate in the programmes as well as time constraints. Additionally, with regards to the COPE TEEN programme (Mazurek Melnyk et al., 2007), there was an increased drop-out rate due to the duration of the programme sessions and insufficient parental consent. Furthermore, with regards to the LEAD programme (Panosky & Shelton, 2015), barriers to participation were reported which included insufficient parental consent, environmental challenges, and non-attendance. However, a total of 12 (n=12) of the programmes provided the youth with incentives to participate which included gift certificates, monetary gifts for transport and food as well as small appreciative gifts (e.g., a ball, make-up, or a teddy bear). These incentives were described as effective in enhancing programme participation in the youth.

4. DISCUSSION

4.1 Introduction

This scoping review aimed to identify, describe, and evaluate youth programmes in terms of participant characteristics, theoretical frameworks, goals, youth engagement, adaptations, and evaluation.

4.2 Description of participants in youth programmes

The literature used for the purposes of this study, has indicated a need for youth programmes to promote developmental outcomes, leadership development, and empowerment for youth who are vulnerable (Catalano et al., 2004; Heinze et al., 2010; Iwasaki et al., 2014; Roth & Brooks-Gunn, 2003b; Sherrod et al., 2002). Many of the identified programmes included economically vulnerable youth and youth 'at-risk' for violence or problem behaviours. However, only a few of the programmes included institutionalised youth and none of the programmes included youth with disabilities. This is problematic as youth with disabilities and/or youth in institutions are restricted in their participation and are the mostly disempowered (Blanchard et al., 2006; Law et al., 2006). The need for programmes that facilitate participation for youth with disabilities and/or youth in institutions is thus emphasised.

Variations were also found in the ages of the participants. As programme outcomes have been reported to vary with regards to youth of different ages (Bean & Forneris, 2016; Theokas et al., 2005), it is a concern that programmes are not providing input according to the specific age group of the participants. Programme developers and implementers thus need to be specific in the age groups addressed to ensure benefits across varying ages (Eccles et al., 1993; Midgley & Feldlaufer, 1987; Morton & Montgomery, 2012). Gender was also a factor contributing to the results, as experiences of participation in the programmes appeared to differ in terms of male and female participants. As males and females differ in their responses to both positive and negative life experiences, this may explain this distinction (Brown et al., 2009; Bubic & Ivanisevic, 2016; Chavous et al., 2008; Oyserman et al., 2001). The need for youth programmes to include activities designed specifically for males and females is thus emphasised (Cogburn et al., 2012; Zimmerman et al., 2018). Furthermore, as mentioned in the literature review, youth programmes should be designed to accommodate all children and youth, including children and youth who are vulnerable and/or children and youth with disabilities (Grenwelge & Zhang, 2013; Seong et al., 2015).

The impact of participant characteristics on participation in youth programmes is thus emphasised. Therefore, programme developers must take cognisance of the differences in characteristics of participants when designing youth programmes.

4.3 The process of programme development and programme goals

The process of programme development has been reported to impact on the overall outcomes of programme participation for children and youth who are vulnerable (Bates et al., 2020; Durlak, 2016; Roth & Brooks-Gunn, 2003a). The curricula of youth programmes are typically built on a foundation of values, principles, and processes (Zeldin et al., 2008) which include a variety of structured and unstructured activities that aim to foster positive youth development and engagement (Pittman et al., 2003; Roth & Brooks-Gunn, 2003a). It is thus essential to discuss the results according to the programme goals and the theoretical frameworks that guided programme development.

4.3.1 Theoretical frameworks of youth programmes

The literature stated in the literature review indicates the importance of youth programmes that are founded on theoretical frameworks that highlight the predictors, processes, and outcomes necessary to facilitate positive development in children and youth (Murphy, 2011; Pontuga et al., 2018; Redmond & Dolan, 2016; Ricketts & Rudd, 2002; Zimmerman et al., 2018), which is evident by the wide range of theoretical frameworks included in the review. Many of the included programmes (e.g., positive youth development or the social justice youth development framework) were founded on theoretical frameworks centred predominantly on the youth and on facilitating positive development and behaviours in children and youth. Although these programmes aimed to understand and reduce barriers to positive development experienced by youth who are vulnerable, consideration was not given to the youth's community or any relevant stakeholders (Case, 2017; Ginwright & Cammarota, 2002; Jennings et al., 2006). Participation in school, community, and policy reform has, however, been reported to contribute to an enhanced sense of agency and to youth empowerment (Caraballo et al., 2017; Livingstone et al., 2014; Ozer & Wright, 2012; Rodríguez & Brown, 2009).

Some of the programmes were, however, founded on Participatory Action Research (PAR), Empowerment Theory, and Ecological Theory. These approaches all aligned in their use of participatory youth-led action to enhance the youth voice through context-specific skill development and community involvement (Ballard & Belsky, 2010; Forbes-Genade & van Niekerk,

2018; Holt et al., 2017; Maslow et al., 2013; Morton & Montgomery, 2013; Perkins & Zimmerman, 1995; Wong et al., 2010). Participants in these programmes were encouraged to critically analyse community issues, to participate in important decision-making processes, and to design and implement community projects. These programmes thus facilitated the development of important skills in the participants that included self-efficacy, problem-solving, and decision-making.

It is thus positive that frameworks which encourage community involvement were used, as change is dependent on this – providing children and youth who are vulnerable and/or children and youth with disabilities with the means to challenge discrimination, to self-advocate, and to effect personal, social, and community change (Puxley & Chapin, 2021; Shaw et al., 2014; Yeh et al., 2015). Not all the included programmes, however, made mention to theoretical foundations. As theoretical foundations lay the groundwork for effective youth programmes, this should be considered in the future development of youth programmes (Murphy, 2011; Pontuga et al., 2018; Redmond & Dolan, 2016; Ricketts & Rudd, 2002; Zimmerman et al., 2018).

4.3.2 Programme goals

Effective youth programmes do not only aim to support and nurture youth who are vulnerable, but challenge and empower youth to advocate for themselves and others, to raise awareness of segregation, and to engage with others to affect personal, social, and community change (Collura et al., 2019; Morton & Montgomery, 2013; Redmond & Dolan, 2016; Roth & Brooks-Gunn, 2003a, 2003b; Sherif, 2019).Overall, each programme aimed to facilitate positive development and participation in the participants. The programmes identified in the review targeted these goals of development and engagement through various means. Some programmes sought to reduce or eradicate negative behaviours (e.g., alcohol and drug abuse) in the participants. Although literature suggests this as an effective method, it may not be substantial enough to effect positive change in children and youth who are vulnerable.

Other programmes aimed to foster civic engagement and include youth who are vulnerable in community decision-making. Community organising activities (e.g., the design and implementation of community action projects) have often been cited in the literature as fundamental to positive youth development. In order to maximise potential for growth and to effect change, children and youth who are vulnerable should be encouraged to participate in community engagement and development. The importance of fostering civic engagement in children and youth

is thus abundantly clear (Christens & Dolan, 2011; Fertman & van Linden, 1999; Lawrencejacobson, 2006; London et al., 2003; Morton & Montgomery, 2013).

Skill development in addition to experiential learning experiences have been cited as essential ingredients to positive youth development in youth who are vulnerable (MacNeil, 2006a; Macneil & McClean, 2006b; Redmond & Dolan, 2016; Roth & Brooks-Gunn, 2003a). Positive youth development was targeted by fostering the development of leadership, problem-solving, decision-making, and coping skills in the participants (Curran & Wexler, 2017).

The lack of programmes aimed at fostering participation for children and youth with disabilities is however a concern. Programme developers should thus consider programme goals that meet the needs of all youth, including those with disabilities. Fostering participation and positive development for children and youth who are vulnerable is dependent on the provision of opportunities to develop skills, to analyse issues of importance, and to contribute to important decision-making.

4.4 Manner of stakeholder involvement in the included programmes

Effective youth programmes are those that capitalise on the strengths of children and youth, while including them in decisions that affect their lives and providing them with opportunities to address relevant issues (Chu et al., 2016; Langhout & Thomas, 2010; Smits et al., 2020; Wheeler & Edelbeck, 2006; Wong et al., 2010; Zeldin et al., 2013). The programmes facilitated youth engagement through various means that included community involvement, participatory action research, and skill development.

Participation in community engagement activities and youth activism is considered essential to positive youth development (Camino & Zeldin, 2002; Wong et al., 2010) – fostering the development of leadership, critical analysis, and problem-solving skills (Aldana et al., 2016; Dolan et al., 2015; Osmane & Brennan, 2018; Youniss et al., 2002; Hastings et al., 2011). Some of the programmes fostered youth engagement by facilitating the critical analysis of personal and community issues, including youth in decision-making processes, and through the design and implementation of community programmes (Camino & Zeldin, 2002; Smits et al., 2020; Wong et al., 2010; Zeldin et al., 2013). Providing children and youth with such an opportunity allows for them to use their voice to influence others and to ultimately effect social change (Kaplan et al., 2009; Kohfeldt et al., 2011; Morton & Montgomery, 2012; Zimmerman et al., 2011). Although the youth were provided with opportunities to participate in community decision making processes,

they did not directly engage with policy-makers and government officials which is necessary for holding them accountable for their overall development and wellbeing (Eccles & Gootman, 2002; Ile & Boadu, 2018; Sherrod et al., 2002; Zeldin et al., 2008).

Youth programmes consistently targeted a range of skills necessary for positive youth development and youth participation. Effective programmes provide youth with the necessary tools to meaningfully engage with their communities to affect change. The programmes targeted skills that included interpersonal skills (i.e. communication skills, conflict management and resolution skills, problem-solving skills etc.), intrapersonal skills (i.e. resilience, self-confidence, self-motivation, persistence etc.), leadership skills, skills that target enhanced civic awareness, and organisational and community development skills (Blanchet-Cohen & Brunson, 2014; Hopper & Iwasaki, 2017; Silliman, 2004; Youniss et al., 2002; Zeldin et al., 2014).

Some of the programmes identified also fostered youth engagement in research and in decision-making processes through PAR principles. Through participation in PAR, the participants were provided with opportunities to critically analyse issues that directly concerned their lives (Aldana et al., 2016; Ozer & Wright, 2012; Zeldin et al., 2013). Youth engagement in research is essential to raise youth consciousness, enhance community engagement, and foster positive youth development (Ballard & Belsky, 2010; Banner et al., 2019; Camino & Zeldin, 2002; Zeldin et al., 2013).

Although the programmes aimed to facilitate youth participation through various means, many of the programmes did not include youth in programme development and implementation. Youth programmes must thus be developed with youths' voice at the centre, whereby children and youth are directly involved in the design and analysis of policies, programmes, and decisions that affect their lives (Camino, 2000; Zeldin et al., 2008; Watts & Flanagan, 2007).

4.5 Programme adaptations for children and youth who are vulnerable

It is essential for youth programmes to be flexible, allowing for adaptations to be made to meet the unique needs and circumstances of children and youth who are vulnerable (Curran & Wexler, 2017; Metz & Bartley, 2012). Some of the included programmes were adapted according to gender, context, and specific risk factors, for example homelessness.

Three programmes were adapted to meet the gender-specific needs of the participants. Youth programmes that take into consideration gender-specific circumstances are required to meet

the unique needs of children and youth who are vulnerable. For example, female adolescents have been associated with a higher incidence of trauma, mental health issues, and exposure to physical and mental abuse (Borduin & Ronis, 2012; Cook et al., 2010; Foley, 2008; Guthrie et al., 2012; Panosky & Shelton, 2015), thus may require a programme that accommodates and makes provision for these issues (Panosky & Shelton, 2015).

In addition to gender-specific programmes, adaptations were also made to some of the programmes to safegaurd the youth participants. An empowerment programme for adults was adapted with a trauma-informed focus to meet the needs of homeless youth (Sisselman-Borgia, 2021). Literature suggests that homeless youth benefit from programming and supports that have been tailored to their current circumstances – such as a lack of resources and infrastructure, exposure to traumatic experiences, limited support systems, and a lack of employment opportunities (Heinze et al., 2010; Morton et al., 2018).

Some of the programmes were also adapted according to the unique characteristics and parameters of the environment (Van Niekerk et al., 2017). Context specific programmes are also essential in meeting the specific needs and circumstances of youth who are vulnerable which may include risk exposure, limited resources, and reduced community engagement (Heinze et al., 2010; Iwasaki et al., 2014). For example, one programme was adapted to be implemented in various contexts, with the goals varying according to the situations and circumstances of its participants (Forbes-Genade & van Niekerk, 2017, 2018; Van Niekerk et al., 2017).

Few studies, however, highlighted programme adaptations to meet the specific needs of youth who are vulnerable. What is especially notable is the lack of programmes adapted to meet the unique needs of youth with disabilities. This is concerning due to the high incidence of violence, discrimination, and disempowerment in youth with disabilities (Bechange et al., 2021; Kropiwnicki et al., 2014; Njelesani et al., 2018). One reason for the lack of adaptations for youth who are vulnerable and/or youth with disabilities may be that the included programmes were designed to meet the needs of youth who are vulnerable, indicating that programme adaptations were not necessary or had been incorporated into the design. There is thus a need for youth programmes to accommodate the challenges and circumstances experienced by youth who are vulnerable and/or youth with disabilities (Metz & Bartley, 2012; Roth & Brooks-Gunn, 2016; Zimmerman et al., 2018).

4.6 Programme evaluation measures

Programme quality has been cited as an essential determinant of positive outcomes in youth (Bean & Forneris, 2016; Durlak et al., 2010; Roth & Brooks-Gunn, 2003a). It is thus essential to evaluate the quality and effectiveness of programmes for youth who are vulnerable (Morrel-Samuels et al., 2018). Programme effectiveness of the included studies was determined by evaluating the fidelity and quality of programme implementation, assessing the programme outcomes and progress, measuring the reliability of programme delivery, and by identifying barriers to implementation (Catalano et al., 2004; Curran & Wexler, 2017; Durlak et al., 2010; Halsall & Forneris, 2018; Panosky & Shelton, 2015; Roth & Brooks-Gunn, 2016).

Evaluation measures used by the identified studies mainly included informal interviews and surveys with direct stakeholders. The included studies did not, however, utilise evaluation measures designed specifically for youth who are vulnerable. It is evident from the results that most of the studies were implemented in the USA. In general, few evaluation measures have been designed specifically for minority youth and are often developed from theoretical constructs influenced by American middle-class values (Kumpfer et al., 2002; Kumpfer & Alvarado, 2003; Thomas et al., 2008). Many of the included studies used standardised evaluation measures. Although these measures were effective for the purpose of these studies, it is essential for researchers to consider the cultural appropriateness of evaluation measures for culturally diverse youth (Thomas et al., 2008). The need for the development of culturally appropriate evaluation measures is thus emphasised (Bulanda & McCrea, 2013; Coard et al., 2007; Kumpfer et al., 2002; Thomas et al., 2008).

Programme evaluation for the included studies reported on the success of programme implementation, the development of the youth participants during participation in the programmes, the manner of stakeholder involvement or participation, and the need for programme adaptations. More specifically, programme evaluation of many of the programmes reported on skill development, behaviour reduction, and future prospects for the youth participants. In addition, many of the identified programmes reported on the need for youth to be provided with the space to voice their opinions and views in all stages of programme implementation and development. There is thus a need for the design and implementation of youth programmes that facilitate youth participation in all aspects, including decision-making processes, problem-solving, community discussions, and programme development.

5. CRITICAL EVALUATIONS, IMPLICATIONS AND CONCLUSIONS

5.1 Critical evaluation of the study

A critical evaluation of the study was conducted to identify strengths, limitations, clinical implications and recommendations for future studies.

5.1.1 Strengths

An initial strength of the review was that a comprehensive search was conducted across 10 databases. Due to the broad nature of the aims of the review, the inclusion of multiple databases was necessary to yield relevant results while reducing the probability of database bias. Furthermore, the results indicate that studies from a wide range of countries were included in the current review, thus reducing the probability of sampling bias and ensuring that all available programmes were included. Similarly, temporal constraints placed on the search resulted in the yielding of more relevant results (Cirrin et al., 2010; Schlosser et al., 2007b). Additionally, only peer-reviewed studies were included in the review, thus ensuring that the included programmes were grounded on evidence and theory (Schlosser et al., 2007b). Furthermore, the study selection process ensured reliability by assessing whether the inclusion- and exclusion criteria were correctly and reliably applied which ensured that programmes that met the inclusion criteria were included in the study (Millar et al., 2006; Schlosser et al., 2007b).

5.1.2 Limitations

Limitations to the current study exist. Firstly, none of the included programmes focused on youth with disabilities. Although the search terms should have highlighted all programmes for the development of all youth, including those for youth with disabilities, no programmes for youth with disabilities were found. It is not known if these programmes do not exist or whether alternative search terms may have been required to identify them. Additionally, the search strategy only included studies that were published in English which may have introduced a language bias (Schlosser et al., 2007b). Furthermore, two of the studies included study descriptions that met two exclusion criteria for programme outcomes (i.e., “to foster isolated skill competence” and “to facilitate improved health-related outcomes”). This may be due to ambiguities in the selection criteria and/or the studies’ programme goals and outcomes. Ambiguous studies were however

included in the study due to overarching programme goals which included: (i) to empower the youth to participate in decisions that pertain to their lives and (ii) to utilise their voice to effect personal change, thus aligning with the aims of the study.

5.2 Clinical implications

The results from this study have important implications for future programme implementation and evaluation. Effective youth programmes should be grounded in conceptual and theoretical research to guide programme development (Roth & Brooks-Gunn, 2003a).

Furthermore, effective youth programmes are those that aim to not only reduce or mitigate negative or unhealthy behaviours in youth, but to develop their abilities and to enhance their overall participation (Eccles & Gootman, 2002; Roth & Brooks-Gunn, 2016; Zimmerman et al., 2011). This may be achieved through civic engagement activities, skill development, and through exposure to experiential learning experiences whereby learnt skills are put into action (Grenwelge & Zhang, 2013; Hellison et al., 2007; MacNeil, 2006; Mortensen et al., 2014; Redmond & Dolan, 2016; Roth & Brooks-Gunn, 2003a). Additionally, effective youth programmes include youth in community decision processes. The youths' ability to participate in decision-making processes is, however, dependent on their ability to influence decisions within a group setting to inform choices (Ile & Boadu, 2018). There is thus a need for the development and implementation of programmes that provide youth with the skills and knowledge to advocate for themselves and others to effect change (Sherrod et al., 2002).

Effective youth programmes also promote youth-adult relationships and the inclusion of youth in decision-making processes. Evidence suggests that youth involvement in decision-making is more likely to foster enhanced empowerment, self-esteem, self-efficacy and engagement (Blanchet-Cohen & Brunson, 2014; Christens & Dolan, 2011; Zeldin et al., 2015).

5.3 Recommendations for further studies

Following the completion of this scoping review, a number of recommendations became apparent. Further research on the process of programme development may better inform the design and development of future youth programmes. Future research into youth programmes and the specific impacts for various youth populations would also be useful. Additionally, future research into the disparities in outcomes of youth programmes according to gender, should also be conducted as only two of the studies compared the outcomes of the programmes according to gender. A

comparison of the impacts of youth programmes on various youth age-groups would also be useful in determining how the developmental levels of specific age-groups vary. Future research on culturally appropriate evaluation measures is also required to ensure inclusion and participation on a larger scale.

5.4 Conclusion

Children and youth who are vulnerable are often excluded from participation in their lives due to disempowerment, disengagement, and assumptions of incompetence. Children and youth should, however, be nurtured and supported to have influence over their own lives. Youth programmes may offer meaningful outcomes with regards to youth engagement, participation and development. This review indicated the availability of programmes that provide children and youth with the skills and opportunities necessary to enhance their participation and overall development. However, challenges in the adaptation of programmes for youth of different ages and genders, and a lack of community involvement in the programmes, have been identified.

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Appendix A

Pilot search

Pilot search

Concept	Preliminary search 1	Preliminary search 2	Preliminary search 3	Preliminary search 4	Final search
Search concept 1	(Youth OR child* OR adolescen*) AND (vulnerab* OR "in care" OR foster OR orphan* OR disab* OR handicap* OR impair* OR deaf OR "hearing impair*" OR "hearing loss" OR "hard of hearing" OR "at risk" OR marginaliz* OR "high risk" OR opportunity OR blind OR "sign language" OR signing)	(Youth OR child* OR adolescent OR "young person" OR young people OR "young adult") AND (vulnerab* OR "in care" OR foster OR orphan* OR disab* OR handicap* OR impair* OR ~~deaf~~ OR ~~"hearing impair*" OR OR"hearing loss" OR "hard of hearing"~~ OR "at risk" OR marginaliz* OR "high risk" OR opportunity OR ~~blind OR "sign language" OR signing~~	(Youth OR child* OR adolescent OR ~~"young person"~~ OR young people ~~OR "young adult"~~) AND (vulnerab* OR ~~"in care" OR foster OR orphan* OR disab* OR handicap* OR impair* OR deaf~~ OR ~~"hearing impair*" OR "hearing loss" OR "hard of hearing"~~ OR "at risk" OR marginaliz* OR "high risk" ~~OR opportunity OR blind OR "sign language" OR signing~~	(Youth OR adolescent ~~OR "young person"~~ OR young people ~~OR "young adult"~~ OR teen OR child*) AND ~~(vulnerab* OR "in care" OR foster OR orphan* OR disab* OR handicap* OR impair* OR deaf OR "hearing impair*" OR "hearing loss" OR "hard of hearing" OR "at risk" OR marginaliz* OR "high~~ risk" ~~OR opportunity OR blind OR "sign language" OR signing~~	(Youth OR adolescent OR young people OR teen OR child*)
Search concept 2	"special school" OR LSEN OR "care centre" OR "stimulation centre" OR institution OR "residential care" OR "child and youth care centre" OR CYCC	~~"special school" OR LSEN OR "care centre" OR "stimulation centre" OR~~ institution OR "residential care" OR "child and youth care centre" OR CYCC	~~"special school" OR LSEN OR "care centre" OR "stimulation centre" OR~~ institution OR "residential care" ~~OR "child and youth care centre" OR CYCC~~	~~"special school" OR LSEN OR "care centre" OR "stimulation centre" OR institution OR "residential care" OR "child and youth care centre" OR CYCC~~	
Search concept 3	Program* OR train* OR curriculum OR syllabus OR interven* OR (skill AND Activity)	Program* ~~OR train* OR curriculum OR syllabus~~ OR interven* OR (skill AND Activity)	Program* ~~OR train* OR curriculum OR syllabus OR interven* OR (skill AND Activity)~~ OR Empowerment	Program ~~OR train* OR curriculum OR syllabus OR interven* OR (skill AND Activity) OR~~ Empowerment	(Empowerment program)

Concept	Preliminary search 1	Preliminary search 2	Preliminary search 3	Preliminary search 4	Final search
Search concept 4	Engagement OR participat* OR accountab* OR community involvement OR empowerment OR trust OR skills OR leader* OR govern* OR structures OR politic* OR advocacy	Engagement OR participat* OR accountab* OR community involvement OR empowerment OR trust OR skills OR leader* OR govern* OR structures OR politic* OR advocacy OR educat* OR "collective action"	Engagement OR participat* OR accountab* OR community involvement ~~OR empowerment OR trust OR skills OR~~ leader* OR govern* OR structures OR politic* OR advocacy ~~OR educat* OR "collective action"~~ OR development	~~Engagement OR participat* OR accountab* OR community involvement~~ ~~OR empowerment OR trust OR skills OR~~ leadership ~~OR govern* OR structures OR politic* OR advocacy OR educat* OR "collective action" OR~~ development	(Leadership development)

Appendix B

Search terms per database

Search terms per database

Data base	Search terms	Yield
Academic Search Complete (EBSCOHOST)	(AB (youth or adolescent or young people or teen or child*) AND AB (leadership development) OR AB (empowerment program*))	358
Africa Wide Information (EBSCOHOST)	(AB (youth or adolescent or young people or teen or child*) AND AB (leadership development) OR AB (empowerment program*))	33
PsycInfo (EBSCOHOST)	(AB (youth or adolescent or young people or teen or child*) AND AB (leadership development) OR AB (empowerment program*))	241
PsycArticles (EBSCOHOST)	(AB (youth or adolescent or young people or teen or child*) AND AB (leadership development) OR AB (empowerment program*))	9
CINAHL (EBSCOHOST)	(AB (youth or adolescent or young people or teen or child*) AND AB (leadership development) OR AB (empowerment program*))	177
ERIC (EBSCOHOST)	(AB (youth or adolescent or young people or teen or child*) AND AB (leadership development) OR AB (empowerment program*))	233
Family and Society Studies Worldwide (EBSCOHOST)	(AB (youth or adolescent or young people or teen or child*) AND AB (leadership development) OR AB (empowerment program*))	130
Health Source: Nursing/Academic (EBSCOHOST)	(AB (youth or adolescent or young people or teen or child*) AND AB (leadership development) OR AB (empowerment program*))	52
Humanities Source (EBSCOHOST)	(AB (youth or adolescent or young people or teen or child*) AND AB (leadership development) OR AB (empowerment program*))	20
Social Work Abstracts (EBSCOHOST)	(AB (youth or adolescent or young people or teen or child*) AND AB (leadership development) OR AB (empowerment program*))	11
SCOPUS	(AB (youth or adolescent or young people or teen or child*) AND AB (leadership development) OR AB (empowerment program*))	2231

Data base	Search terms	Yield
SAGE	(AB (youth or adolescent or young people or teen or child*) AND AB (leadership development) OR AB (empowerment program*))	758

Appendix C

Data extraction form

Availability of youth leadership, development and empowerment programmes for children and youth who are vulnerable including those with disabilities: A scoping review

Data Extraction Form

Parameter	Contents of article (examples)	Reporting objectives
Reference and Purpose		
Title		None
Author		None
Year		To determine the frequency of publications per year to identify a trend in the number of publications.
Aim of study		None
Country		To describe country context of programme implementation.
Design		None
Target Population		
Vulnerable populations (including disabilities)	☐ Minority youth ☐ Economically vulnerable youth ☐ Institutionalized youth ☐ Orphaned youth ☐ Homeless youth ☐ Deaf youth	To determine the frequency of vulnerable groups included in the study.
Age-range	☐ Mean range	To determine the frequency of ages included in the studies.
Total number of participants	☐ Total	To determine the total number of participants included in the study.
Gender	☐ Male ☐ Female ☐ Other ☐ Gender not specified	To determine the frequency of gender participating in the study.
Intervention		
Programme name		It is important to be able to differentiate the programmes according to their name.

Parameter	Contents of article (examples)	Reporting objectives
Programme goals	Describe programme goals	To describe the goals of each programme.
Programme structure	Describe: Programme curriculum Programme activities and components	To describe each identified programme according to its individualised curriculum and activities.
Programme details	Describe: Length Duration Location	To describe each identified programme according to length, duration and location.
Theoretical framework guiding programme development	Describe: Details of theoretical framework	To identify trends in the various theoretical frameworks of each identified programme.
Manner of stakeholder involvement	Describe: Direct stakeholder involvement Indirect stakeholder involvement	To identify trends in the level of stakeholder involvement in the development of the programme.
Training of staff	Yes No Describe staff training	To describe the extent to which staff were trained in the implementation of each identified programme.
Target population requirements	Describe: Literacy ability Language of learning and teaching Level of understanding	To identify trends in the inclusion criteria of each identified programme.
Programme adaptations	Describe: Any adaptations made to the programme safeguard its participants	To describe any adaptations made to the programme to safeguard its participants.
Outcomes		
Programme outcomes	Describe: Skills addressed and measured Manner of engagement Participation Accountability Community involvement	To describe the outcomes measured of each identified programme. To identify and describe trends in the varying outcomes of each included programme.

Parameter	Contents of article (examples)	Reporting objectives
Evaluation measures used for the included programmes	Describe: • Type of qualitative evaluation measure • Type of quantitative evaluation measure	To identify trends in the mechanism of measurement of the outcomes of each identified programme.
Results of programme	• Describe results of programme against aims of the review	To describe the results of each programme against the aims of the review. To identify and describe trends in the results of each programme.

Appendix D

Completed data extraction form

Availability of youth leadership, development and empowerment programmes for children and youth who are vulnerable including those with disabilities: A scoping review

Completed Data Extraction Form

* Please double click on the attachment to the left of the PDF document under the attachments tab.

Appendix E

Ethical clearance

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Humanities
Fakulteit Geesteswetenskappe
Lefapha la Bomotho

Humanities 100.

28 May 2021

Dear Miss JS Zimmerman

Project Title:	Availability of youth leadership, development and empowerment programmes for youth who are vulnerable including youth with disabilities: A scoping review
Researcher:	Miss JS Zimmerman
Supervisor(s):	Prof S Dada Dr KG Bastable
Department:	CAAC
Reference number:	20748583 (HUM024/0421)
Degree:	Masters

Thank you for the application that was submitted for ethical consideration.

The Research Ethics Committee notes that this is a literature-based study and no human subjects are involved.

The application has been **approved** on 27 May 2021 with the assumption that the document(s) are in the public domain. Data collection may therefore commence, along these guidelines.

Please note that this approval is based on the assumption that the research will be carried out along the lines laid out in the proposal. However, should the actual research depart significantly from the proposed research, a new research proposal and application for ethical clearance will have to be submitted for approval.

We wish you success with the project.

Sincerely,

Prof Innocent Pikirayi
Deputy Dean: Postgraduate Studies and Research Ethics
Faculty of Humanities
UNIVERSITY OF PRETORIA
e-mail: PGHumanities@up.ac.za

Appendix F

Declaration of language editor

JANINE ELLIS

LANGUAGE EDITING / TRANSCRIPTION / TYPING

janine.ellis4@gmail.com

Cell: 083-6563660

Client

Jodi Zimmerman
Mini-dissertation
University of Pretoria

P O Box 28164
Sunridge Park
6008

20 October 2021

DECLARATION

To whom it may concern,

I hereby declare that I fully language edited the mini-dissertation of Ms Jodi Zimmerman titled: ***Availability of youth leadership, development and empowerment programmes for youth who are vulnerable including youth with disabilities: A scoping review.*** All aspects of this mini-dissertation were carefully looked at, corrections made and suggestions given with regards to certain wording and sentence structure. The layout and presentation and referencing of this mini-dissertation were edited as per the referencing and technical/style template/guide provided by the client. Final acceptance of all proposed corrections/changes/comments is the personal choice/discretion of the client.

This service was rendered from 11 October 2021 to 20 October 2021.

Kind regards

Janine Ellis

Appendix G

Turnitin digital receipt

turnitin

Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author:	JS (Jodi) Zimmerman
Assignment title:	AAK 895
Submission title:	Zimmerman
File name:	Jodi_Zimmerman_Turnitin.docx
File size:	2.29M
Page count:	150
Word count:	35,885
Character count:	219,386
Submission date:	29-Oct-2021 05:24PM (UTC+0200)
Submission ID:	1687617395

Zimmerman

ORIGINALITY REPORT

17%	14%	7%	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES