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Evaluating youth empowerment: the construction and validation of an inventory of dimensions and indicators

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Evaluating youth empowerment: the construction and validation of an inventory of dimensions and indicators

Introduction

The concept of empowerment emerged in the social sciences in the 1970s, and since then has become increasingly adopted by scientists and professionals. Nonetheless, it remains a complex one. Ambiguous and not clearly defined, the concept can be applied in numerous ways and in numerous contexts and processes (Christens & Peterson 2012, Morton & Montgomery 2012; Mohajer & Earnest 2009). While it has mainly focused on adults (Gong & Wright 2007), the past twenty years have seen its use in work with young people and in particular those in situations of social risk or vulnerability (Chinman & Linney (1998) as cited by Russell et al. 2009, p. 901; Muturi et al., 2018; Funes Rivas & Robles, 2016; Bulanda & Johnson, 2016; Travis & Bowman, 2011, 2012).

One of the main problems with researching empowerment, which stems largely from this imprecision, is how to evaluate it; indeed, prior studies have focused on very specific fields, making it difficult to transfer results between them. This is probably, as Wagaman (2011) stated, because few studies offer definitions of youth empowerment that provide a clear and logical interpretation of results. As the same author also noted, most studies are limited to recognizing youth empowerment on only one of the individual, inter-relational, or community levels and so and so rarely address all. Another limitation to have a whole perspective is that youth empowerment can be conceptualized as either a process or an outcome (Luttrell et al., 2009).

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10 Our research team has produced knowledge on youth empowerment over the
11 course of three consecutive national research projects (2010-2018) funded by the
12 Spanish Ministry of Education and Professional Training. In the first, (*"Participatory*
13 *evaluation as a learning methodology for personal and community empowerment"*
14 *EDU2010-15122XXXXXX*), among other products we constructed an inventory of
15 indicators for personal and community empowerment (*Soler et al.XXXX*, 2014).

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17 In the second, *"XXXX" (HEBE project. Youth empowerment: analysis of the*
18 *moments, spaces and processes that contribute to youth empowerment. EDU2013-*
19 *42979-RXXXX*), we designed a range of products. Firstly, we conducted a systematic
20 analysis of the literature published on youth empowerment since 2000 (*Ucar et*
21 *al.XXXX*, 2016) and then, on the basis of this, produced a pedagogical model of youth
22 empowerment (*Soler et al.XXX*, 2017).

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24 Within the framework of this project, the initial inventory of general personal
25 and community empowerment indicators was adapted to the sphere of youth
26 empowerment (Cevallos Trujillo & Paladines, 2016; *Planas et al.XXXX*, 2016a; *Planas*
27 *et al.XXX*, 2016b). Our aim here was to determine how valid this inventory of
28 indicators was in analyzing and evaluating youth empowerment once said adaptation
29 has been made. And this is the aim of the current research: to present the results of the
30 academic and professional validation of this inventory of youth empowerment
31 dimensions and indicators on the basis of the aforementioned theoretical framework.
32 The inventory constitutes a qualitative tool that can be used to develop different
33 instruments, whether quantitative or qualitative. The proposal will allow researchers to
34 design evaluation questionnaires *and other instruments to evaluate empowerment*
35 *projects with regards to improvements and impacts on the impact of empowerment*
36 *projects, instruments to evaluate empowerment projects, etc.* We are currently working
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10 on the third project, (HEBE II project. Identification of potentiating and limiting factors
11 of youth empowerment: Analysis of discourses and practices of educators. EDU2017-
12 83249-R), “XXX”, which will be completed by the end of 2021. The work done by our
13 research group can be consulted at <https://www.projectehebe.com/en/>. The project aims
14 to use the validated inventory of indicators to produce a rubric for evaluating youth
15 empowerment.
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18 The article is structured in five parts. The first outlines a brief theoretical
19 approach to youth empowerment. This is followed by a review of some of the most
20 important research identifying dimensions and indicators of youth empowerment. The
21 third section examines the methodological process followed to produce and validate the
22 dimensions and indicators inventory presented here. The fourth section presents the
23 main results obtained, and the final section outlines the resulting inventory of
24 dimensions and indicators along with some conclusions arising from the research
25 process.
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36 37 **1. An approach to empowerment and youth empowerment**

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39 Despite the rapid popularization of the term in scientific, social, and political fields
40 (Peterson, 2014; Pick et al., 2007; Somerville, 1998), research shows that the precise
41 concept of empowerment is unclear, and that coming to a homogenous, accepted
42 definition is a complex task (Wagaman, 2011; Mohajer & Earnest, 2009; Pick et al.,
43 2007). This is due, firstly, to the wide range of perspectives used when analyzing
44 empowerment, and the fact that it can be applied in a number of very different fields
45 (psychology, education, politics, economics, health, the social and cultural fields, etc.)
46 (Luttrell et al., 2009). Research programs tend to connect empowerment with their
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10 particular field of knowledge. Luttrell et al. (2009) make reference to economic factors
11 (skills, capabilities, resources, and access to secure and sustainable incomes and
12 livelihoods); to politics (capacity to analyze, organize and mobilize); to culture (the
13 redefining of rules and norms and the recreating of cultural and symbolic practices); and
14 to human and social aspects (a multidimensional social process that helps people gain
15 control over their own lives). A second contributor to the ambiguity of the concept
16 concerns the difficulties arising from translation into other languages ~~Second, because~~
17 ~~of the difficulties arising from its translation into other languages~~ (Richez, et al., 2012;
18 Luttrell et al., 2009).

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26 Úcar, Jiménez-Morales, Soler & TrillaXXXX (2016) conducted a systematic
27 analysis of research carried out on how empowerment has been conceptualized over the
28 past 15 years and has been applied to young people. They concluded that empowerment
29 refers to the change and transformation of people, groups, and communities; it is also the
30 process by means of which a context where there is a lack of power changes to one where
31 people gain control over their own lives and situations. Furthermore, they noted that the
32 analyzed research revealed the three concepts most frequently used when referring to
33 empowerment: power (Fortunati, 2014; Ricaurte, et al., 2013; Travis & Bowman, 2012),
34 participation (Checkoway, 2011; Boluijt & de Graaf, 2010; Martínez, 2010), and
35 education (Bacqué & Biewener, 2013; Özmete, 2011; Mackinnon & Stephens, 2010). In
36 addition, in recent years, a significant increase in research on youth empowerment has
37 also been highlighted in fields such as health and social networks, and also in the
38 development and implementation of programs aimed at youth empowerment (Buccieri &
39 Molleson, 2015; Law et al., 2019; Muturi et al., 2018; Zimmerman et al., 2018).
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51 As a theoretical starting point, the vast majority of the academic literature
52 analyzed on empowerment continues to cite the founding definition by Zimmerman
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(1995, 2000; Perkins & Zimmerman, 1995), which states that experiences that empower are those that allow the objectives themselves to be connected to the actions necessary to achieve them, so that greater access to and control over resources are gained and the decisions that affect one's life can be influenced. Zimmerman also distinguished between empowerment as an outcome and as a process. However, Silva and Martínez (2004) pointed out that said author did not clarify this distinction sufficiently, while noting that the way in which Zimmerman exemplified the distinction is also unclear. They justified their argument by saying that process and outcome are not "intrinsically or essentially different" (p.31). According to this idea, a process is understood to be nothing but a sequence of micro results (XXXXÚcar, 2012, p. 54) or partial results. Process and outcome are two different views or perspectives on the same object, in this case, empowerment. Empowerment as a process seeks the continuities and sequences of actions, while as a result it focuses on finished acts or actions. These two perspectives that can be, depending on the characteristics of the research, exclusive or complementary.

Our work is situated within the framework of studies that have connected empowerment and education. In relation to research on empowerment, education is organized around five axes (XXXXÚcar et al., 2016): a) education and learning; b) the acquisition of knowledge and skills; c) the acquisition of capabilities; d) the acquisition of some kinds of resources; and, finally, e) awareness, which is often associated with the ideas posited by Freire.

Given the social and educational perspective of all of our investigations, we have taken Bauman's more detailed and updated version of said definition as a basis for this work. This definition is clearly based on the perspective of the capability approach proposed by Sen (20001999) and Nussbaum (20112). To be empowered *means to be*

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10 *able to choose and act effectively according to what is chosen, something that entails*
11 *the ability to influence the set of alternative options available and the social scenarios*
12 *in which those options are chosen and materialized* (Bauman, 2010, p.270)

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15 As can be deduced from this definition, empowerment is always the result of a
16 negotiation that, to a greater or lesser degree, is deliberately instigated between a
17 person's abilities and the possibilities the context in which they live offer them to
18 develop them or put them into practice.

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22 As for youth empowerment in particular, some authors have stated that, although
23 the term is used in youth development programs, adults have been the main focus of the
24 research done to date (XXXX, 2016; Rojas, 2014; Russell et al., 2009; Úcar et al.,
25 2016). Kaplan et al. (2009) consider the concept of youth empowerment to have been
26 constructed out of the literature on empowerment, positive youth development,
27 resilience, and community-based prevention programs, which is why Batista et al.
28
29 (2018) note that there are many definitions and alternative names for youth
30 empowerment. They specifically cite: *positive youth development, youth power, youth*
31 *voice, youth participation, youth engagement, youth agency, youth governance, and*
32 *youth organizing* (2018, p. 533). That said, however, Christens and Peterson (2012)
33 pointed out that very little is yet known about the role empowerment plays in the youth
34 development process.

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36 According to Russell et al. (2009), studies on youth empowerment tend to use
37 the concept when discussing "youth leadership", "civic involvement", "self-efficacy",
38 or "youth activism". They also note Chinman and Linney (1998, cited in Russel et al.,
39 2009, p.901) stated that studies have mainly focused on oppressed groups, or those at
40 risk, ignoring the multidimensional nature of the social contexts where youth
41 empowerment may take place.

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10 Despite this, there is a general consensus in the academic literature in seeing
11 youth empowerment as referring to the effective growth of a young person through
12 acquiring competences and abilities that enable them to overcome specific situations
13 (Úcar et al., 2016). As has been noted, however, these elements will be
14 influenced or conditioned by the policies deployed in the environment (Jennings et al.,
15 2006; Úcar et al. 2016)

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17 The main dimensions that shape, or are associated with, the concept of youth
18 empowerment are: a) those related to growth and well-being; b) the relational; c) the
19 enabling; d) the political; e) the transforming; and, finally, d) the emancipating
20 dimension (Úcar et al. 2016).

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22 As a result of the above, and in accordance with that posited by various authors
23 (Augsberger et al., 2019; Law, et al., 2019; Speer et al., 2019; Muturi et al. 2018;
24 Brickle & Evans-Agnew, 2017; Huscroft-D'Angelo et al., 2017; Mohajer & Ernest,
25 2009; Özmete, 2011; Wagaman, 2011), we view youth empowerment as a process and a
26 result that increases the possibilities young people have to decide and act consistently
27 on everything that affects their own life.
28 Furthermore, it enables them to take part in decision-making processes and intervene
29 responsibly in issues that affect the community they form part of.

40 41 42 43 44 2. Research on youth empowerment indicators

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46 As noted in the previous section, much has been theorized about the concept of
47 empowerment in recent decades. However, empowerment continues to be treated as a
48 reflective construct without paying the necessary attention to the relationships between
49 measures, dimensions, and the higher-order construct (Rodrigues et al. 2018, p. 2).

Given the importance of context in empowerment processes, a universal measure for empowerment may not be entirely desirable (Zimmerman, 1995), but that does not mean that its measurement cannot be improved in concrete contexts. Peterson (2014) pointed out that in order to advance both theoretically and practically, more research is needed that links different levels of empowerment analysis. This means research should address models that include the dimensions and indicators that define it and facilitate its measurement.

Interesting contributions have come from the field of the psychological empowerment in this respect (Rodrigues et al., 2018; Christens et al., 2011; Wilke & Speer, 2011; Peterson et al., 2008). Many of these have been based on the theoretical model posited by Zimmerman (1995), which includes three components in its theoretical construction of empowerment: the intrapersonal (belief in individual abilities and competences and level of control, as well as motivation to influence personal situations), the interactional (relationship of individuals with their environments - ability to mobilize resources, and skills for handling the resources they have obtained) and the behavioral (involvement in the community, social participation, and constructive behavior in new situations). Subsequently Christens (2012) added a fourth component: relational or interpersonal empowerment ([interpersonal transactions and processes to the effective exercise of transformative power in the sociopolitical domain](#)), also incorporated in later research (such as Rodrigues et al., 2018⁷). These same authors point out that empirical studies based on Zimmerman's conceptualization have focused on one or two components. Some have developed scales for measuring specific dimensions of empowerment, including: the Sociopolitical Control Scale (Zimmerman & Zahniser, 1991) (intrapersonal component); the Youth Cognitive Empowerment Scale (Y-CES) (Speer et al., 2019)

(cognitive component according to three dimensions; source of social power, the nature of social power, and the instruments of social power); the Collective Action and Interpersonal Relationship Scale (Speer, 2000) (interactional component); and, finally, the Behavioral Empowerment Scale (Speer & Peterson, 2000) (behavioral component).

We also find proposals aiming to measure empowerment from a more holistic perspective, such as those devised by van Dop et al. (2016) and Rodrigues et al. (2018). The Service User Psychological Empowerment Scale (SUPES) (van Dop et al., 2016) is a 28-item scale that can be used to measure the intrapersonal, interactional, and behavioral dimensions of psychological empowerment among service users, while Rodrigues et al. (2018) compiled a 52-item index for measuring psychological empowerment that assesses cognitive, emotional, behavioral and relational components. Their proposal contains items from the Sociopolitical Control Scale (Peterson et al., 2011), the Cognitive Empowerment Scale (Speer & Peterson, 2000), the Sense of Community in Adolescents Scale (Chiessi et al., 2010), and, lastly, the Civic and Political Action Scale (Rodrigues et al., 2018).

That being said, the studies that have been carried out focus on assessing the outcomes of interventions in specific contexts or groups. Some concrete examples of these are: Damen, et al. (2017), who focused their study on measuring parental empowerment in raising children; Rodrigues et al. (2018), who focused on the youth community-organizing context; Huscroft-d'Angelo et al. (2017), who focused on youth empowerment in mental health; Travis and Bowman (2015), who researched individual and community empowerment from rap music engagement; and finally, Speer and Peterson (2000), who investigated community organizing.

At another level, research into the impact of youth empowerment programs may also

provide information on the characteristics of empowerment processes and the indicators on which they are based. Programs aimed at youth empowerment focus on developing youth capacity, participation and agency at the individual and community level, and include young people in some or several parts of the program process (design, implementation, and/or evaluation). These programs or projects are based on various different paradigms, including positive youth development (Maloney, 2015), the Youth Development and Empowerment Program Model (Batista et al., 2018; Bulanda & Johnson, 2016), the Transactional Partnering Model (Kim, et al. 1998), Critical Youth Empowerment (Jennings, et al. 2006) and Empowerment Education Model (Mohajer & Earnest, 2009) based on Freire, among others. Such diversity poses a challenge for evaluation (Bulanda & Johnson, 2016). To this end, the study carried out by Morton and Montgomery (2012), which reviewed evidence of the impact of youth empowerment programs on adolescents, is relevant. The study detected that the most important outcomes of such programs are self-esteem and self-efficacy. And the same results are to be found in Wagaman (2011), who added social capital, the ability to solve problems, and feeling safe.

Holte-McKenzie et al. (2006) also detected these indicators in their study, proposing 13 empowerment indicators grouped into five life abilities (teamwork, leadership, organization, trust, and self-esteem). Further results from studies on empowerment are related to youth participatory behavior, such as the ability to work and participate in a team; critical ability; self-management; and acquiring responsibility (Batista et al., 2018; Claret, 2013; Ricaurte et al., 2013; Whiteside Tsey et al., 2006).

The study by Jennings et al. (2006) is worthy of special attention. It analyzed four youth empowerment programs. Among the results, the authors noted six points that any youth empowerment program should take into account: (a) safe, comfortable

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9 surroundings; (b) significant participation and involvement; (c) equal power-sharing
10 between adults and young people; (d) involvement in critical reflection on interpersonal
11 and socio-political processes; (e) participation in socio-political processes that lead to
12 change; and (f) the integration of empowerment at the individual and community levels.
13 The inclusion of these points results in great benefits: increased self-esteem, safety,
14 competences, abilities, cooperativism, and appreciation of and respect for others.
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16 Finally, to give one more example, the study conducted by Batista et al. (2018)
17 into the effects of a Youth Empowerment Program on young people in the foster care
18 system evidenced an improvement in psychological empowerment. This study was
19 based on the use of survey methods and a comparison group, and revealed how the
20 young participants on the program increased their levels of perceived control,
21 motivation to influence, sociopolitical skills, and participatory behavior.
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23 The bibliography consulted indicates that a large part of the contributions in relation to
24 research on indicators of youth empowerment is carried out from a psychological
25 perspective. Even so, from the social sciences and education, interesting contributions
26 can also be glimpsed when analysing the impacts and outcomes of youth empowerment
27 projects.
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32 **3. Methodology for developing an inventory of youth empowerment dimensions
33 and indicators**
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45 The youth empowerment dimensions and indicators were constructed using qualitative
46 methods that included expert opinions, participatory assessment, life stories, and a
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10 review of the literature. The methodological process we followed for constructing youth
11 empowerment dimensions and indicators was qualitative and incorporated a range of
12 techniques, a review of various publications, expert opinions, participatory assessment,
13 and life stories. The process gave us access to the different perspectives of researchers,
14 young people, and professionals. Five versions of the youth empowerment dimensions
15 and indicators inventory were produced during this process.

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19 Figure 1 depicts the methodological process followed.

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24 Figure 1: Methodological process for constructing a youth empowerment indicators
25 inventory (authors' own data)

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models of dimensions have been presented. This section could use a
statement summarizing an overall conclusion regarding research on
youth empowerment indicators

As a starting point, we compiled an inventory of community empowerment indicators. This formed part of the first Spanish national research project we carried out ([EDU2010-15122](#)) and was based on community actions, participatory evaluation and personal and community empowerment. The community empowerment inventory was built through a literature analysis and discussion with researchers, public policy managers and community workers. In addition, it was tested on three case studies, which allowed us to verify its effectiveness. Each case study involved the use of questionnaires, a content analysis of the minutes and transcriptions from community sessions and semi-structured interviews with members of participatory evaluation groups. The inventory contains 13 empowerment dimensions and 36 indicators, most with both an individual and community component, resulting in a final proposal of 58 indicators (see Table 1). The same concept (*responsibility*, for example) can be applied at both personal (assuming tasks) and community levels (collective will and action, being aware of shared responsibility for implemented actions) ([Soler et al. XXX](#), 2014).

Table 1: Inventory of community empowerment indicators

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10 Ind: individual dimension
11 Com: community dimension

12 Source: (XXXSoler et al., 2014)

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14 A group of five project researchers reviewed the inventory and eliminated three
15 of the dimensions (*inclusion and community integration, community identity* and
16 *community organization*) with their respective indicators, and two other indicators that
17 were deemed inadequate for the analysis of youth empowerment (*improvement of other*
18 *capacities and evaluation relevance*). The eliminated dimensions and indicators were
19 mainly related to the community dimension of empowerment and the participatory
20 evaluation process. The review took place in October 2014. The resulting inventory
21 included 10 dimensions and 25 indicators.

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24 A number of phases were involved in the methodological process for
25 reformulating the inventory, listed below.

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31 **3.1- Phase 1: Contrast phase**

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34 The dimensions and indicators we had formulated were compared with scientific
35 publications on youth empowerment. Twenty-three project researchers analyzed a total
36 of 297 bibliographical references published between 2000 and 2014 (scientific articles,
37 books, book chapters, doctoral theses, websites, and other documents). Three
38 instruments were created to help researchers identify the presence of indicators in the
39 analyzed works:

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47 a) a table providing an overview of empowerment dimensions and indicators
48 b) a table with definitions for each dimension and indicator
49 c) a file with information for each reference, specifying the identified dimensions
50 or indicators.

The presence of indicators in the articles was identified on two levels. On the one hand, researchers analyzed what the articles said in literal terms, and on the other they used their own interpretation of the content. By way of examples, Tremblay and Gutberlet (2010) used the label *agency* for what in our proposal appears as the indicator *to voluntarily and realistically assume tasks and compromises*, and the dimension *self-esteem* is considered by Holte-McKenzie et al. (2006) to be a *life skill*. Furthermore, indicators can often appear as the result of empowerment processes, rather than as indicators themselves. For example, the indicator *to be aware of having acquired or improved ones' capacities or learning* appears as an outcome in the work by Shrestha (2013). The researchers were also told to take note of new dimensions or indicators, should they appear. The process was carried out between November 2014 and May 2015 and can be consulted in [XXXXX Planas et.al, 2016b](#).

3.2- Phase 2: Validation phase

The aim here was to use expert opinion to validate the dimensions and indicators resulting from the previous phase. The consulted experts were asked to assess the following attributes of each dimension and indicator: comprehensibility, clarity, measurability, and relevance.

The expert validation document included:

- a) an explanation of the validation process
- b) the definition of the attributes to be assessed, and
- c) a form that included the dimensions and indicators that were to be assessed on the X-axis, and the attributes on the Y-axis.

The experts were asked to mark those attributes they felt the indicator possessed as follows: comprehensibility ("It has a clear and intelligible definition that allows for

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10 easy interpretation. It is understandable for anyone to use. It is comprehensible"); clarity
11 ("Everyone interprets the indicator in the same way"); and measurability ("It generates
12 data that can be treated quantitatively or qualitatively"). Relevance ("It has the capacity
13 to represent or capture aspects of what we aim to study. It is important") was assessed
14 on a Likert scale (where 1 was not at all relevant, and 5 highly relevant).

15
16 Each indicator also had a space for comments and observations: at the end of the
17 list of indicators for each dimension there was a space for general comments that could
18 be used to refer to the whole dimension.

19 The criteria used to choose experts were as follows:

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21 a) professionals involved in developing youth policies and programmes, and;
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23 b) scholars involved in youth research and teaching young people; youth
24 empowerment; and empowerment and assessment.

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26 The first group comprised six professionals and the second six researchers from
27 six different Spanish universities (see Table 2). Experts were selected according to the
28 relevance of the work they undertake in their respective fields. This process took place
29 between May and October 2015.

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33 Table 2: Profile of validators

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40 **3.3-Phase 3: Contrast phase, involving participatory evaluation with young**
41 **people**

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48 Participatory evaluation (Cousins, 2003; Cousins & Whitmore, 1998) was used to
49 obtain groups of young people's validation of the dimensions and indicators identified
50 through the expert review process. Carrying out the first national research project
51 mentioned above between 2010 and 2014, which was based on the relationships

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10 between participatory evaluation and empowerment, allowed us to verify the practical
11 utility of this methodology (Soler et al. [XXXXX](#), 2014). In that project, participatory
12 evaluation was linked to empowerment and the participants' learning processes
13 ([XXXXXX](#)Núñez & Úcar, 2020). Participatory evaluation is included within so-called
14 Collaborative Approaches to Evaluation (CAE) (Cousins et al. [2020](#)). Among other
15 functions of evaluation, these same authors base CAE on the functions of learning and
16 transformation. Applying participatory evaluation within the framework of our project
17 made it possible not only to validate the inventory but also to generate learning and
18 empowerment processes among the groups of young participants. These latter
19 objectives were essential given the social and educational orientation of our work. This
20 process took from September 2015 to May 2016.

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30 The participants comprised four groups of young people, 22 females and 20
31 males, with ages ranging from 14 to 25. The concept of youth is a social construct
32 linked to the characteristics of each social and cultural context, which is why we
33 decided to take a broad perspective when recruiting participants. It was not so much
34 about delimiting rigid selection criteria for each group, but about all four groups
35 containing young people with the most common profiles in our context
36 (emancipated/not emancipated; with/without work; studying/not studying;
37 native/foreign, etc.). The selection of young people was intentional, given that a central
38 criterion of participatory evaluation processes is that participants who are not experts in
39 evaluation, in our case, the young people, want to participate voluntarily in this process
40 together with expert evaluators (Cousins, 2003).

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48 The participatory evaluation processes involved between 4 and 6 work sessions,
49 lasting some two hours. One of the aims of this process, among others, was to analyze
50 and validate the inventory of youth empowerment indicators produced by the research
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team. Depending on the group, one or two of the participatory evaluation sessions focused on this specific objective. The methodology used was developed around theatrical techniques for representing concepts, role-playing and discussion dynamics in small groups aimed at prioritizing dimensions and indicators. This process and results can be seen in (Úcar et al. *XXXX*, 2017).

Ethical confidentiality criteria were followed. Informed consent was gained for participation and the recording, transcription and publication of the sessions; all the participatory sessions were transcribed and encoded to ensure anonymity.

3.4. Phase 4: Contrast phase with young people through life stories

The aim of the final phase was to contrast the inventory with the life stories of six young people (see Llena-Berñe et al. *XXXX*, 2017). This involved creating a purposive sample of young people aged between 25 and 29 who felt that they had become empowered in their lives and were willing to tell their stories. Other variables taken into account were gender, place of residence (rural/urban), and origin, with a range of educational and professional backgrounds being sought. This diversity helped ensure that the narrations provided variety in terms of experiences and places.

A number of youth bodies and associations were asked to recommend young people who, from their point of view, were empowered. Preliminary interviews were carried out with 11 young people, and those who had the profiles we were looking for, were willing to participate, had better narrative ability and claimed to have a good memory were selected. Preliminary interviews were held with 11 young people, and those who had the profiles we were looking for, were willing to participate, and had better memory and narrative ability were selected. From these 11 young people, six profiles were selected (Table 3).

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10 Table 3: Description of narrators
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1415 Each of the 6 young people told their life stories over the course of two in-depth
16 interviews which each lasted around 90 minutes. They were asked to explain those
17 situations, moments, and processes that had in some way facilitated or contributed to the
18 development of certain abilities, attitudes, and competences that had helped increase
19 their decision-making possibilities, and thus act in consequence in their life and in the
20 group they formed part of.
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2425 As with the previous phase, ethical confidentiality criteria were followed.
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27 Informed consent was gained for their participation, and the recording, transcription and
28 publication of the stories; all the interviews were transcribed and encoded to ensure
29 anonymity. The life stories were treated using a categorical-thematic analysis. A
30 triangulation of researchers was used to guarantee the reliability and validity of the
31 analysis.
32
3334 a) Firstly, the researcher who had interviewed the young person carried out an
35 intra-story analysis, identifying the empowering situations. These were
36 systemized in a file, which recorded: (a) the people involved; (b) the time; (c)
37 the place; (e) the processes; and (f) the dimensions and indicators of
38 empowerment.
39
40 b) Those aspects that appeared in more than one story were highlighted using inter-
41 story analysis. Seven categories were proposed for analysis of the dimensions
42 and indicators: (1) the time/situation of empowerment; (2) education; (3)
43 membership of an association and community life; (4) family; (5) partner; (6)
44 work; and (7) friendships and how others see them. Three researchers selected,
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catalogued, and counted the appearance of indicators in each of the stories and for each of the times/situations of empowerment encountered.

4. Results

The results are presented following the same four methodological phases.

4.1 Results of document review and formulation of first youth empowerment indicators proposal

Empowerment indicators were detected in 57 of the 297 bibliographical references consulted. The results showed that all indicators in our inventory were confirmed by published works. The most frequent dimension was *self-esteem*, followed by *teamwork* and *responsibility*. A new dimension (*participation*) was detected, as were 6 indicators (1 each in *self-esteem*, *critical ability*, and *autonomy*; and 3 in the new dimension, i.e. *participation*). These are highlighted in italics and bold in Table 4, which shows the frequency of dimensions and indicators identified in the bibliographical review. The result is an inventory of 11 dimensions and 30 indicators.

Table 4: Number of references per indicator and dimension

4.2 Results of expert validation

Once all assessments had been received, the SPSS Statistics 20 programme was used to analyze the data. Kendall's co-efficient of concordance (W) was applied to measure the degree of agreement between experts. This shows the concordance between their opinions depending on the consulted criteria (comprehensibility, clarity, measurability,

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10 and relevance) for all of the system's indicators (see Table 5). Kendall's W is usually
11 used for ordered categories. In our case, with the binary categories of comprehensibility,
12 clarity and measurability, new ordinal variables were created by adding together all of
13 the scores for the indicators in each dimension (in the case of the dimension *self-esteem*,
14 for example, the 5 indicators that comprise it). These new variables were the ones used
15 to calculate Kendall's W.
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20 The result of the Kendall's W for all criteria showed significant concordance between
21 the experts ([The Kendall's coefficient of concordance can vary from 0 to 1. The higher](#)
22 [the Kendall's value, the stronger the concordance](#)).⁷ There was a moderate degree of
23 concordance for comprehensibility, clarity, and measurability, while there was a larger
24 concordance for relevance. An analysis of the group co-efficient by type of expert
25 showed that there was greater concordance among the professionals than among the
26 scholars ([see table 5](#)).
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35 Table 5: Kendall's co-efficient of concordance (W) for assessment of
36 comprehensibility, clarity, measurability, and relevance by expert groups
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40 Once all the data and expert comments had been analyzed, we established the
41 process for reformulating the indicator inventory. Broadly speaking, some 30% of the
42 indicators required changes to improve their comprehensibility; 50% of the indicators
43 presented problems regarding their clarity or interpretation; and 26% regarding
44 measurability. All but two of the indicators were deemed highly relevant (above 4 on
45 the 1-5 Likert scale) (see Table 6).
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51 Table 6: Frequency of attributes per indicator
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10 The assessors' contributions were analyzed in a meeting attended by seven
11 researchers (six members of the research team, and an international expert youth
12 researcher). This analysis resulted in a new inventory of indicators in which:

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16 a) 18 indicators presented slight modifications (the indicator became an infinitive
17 and/or odd words were deleted in order to simplify it);
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19 b) 5 indicators were substantially changed (the indicators were reconsidered, above
20 all to improve clarity);
21
22 c) 2 dimensions and their 5 indicators were deleted;
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24 d) 2 dimensions were renamed (*community knowledge* became *community identity*
25 and *knowledge*, while *learning* became *meta-learning*);
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27 e) 4 new indicators were introduced.

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31 This produced an inventory with 9 dimensions and 29 indicators (Table 7).

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36 Table 7: Modification of indicators and dimensions following expert assessment

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38 (1 = Slight modification; 2 = Significant modification; 3 = New indicator)

45 **4.3 Results of participatory evaluation**

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47 The revised dimensions and indicators inventory were validated in practice by
48 undertaking four participatory assessment processes with the young people.

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50 Given the large number of indicators and the complexity of working with such a
51 large quantity of data, the groups of young people worked solely on the dimensions

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10 rather than trying to evaluate specific indicators. All groups required a definition of
11 some or all of the dimensions of empowerment. However, some groups had a greater
12 understanding of the dimensions than others; the higher their instructional level, the
13 greater their understanding. All groups found the *meta-learning* dimension the hardest
14 to understand.

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16 All groups validated the inventory of empowerment dimensions and ranked
17 them according to their importance.

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20 The *autonomy* and *self-esteem* dimensions were deemed by all groups to be the
21 most important. There was less agreement regarding the other dimensions, as a wide
22 range of answers was given. Most of the young people felt that *effectiveness* was not
23 very relevant. *Community identity and knowledge* led to some debate, the young people
24 feeling that it did not allow them to distinguish between the individual and the
25 communal. One group suggested separating personal identity from community
26 knowledge.

27
28 Most groups suggested new dimensions, that *autonomy* be added to the idea of
29 leadership, for example. Some groups suggested adding *confidence, trust, self-*
30 *knowledge, strength, motivation* and *energy* to the *self-esteem* dimension; and *values*
31 and *responsibility* to that of *identity*. However, it should be noted that most of these are
32 already present as indicators in their relevant dimensions.

43 44 45 4.4 Results of the life stories

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47 The analysis highlighted the fact that all of the dimensions in the inventory were
48 identified in the young peoples' life stories. *Self-esteem, critical ability, autonomy,*
49 *meta-learning*, and *responsibility* were those that appeared most frequently.
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51 Nonetheless, the methodology itself may have led to some dimensions and indicators
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10 appearing more than others. Table 8 shows the frequency of indicators and dimensions
11 in the life stories.
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15 Table 8: Frequency of dimensions and indicators in life stories
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18 The results obtained led to a name change for 1 dimension, the elimination of 2
19 indicators, and modification of the indicators in 2 dimensions.
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22 Specifically, from the *Community identity and knowledge* dimension, one
23 indicator did not appear in any of the stories (*To know the different agents and*
24 *organizations of the community*), and another appeared very infrequently (*Knowing the*
25 *services, resources and facilities of the area*). This led the team to reflect on and
26 reformulate the dimension and its indicators. The name of the dimension was changed,
27 becoming *Community Identity*, and the indicators were changed so that the 4 original
28 ones became the following 3:
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- 35 • *To share the area's linguistic and cultural heritage*
- 36 • *To actively identify with the civic and associative processes that occur in the*
- 37 *area*
- 38 • *To identify and make use of public space as one's own*

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44 It should be highlighted that the analysis and interpretation of results included
45 analyzing when the inventory can be applied. This led to a blurring of boundaries, and
46 made it hard to distinguish the nuances between some indicators included in the same
47 dimension. The clearest example of this was in the dimensions *effectiveness* and
48 *responsibility*. Separating the 3 indicators in the *effectiveness* dimension was a complex
49 task. Despite this, the research team felt that there were important nuances between the
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10 3, and that all should be retained. As for the *responsibility* dimension, we noted that the
11 indicator *to be able to share functions and tasks* would fit better in the dimension of
12 *teamwork*. This change was made.
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15 As has already been mentioned, the methodology hindered the emergence of
16 further indicators, such as *having developed the ability to learn how to learn* in the
17 meta-learning dimension. The *teamwork* dimension indicators were not frequently
18 referred to in the stories. Despite this infrequency, the research team decided that the
19 importance of these indicators to socio-educational actions warranted their inclusion as
20 they stood.
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25 **4.5 Final inventory**

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31 The result of the validation process within the HEBE II project Project XXXX
32 framework (EDU2017-83249-R) was an inventory of 9 dimensions and 27 indicators
33 related to empowerment (Table 9).
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36 Table 9: Dimensions and indicators of youth empowerment
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39 **5 Conclusions and discussion**

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45 We can state that this century has seen a significant increase in both research and
46 programs addressing youth empowerment in very diverse fields (politics, education,
47 health, social networks, culture, etc.). The same is not true, however, of youth
48 empowerment evaluation specifically. The confluence of four possible reasons may
49 explain why there has not been much progress in this field of evaluative research.
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10 Firstly, because it is a relatively new concept, which became popular very quickly and
11 began to be used in many fields without being conceptually and practically constructed
12 in a consistent manner. Secondly, the complexity of the “youth empowerment”
13 construct, which, as we have seen, is linked not only to many fields of action, but also to
14 numerous, and very heterogeneous, psychological, political, social and cultural
15 dimensions (intra/inter; personal/community; process/result, etc.). Thirdly, the
16 associated problem of identifying, separating, including, distinguishing or equating the
17 concept of “youth empowerment” with other specific concepts in the field of youth
18 work that have a longer tradition (such as positive youth development, youth power,
19 youth participation, youth engagement, etc.). Fourthly, and finally, the importance of
20 diversity and the heterogeneity of social and cultural contexts in which the
21 empowerment of young people occurs. Perhaps it is these problems, among others, that
22 led Zimmerman (1995) to point out that a universal measure of empowerment may not
23 be desirable.
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26 We have noted that although numerous studies provide valuable theoretical
27 contributions, very little high-quality research provides evidence regarding the results of
28 youth empowerment interventions. Another element that has received little attention in
29 the literature is the long-term impact of youth engagement in empowering processes on
30 individuals (Speer et al., 2019). Further research is therefore needed to understand how,
31 and in which contexts, youth empowerment programs lead to improvements in the
32 socio-emotional welfare of young people.
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35 Even so, we feel that it is necessary to work to provide evidence-based programs
36 in both the political and social spheres. Consequently, it is important to improve the
37 evaluation processes of social and educational interventions and build evaluation
38 instruments. These should serve not only to render accounts, but above all to guide and
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10 improve the educator's practices and new projects.

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12 This work presents an inventory of youth empowerment dimensions and
13 indicators. In contrast with other proposals for indicators or measuring instruments
14 based on psychology, a discipline that has seen the most proposals developed for
15 measuring empowerment (for example, Christens et al., 2011; Peterson et al, 2008;
16 Rodrigues et al., 2018; Wilke & Speer, 2011), our proposal is based on a socio-
17 educational approach and aims to include those dimensions of empowerment that can be
18 worked on with a young person or with a group of young people via socio-educational
19 intervention. In this article, we have described the methodological process used to
20 produce these dimensions and presented the results obtained in the various phases
21 aimed at validating and contrasting them.
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30 The methodological process displays the difficulties that can arise in the
31 categorization process in the social sciences. Despite having set out a methodical,
32 rigorous process with the triangulation of data for both different methods and different
33 researchers, the categories can never be conclusive.
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36 Our proposal for an inventory of dimensions and indicators of youth
37 empowerment is a first step towards the definition, specification of, and research into,
38 the characteristics and traits that shape, affect and demonstrate the empowerment of
39 young people. Nonetheless, we present the resulting product as an open inventory of
40 empowerment dimensions and indicators, part of an on-going process of reformulation
41 that results from analysis and implementation. As part of this process, we will continue
42 reaching out to other groups that are developing related inventories so that we might all
43 better understand and learn from the different approaches. The inventory is flexible,
44 allowing researchers and practitioners to adapt it to the specific characteristics of the
45 context and reality in which it is applied.
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10 Each implementation of the inventory in the evaluation of youth empowerment
11 projects can provide new data that, if systematically collected and treated, may
12 contribute to improving, strengthening, or expanding it. However, it should be
13 highlighted that one of the attributes that we deem to be positive is precisely the
14 manageability of the inventory, given its reduced number of dimensions and indicators.
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17 Among the limitations of the proposal we present here, on the one hand we
18 would emphasize that a further stage would be useful, with a methodological process
19 that can detect the relevance of each indicator. And on the other, that it requires
20 different applications at the practical level. To this end, specific instruments can be
21 developed that specify the indicators and become practical tools for their use in socio-
22 educational intervention; either for the evaluation of programs and projects, or for the
23 design of didactic proposals. This would undoubtedly facilitate its use in socio-
24 educational interventions, training and research processes.
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27 As an example of possible applications, over the last year our research group has
28 developed a rubric for each indicator to use the inventory as an assessment tool for
29 youth projects. The aim here is for the tool to be applicable in projects that have been
30 designed as part of the work carried out by pedagogical teams, educators, or social
31 workers working with young people. So far, it has been applied in 20 youth
32 empowerment projects, which have been well received by the youth workers who have
33 implemented it. Our ultimate aim is to develop the instrument as an electronic platform.
34 The rubric can be found at the following web address
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36 <https://rubrica.projectehebe.com/eshttps://n9.el/et95>.
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39 The deployment of empowerment tools may thus respond to the challenges
40 facing youth empowerment programs according to Wagaman (2011): (a) the
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10 development of opportunities; (b) the measurability of results; and (c) obtaining
11 practical parameters for a range of groups of young people.
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13 Our proposal is also in line with the European guidelines on youth and working
14 with young people set out by the European Commission in “An EU Strategy for Youth-
15 Investing and Empowering” (European Commission, 2009). This strategy emphasizes
16 the importance of youth work and the need for cross-departmental work and to provide
17 evidence that can aid in assessing policy. The inventory of dimensions and indicators of
18 youth empowerment may furnish evidence regarding the value of work done with
19 young people, and how this contributes to their personal and social development.
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22 We are convinced that having an inventory of youth empowerment indicators
23 will prove useful in guiding and understanding the transformative potential of many
24 socio-educational programs and actions addressed at young people.
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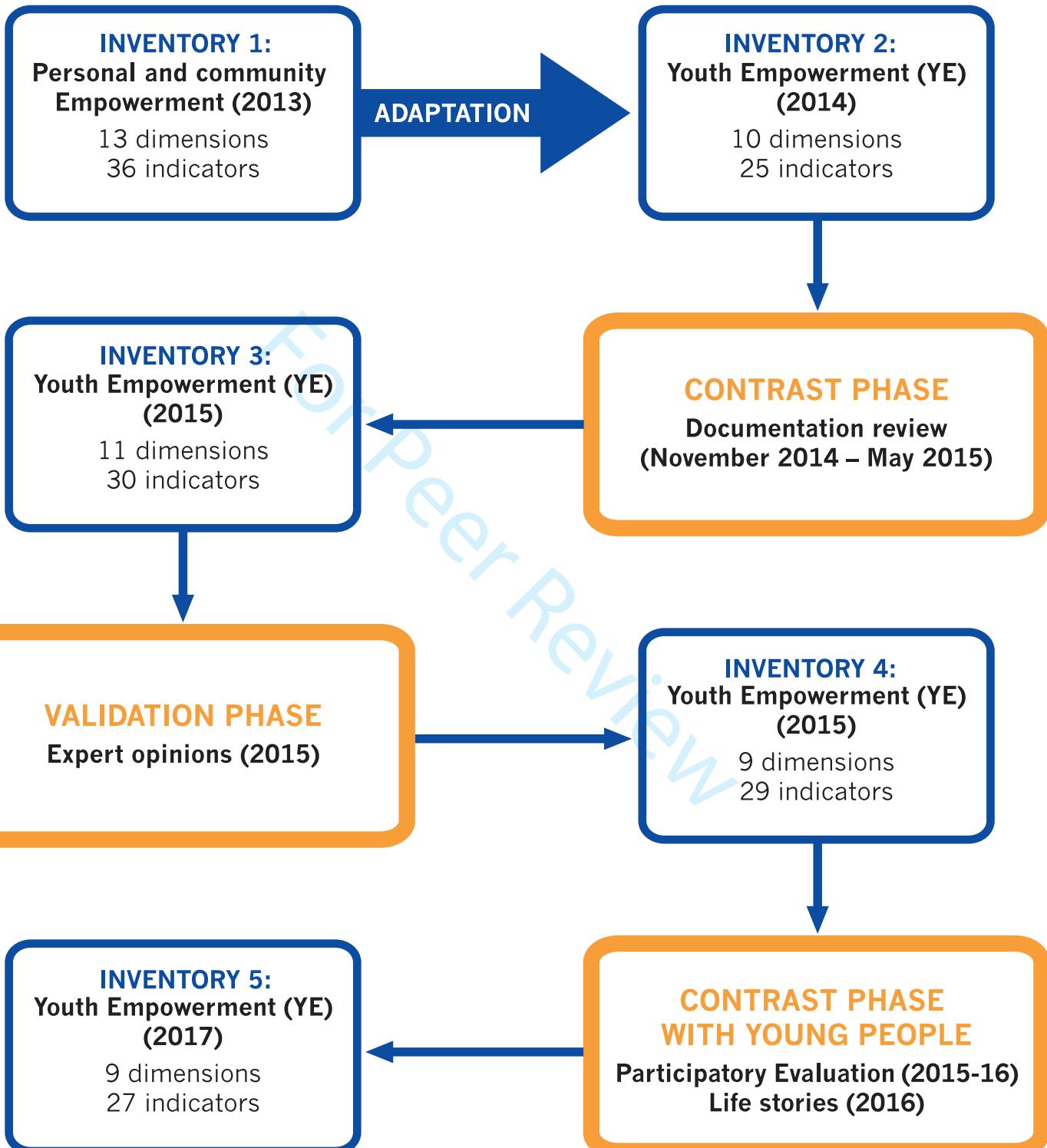


Table 1: Inventory of community empowerment indicators

Dimension	Indicator	Ind	Com
Self-esteem	Self satisfaction progress	x	
	Bravery (To face with determination some actions and compromises)	x	
	Shyness (Ability to face public without fear)	x	
	Security (To believe in oneself)	x	
Responsibility	To assume voluntarily and realistically tasks and compromises	x	x
	To assume oneself role	x	x
	Capacity for community actions		x
Efficacy	Capacity to make decisions in the right moments	x	x
	Be systemic and constant in the task performance	x	x
Critical capacity	Analysis capacity	x	x
	Have own criteria	x	x
Autonomy	Initiative	x	x
	Self-management	x	x
Acknowledgment	Consider oneself as an actor and valid interlocutor	x	x
	Consider the others as actors and valid interlocutors	x	x
Team working	To show team working implication	x	
	To contribute with a proactive role in the team working	x	
	Communication capacity	x	x
Inclusion and community integration	Capacity to integrate the community or group		x
	New residents welcome		x
Community identity	Community or group feeling	x	x
	To be aware of the shared problems	x	x
knowledge	Community general knowledge	x	x
	Community services, resources and equipment knowledge	x	x
	Knowledge of the community agents and organizations	x	x
Community organization	Organization capacity		x
	Fluid information flow in the community		x
	Community response capacity		x
	Alliance working capacity		x
	Person and group participation	x	x
	Participation areas creation or disposition		x
Learning	To be aware of having acquire or improve oneself capacities or learning	x	x
	Improvement of the other capacities	x	x
Evaluation	Evaluation capacity	x	x
	Evaluation relevance	x	x
	Self-evaluation capacity	x	x

Table 2: Profile of Validators

Validator	Gender	Type	Institution	Field
Validator 1	Woman	Professional	Local government	Youth
Validator 2	Woman	Professional	Tertiary sector	Youth
Validator 3	Man	Professional	Tertiary sector	Youth
Validator 4	Man	Professional	Local government	Youth
Validator 5	Man	Professional	Tertiary sector	Youth
Validator 6	Man	Professional	Private sector	Youth
Validator 7	Woman	Scholar	Public University	Education
Validator 8	Woman	Scholar	Public University	Social pedagogy
Validator 9	Man	Scholar	Public University	Youth
Validator 10	Man	Scholar	Public University	Social pedagogy
Validator 11	Man	Scholar	Public University	Social pedagogy
Validator 12	Man	Scholar	Public University	Social pedagogy

Table 3: Description of narrators

Narrator	Age	Gender	Surrounding	Level of studies	Observation
R1	29	F	Rural	Intermediate	Young mother
R2	24	M	Urban	Higher	Associationism
R3	26	F	Rural	Higher	Socially mobilized
R4	29	M	Urban	Secondary	Country of origin/ Casual work
R5	26	M	Urban	Higher	Permanent contract
R6	25	F	Urban	Higher	Family of Moroccan origin

Table 4: Number of references per indicator and dimension

Dimension	Indicator	Nº References	Total dimension Nº
Self-esteem	1.1 Satisfaction with oneself	9	32
	1.2 Ability to face difficult or adverse situations (courage)	2	
	1.3 Ability to appear in public without being afraid	3	
	1.4 Self-confidence	15	
	1.5 Self-knowledge	3	
Responsibility	2.1 Consciously, voluntarily and realistically take on tasks and commitments	7	17
	2.2 Take one's own role in the community	4	
	2.3 Ability to share responsibilities	6	
Effectiveness	3.1 Ability to take decisions to reach goals	7	14
	3.2 Carry out tasks systematically and with continuity	3	
	3.3 Meet established goals	4	
Critical capacity	4.1 Ability to analyse problems or situations	7	12
	4.2 Have own criteria regarding problems or situations	4	
	4.3 Be pro-active	1	
Autonomy	5.1 Have initiative	8	13
	5.2 Self-determination ability	5	
Recognition	6.1 Consider oneself a valid interlocutor and actor	3	4
	6.2 Consider others valid interlocutors and actors	1	
Teamwork	7.1 Implication in teamwork	4	20
	7.2 Leadership in teamwork	10	
	7.3 Communicative ability	6	
Community knowledge	8.1 Knowledge of community services, resources, and facilities	2	6
	8.2 Knowledge of different agents and organizations in community	2	
	8.3 General knowledge of community	2	
Learning	9.1 Awareness of having acquired or improved own knowledge and abilities	13	13
Assessment	10.1 Assessment ability	2	3
	10.2 Self-assessment ability	1	
Participation	11-1 Involvement in local actions or projects	7	19
	11.2 Ability to influence surroundings	6	
	11.3 Feeling of belonging	6	

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3 Table 5: Kendall's co-efficient of concordance (W) for assessment of
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5 comprehensibility, clarity, measurability, and relevance by judge groups
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Criteria	All judges	Scholar judges	Professional judges
Comprehensibility	0.598	0.593	0.715
Clarity	0.518	0.532	0.561
Measurability	0.548	0.524	0.617
Relevance	0.761	0.687	0.882

Table 6: Frequency of attributes per indicator

Dimension	Ind.	Comprehensible	Clear	Measurable	Relevant
Self-esteem	1.1	9	8	10	4.75
	1.2	7	3	5	4.50
	1.3	7	8	7	4.00
	1.4	10	10	6	4.33
	1.5	8	4	7	4.20
Responsibility	2.1	8	8	10	4.67
	2.2	6	4	7	4.25
	2.3	9	8	8	4.08
Effectiveness	3.1	11	11	11	4.91
	3.2	5	6	8	5.50
	3.3	8	7	8	4.73
Critical capacity	4.1	11	8	10	4.33
	4.2	10	9	11	4.60
	4.3	6	6	10	4.44
Autonomy	5.1	11	10	11	4.73
	5.2	5	3	4	3.27
Recognition	6.1	6	4	8	4.27
	6.2	5	3	7	3.80
Teamwork	7.1	10	10	11	4.73
	7.2	12	10	10	4.33
	7.3	11	8	10	4.58
Community knowledge	8.1	10	11	11	4.33
	8.2	10	7	11	4.17
	8.3	5	2	5	4.00
Learning	9.1	9	7	9	4.80
Assessment	10.1	8	6	9	4.36
	10.2	8	7	8	4.50
Participation	11.1	11	10	12	4.58
	11.2	9	7	10	4.27
	11.3	9	8	8	4.80

Table 7: Modification of indicators and dimensions following expert assessment
 (1-Slight modification, 2- Profound modification, 3-New indicator)

Dimension	Indicator	Modification
Self-esteem	1.1 Satisfaction with oneself	1.1 To be satisfied with oneself ¹
	1.2 Ability to face difficult or adverse situations (courage)	1.2 To be able to face difficult or adverse situations ¹
	1.3 Ability to appear in public without being afraid	1.3 To be able to appear in public ¹
	1.4 Self-confidence	1.4 To feel confident with oneself ¹
	1.5 Self-knowledge	1.5 To know own abilities and recognize one's limits ²
Responsibility	2.1 Consciously, voluntarily and realistically take on tasks and commitments	2.1 To assume commitments and tasks voluntarily and realistically ¹
	2.2 Take one's own role in the community	2.2 To take on roles in the groups one forms part of ²
	2.3 Ability to share responsibilities	2.3 To be able to share functions and tasks ¹
Effectiveness	3.1 Ability to take decisions to reach goals	3.1 To be able to take decisions in order to reach goals ¹
	3.2 Carry out tasks systematically and with continuity	3.2 To be methodical and constant in carrying out tasks ¹
	3.3 Meet established goals	3.3 To meet the established goals
Critical capacity	4.1 Ability to analyse problems or situations	4.1 To be able to analyze problems or situations ¹
	4.2 Have own criteria regarding problems or situations	4.2 To have one's own criteria regarding problems or situations ¹
	4.3 Be pro-active	Deleted
Autonomy	5.1 Have initiative	5.1- To have initiative
	5.2 Self-determination ability	5.2- To be able to choose and act according to one's own convictions ²
Recognition	6.1 Consider oneself a valid interlocutor and actor	Deleted
	6.2 Consider others valid interlocutors and actors	Deleted
Teamwork	7.1 Implication in teamwork	7.1 To involve oneself in teamwork ¹
	7.2 Leadership in teamwork	7.2 To be able to carry out roles of leadership in teamwork ¹
	7.3 Communicative ability	7.3 To be able to communicate ¹
Community knowledge- <i>Change of name</i> <i>(Community identity and knowledge)</i>	8.1 Knowledge of community services, resources, and facilities	8.1 To know the history and socio-cultural dynamics of the community ²
	8.2 Knowledge of different agents and organizations in community	8.2 To know the different agents and organizations of the community ¹
	8.3 General knowledge of community	8.3 To know the various services, resources, and facilities of the area ²
	8.4 To have a feeling of belonging ¹	
Learning- <i>Change of name</i> (Meta-learning)	9.1 Awareness of having acquired or improved own knowledge and abilities	9.1 To be aware of having acquired or improved own knowledge and abilities ¹
		9.2 To have developed the ability to learn how to learn ³
		9.3 To be aware of the power acquired in order to be able to act ³
Assessment	10.1 Assessment ability	Deleted
	10.2 Self-assessment ability	Deleted

1	11-1 Involvement in local actions or projects	11.1 To involve oneself in actions or projects ¹
2	11.2 Ability to influence surroundings	11.2 To be able to influence one's surroundings ¹
3	11.3 Feeling of belonging	Includes the Community identity and knowledge dimension

For Peer Review

Table 8: Frequency of dimensions and indicators in life stories

Dimensions	Indicators	Indicator frequency	Dimension frequency
1- Self-esteem	1.1- To be satisfied with oneself	19	83
	1.2 To be able to face difficult or adverse situations	24	
	1.3 Ability to appear in public	9	
	1.4 To feel confident with oneself	4	
	1.5 To know own abilities and recognize one's limits	11	
	1.6 To feel acknowledged by others	16	
3- Critical capacity	3.1- To be able to analyze problems or situations	27	63
	3.2- To have one's own criteria regarding problems or situations	36	
2-Autonomy	2.1- To have initiative	14	52
	2.2- To be able to choose and act according to one's own convictions	37	
6-Meta-learning	6.1- To be aware of having acquired or improved own knowledge and abilities	28	51
	6.2- Having developed the ability to learn how to learn	1	
	6.3- To be aware of the power acquired in order to be able to act	22	
8-Responsibility	8.1- To assume commitments and tasks voluntarily and realistically	19	33
	8.2- Take on roles in the groups one forms part of	14	
	8.3- To be able to share functions and tasks	-	
4-Effectiveness	4.1- To be able to take decisions in order to reach goals	14	22
	4.2- To be methodical and constant in carrying out tasks	4	
	4.3- Achieve the established goals	4	
5- Community Identity and Knowledge	5.1- To know the history and socio-cultural dynamics of the community	13	21
	5.2- To know the different agents and organizations of the community	-	
	5.3- To know the various services, resources, and facilities of the area	3	
	5.4- To have a feeling of belonging	5	
9-Teamwork	9.1- Involve oneself in teamwork	6	19
	9.2- To be able to carry out roles of leadership in teamwork	8	
	9.3- To be able to communicate	3	
	9.4- To be able to negotiate and reach agreement	2	
7-Participation	7.1- Involve oneself in actions or projects	14	18
	7.2- To be able to influence one's surroundings	4	

Table 9: Dimensions and indicators of youth empowerment

Dimensions	Indicators
1-Self-esteem	1.1- To be satisfied with oneself 1.2 To be able to face difficult or adverse situations 1.3 Ability to appear in public 1.4 To feel confident with oneself 1.5 To know own abilities and recognize one's limits 1.6 To feel acknowledged by others
2-Autonomy	2.1- To have initiative 2.2- To be able to choose and act according to one's own convictions
3-Critical capacity	3.1- To be able to analyze problems or situations 3.2- To have one's own reasoned, contrasted criteria regarding problems or situations
4-Effectiveness	4.1- To be able to take decisions in order to reach goals 4.2- To be methodical and constant in carrying out tasks 4.3- Achieve the established goals
5- Community identity	5.1- To share the area's linguistic and cultural heritage 5.2- To actively identify with the civic and associative processes that occur in the area 5.3- To identify and make use of public space as one's own
6-Meta-learning	6.1- To be aware of having acquired or improved own knowledge and abilities 6.2- Having developed the ability to learn how to learn 6.3- To be aware of the power acquired in order to be able to act
7-Participation	7.1- Involve oneself in group actions of projects 7.2- To be able to influence one's surroundings
8-Responsibility	8.1- To assume commitments and tasks voluntarily and realistically 8.2- Assume the consequences of one's own decisions and actions
9-Teamwork	9.1- Involve oneself in teamwork 9.2- To be able to carry out roles of leadership in teamwork 9.3- To be able to communicate 9.4- To be able to negotiate and reach agreement