Can communities facilitate youth empowerment? A systematic analysi

Pere Soler-Masó[a] , Xavier Úcar[b] , Anna Planas-Lladó [c] * , Juan Martínez González [d], Asun Llena-Berne [e]

[a,] *Institut of Educational Research, Universitat de Girona, Girona, Spain;*

ORCID ID: https://orcid.org/0000-0002-8636-0925 @psolerm

[b]*Department of Theories of Education and Social Pedagogy, Universitat Autònoma de Barcelona, Bellaterra-Cerdanyola, Spain;*

ORCID ID: https://orcid.org/0000-0003-3678-8277 *@xavierucar*

[c,] *Institut of Educational Research, Universitat de Girona, Girona, Spain;*

ORCID ID: https://orcid.org/0000-0001-6505-6222 @PlanasAnna

[d,] *Institut of Educational Research, Universitat de Girona, Girona, Spain;*

ORCID ID: https://orcid.org/0000-0002-9175-6369

[e] *Department of Theory and History of Educacion, Universitat de Barcelona, Barcelona, Spain;*

ORCID ID: https://orcid.org/0000-0001-5672-9974 @asunberne

*corresponding author: Anna Planas-Lladó, anna.planas@udg.edu (Plaça de Sant Domènec, 9, 17004 Girona, Spain

Can communities facilitate youth empowerment? A systematic analysis

Youth empowerment (YE) receives preferential attention in socio-educational practice and research due to the need to understand the processes that enable young people to empower themselves. Improving YE requires creating the right conditions and contexts for opportunities while ensuring equality and equity. The context and community in which youth empowerment takes place play a key role. However, academic literature has not systematically analyzed the relationship between YE and community. This article conducts a systematic literature review from 2012-2022 to examine the conceptual and methodological connections between youth empowerment and community. It identifies a diversity of concepts and practices highlighting youth participation and leadership. Six pedagogical principles for facilitating youth empowerment in community contexts are inferred. Empowerment processes between a community and its youth tend to be two-way. Finally, there is a need for further research on youth empowerment processes in community settings.

Keywords: Youth empowerment; community; young people; pedagogy;

Introduction

Youth empowerment (YE) is one of the current challenges of youth policy. The European Union's Youth Strategy 2019-2027 is based on three key ideas: engage, connect and empower. These ideas are reflected in national and local plans in Spain. Youth empowerment receives preferential attention, both in socio-educational practice and in research, because of the need to broaden our knowledge about the concept itself and about the processes that enable young people to empower themselves.

Rappaport (1984) defined empowerment in general terms as the process by which individuals, organizations and communities gain control and mastery over their lives. More specifically, Zimmerman (2000) identified three levels of empowerment: psychological, organizational and community. But it is the first level that has received the most attention in academic literature. There are numerous studies that focus on the psychological aspect of empowerment and describe its intrapersonal, interpersonal and behavioural components (Speer 2000; Zimmerman & Rappaport, 1998). Other approaches made contributions from community psychology. Peterson (2014), for example, argued that people are able to face their difficulties both individually and as part of a community, so that they become actively involved in the search for possible solutions. In order to address empowerment in all its complexity, it is essential to relate it to its context: the community.

The concept of community is extremely complex, because it is versatile and polysemic (Úcar, 2012). It has sometimes been essentially linked to locality; sometimes to relationships among people, family and relations or neighbours; sometimes to a sense of belonging or shared identity; sometimes to the number of people involved; and in many other cases to more than one of these, or other, criteria. In fact, as Llena et al. (2009) pointed out, "there is no model or example community to imitate or to rebuild

from. Neither is there a correct definition of community that is universally valid. The term 'community' denotes and connotes different feelings and meanings depending on the specific characteristics of the people who use it and on the specific way it is used" (p. 22).

Within the research project this study is part of[1], we have formulated an operational definition of the concept of community that makes it possible to analyse its connections with youth empowerment. In this article, community will be understood as a local, environmental and socio-cultural unit that links people on the basis of certain elements, including their geographical affiliation.

In the framework of the same project, YE is "the process that makes it more possible for a person to make decisions and act coherently in all aspects of their own life, to participate in decision making and to be a sharing and responsible part of their community. Two conditions need to be fulfilled: that the person acquires and develops a series of personal abilities (knowledge, attitudes, aptitudes, skills, ...) and that their environment allows them to exercise these abilities effectively" (Soler et al., 2017, p. 22). In line with this approach, Green et al. (2018) and Collura et al. (2019) alluded to the importance of creating the right conditions and contexts for opportunities, and the role of adults as facilitators, for YE to happen, while ensuring equality and equity. Acknowledging other people and their abilities was also a central element for Blanchet-Cohen and Cook, (2014) and Kirk et al., (2015).

The community context in which youth empowerment takes place plays a key role. However, the relationship between YE and community has not been systematically

---

[1] Over the last 14 years we have been developing successive three-year projects, won in national research calls in Spain, focused on the empowerment of young people.

or comprehensively analysed in the academic literature. Does the community help or hinder youth empowerment? In what ways? In this article we aim to conduct a systematic literature review (SLR), limited to the period 2012-2022, when the concept of youth empowerment has developed the most. This review aims to answer the following research questions::

- RQ1. What has been researched about the ways in which the community promotes or hinders youth empowerment?
- RQ2. What community methods and practices are used to facilitate youth empowerment?

As educational researchers, our ultimate idea is to use the answers to these questions to develop pedagogical principles that will help young people become empowered in the context of the community. This paper is divided into five sections. In the first section we describe the methods we used to systematically review the academic literature. The results of this review are presented in sections two, three and four. In the second section we catalogue the research that relates empowerment to community. In the third, we describe the main practices developed in communities to promote youth empowerment. And in the fourth, we identify a set of pedagogical principles for facilitating youth empowerment in community contexts that we have derived from the research we have analysed. The article ends with the main conclusions.

Method

The aim of this paper, thus, is to examine the conceptual and methodological connections between youth empowerment and community. For doing that, we used the systematic literature review (SLR) method (Vangrieken et al., 2017).

Procedure

To perform an optimal, ethical and traceable search, we applied the criteria defined in the PRISMA statement by MacLure (2005) and Urrútia and Bonfill (2010): inclusion and exclusion; relevance; validity; elimination of duplicates; and the application of Boolean operators.

We used the following sequences to search the documents: [("youth empowerment" OR "young people empowerment") AND ("community-based" OR community)], in English; and ["empoderamiento juvenil" AND (comunidad OR comunitari*)], in Spanish. We limited the temporal scope (2012-2022) and the fields of knowledge in the meta-repositories to Social Sciences, Psychology, Arts and Humanities. Although at first we thought about restricting the type of documents (to include only articles in journals and conference proceedings), in the end we discarded this option as it did not substantially change the resulting archive.

The search was performed on the two main international multidisciplinary databases, Web of Science and Scopus, on the specific international database for education, Educational Resources Information Center (ERIC), and on Dialnet and Scielo, two of the most prestigious Hispanic scientific repositories.

The SLR procedure was carried out in 5 phases: (1) definition of the research questions; (2) application of the search strategy to the selected repositories; (3) initial screening from the metadata; (4) final screening from the first reading; (5) documentary analysis of the final archive.

Below is a flow chart (Figure 1) detailing the phases of the documentation process. The first phase of the search was performed using the keywords listed above. We found 477 documents (270 when we applied the restrictions on time and academic

fields). After the initial screening of the metadata (availability and relevance were the criteria for exclusion), the first complete reading of the documents, and the application of a second temporal restriction of the decade 2012-2022, we ended up with 79 documents.
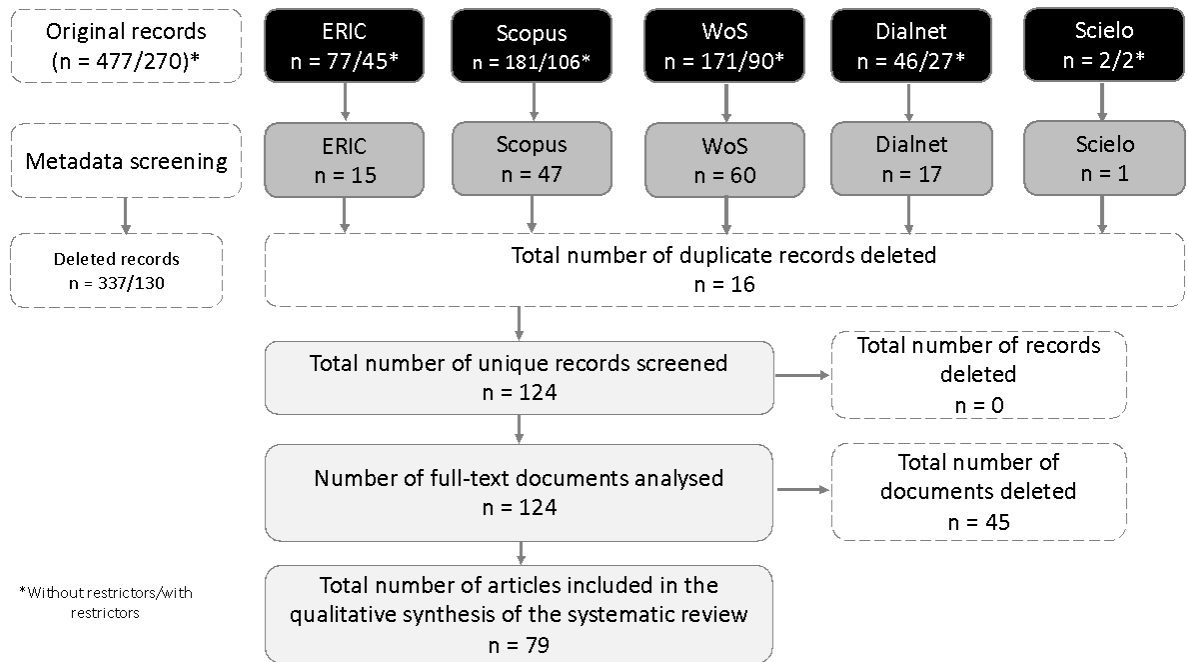

Figure 1: Flow chart of the SLR

Finally, when considering the criteria for inclusion and exclusion, we decided to include all the documents that explicitly included theoretical reflection on, or research into, the field of youth empowerment from a social pedagogy perspective. We excluded all those documents focused on the formal education system, healthcare or empowerment that was not of young people (but of, for example, vulnerable groups or specific communities).

Sample

The complete references of the 79 documents we analysed are in the appendix. We divided these into the following basic categories: 68 were articles from scientific journals; 2 were communications from conferences; and 1 was a book. They were published regularly during the decade we analysed, with no discernible patterns of intensification or decline of interest in the subject according to date of publication. Finally, they were largely published in forums in the social field (specifically social work, education and social pedagogy, and social sciences in general), although they also appeared in publications in other academic fields (healthcare, humanities, etc.).

Community and youth empowerment

In the articles we analysed we observed the range of meanings and connotations described above. In some cases the authors referred to specific communities such as the Latino community (Deane et al., 2020; Montes et al. 2021) or the school community (Kirk et al., 2017), although they usually referred to specific groups, such as, among others, LGTBI people (Wagaman, 2016), urban youth (Deane et al., 2020; Grañé Feliu, 2019), Armenian youth (Devenish et al., 2020), immigrant youth (Ferrera et al., 2015), refugees (Hasselknippe et al., 2017) and African-American adolescents (Cooper et al., 2015). This diversity suggests a fragmentation in studying the relations between youth empowerment and broader community. There is a need for more holistic studies that integrate multiple dimensions of the community context and, examine interrelations between different communities, and the impact on youth empowerment within these communities.

In the literature we analysed, other concepts were often used as mediators or bridges to connect youth and community them (Figure 2).
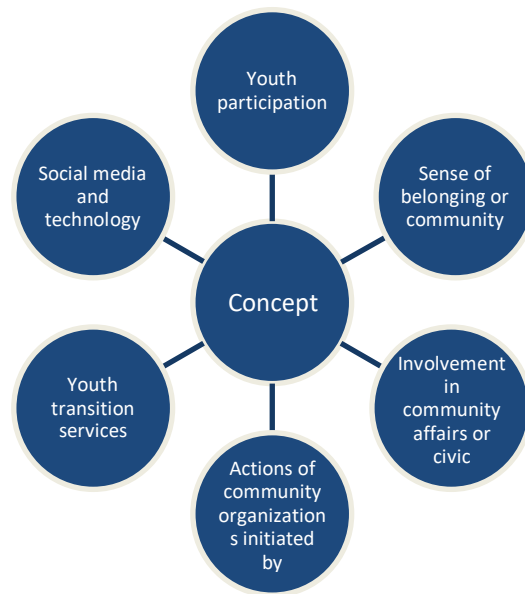
Figure 2: Concepts used in the academic literature to connect youth empowerment to community

All these terms emphasize the dynamic and multifaceted nature of youth and community relations, involving or not how they can facilitate contest for empowerment. Relevance is given to integration, engagement, and the evolving role of technology in these processes.

The variety of themes in the academic literature on community and youth empowerment was very high (Figure 3).

Figure 3: Themes in the academic literature on community and youth empowerment

Youth empowerment was defined in different ways by different authors. Zimmerman's (1995; 2000) definition of empowerment as the ability to gain control and mastery over one's own life was one of the most commonly cited (Augsberger et al., 2019; Chan & Mak, 2020; Crisp, 2020). Another meaning of youth empowerment was linked to socio-political control and the ability to exert influence on social and political systems (Christens et al., 2015; Powell et al., 2021). Green et al. (2018) related youth empowerment to the concept of agency, as this relationship allows us to think strategically about how young people occupy or transform spaces for the common good.

A theory often used to understand the effectiveness of the participation of the members of a community is the sense of community model defined by McMillan and Chavis (1986). According to this model there are four main elements of empowerment: membership or sense of belonging; shared emotional connection; the ability to meet the needs of the group; and the feeling of influence in the group. Bermea et al. (2019)

confirmed this model, and stated that it influences the participation of community members, which has implications for prevention, policy and further research.

Youth empowerment was also frequently linked to Freire's ideas (Leite et al., 2015; Melo, 2019; Wernick et al., 2014); more specifically, to processes of raising awareness (Vargas & Erba, 2017), critical awareness (Ferrera et al., 2015) and, in general, to critical theory (Gallerani et al., 2017; Jennings et al., 2006). For example, it has been argued that "the terminological dilution and definitional issues in the empowerment literature could use critical consciousness either as an alternative framework or as a complement to empowerment in order to clarify the links to liberation from oppression and social justice" (Christens, Winn & Duke 2016, p. 22).

Some authors based their work on youth work perspectives or programmes, such as Critical Youth Empowerment (CYE) (Burdnell, 2019; Greene, et al., 2018; Kope & Arellano, 2016; Magee & Pherali, 2019;)); civic engagement (Chan & Mak, 2020; Zeldin et al., 2016); social capital (Christens et al., 2013; Long & Perkins 2007; Pirie, et al., 2016); community youth development (Blanchet-Cohen & Cook, 2014; Chang, et al., 2021); and on 'positive youth development' (Christens et al. 2015; Middaugh et al., 2017; Zimmerman, et al., 2018).

Finally, there were other authors who referred to specific types of empowerment. One of the most frequent in the literature we reviewed was psychological empowerment (Christens et al., 2015; Christens, Winn & Duke 2016; Christens, Krauss, & Zeldin, 2016; Christens et al., 2013; Zimmerman, et al., 2018;)).

We could identify the complexities in linking community roles to youth empowerment due to varied definitions, different theoretical models, and unclear practical applications. Despite recognizing key elements like belonging and influence, there's a lack of consensus on how these factors concretely empower youth. The need

for a cohesive framework that integrates these diverse perspectives and clarifies their implications for policy and practice remains evident. The number and diversity of themes, as well as authors' different perspectives of analysis and their basic conceptualizations, would support this idea.

Youth empowerment in the community practices

This section aims to answer the second research question, about the main methodological aspects underlying the practices that are used to facilitate youth empowerment from a community perspective. We understand community practices to the collective actions developed and maintained by a community. These practices foster belonging, cooperation, and mutual support, and can include social, cultural, economic, and environmental activities. There was a wide range of practices in the academic literature. Most of them were descriptions of experiences or research, generally of a qualitative nature, which were applied as part of the evaluation of youth programmes. As these are not experimental studies, we have relied on the results presented by the authors of their projects or research. One of the elements all these practices had in common was the participation and leading role of the young people themselves; they were the axis the various methodologies, techniques and resources were structured around. The differences between these three elements were blurred; often, what some authors called a method or a methodology was described by others as a technique, a set of techniques or even a resource. This makes it very difficult to define a consistent categorization or classification. We have therefore chosen to present all these practices as a whole, avoiding authors' often contradictory or opposing denominations.

A large number of these practices fell within the scope of Critical Youth Empowerment (Leite et al., 2015; Melo, 2019; Kope & Arellano, 2016; Wernick et al., 2014; Wood & Lemley, 2015). These are practices that aim to bring about socio-

political change and transformation through critical reflection and dialogue, inspired by Paulo Freire's perspective of emancipatory education (Freire, 2002). An example is Melo's (2019) non-formal education programme for young people living in the favelas. This programme, structured in eight pedagogical stages, stimulated young people's reflections, ideas and imagination, with the aim of implementing projects that addressed the needs of their communities. In another example, Leite et al., (2015) involved adolescents in the collecting health knowledge regarding strategies for preventing violence and promoting a culture of peace.

Community-based participatory research (CBPR) practices (Dean et al., 2020; Ferrera et al., 2015, Firestone et al., 2021; Gallerani et al., 2017; Grané, 2019) were also shown to be useful for youth empowerment and community transformation. CBPR experiences take a collaborative, non-hierarchical approach to learning about community challenges and resources. They generated successful partnerships between community-based organizations, community members and researchers (Ferrera et al., 2015). These approaches involved young people in decision-making processes. The importance of researchers and community leaders working together on devising questions, forming groups, leading focus groups and communicating results stood out (Dean et al., 2020). These processes were used to improve communities and contribute to generating a sense of belonging among young people (Grané, 2019). Youth-led participatory action research programmes (Zimmerman et al., 2018), such as Youth Empowerment Solutions (YES), were implemented in a similar way.

A significant set of practices focused on training and the promotion of youth leadership as a means of empowering young people (Blanchet-Cohen & Cook, 2014; Kirk et al., 2017; Krauss et al., 2020; Sands et al., 2014; Zeldin et al., 2016; Zeldin et al., 2017). Some of these practices fell under the umbrella of Youth-Driven Programs

(Collura et al., 2019; Green & Portelli, 2018; Rowland et al., 2014). They all focused on shared power and creating meaningful, positive learning environments for young people. When youth leadership was fostered, it had an impact on individuals, groups and communities (Collura et al., 2019). As an example, Blanchet-Cohen and Cook (2014) analysed the Youthscape project that provided scholarships so that disadvantaged young people could pursue their ideas related to change in the community. The community was able to see that young people had the potential to make contributions and that they were able to assume responsibility. Krauss et al. (2020) emphasized that participating in partnerships enabled young people to grow, have a voice and make decisions, and that trust, support and a network were important for this. Hasselknippe et al. (2017), basing their approach on Human-Centered Design, reported how displaced young people who took part in a programme made decisions in the design of processes, services and digital artefacts aimed at improving the community's living conditions. Key elements included involving young people in the design and implementation of the programme, understanding their needs, and professionals acting as facilitators.

Several Photovoice practices (Aldana et al., 2021; Greene et al., 2018; Pritzker et al., 2012; Warne et al., 2012) were also used as an intervention methodology for community empowerment (Greene et al., 2018; Pritzker et al., 2012). Among the Photovoice contributions, the authors noted that: young people felt empowered, as they felt that they had ownership of the outcomes of projects (Foster-Fishman et al., 2010); Photovoice heightened the feeling that young people could, and should, try to change things (Pritzker et al. 2012); they gained a greater understanding of community needs and problems; their desire to help their communities and to involve others in those efforts grew; and they acknowledged their own capacity for leadership, agency, social

14

activism and civic engagement (Foster-Fishman et al., 2010; Greene, et al., 2018; Pritzker et al., 2012; Warne et al., 2012). As with any participatory process, one of the risks of Photovoice is that there was the possibility of leaving young people feeling disempowered when the results did not lead to changes in the community (Strack et al., 2004).

Practices based on Service-Learning (Martínez et al., 2020; Thabet, 2018; Torres-Harding et al., 2017; Vargas & Erba, 2017), Problem-Based Learning (Kretser & Chandler, 2020) and Project-Based Learning (Elzarov, 2015; Eyerman & Hug, 2020) were also used to empower young people in the community. For Martínez et al. (2020) "Service-Learning is a method that integrates community service and critical reflection with academic learning, personal growth and civic responsibility" (p.63). The results of studies suggested that Service-Learning enhanced the young participants' sense of social responsibility (Thabe, 2018), personal development and empowerment (Martínez et al., 2020; Thabet, 2018; Vargas & Erba, 2017). Added to this was the benefit of solutions or contributions generated in the community. The study by Vargas and Erba (2017) showed that the programme had a bigger impact on those participants who were involved for longer, a fact that highlights the importance of the stability of long-term programmes. Institutional support, favourable policies and the allocation of resources were identified as being fundamental for programmes to be sustainable and long-term. Problem-Based Learning and Project-Based Learning enabled young people to develop their own agency and self-efficacy by engaging with a particular issue to solve community problems (Krester & Chandler, 2020).

Finally, the practices we found in our review referred to the use of different resources or techniques. Among these was Design Thinking (To & Liu, 2021), which is understood as a process for developing innovations and as a technique for encouraging

groups to find creative and innovative solutions for the community. To & Liu (2021) described how Design Thinking was used to empower young people in a systematic and participatory way. Digital media (Firestone et al., 2021; Salvadó, et al., 2017) were also increasingly used as tools in empowerment projects. For example, Firestone et al. (2021) used mobile-mentaries to collect youth narratives on the impact of the Pasifika Youth Empowerment Program, and Salvadó et al. (2017) used webdoc as a storytelling tool for youth empowerment. Community organizing tools, such as Cultural Mapping (Wood & Lemley, 2015), were also able to contribute to empowerment. For example, Wood and Lemley (2015) used Cultural Mapping with young people, who drew intercultural maps to explain how they expressed or didn't express their cultural identities. They also used Cultural Mapping to think about how to create fairer and more equitable spaces through alliances. Community alliances (local agents and organizations) (Bermea et al., 2019; Green & Portelli, 2018; Sands et al., 2014), based on networking and proximity, also appeared in various youth empowerment in the community practices.

These practices, methods and techniques or resources were not exclusively aimed at either youth empowerment or community work, but they were all shown to contribute to youth empowerment in a community setting. Table 1 summarizes the applicability, strengths, and limitations of these practices, methods and techniques.

	Applications	Strengths	Limitations
Critical Youth Empowerment	Socio-political change	Encourages critical reflection and dialogue, empowers youth to address community needs	Requires sustained engagement, resistance from traditional structures
Community-Based Participatory Research (CBPR)	Collaborative research, community improvement, youth decision-making	Builds strong partnerships, enhances sense of belonging	Time-consuming, requires commitment from all parties
Youth Leadership Programs	Training, youth-driven initiatives, community projects	Fosters leadership skills, promotes shared power, positive learning environments	Adults needed to encourage without taking over.

Photovoice	Community empowerment, visual storytelling, social activism	Empowers youth, enhances understanding of community needs	Risk of disempowerment if results don't lead to change
Service-Learning	Community service, academic integration, civic responsibility	Enhances social responsibility, personal development	Requires institutional support, long-term commitment
Problem-Based Learning and Project-Based Learnings	Solving community problems, developing agency and self-efficacy	Engages youth in practical problem-solving. Promotes practical skills, fosters collaboration	Require significant resources and facilitation. Needs clear objectives.
Design Thinking	Innovation development, creative problem-solving	Encourages creativity, Reinforce self-efficacy, generate solutions via cross-disciplinary teamwork and collaboration.	Require collaborative relationship
Digital Media	Storytelling, youth narratives, empowerment projects	Engages youth through technology, accessible	Dependent on digital literacy and access
Cultural Mapping	Intercultural understanding, community alliances	Promotes cultural identity, fosters equitable spaces	Requires facilitation, may face resistance

Table 1: Synstesis of community practices

Pedagogical principles for youth empowerment in the community

While it is proper in an SLR to point out gaps in the knowledge base analysed, providing orientations for future research, in this case we have chosen to present a synthesis of the main orientations for the empowerment of young people in the community. These principles have been obtained through the recommendations, proposals and orientations compiled in the texts reviewed. The contributions identified in this way have been synthesised into six principles. The result is the following section, which is presented as a current state of the art of the pedagogical principles that should guide the actions in favour of youth empowerment in communities. In a way, it also shows the way forward and the need to deepen and develop some aspects.

a)   *Youth empowerment requires community structure, networks and services to be able to provide opportunities for young people*.

The classic division of empowerment into individual or personal, organizational and community levels, initiated by Zimmerman (2000), allowed us to analyse how a

well-structured community, with active networks, policies and adequate services, facilitated the existence of empowered organizations and, with them, the empowerment of its young people, creating a context rich in opportunities. The value of involving young people in community action projects was shown to strengthen youth social capital, adults' development, the functioning of organizations and to contribute to community change (Chawla & Driskell, 2006; Zeldin, 2014).

Collura et al. (2019) confirmed that youth-led community change endeavours had an impact on many levels: individual, group and community. At the individual level, participating in these endeavours promoted positive youth development, including critical thinking skills, psychological empowerment and socio-political development. Group actions brought about systems change, including changes in local policy and the implementation of programmes. There were even benefits for young people who were not directly involved in the programmes. Preventive, restorative and transformative socio-educational functions were made possible.

b) *Young people need accessible community resources and safe environments to support and enable their full development and empowerment.*

An empowered community, according to To and Liu (2021), must have accessible community resources and ample opportunities for young people to actively participate in community affairs and decision-making processes. Many of the experiences we studied demonstrated the possibilities and benefits of implementing these proposals (Augsberger et al., 2019; Blanchet-Cohem & Cook, 2014; Firestone et al., 2021; Melo, 2019). Community spaces (in many cases co-created or self-managed) where young people were able to try out, develop and acquire the skills that favoured their emancipation and their contribution to transforming reality were proposed.

Young people's positive attachment to the community, the feeling that they are in safe environments where they are paid attention to, leads them to develop a sense of solidarity, belonging and agency. Rowland (2014) proposed creating an environment that ensures that participants, both young people and adults, are aware of their privilege and power, and that they are aware of the need to work together to create equity while striving, at the same time, to understand each other. Green and Portelli (2018) also reflected on the importance of creating appropriate learning environments that enable young people to access continuous learning experiences.

c)   Critical awareness and community engagement are predictors of empowerment.

Wagaman (2016) identified critical awareness and community engagement as significant predictors of empowerment. Their results showed that empowerment is associated with community involvement (volunteering, mentoring, leading a group, participating in a demonstration, etc.) and critical awareness (the ability to understand the ways in which other people may see the world, because of their identity or other factors). Chang et al. (2021) also saw a close relationship between Youth Empowerment in the Community and Civic Engagement in the Community. For example, Peterson et al. (2011) found that civic engagement was positively related to neighbourhood attachment and community connectedness (Zeldin et al., 2016). Bloemraad and Terriquez (2016), in the same vein, analysed how civic engagement offered opportunities for personal development and to making a meaningful contribution to society; something that is fundamental to psychological and social well-being.

d)   The involvement, participation and commitment of young people in the community must be active, with their own voice and taking on a leading role.

Linking young people to the community, involving them in projects and services and their commitment to certain challenges or goals was decisive for the empowerment of those young people and for strengthening those communities. The involvement of participants in group decision-making was the most prominent characteristic of an empowering environment (Christens & Dolan, 2011; Ramey & Rose-Krasnor, 2012). A range of research concluded that including the voice of young people in decision-making had benefits for their own development, organizational advantages for the group and benefits for the community (Aiugsberger et al., 2019; Ballonoff et al., 2019; Checkoway & Gutiérrez, 2006; Gray & Hayes, 2008; Ramey, 2013; Rowland et al., 2014;).

Pritzker et al. (2012) contributed to this debate by demonstrating that young people who had a 'voice' and were encouraged to express their ideas and opinions showed greater community engagement and stronger ties to community institutions. Hasselknippe et al. (2017), focusing on interventions with young people and in communities, made it clear that the most appropriate approach to youth empowerment was the Design BY target group (Human-Centered Design), where people create and design for themselves, taking control over their own lives.

Lardier et al. (2018) noted that actions and proposals were often carried out on behalf of young people and not with them, and that relationships where adults gave, and young people only received (paternalistic hierarchy), did not lead to relationships in the community or achieve critical and transformative changes within the local environment. This approach was also shared by other research (Blanchet-Cohem & Cook, 2014; Burdnell, 2019; Checkoway & Gutiérrez, 2006) which, in some way, showed that many organizations were not sufficiently tailored to, or supportive of, young people.

e) *Association and co-creation among young people and adults strengthen the community and contribute to youth empowerment.*

Youth-specific partnerships and projects (designed and developed solely by young people) were undoubtedly a clear sign of empowerment and represented indisputable evidence of young people's capacity for self-management and autonomy. However, many young people did not have the opportunity to have these experiences, nor the possibility of participating in intergenerational partnerships or projects with adults. Soler et al. (2017) noted that intergenerational spaces should provide the best reference point for empowering young people, since it was in these spaces where they learned to participate in what affected them, and also in what affected the community. To et al. (2021) stated that youth-adult partnerships increased young people's self-efficacy and encouraged them to create change in the community (Zeldin et al., 2014, 2017). At the same time, according to To and Liu (2021), when youth-adult partnerships enabled young people to engage with adult youth workers in planning, implementing and piloting innovative youth services, feelings of empowerment increased on both sides. According to Zeldin et al. (2016), when young people occupied spaces traditionally occupied by adults, the outcomes and effectiveness of programmes improved. In contrast, as research has shown (Collins et al., 2016; Larson et al., 2015; Roach et al., 2013), adults were often resistant to seeing young people as partners and to sharing power with them.

Studies by Morse and Allensworth (2015) and Greene et al. (2018) also highlighted the need for spaces that foster youth and adult participation. Kirk et al. (2017) insisted on the importance of the leading role of young people. They described empowering environments as those in which power and decision-making were shared. Zeldin et al. (2017) concluded that young people were more likely to achieve positive

outcomes when they had the freedom to make decisions, while being trusted by adults and sharing power with them.

In short, an empowered community needs a welcoming community environment that encourages association and co-creation among young people and adults, which in turn foster young people's ability to harness personal and social resources and innovate (Checkoway, 2011; To et al., 2021).

f)   Specific training for strategically important professionals and members of the community is a good strategy for youth empowerment in the community.

Beyond defining the roles and responsibilities of adults and young people in this type of initiative, training was seen as necessary for both (Collura et al., 2019; Zeldin et al., 2016). Among other proposals, the learning communities format was suggested for the training of adults. For example, Zeldin et al. (2017) recommended training to support professionals in creating organizational structures, in providing opportunities that fostered shared dialogue, and in planning programmes and purposeful action among young people and adults. Ultimately, as To et al. (2021) noted, creating empowering environments for young people required youth workers and adult partners to pay greater attention to individual young people, to the surrounding organizational and community systems, and to their own relationships with young people and the community.

Conclusions

It can be concluded from the literature review that little research has been done that directly and specifically links community and youth empowerment. Research into community and youth empowerment covers a wide variety of themes. We identified many youth empowerment practices from a community perspective in the academic literature; practices that explicitly seek a relationship with the community for the

empowerment of young people. Most of these contributions were descriptions of experiences or research, generally qualitative, into the evaluation of youth programmes.

One element common to all these practices, as revealed by the systematic approach to our research aims, was the participation and leading role of young people, who the various methodologies, techniques and resources revolved around. We identified seven broad categories that group together youth empowerment practices in the community: a) Critical Youth Empowerment; b) Community-based Participatory Research (CBPR); c) youth leadership training and promotion; d) Photovoice; e) Service-Learning; f) Problem-Based Learning and Project-Based Learning; g) Design Thinking and digital media.

From our research we also identified various pedagogical patterns that had an impact on youth empowerment and, to some extent, on communities. It seems that empowerment processes in the connections and relationships between a community and its young people tend to be two-way. It could therefore be argued that youth empowerment in some way contributes to community empowerment and vice versa. It should be noted, however, that not all the research we analysed identified this two-way trajectory.

The principles we have presented in this article apply to both youth empowerment and community empowerment. These principles are: (a) youth empowerment requires community structure, networks and services as opportunities for young people; (b) young people need accessible community resources and safe environments to enable and encourage their full development and empowerment; (c) critical awareness and community engagement are predictors of empowerment; d) the conditions must exist for young people's involvement, participation and engagement in the community to be active, with young people having their own voice and adopting a

23

leading role; e) association and co-creation among young people and adults strengthen the community and contribute to youth empowerment; f) specific training for strategically important professionals and members of the community is a good strategy for youth empowerment in the community.

Finally, we can say that little research has been done on the connection between youth empowerment and the community. The number and variety of themes, and the differences that exist between authors over perspectives of analysis and basic conceptualizations, show a broad, very heterogeneous and, in general, still poorly structured field. Hence the need for further research on youth empowerment processes in community settings.

The authors report there are no competing interests to declare.

References

Aldana, A., Richards-Schuster, K.,; & Checkoway, B. (2021). "Down Woodward": A Case Study of Empowering Youth to See and DisruptSegregation Using Photovoice Methods. *Journal of Adolescent Research*, 36(1), 34–67. https://doi.org/10.1177/0743558420933220

Augsberger, A., Gecker, W., & Collins, M. E. (2019). "We make a direct impact on people's lives": Youth empowerment in the context of a youth-led participatory budgeting project. *Journal of Community Psychology*, 47(3), 462–476. https://doi.org/10.1002/jcop.22131

Ballonoff Suleiman, A., Ballard, P. J., Hoyt, L. T., & Ozer, E. J. (2019). Applying a developmental lens to youth-led participatory action research: A critical examination and integration of existing evidence. *Youth & Society*. https://doi.org/10.1177/0044118X19837871.

Bermea, A. M., Lardier, D. T., Forenza, B., Garcia-Reid, P. & Reid, R. J. (2019). Communitarianism and youth empowerment: Motivation for participation in a community-based substance abuse prevention coalition. *Journal of Community Psychology*, 47(1), 49-62. https://doi.org/10.1002/jcop.22098

Blanchet-Cohen, N., & Cook, P. (2014). The transformative power of youth grants: Sparks and ripples of change affecting marginalised youth and their communities. *Children and Society*, 28(5), 392–403. https://doi.org/10.1111/j.1099-0860.2012.00473.x

Bloemraad, I. & Terriquez, V. (2016). Cultures of engagement: The organizational oundations of advancing health in immigrant and low-income communities of color. *Soc Sci Med*. 165, 214–222.

Burdnell Wilson, D. (2019): Youth in transition and foster care alumni as empowered consumers, *Journal of Family Social Work*, DOI: 10.1080/10522158.2019.1681335

Chan, R. C. H., & Mak, W. W. S. (2020). Empowerment for civic engagement and well-being in emerging adulthood: Evidence from cross-regional and cross-lagged analyses. *Social Science and Medicine*, *244*. https://doi.org/10.1016/j.socscimed.2019.112703

Chang, C. W., To, S. M., Chan, W. C. H., & Fong, A. C. P. (2021). The influence of intrapersonal, interpersonal, and community protective factors on Hong Kong adolescents' stress arising from political life events and their mental health. *International Journal of Environmental Research and Public Health*, 18, 9426. https://doi.org/10.3390/ijerph18189426

Chawla, L. & Driskell, D. (2006). The Growing Up in Cities Project: Global Perspectives on Children and Youth as Catalysts of Community Change." In B. Checkoway & L. Guitierrez, L. (Eds.) *Youth Participation and Community Change*, (pp. 183–200). New York: Haworth Press.

Checkoway, B. (2011). What is youth participation? *Children and Youth Services Review*, 33, 340–345.

Checkoway, B. N., & Gutierrez, L. M. (2006). Youth participation and community change: An introduction. *Journal of Community Practice*, 14(1/2), 1–9. doi:10.1300/J125v14n01_01

Christens B. D., Speer P. W., Peterson N. A. (2011). Social class as moderator of the relationship between (dis)empowering processes and psychological empowerment. *Journal of Community Psychology*, 39(2), 170–182. https://doi.org/10.1002/jcop.20425

Christens, B. D., & Dolan, T. (2011). Interweaving youth development, community development and social change through youth organizing. *Youth & Society*, 43(2), 528–548. https://doi.org/10.1177/0044118X10383647

Christens, B. D., Collura, J. J., & Tahir, F. (2013). Critical Hopefulness: A Person-Centered Analysis of the Intersection of Cognitive and Emotional Empowerment.

American Journal of Community Psychology, *52*(1–2), 170–184. https://doi.org/10.1007/s10464-013-9586-2

Christens, B. D., Peterson, N. A., Reid, R. J., & Garcia-Reid, P. (2015). Adolescents' Perceived Control in the Sociopolitical Domain: A Latent Class Analysis. *Youth and Society*, *47*(4), 443–461. https://doi.org/10.1177/0044118X12467656

Christens, B. D., Krauss, S. E., & Zeldin, S. (2016). Malaysian validation of a sociopolitical control scale for youth. *Journal of Community Psychology*, *44*(4), 531–537. https://doi.org/10.1002/jcop.21777

Christens, B. D., Winn, L. T., & Duke, A. M. (2016). Empowerment and Critical Consciousness: A Conceptual Cross-Fertilization. In *Adolescent Research Review* (Vol. 1, Issue 1, pp. 15–27). Springer. https://doi.org/10.1007/s40894-015-0019-3

Collins, M. E., Augsberger, A., & Gecker, W. (2016). Youth councils in municipal government: Examination of activities, impact and barriers. *Children and Youth Services Review*, 65, 140–147. https://doi.org/10.1016/j.childyouth.2016.04.007

Collura, J.J; Raffle, H.; Collins, A.L & Kennedy H. (2019). Creating Spaces for Young People to Collaborate to Create Community Change: Ohio's Youth-Led Initiative. *Health Education & Behavior*, 46(1S) 44S–52S. https://doi.org/10.1177/1090198119853571

Cooper, S. M., Johnson, R. W., Griffin, C. B., Metzger, I., Avery, M., Eaddy, H., Shephard, C., & Guthrie, B. (2015). Community involvement and reduced risk behavior engagement among African American adolescents: The mediating role of empowerment beliefs. *Journal of Black Psychology*, *41*(5), 415–437. https://doi.org/10.1177/0095798414536225

Crisp, P. (2020). Leadership, empowerment and coaching: how community sport coaches in the UK can effect behavioural change in disadvantaged youth through incrementally given roles of responsibility. *International Journal of Sport Policy and Politics*, *12*(2), 221–236. https://doi.org/10.1080/19406940.2020.1725095

Deane, K. C., Richards, M., Bocanegra, K., Santiago, C. D. C., Scott, D., Zakaryan, A., & Romero, E. (2020). Mexican American Urban Youth Perspectives on Neighborhood Stressors, Psychosocial Difficulties, and Coping: En Sus Propias Palabras. *Journal of Child and Family Studies*, *29*(6), 1780–1791. https://doi.org/10.1007/s10826-019-01683-3

Devenish, B., Hooley, M., Stokes, M., & Mellor, D. (2020). Pathways to Armenian Youth Empowerment in Low Socioeconomic Communities: Indirect Effects of Parenting and Moderating Effects of Gender. *Youth and Society*, *52*(6), 984–1005. https://doi.org/10.1177/0044118X18787740

Elzarov, Z. (2015). Community stabilization and violence reduction: Lessons from Darfur. *Stability*, *4*(1), 1–7. https://doi.org/10.5334/sta.ex

Eyerman, S., & Hug, S. (2013). Balancing acts. *TLS - The Times Literary Supplement,* 5758, 3–5.

Ferrera, M. J., Sacks, T. K., Perez, M., Nixon, J. P., Asis, D., & Coleman, W. L. (2015). Empowering immigrant youth in Chicago: Utilizing CBPR to document the impact of a Youth Health Service Corps program. *Family and Community Health*, *38*(1), 12–21. https://doi.org/10.1097/FCH.0000000000000058

Firestone, R., Matheson, A., Firestone, J., Schleser, M., Yee, E., Tuisano, H., Kaholokula, K., & Ellison-Loschmann, L. (2021). Developing principles of social change as a result of a Pasifika Youth Empowerment Program: A qualitative study. *Health Promotion Journal of Australia*, *32*(S2), 197–205. https://doi.org/10.1002/hpja.395

Foster-Fishman, P., Law, K., Lichty, L., & Aoun, C. (2010). Youth ReACT for social change: A method for youth participatory action research. *Journal of Community Psychology*, 46, 67–83. https://doi.org/10.1007/s10464-010-9316-y

Freire, P (2002). *Pedagogía del oprimido*. Madrid: Siglo XXI.

Gallerani, D. G., Besenyi, G. M., Wilhelm Stanis, S. A., & Kaczynski, A. T. (2017). "We actually care and we want to make the parks better": A qualitative study of youth experiences and perceptions after conducting park audits. *Preventive Medicine*, *95*, S109–S114. https://doi.org/10.1016/j.ypmed.2016.08.043

Grané Feliu, P. (2019). Educación comunitaria a través de graffiti y arte urbano con jóvenes: investigación-acción y etnografía visual en Collblanc-La Torrassa (L'Hospitalet de Llobregat). *Arteterapia. Papeles de Arteterapia y Educación Artística Para La Inclusión Social*, *14*, 3–19. https://doi.org/10.5209/arte.62284

Gray, A., & Hayes, C. D. (2008). *Understanding the state of knowledge of youth engagement financing and sustainability*. The Finance Project. Retrieved from http://www.financeproject.org/publications/youthengagementreport.pdf

Green, S. & Portelli, S. M. (2018). Empowering youths: An alternative learning pathway for a sustainable future. In W. Leal. M.Mifsud & P. Pace (Eds.), *Handbook of Lifelong Learning for Sustainable Development* (p. 71-85). Springer. https://doi.org/10.1007/978-3-319-63534-7_6

Greene, S., Burke, K. J., & McKenna, M. K. (2018). A Review of Research Connecting Digital Storytelling, Photovoice, and Civic Engagement. *Review of Educational Research*, *88*(6), 844–878. https://doi.org/10.3102/0034654318794134

Hasselknippe, K. S., Kirah, A., & Flygenring, T. (2017). Empowering refugee and host-community youth with design thinking skills for community development. In A. Berg, E.Bohemia, B.Lyndon, T.Guiden, A. Kavacevic & N. Pavel (Eds.), *Proceedings of the 19th International Conference on Engineering and Product Design Education*. (pp. 92-97). Design without Borders.

Jennings L. B., Parra-Medina D. M., Hilfinger Messias D. K., McLoughlin K. (2006). Toward a critical social theory of youth empowerment. *Journal of Community Practice*, 14(1-2), 31–55. https://doi.org/10.1300/J125v1

Kirk, C.M., Lewis, R. K., Brown, K., Karibo, B., Scott, A., & Park, E. (2017). The Empowering Schools Project: Identifying the Classroom and School Characteristics That Lead to Student Empowerment. Youth & Society, 49(6), 827-847. https://doi.org/10.1177%2F0044118X14566118

Kope, J., & Arellano, A. (2016). Resurgence and critical youth empowerment in Whitefish River First Nation. *Leisure/ Loisir*, 40(4), 395–421. https://doi.org/10.1080/14927713.2016.1269293

Krauss, S. E., Zeldin, S., Abdullah, H., Ortega, A., Ali, Z., Ismail, I. A., & Ariffin, Z. (2020). Malaysian youth associations as places for empowerment and engagement. *Children and Youth Services Review*, *112*. https://doi.org/10.1016/j.childyouth.2020.104939

Kretser, J., & Chandler, K. (2020). Convening Young Leaders for Climate Resilience. *Journal of Museum Education*, *45*(1), 52–63. https://doi.org/10.1080/10598650.2020.1723994

Lardier, D. T., G. Herr, K., Garcia-Reid, P. & Reid, R. (2018). Adult youth workers' conceptions of their work in an under-resourced community in the United States, *Journal of Youth Studies*, 21(8), 1029-1044. https://doi.org/10.1080/13676261.2018.1442563

Larson, R. W., Walker, K. C., Rusk, N., & Diaz, L. B. (2015). Understanding youth development from the practitioner's point of view: A call for research on effective practice. *Applied Developmental Science*, 19(2), 74–86.

Leite, E. M., Brandão, W., Soares, L., de Aquino, J. M., Tavares, D., y Oliveira, B. (2015). Culture Circles in adolescent empowerment for the prevention of violence, International *Journal of Adolescence and Youth*, 20(2), 167-184. https://doi.org/10.1080/02673843.2014.992028

Llena, A, Parcerisa, A. & Úcar, X. (2009). *10 ideas clave. La acción comunitaria*. Graó.

MacLure M. (2005). 'Clarity Bordering on Stupidity': Where's the quality in systematic review? *Journal of Education Policy* 20 (4): 393–416.

Magee, A., & Pherali, T. (2019). Freirean critical consciousness in a refugee context: a case study of Syrian refugees in Jordan. *Compare*, *49*(2), 266–282. https://doi.org/10.1080/03057925.2017.1403312

Martínez Arrese, E., Ferrán Bota, D., & Tello Díaz-Maroto, I. (2020). Empoderamiento juvenil y desarrollo comunitario mediante la creación de prototipos para fomentar el deporte inclusivo. In P. Aramburuzabala, C. Ballesteros, J. García-Gutiérrez, & J. Lázaro (Eds.), *El papel del aprendizaje-servicio en la construcción de una ciudadanía global* (pp. 63–70). Universidad Nacional de Educación a Distancia. http://breakerslab.org

McMillan, D. W., & Chavis, D. M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, *14*, 6–23. https://doi.org/10.1002/1520-6629(198601)14:1<6::AID-JCOP2290140103>3.0.CO;2-I

Melo, V. (2019). Emancipatory education and youth engagement in Brazil: A case study bridging the theory and practice of education for social transformation. *Education Sciences*, *9*(1). https://doi.org/10.3390/educsci9010023

Middaugh, E., Schofield Clark, L., & Ballard, P. J. (2017). Digital Media, Participatory Politics, and Positive Youth Development. *Pediatrics,* 140 (Suppl 2): S127-S131. https://doi.org/10.1542/peds.2016-1758Q.

Montes, P., Bourommavong, M., Landeros, J., Urrieta, L., & Robinson, C. (2021). Ignite the leader within: virtual Latinx youth empowerment and community leadership amid Covid-19. *Journal of Leadership, Equity, and Research Special Edition JLER*, 7(2). Retrieved from https://journals.sfu.ca/cvj/index.php/cvj/article/view/143

Morse LL & Allensworth DD. (2015). Placing students at the center: the Whole School, Whole Community, Whole Child Model. *Journal of School Health,* 85, 785-794. https://doi.org/10.1111/josh.12313

Peterson, N.A., Peterson, C.H., Agre, L., Christens, B.D. & Morton, C.M. (2011). Measuring youth empowerment: Validation of a sociopolitical control scale for youth in an urban community context. J. *Community Psychol*. 39 (5), 592–605. https://doi.org/10.1002/jcop.20456

Peterson N. A. (2014). Empowerment theory: Clarifying the nature of higher order multidimensional constructs. *American Journal Community Psychology*, 53, 96–108. https://doi.org/10.1007/s10464-013-9624-0

Pirie, A., Goldstein-Gelb, W., Landaverde, M., Mistry, J., Kim, J., Pufall-Jones, E., & Contreras, M. M. (2016). When "el intérprete" is also the "learner": An Innovative Youth Empowerment Project for Immigrant Youth. Journal of Youth Development, 11 (3). https://doi.org/10.5195/jyd.2016.468

Pritzker, S., LaChapelle, A., & Tatum, J. (2012). "We need their help": Encouraging and discouraging adolescent civic engagement through Photovoice, *Children and Youth Services Review*, 34(11), 2247-2254. https://doi.org/10.1016/j.childyouth.2012.07.015

Ramey, H. L. (2013). Organizational outcomes of youth involvement in organizational decision making: A synthesis of qualitative research. *Journal of Community Psychology*, 41(4), 488–504. https://doi.org/10.1002/jcop.21553

Ramey, H. L., & Rose-Krasnor, L. (2012). Contexts of structured youth activities and positive youth development. *Child Development Perspectives*, 6(1), 85–91. https://doi.org/10.1111/j.1750-8606.2011.00219.x

Rappaport, J. (1984). Studies in empowerment: Introduction to the issue. *Prevention in Human Services*, 3, 1-7. https://doi.org/10.1300/J293v03n02_02

Roach, J., Wureta, E., & Ross, L. (2013). Dilemmas of practice in the ecology of emancipatory youth-adult partnerships. *International Journal of Child, Youth & Family Studies*, 4(3.1), 475–488. https://doi.org/10.18357/ijcyfs43.1201312626

Rowland, D., Cheadle, A., Orbé, C., Frey, M. & Gaolach, B. (2014) FEEST on this: youth engagement for community change in the King County Food and Fitness Initiative. *Community Development.* 45 (3), 240-251. https://doi.org/10.1080/15575330.2014.901399

Salvadó Romero, A., Jiménez-Morales, M., & Sourdis, C. (2017). El género del documental interactivo como experiencia artística-creativa de empoderamiento juvenil: El caso del Webdoc HEBE. *Pedagogia Social. Revista Interuniversitaria,* 30, 95–109. 10. https://doi.org/SE7179/PSRI_2017.30.07

Sands, C. H., Bankert, S. C., Rataj, S., Maitin, M., & Sostre, J. (2014). "Call for Partnerships:" an innovative strategy to establish grassroots partnerships to transform the food and fitness environments. *Community Development*, 45(3), 263–278. https://doi.org/10.1080/15575330.2014.902856

Soler, P., Trilla, J., Jiménez-Morales, M. & Úcar, X. (2017). La construcción de un modelo pedagógico del empoderamiento juvenil: espacios, momentos y procesos. *Pedagogía Social. Revista Interuniversitaria*, 30, 19-33. https://doi.org/10.SE7179/PSRI_2017.30.02

Speer P.W. (2000). Intrapersonal and interactional empowerment: Implications for theory. *Journal of Community Psychology*, 28(1), 51–61. https://doi.org/10.1002/(SICI)1520-6629(200001)28:1%E2%80%89%3C%E2%80%8951::AID-JCOP6%E2%80%89%3E%E2%80%893.0.CO;2-

Strack, R., Magill, C., & McDonagh, K. (2004). Engaging youth through Photovoice. *Health Promotion Practice*, 5(1), 49–58. https://doi.org/10.1177/15248399032580

Thabet, R. (2018). Youth Empowerment towards Social Responsibility through Service-Learning Program: an Exploratory Analysis of a Private High School in Dubai, United Arab of Emirates. *Revista INFAD De Psicología. International Journal of Developmental and Educational Psychology.*, *4*(1), 329–342. https://doi.org/10.17060/ijodaep.2018.n1.v4.1138

To, S. M., & Liu, X. (2021). Outcomes of Community-Based Youth Empowerment Programs Adopting Design Thinking: A Quasi-Experimental Study. *Research on Social Work Practice,* 31(7), 728-741. https://doi.org/10.1177/10497315211001442

To, S. M., Chun-Sing Cheung, J., Liu, X., Lau, C. D., Zeng, H. J., & Chan, A. M. Y. (2021). Youth empowerment in the community and young people's creative self-efficacy: The moderating role of youth–adult partnerships in youth service. *Youth & Society,* 53 (6), 1021-1043. https://doi.org/10.1177/0044118X20930890

Torres-Harding, S., Baber, A., Hilvers, J., Hobbs, N. & Maly, M. (2017). Children as agents of social and community change: Enhancing youth empowerment through participation in a school-based social activism project. *Education, Citizenship and Social Justice* 13 (1), 3-18. https://doi.org/10.1177/1746197916684643

Úcar, X. (2012). La comunidad como elección: teoría y práctica de la acción comunitaria. In A. Zambrano & H. Berroeta (Comps.) *Teoría y práctica de la acción comunitaria. Aportes desde la psicología comunitaria* (pp. 37-73). Ril Editores

Úcar Martínez, X., Jiménez-Morales, M., Soler Masó, P & Trilla Bernet, J. (2017). Exploring the conceptualization and research of empowerment in the field of youth. *International Journal of Adolescence and Youth*, 22:4, 405-418. https://doi.org/10.1080/02673843.2016.1209120

Urrútia, G., & Bonfill, X. (2010). Declaración PRISMA: Una propuesta para mejorar la publicación de revisiones sistemáticas y metaanálisis. *Medicina clínica*, 135(11), 507–511. https://doi.org/10.1016/j.medcli.2010.01.015

Vargas, L. C., & Erba, J. (2017). Cultural Competence Development, Critical Service Learning, and Latino/a Youth Empowerment: A Qualitative Case Study. *Journal of Latinos and Education*, 16(3), 203–216. https://doi.org/10.1080/15348431.2016.1229614

Wagaman, M. A. (2016). Promoting Empowerment Among LGBTQ Youth: A Social Justice Youth Development Approach. *Child and Adolescent Social Work Journal*, 33(5), 395–405. https://doi.org/10.1007/s10560-016-0435-7

Warne, M.; Snyder, K. & Gillander Gadin, K (2012). Photovoice: an opportunity and challenge for students' genuine participation. *Health promotion International*, 28 (3), 299- 309. https://doi.org/10.1093/heapro/das011

Wernick, L., Kulic, A., & Woodford, M. R. (2014). How Theater within a Transformative Organizing Framework cultivates individual and collective empowerment among LGBTQQ Youth. *Journal of Community Psychology*, 42(7), 838–853. https://doi.org/10.1002/jcop.21656

Wood, G. K., & Lemley, C. K. (2015). Mapping Cultural Boundaries in Schools and Communities: Redefining Spaces through Organizing. *Democracy & Education*, 23(1), 1–9

Zeldin, S., Gauley, J., Krauss, S. E., Kornbluh, M., & Collura, J. (2017). Youth–Adult Partnership and Youth Civic Development: Cross-National Analyses for Scholars and Field Professionals. *Youth and Society,* 49(7), 851–878. https://doi.org/10.1177/0044118X15595153

Zeldin, S., Krauss, S. E., Collura, J., Lucchesi, M., & Sulaiman, A. H. (2014). Conceptualizing and measuring youth-adult partnership in community programs: A cross national study. *American Journal of Community Psychology*, 54(3–4), 337–347. https://doi.org/10.1007/s10464-014-9676-9

Zeldin, S., Krauss, S. E., Kim, T., Collura, J., & Abdullah, H. (2016). Pathways to Youth Empowerment and Community Connectedness: A Study of Youth-Adult Partnership in Malaysian After-School, Co-Curricular Programs. Journal of Youth and Adolescence, 45(8), 1638–1651. https://doi.org/10.1007/s10964-015-0320-2

Zimmerman M. (1995). Psychological empowerment: Issues and illustrations. *American Journal of Community Psychology*, 23, 581–599. https://doi.org/10.1007/BF02506983

Zimmerman, M.A., & Rappaport, J. (1998). Citizen participation, perceived control, and psychological empowerment. *Am. J. Community Psychol*. 16 (5), 725–750.

Zimmerman, M. (2000). Empowerment Theory: Psychological, Organizational and Community Levels of Analysis. In J. Rappaport & E. Seidman (Ed.), *Handbook of Community Psychology* (p. 43-63). Springer, https://doi.org/10.1007/978-1-4615-4193-6

Zimmerman, M. A., Eisman, A. B., Reischl, T. M., Morrel-Samuels, S., Stoddard, S., Miller, A. L., Hutchison, P., Franzen, S., & Rupp, L. (2018). Youth Empowerment Solutions: Evaluation of an After-School Program to Engage Middle School Students in Community Change. Health Education and Behavior, 45(1), 20–31. https://doi.org/10.1177/1090198117710491