



THE UNIVERSITY OF
SYDNEY

—
Research Centre
for Children and
Families

Evidence Review

Youth Work – Agency and Empowerment

**Section 3: Youth work interventions that
foster agency and empowerment**

Research Centre for Children and Families

Faculty of Arts and Social Sciences

October 2022

Acknowledgement of Country:

The Research Centre for Children and Families acknowledges the Aboriginal and Torres Strait Islander peoples as the First Australians, whose lands, winds and waters we now all share, and pays respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Prepared by:

Amy Conley Wright, Laura Metcalfe, Rebecca Mawad, and Suzanne Pope

The Research Centre for Children and Families was commissioned by the NSW Department of Communities and Justice (DCJ) to conduct a scoping review of youth work interventions that foster agency and empowerment. Funding and resourcing for the study was provided by DCJ. The research team would like to thank Youth Action and Youth Work NSW for their engagement and feedback.

Contents

Youth work interventions that foster agency and empowerment.....	1
Overview	1
Introduction	1
What did the evidence review find?	2
Methods	2
Scoping review	2
Youth work interventions that foster agency and empowerment searches and results	2
Key findings	3
Relationship-based youth work	4
Challenges in relationship-based youth work practice: Maintaining appropriate boundaries.....	5
Youth work interventions that foster empowerment and agency.....	6
Youth-adult partnerships	6
Limitations	9
Conclusion.....	9
References	11

Youth work interventions that foster agency and empowerment

Overview

- Youth work consciously moves beyond a deficit-oriented, risk-averse approach to support of young people to an approach that gives primacy to youth participation in decision-making and processes that shape youth organisations.
- This summary presents findings from a scoping review of youth work interventions that foster agency and empowerment in participant youth.
- Our searches identified 69 references with relevance to youth work interventions that foster agency and empowerment. This includes 32 journal articles, 6 books and/or book chapters, and 31 grey literature sources.
- Additionally, the research team received 24 submissions pertaining to youth work interventions in NSW that foster agency and empowerment in young people.
- Synthesis of these references revealed that many youth work interventions directly or indirectly foster empowerment and agency in their young clients. These programs were organised into the following conceptual categories for the purposes of this summary:
 - Relationship-based youth work;
 - Youth participatory action research;
 - Youth-adult partnerships;
 - Youth organising; and
 - Needs-led youth work.
- While these programs and approaches vary in structure and format, they converge in their goal of improving youth outcomes by involving youth in activities that are meaningful and promoting equitable relationships and participatory practices.

Introduction

Youth work moves beyond a deficit-oriented, risk-averse approach to support of young people and instead gives primacy to youth participation in decision-making and processes that shape youth organisations. The recent shift in Australia towards a rights-based approach and the recognition of the need to give primacy to youth voice and participation in decision-making have seen a number of programs emerge that variously empower youth by safeguarding their rights to participate in the processes that shape youth organisations (see Hall, 2020). These shifts in youth work policy and practice shed light on the concepts of agency and empowerment. While many programs and approaches seek to foster agency and empowerment, there is minimal attention in the literature to how these concepts are defined and recognised in research with young people (Spencer & Doull, 2015; Coffey & Farrugia, 2014). Programs that foster agency and empowerment are variously geared towards youth's participation in democratic processes, development of a sense of control and self-esteem as well as leadership skills, and contribution to community change (see Ozer & Douglas, 2013; Zeldin et al., 2013, 2014, 2016; Schwartz & Suyemoto, 2013). To some extent, these conceptual and definitional inconsistencies and limitations have been mitigated in this evidence review via inclusion of multiple search terms to capture the diverse ways in which programs can foster agency and empowerment in young people (see

Appendix A for a detailed summary of search terms and strategies). This synthesis of the available research showcases some of the varied processes by which agency is fostered and young people are empowered. Ultimately, many of the youth work interventions and approaches canvassed in this summary promote equitable relationships and increase youth participation in decision-making.

What did the evidence review find?

Methods

Scoping review

This scoping review involved a series of searches conducted across academic databases, youth studies journals and grey literature databases. Reference selection and characterisation were performed by two independent research team members. The searches yielded 696 references, varying in terms of purpose, methodology and detail of reporting. These references were screened according to established inclusion and exclusion criteria (documented in Appendix A), leaving a final 428 references included in this review. All included references were iteratively mapped into broad topics and conceptual categories, including 1) ‘What is youth work?’; 2) ‘Youth work interventions’; and 3) ‘Youth work interventions that foster agency and empowerment’. The aim of this scoping review was to examine the extent, range and nature of research in the youth work space.

Youth work interventions that foster agency and empowerment searches and results

In addition to general ‘youth work’ searches conducted across academic databases, youth studies journals and grey literature databases, targeted searches for youth work interventions that foster agency and empowerment were conducted across the following academic databases:

Social Services Abstracts	PsycINFO
Sociological Abstracts	Google Scholar
FAMILY-ATSIS	ERIC
Family and Society Studies Worldwide	Web of Science
Informit Family & Society Collection	Scopus
JSTOR	

Youth work terms including “youth work*”, “youth and childcare work*”, “child and youth care*”, “youth care” and “youth work practice” were combined with intervention terms including intervention*, program*, treatment*, service*, activit*, practice* and “program evaluation” as well as agency and empowerment terms including “youth advoca*”, “youth participat*”, advocacy, participation, agency and empower*. Where applicable, results were limited to English language, peer-reviewed literature published from 2000-2022.

Our research team also conducted keyword and topic page searches across the following grey literature databases and peak body sources:

Association of Children’s Welfare Agencies (ACWA)	CREATE Foundation
Australian Institute of Family Studies (AIFS)	Early Intervention Foundation

Analysis & Policy Observatory (APO)	National Youth Agency
Australian Research Alliance for Children & Youth (ARACY)	What Works for Children’s Social Care
Australian Youth Affairs Coalition AYAC	Youth Affairs Council Victoria (YACVic)
Campbell Collaboration	Youth Affairs Council Western Australia (YACWA)
Centre for Excellence in Child and Family Welfare	Youth Affairs Network Queensland (YANQ)
Child Family Community Australia (CFCA)	Youth Endowment Fund (YEF)
Closing the Gap Clearinghouse	Youth Network of Tasmania (YNOT)
Cochrane	Youth Action
Council of Europe	Youth Coalition of the ACT

All search results were title screened according to established inclusion and exclusion criteria. The remaining results were then abstract screened for relevance according to review topics and organised into subcategories including: types of interventions (general), interventions focused on agency, empowerment, advocacy or participation, and interventions focused on relationships. Note, this summary reports on the literature organised into the ‘interventions focused on agency, empowerment, advocacy or participation’, and ‘interventions focused on relationships’ categories. The results from this targeted search were combined with all other searches conducted as part of this review to accrue all references that speak to interventions that foster agency and empowerment.

A call out for submissions from youth organisations in NSW was made to gather materials not publicly available and that speak to local work in this space. Youth organisations were not asked to prepare any materials specifically for this research, but rather, to send through relevant documents highlighting their programs, practices and approaches. Submissions received from youth organisations in New South Wales (NSW) were screened for relevance to this review topic and included in the final number of references for this summary.

Key findings

Cumulatively, 69 references were identified from the searches with relevance to youth work interventions that foster agency and empowerment. This includes 32 journal articles, 6 books and/or book chapters, and 31 grey literature sources.

Additionally, of the 60 submissions the research team received from youth work organisations, 24 submissions pertained to youth work interventions in NSW that foster agency and empowerment in young people. These submissions were received from the following youth work organisations, partnerships and individuals:

Blue Mountains Women’s Health Resource Centre	Project Youth
CREATE Foundation	Save the Children
Fairhaven	SSI (Settlement Services International)

Headspace, SCARF Refugee Support & MCCI (Multicultural Communities Council of Illawarra) [partnership]	Soulgen
Humanity Matters	Southern Youth and Family Services
MCCI (Multicultural Communities Council of Illawarra) & Multicultural Health Service (Illawarra Shoalhaven Local Health District) [partnership]	STARTTS (NSW Service for the Treatment & Rehabilitation of Torture & Trauma Survivors)
North Sydney Youth Health Promotion (under NSLHD)	StreetWork
NSW Multicultural Health Communication Service & SSI [partnership]	Weave Youth & Community Services
Peter Slattery	Project Youth

Submissions received included the following documents/resources: evaluation report ($n=10$), video ($n=6$), webpage ($n=6$), practice framework/standards ($n=5$), book ($n=4$), flyer/brochure ($n=4$), journal article ($n=4$), practice paper ($n=4$), program outline ($n=3$), summary document ($n=2$), factsheet/infographic ($n=2$), application form ($n=1$), case studies ($n=1$), logic model ($n=1$), magazine article ($n=1$), service overview ($n=1$), project evaluation ($n=1$), scoping report ($n=1$), training materials ($n=1$), media release ($n=1$), and online news article ($n=1$).

A content synthesis of the 93 references (including 24 submissions) revealed a number of subcategories of youth work interventions and approaches that directly or indirectly foster agency and empowerment in participant youth. These programs were organised into the following conceptual categories for the purposes of this summary:

- Relationship-based youth work;
- Youth participatory action research;
- Youth-adult partnerships;
- Youth organising; and
- Needs-led youth work.

Relationship-based youth work

The importance of the relationship between youth work practitioner and young person is foregrounded in much of the youth studies literature. For example, McMillan, Stuart and Vincent (2012) interviewed a number of students ($n=7$) attending an alternative school program supported by youth care practitioners in Canada to explore how these youth view the work of the practitioners and its effect on them. The young interviewees attributed the relationship between practitioner and young person as the basis for effective work and positive academic and socioemotional outcomes from the program. Additionally, these students emphasised the **importance of constant engagement via both passive and persistent engagement strategies employed by the youth care practitioners as key to effective work between themselves and the practitioner.**

The importance of continuity and consistency in the relationship between practitioner and young person was also highlighted in a study exploring young people's experiences in and out of care and with youth services in Belgium (Naert, Roets, Roose & Vanderplasschen, 2019). In this study, the authors interviewed 25 young people to explore their perspectives of the care and support they had received and found that three major themes emerged: 1) a need for footholds in moments of existential chaos; 2) the importance of timing of interventions to correspond with youth's perspectives; and 3) the importance of youth's impact on their own care pathways. These recurring themes emphasise the **importance not only of a reliable and consistent relationship, but also one that is responsive and adaptable to the needs of the young person at particular points in time, and that foregrounds their own voice in decision-making processes**. Overall, these studies highlight the need for a more nuanced understanding of youth work relationships and provision of support that considers a young person's personal identity formation and development, their circumstances and their voice.

The literature also emphasises the significance of professional support and supervision for youth workers that considers the practitioners' personal and professional identity in relation to the youth with whom they are working. A case study of the relationship between a Black male youth worker and a young Black man in the UK sought to explore how the employment of male youth workers promotes desistance from crime among young men (Harris, 2022). Harris found from this case study, that the men's investments in different discourses of masculinity were more significant than their similarities in racial or class backgrounds for promotion of desistance. Consequently, Harris emphasised the importance of professional support and supervision of male youth workers that foregrounds their own personal and professional identity so as to better understand their resources of masculine and street capital in relation to the young person they are seeking to engage. Finally, the **importance of trust, rapport and a boundary-enabled relationship are also highlighted in the literature as critical to an effective relationship between practitioner and young person**. For example, Crisp (2020) interviewed 10 sport coaches with experience in community coaching to explore their perceptions of 'best practice' in sport intervention programs with young people. From these interviews, Crisp found that development of a trusting, boundary-enabled relationship between coach and the young people was the key to the success of effective programs.

Challenges in relationship-based youth work practice: Maintaining appropriate boundaries

Establishing and maintaining a relationship between practitioner and young person that is conducive to their personal development and growth has particular challenges. Much of the youth studies literature in this space focuses on strategies for setting, maintaining and/or blurring professional boundaries in relational youth work practice. Sercombe (2007) offers an outline of best practice strategies in managing professional boundaries. More specifically, Murphy and Ord (2013) discussed the appropriate use of worker self-disclosure which frequently occur in youth work practice.

Hart (2017) similarly advocates for a more nuanced understanding of professional boundaries in youth work practice, suggesting that relationships are multifaceted and fluid and do not easily conform to rigid professional boundaries and arbitrary guidelines or rules. An earlier ethnographic study undertaken by Hart (2016) that explored four youth clubs operating in north-east England found that young people are

adept at maintaining boundaries and demonstrate a consciousness of the organisational boundaries that constrain youth workers' practice. Consequently, Hart suggests that youth workers give greater credence to young people's capacity to set and work within boundaries and consider greater collaboration in the negotiation and maintenance of professional boundaries with their client youth.

Youth work interventions that foster empowerment and agency

Many youth work interventions directly or indirectly foster empowerment and agency in their young clients. The recent shift towards a rights-based approach and the recognition of the need to give primacy to youth voice and participation in decision-making have seen a number of programs emerge that variously empower youth by safeguarding their rights to participate in the processes that shape youth organisations (see Hall, 2020). While these programs and approaches vary, they converge in their goal of improving youth outcomes by involving youth in activities considered meaningful and promoting equitable relationships and participatory practices.

Youth participatory action research

STARTTS – Sporting Linx: program that uses sport to promote social connection, empowerment and leadership among refugee youth

What does it aim to do? Sporting Linx targets youth from refugee backgrounds between the ages of 14-18 and aims to engage them in sporting activities to promote social connection, empowerment and leadership.

How does it do it? STARTTS works closely with individual schools to customise programs to address the specific interests and needs of their refugee student cohort.

Youth participatory action research is youth-led research which engages young people as co-researchers in the design and administration of research projects focused on social problems that impact their lives. The overall aim of these research projects is to involve young people in the transformation of collectively produced knowledge into practical solutions that can precipitate community-level change (Hall, 2020). Research suggests these youth participatory action research programs bolster leadership, the desire to contribute to community change, as well as empowerment and self-esteem among participating youth (see Ozer & Douglas, 2013).

Youth-adult partnerships

Youth-adult partnerships, also termed 'youth-driven' programs or practices, similarly prioritise young people's right to participate in democratic processes via collaborations between youth and adults that aim to improve youth-serving organisations or resolve broader problems that impact communities (Hall, 2020). While these partnerships are conceptually and structurally diverse, they all seek to give primacy to the youth voice in decision-making processes, and foster supportive adult relationships (see Ramey, Lawford & Vachon, 2017). Generally, these programs aim to develop skill-building and individual empowerment through shared activities that take a variety of forms.

Ramey, Rose-Krasnor and Lawford (2017) explored the association between young people's construction and expression of their sense of identity and the degree of youth voice, collaborative youth-adult relationships and youths' program engagement across 194 youth participating in youth-

adult partnerships. The authors found that all three characteristics of youth-adult partnerships (youth voice, collaboration and program engagement) predict youths' capacity to actively seek out, evaluate and use self-relevant information in their construction and expression of their sense of self, while program engagement served as a unique predictor.

Spier's (2013) evaluated a park design 'walkshop' in which young people participated in a simulated consultation walk with a view to redeveloping an urban park. This study demonstrated that this program transformed students' understanding of the park and increased their sense of creative agency as social actors able to shape public spaces. Generally, research has shown that youth-adult partnerships foster empowerment, a sense of control and self-esteem among youth (see Zeldin, Christens & Powers, 2013; Zeldin et al., 2014; Zeldin et al., 2016).

Youth organising

Northern Sydney Local Health District – Northern Sydney Youth Health Promotion: *employs a group of local young people aged 15-24 to promote the health and wellbeing of local young people*

What does it aim to do? The Northern Sydney Youth Health Promotion (NSYHP) aims to promote the health and wellbeing of local young people by focusing on issues such as tobacco, alcohol, emotional and social health and obesity.

How does it do it? The group of local young people employed by NSYHP (Youth Consultants) to undertake this work are trained and mentored by a Youth Health Promotion Coordinator & Social Wellbeing Manager. This team of 10-12 Youth Consultants offer a unique perspective and insight, encourage meaningful dialogue and consultation between young people and healthcare providers, youth services, schools, local councils, planners and policy makers.

Anticipated outcomes: The Youth Consultants use their unique perspective, local knowledge and creative skills to improve young people's engagement with health and wellness. Youth Consultants engage with young people at events and develop strategies to address issues that affect young people.

Youth organising, youth social action or youth activism programs are defined as 'a youth development and social justice strategy that trains young people in community organising and advocacy...to alter power relations and create meaningful institutional change in their communities' (Listen, Inc, 2003, p.9). Originally, youth organising programs emerged as an intervention within the positive youth development movement, advocating for programs that develop interpersonal capacity among participant youth within safe and structured environments (Hall, 2020). The youth organising approach extended this aim to encourage development of sociopolitical capacity (i.e. the capacity to consider local issues and broader sociopolitical issues in tandem and work towards resolving inequities), and community capacity (i.e. a commitment towards collaborative change and skill-building) among participant youth.

Youth organising programs can take a variety of forms. Generally, these programs converge around prioritisation of youth voices in program processes including relationship-building, problem identification, action planning and implementation.

One ethnographic research study of a youth-led peer-support program sought to explore the role of young people in determining, creating and applying change processes for their peers, and ultimately, enhancing processes of empowerment and agency (Moensted & Buus, 2011). Using interviews with program participant young people, volunteers and staff, the authors found that when participations were offered a dual role by the program, both receiving peer support as well as facilitating change

processes for others, this gave them a voice, and reinforced their rights to be involved in transforming their situations.

Youth organising programs require careful consideration of service delivery needs. Blanchet-Cohen and Brunson (2014) explored staff practice in the context of a youth-led program that engaged marginalised youth in social change through youth-led grants in Canada. The authors interviewed youth workers and managers to better understand how these youth-led practices were supported, both logistically and in principle, across the organisation and found that support was required at multiple ecological levels including individual-level, group-level, setting-level and organisation-level. Ultimately, Blanchet-Cohen and Brunson (2014) emphasised the importance of training for practitioners overseeing and managing youth organising programs. Overall, research has shown that youth organising programs and approaches bolster leadership and the desire to contribute to community-level changes, as well as empowerment and self-esteem among youth (see Schwartz & Suyemoto, 2013).

Needs-led youth work

Needs-led youth work similarly prioritises youth participation in decision-making and care processes

CREATE – Your Future program: *provides young people with the skills and knowledge required to effectively transition from OOHC to independence*

What does it aim to do? The Your Future program (CYF) aims to impart the life skills and self and community awareness required to successfully manage the challenges of everyday life by translating knowledge and values into abilities that enable young people to excel.

How does it do it? CYF uses an experiential approach to learning, encouraging young people to explore their own knowledge, beliefs and experiences. The workshop modules are designed to engage young people of all learning styles by balancing visual, auditory and tactile activities and approaches.

Anticipated outcomes: In addition to achieving skill-based competencies such as managing finances, being healthy and navigating the rental housing market, young people are also guided through the steps required to think critically, make informed and independent decisions and understand their identity and role in the community.

while also requiring a continuous focus on the young person’s needs, and practitioners’ showcasing of needs-led attitudes and skills (Metselaar, van Yperen, van den Bergh & Knorth, 2015).

In their systematic review of needs-led programs for school-aged children and their families, Metselaar, van Yperen, van den Bergh and Knorth (2015) found that most studies reported an association between clients’ involvement and engagement in the program and positive outcomes, such as improvements in youth behaviours, parenting stress, client satisfaction, completion rates, youth safety, wellbeing and empowerment, and service

coordination. Practitioner attitudes and skills that were significantly associated with positive outcomes included listening to clients and working in partnership with them (Metselaar, van Yperen, van den Bergh & Knorth, 2015).

By contrast, only a few studies in this evidence review attributed these positive outcomes to the attention given to the clients’ needs. Further research is needed to evaluate the effectiveness of this approach for achieving positive outcomes. Bramsen, Kuiper, Willemse & Cardol (2021), developed a

manualised needs-led youth work tool called MyPath. MyPath is designed to prepare young people in out of home care for life outside of care or support. MyPath seeks to develop youth autonomy and participation by facilitating self-reflection and goal planning. An accompanying instruction manual for youth work practitioners guides professionals through the tool and emphasises the importance of prioritising young people's voices while they work through their reflective tasks. A pilot study of this tool found that it was usable and facilitated strengthening of young people's autonomy as well as meaningful participation.

Limitations

It is well-established that youth work scholarship is limited by a lack of documentation and synthesis of practice-oriented knowledge (Moensted, Day & Buss, 2020). Veerman & Van Yperen (2007) partially attribute the paucity of experimental studies in youth work academic literature to difficulties associated with evaluation of non-standardised interventions that characterise much youth work practice. These gaps in available literature preclude this summary from being an exhaustive overview of available youth work interventions and programs that foster agency and empowerment. It is highly probable that many additional, and effective, youth work interventions operate to foster agency and empowerment in young people, but that these interventions have not been evaluated or identified in our searches of academic databases, grey literature and stakeholder submissions. These deficits in youth work scholarship are particularly pronounced for youth work targeting Aboriginal and/or Torres Strait Islander young people, and CALD youth more generally.

Additionally, there are definitional inconsistencies and ambiguities surrounding concepts such as agency and empowerment. These terms are variously defined and measured in the literature which precludes comprehensive review of the way these processes and outcomes are realised in youth work practices and programs. Similarly, as noted above, many interventions may indirectly foster agency and empowerment in participant youth but not necessarily report on these as outcomes or substantive processes.

Conclusion

Youth work is increasingly moving beyond a deficit-oriented, risk-averse approach to support of young people and instead giving primacy to youth participation in decision-making and processes that shape youth organisations. A content synthesis of literature pertaining to youth work interventions revealed that many programs directly or indirectly foster empowerment and agency in their young clients. Youth work programs and practices that recurred in the literature surrounding agency and empowerment included: relationship-based youth work, youth participatory action research, youth-adult partnerships, youth organising and needs-led youth work. While these programs and approaches vary in structure and format, they converge in their goal of improving youth outcomes by involving youth in activities that are meaningful and promoting equitable relationships and participatory practices.

Moensted, Day and Buus (2020) conducted interviews and a focus group with youth practitioners in Australia to explore the ways in which youth work practitioners are supporting transitioning and disadvantaged youth. The authors found that three recurring themes in youth work practice emerged: 1) having an ecological focus; 2) encouraging personal agency; and 3) fostering alternative possibilities.

These three concepts capture much of the above synthesis of youth work interventions that are relationship-based, and that foster agency and empowerment.

References

- Aubrey, M. 2015. 'CLICK: Arts education and critical social dialogue within global youth work practice'. *International Journal of Development Education and Global Learning*, 7(1), 71.
- Babic, R. 2015. *Working with culturally and linguistically diverse (CALD) adolescents*. CFCA Practitioner Resource, Australian Institute of Family Studies.
- Baldrige, B. 2018. 'On educational advocacy and cultural work: Situating community-based youth work[ers] in broader educational discourse'. *Teachers College*, 120(2), 1.
- Baldrige, B. 2020. 'The youthwork paradox: A case for studying the complexity of community-based youth work in education research'. *Educational Researcher*, 49(8), 618.
- Blazek, M., & Lemesova, M. 2011. 'Mobile work with children and youth: Its contribution to community development in Slovakia'. *Children, Youth and Environments*, 21(1), 322.
- Brown, E., & Nicklin, L. 2019. 'Spitting rhymes and changing minds: Global youth work through hip-hop'. *International Journal of Development Education and Global Learning*, 11(2), 159.
- Bruce, J., Boyce, K., Campbell, J., Harrington, J., Major, D., & Williams, A. 2009. 'Youth work that is of value: Towards a model of best practice'. *Youth Studies Australia*, 28(2), 23.
- Buus, N., & Moensted, M. 2022. 'Collectively learning to talk about personal concerns in a peer-led youth program: A field study of a community of practice'. *Health and Social Care*, 00(1), 1.
- Chawla, L., Keena, K., Pevec, I., & Stanley, E. 2014. 'Green schoolyards as havens from stress and resources for resilience in childhood and adolescence'. *Health & Place*, 28, 1.
- Gormally, S., & Coburn, A. 2014. 'Finding nexus: Connecting youth work and research practices'. *British Educational Research Journal*, 40(5), 869.
- Coburn, A., & Wallace, D. 2011. *Youth work in communities and schools*. Edinburgh Dunedin.
- Cohlmeier, D. 2014. 'Developing a technology philosophy for digital youth work'. *Concept*, 5(1), 1.
- Cooper, T., Ferguson, C., Chapman, B., & Cucow, S. 2015. 'Success stories from youth suicide prevention in Australia: The youth work contribution'. In Heathfield, M., & Fusco, D. (eds.) *Youth and Inequality in Education: Global Actions in Youth Work*. New York: Routledge.
- Coren, E., Hossain, R., Pardo, J., & Bakker, B. 2016. *Interventions for promoting reintegration and reducing harmful behaviour and lifestyles in street-connected children and young people: A systematic review*. Campbell Collaboration.
- 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.
- Curry, D., Schneider-Munoz, A.J., Carpenter-Williams, J. 2012. 'Professional child and youth work practice—Five domains of competence: A few lessons learned while highlighting the knowledge base'. *Journal of Child and Youth Care Work*, 6.

- Deuchar, R., & Ellis, J. 2013. “It’s helped me with my anger and I’m realising where I go in life”: The impact of a Scottish youth work/schools intervention on young people’s responses to social strain and engagement with anti-social behaviour and gang culture’. *Research in Post-Compulsory Education*, 18(1-2), 98.
- Dobia, B., Roffey, S. 2017. Respect for Culture – Social and Emotional Learning with Aboriginal and Torres Strait Islander Youth. In: Frydenberg E., Martin A., Collie R. (eds.) *Social and Emotional Learning in Australia and the Asia-Pacific*. Springer, Singapore. https://doi-org.ezproxy.library.sydney.edu.au/10.1007/978-981-10-3394-0_17
- Dudgeon, P., Walker, R., Scrine, C., Shepherd, C., Calma, T., & Ring, I. 2014. *Effective strategies to strengthen the mental health and wellbeing of Aboriginal and Torres Strait Islander people*. Issues Paper No. 12 produced for the Closing the Gap Clearinghouse. Canberra: Australian institute of Health and Welfare; Australian Institute of Family Studies.
- Gaffney, H., Farrington, D.P., & White, H. 2021a. *After-School Programmes: Toolkit technical report*. Youth Endowment Fund.
- Gaffney, H., Farrington, D.P., & White, H. 2021b. *Mentoring: Toolkit technical report*. Youth Endowment Fund.
- Gaffney, H., Joliffe, D., & White, H. 2021a. *Sports Programmes: Toolkit technical report*. Youth Endowment Fund.
- Gibbs, J. 2006. *Tribes: A new way of learning and being together*. Windsor CA: CenterSource Systems.
- Gwadz, M., Freeman, R., Kutnick, A., Silverman, E., Ritchie, A., Cleland, C., Leonard, N., Srinagesh, A., Powlovich, J., & Bolas, J. 2018. ‘Do programs for runaway and homeless youth work? A qualitative exploration from the perspectives of youth clients in diverse settings’. *Frontiers in Public Health*, 6(112), 1.
- Harper, N. 2017. ‘Outdoor risky play and healthy child development in the shadow of the “risk society”: A forest and nature school perspective’. *Child & Youth Services*, 38(4), 318.
- Holmes, J., Rawsthorne, M., Paxton, K., Luscombe, G., Hawke, C., Ivers, R., Skinner, R., & Steinbeck, K. 2017. ‘Risk-taking behaviours among younger adolescents in rural and regional New South Wales: Preventing adverse health outcomes’. *Rural Society*, 26(2), 143.
- Howard, F. 2021. ‘“It’s like being back in GCSE art” —Engaging with music, film-making and boardgames: creative pedagogies within youth work education’. *Educational Science*, 11, 374.
- Jaynes, V. 2020. “‘Befriend them but not be their friend’”: Negotiations of youth practice in a digital age’. *Journal of Youth Studies*, 23(2), 205.
- Kaur, J. 2014. *Culturally sensitive practice in out of home care*. Cleveland, Queensland: JK Diversity Consultants.
- Kivijarvi, A., Aaltonen, S., & Valimaki, V. 2019. ‘The feasibility of an online discussion group as a component of targeted youth work in Finland’. *Children and Youth Services Review*, 105, 1.

- McArdle, K., Harrison, T., & Harrison, D. 2013. 'Does a nurturing approach that uses an outdoor play environment build resilience in children from a challenging background?' *Journal of Adventure Education & Outdoor Learning*, 13(3), 238.
- McGregor, G. 2017. 'Counter-narratives that challenge neo-liberal discourses of schooling "disengagement": Youth professionals informing the work of teachers'. *British Journal of Sociology of Education*, 38(4), 551.
- McPherson, C. 2020. "'It's just so much better than school": The redemptive qualities of further education and youth work for working-class young people in Edinburgh, Scotland'. *Journal of Youth Studies*, 23(3), 307.
- Mills, M., & McGregor, G. 2014. *Re-engaging young people in education: Learning from alternative schools*. London: Routledge.
- Moensted, M.L., Day, C.A., & Buss, N. 2020. 'Youth practitioners' perspectives on building agency and supporting transitions with and for young people experiencing disadvantage'. *Journal of Applied Youth Studies*, 3, 293.
- New Zealand Youth Mentoring Network, 2016. *Guide to effective and safe practice in youth mentoring: Aotearoa New Zealand*, 2nd edition.
- O'Connor, R.M., & Waddell, S. 2015. *Preventing gang involvement and youth violence: Advice for those commissioning mentoring programmes*. Early Intervention Foundation.
- Redmond, G., Skattebol, J., Saunders, P., Lietz, P., Zizzo, G., O'Grady, E., ... Roberts, K. 2016. *Are the kids alright? Young Australians in their middle years: Final report of the Australian Child Wellbeing Project*. Flinders University, University of New South Wales and Australian Council for Educational Research.
- Reed-Gilbert and Brown (2002) *Our Place: stories about good practice in youth work with Aboriginal young people*
- Scottish Executive, 2007. *Moving forward: A strategy for improving young people's chances through youth work Edinburgh*. Scottish Executive, Scottish Government.
- Sercombe, H. 2007. "'Embedded youth work": Ethical questions for youth work professionals'. *Youth Studies Australia*, 26(2), 11.
- Sercombe, H. 2010. *Youth Work Ethics*. SAGE Publications.
- Shaw, A., Brady, B., & Dolan, P. 2022. 'From care packages to Zoom cookery classes: Youth work during the COVID-19 "lockdown".' *Journal of Children's Services*, 17(1), 59.
- SHRG (Social Health Reference Group) 2004. *A National Strategic Framework for Aboriginal and Torres Strait Islander Peoples' Mental Health and Social and Emotional requires 2004–2009*. Prepared for the National Aboriginal and Torres Strait Islander Health Council & National Mental Health Working Group. Canberra: Australian Government Department of Health and Ageing.
- Spier, J. 2013. 'A walk in the park: An experiential approach to youth participation'. *Youth Studies Australia*, 32(3), 13.
- Szekely, L., & Nagy, A. 2011. 'Online youth work and eYouth: A guide to the world of the digital natives'. *Children and Youth Services Review*, 33, 2186.
- Tyler, P., Mason, W., Vollmer, B., & Trout, A. 2021. 'Practice to research and back in a social service agency: Trying to DO BETTER'. *Child & Youth Care Forum*, 50, 149.

- Veerman, J.W., & Van Yperen, T.A. 2007. 'Degrees of freedom and degrees of certainty: A developmental model for the establishment of evidence-based youth care'. *Evaluation and Program Planning*, 30(2), 212.
- Ware, V., & Meredith, V. 2013. *Supporting healthy communities through sports and recreation programs*. Resource Sheet No. 26, Closing the Gap Clearinghouse. Canberra: Australian Institute of Health & Welfare; Australian Institute of Family Studies.
- Ware, V. 2014. *Supporting healthy communities through arts programs*. Resource Sheet No. 28, Closing the Gap Clearinghouse. Canberra: Australian Institute of Health & Welfare; Australian Institute of Family Studies.
- Ware, V. 2013. *Mentoring programs for Indigenous youth at risk*. Resource Sheet No. 22, Closing the Gap Clearinghouse. Canberra: Australian Institute of Health & Welfare; Australian Institute of Family Studies.
- Ware, V., & Meredith, V. 2013. *Supporting healthy communities through sports and recreation programs*. Resource Sheet No. 26, Closing the Gap Clearinghouse. Canberra: Australian Institute of Health & Welfare; Australian Institute of Family Studies.
- Whiteside, M., Klieve, H., Millgate, N., Webb, B., Gabriel, Z., McPherson, L., & Tsey, K. 2016. 'Connecting and strengthening young Aboriginal men: A family wellbeing pilot study'. *Australian Social Work*, 69(2), 241.
- Wilson, E., Perez-y-Perez, M., and Evans, N. 2017. 'Editing hip-hop within youth work activities: An actor-network theory analysis'. *Journal of Youth Studies*, 20(10), 1396.
- Youth Endowment Fund (YEF). 2021a. *Evidence and Gap Map: Summary Report*. Youth Endowment Fund.

