

DEVELOPING A FRAMEWORK TO NURTURE SUPPORTING ENVIRONMENTS THAT WILL ENCOURAGE GROWTH AMONGST IMPOVERISHED YOUTH

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ABSTRACT

Educators need to understand the impoverished youth's education, skills, capabilities, behavioral and social sciences to effectively prepare them for livelihood. The purpose of this study is to tackle interdisciplinary perspectives on how to analyze the key factors in a supporting environment that will encourage growth amongst impoverished youth. This study uses literature review to analyze the factors that define impoverished youth, to evaluate the best environmental sociology that encourage their growth in order to have a meaningful life and to identify the advancement of the humanities in order to develop a framework to nurture a supporting environment that will encourage their growth. Results of the study includes definition of impoverished youth, their socio-cultural characteristics, recommended best encouragement growth programs, best practices and evidence-based approach, strategies in creating a supportive environment and theory on the impact of a supportive environment towards encouraging growth. The results are expected to lead towards an emerging area of thinking of understanding Impoverished youth and their socio-cultural characteristics variables. The grand societal challenge allows studies to recommend programs, propose best practices and evidence based approaches, propose strategic procedures in creating a supportive environment and theory on the impact of a supportive environment towards impoverished youth motivation. This study is proposing that social entrepreneurship could nurture impoverished youth to develop leadership skills through a growth leadership program, conducted in a safe learning environment that considers their character, psychological behavior and cultural context. The importance of this study lies in its potential to inspire meaningful change in our approach to youth empowerment, especially within impoverished communities. By comprehensively understanding the various factors that influence the lives of impoverished youth, including their character, psychological behavior, neighborhood environment, and cultural influences, the study provides a foundation for developing targeted interventions that address their specific needs and challenges. Future studies in this area could delve deeper into the lived experiences of impoverished youth participating in empowerment programs through qualitative research methods such as interviews, focus groups, and participant observation. This would allow for a nuanced understanding of the factors that facilitate or hinder their empowerment journey.

Keywords: Impoverished youth, Encourage growth, Nurture supporting environment, Behavioural, Social science.

INTRODUCTION

The 2030 Agenda for Sustainable Development offers a collective framework for achieving peace and prosperity for both people and the planet, both now and in the future. (United Nation, n.d) In the 17 SDGs youth were mentioned in four areas which are: youth employment, adolescent girls, education and sports for peace. (United Nation, n.d) According to Rahmani & Groot (2023) with the recent COVID-19 pandemic, youth face the effects of economic crisis, which brought concerns over youth not in education, youth unemployment or youth not in training (NEET). In recent studies done by the World Economic Forum (2021), young workers engage in jobs with precarious working conditions in order to survive. These unstable working conditions include factors such as lack of legal and social protection, as well as limited opportunities for training and career advancement.

According to Stewart et al (2014) underprivileged youth have a lower employment rate of 27% - 31% lower than national comparison groups in North Carolina. Furthermore, Lee et al (2024) It is identified that underprivileged youth lack social support, face lower competitiveness in school, and experience challenges in long-term career development compared to their more affluent peers. Studies done by Hjalmarsson & Mood (2015), youth with lowest family income often miss out on activities due to lack of economic resources and have fewer friendships which will lead to social isolation. Therefore Machell et al (2015) suggest instilling impoverished youth with purpose in life function as a protective mechanism as it prevents fewer disobedience and bullying behaviors.

Previous studies have shown the different strategies and measures taken to assist the underprivileged youth to have a better quality of life. Below are the key findings in a 10 year timeline to the different approaches, methods and efforts to assist underprivileged youth.

Table 1: Timeline of youth programs in Malaysia

Year	Key Findings	References
2012	The Malaysian government's education policy aims to ensure fair development and growth especially in the knowledge-based economy	Cheah & Merican (2012)
2014	Empowerment programs were suggested emphasizing on long term support systems to ensure effectiveness	Raja et al (2014)
2017	A model is introduced that highlights the difference between direct and indirect approaches to PYD.	Holt et al (2017)
2018	The positive impact of sport-based youth development programs on vulnerable youth highlights the need for a deeper understanding of how these programs affect different groups of young people.	Butcher et al(2018)
2020	An environment that embraced cultural diversity and provided youth with supportive adults, known as "functional advocates," was found to be crucial for success.	Pink et al (2020)
2020	The study offers an early outline of best practices that connect national policy and organizational leadership to how youth participate in these associations.	Kraussa et al (2020)
2023	The importance of program quality for Positive Youth Development (PYD) in non-Western, Educated, Industrialized, Rich, and Democratic (non-WEIRD) contexts..	Nouri et al (2023)
2023	Raise awareness of how youth can be involved in sustainable development within their communities.	Ng & Thomas (2023)
2024	Creative hubs attract young people and can offer good job opportunities.	Khoo et al (2024)
2024	It is recommended to introduce entrepreneurship training in secondary schools to foster psychological development and enhance future competitiveness in the workforce.	Tam et al (2024)

According to Awang 2023, a survey made by an independent non-profit Human Rights Measurement initiative (HRMI) which stated, impoverished youth were one of the groups that were deprived of the 5 economic and social rights in Malaysia in 2022. Those rights include the rights to food, education, health, housing and work. According to Dr Syed Mohamad Syed Abdullah, he had to witness SPM school-leavers who were offered a spot in higher education had to decline as they needed to support their families by opting for a job instead. Othman et al, 2023 discovered that family financial limitations also contribute to the percentage of SPM leavers that do not further their studies. As stated by Dr Syed Mohamad “Besides that, data from the department shows the number of jobs in the semi-skilled category account for one-third of the working population with a 0.1 percent drop in tertiary education to 37.4 per cent in the fourth quarter 2022 over the same quarter in 2021.” (Awang, 2023)

In a discussion with Am Amzar Izzuden who is the chairman from Sukarelwan Muda Wilayah Persekutuan (YOU4WP) encourage the strengthening of TVET and offering TVET graduates with offering attractive salaries is a strategy to support age groups less inclined to pursue higher education. (Bernama, 2023) He also highlights that the intention is to ensure these youth are resilient in today’s challenging economy. In an interview, Nazir Shah Mohd, an Anthropology and Sociology student from Universiti Kebangsaan Malaysia (UKM), emphasized the need for the government to expand community development and empowerment initiatives. He advocated for efforts that not only address the needs of low-income majority groups but also consider marginalized and isolated minority communities, including the Orang Asli, the urban poor, and undocumented children. (Bernama, 2023)

The column below shows a timeline highlighting the importance of youth development starting from the 6th Malaysian Plan in 1990 to the 12th Malaysian Plan until 2025. In the Malaysian Plan, the youth development programs varied from each proposal and each Malaysian Plan was divided into the 5 main categories which were; Leadership Training, Skill Training, Entrepreneurial Development, Healthy Lifestyle programs and Preventive and Rehabilitative programs. From the data collected there were clear directions for youth development programs from the 6th Malaysia Plan to the 9th Malaysia Plan. Starting from the 10th to the 12th Malaysia Plan, there were no specifics that concentrated on the 5 categories that were highlighted earlier. (RMK, 1990, 1996, 2001, 2006. 2011, 2016, 2020)

Table 2: Timeline the Malaysian Plan for youth through out 1990 - 2025

Youth Development	Malaysia 6th Plan 1990-1995	Malaysia 7th Plan 1996-2000	Malaysia 8th Plan 2001-2005	Malaysia 9th Plan 2006-2010	Malaysia 10th - 12th Plan 2011-2025
Focus	Directed at producing a productive and disciplined workforce	Building a resilient youth community capable of making positive	Focus on inculcating positive values and good ethics whilst instilling	Empowering youth to strengthen their societal roles, promote national unity, and	No Specifics

	required by the nation	contributions to the nation	patriotism among youths.	contribute to the nation	
Leadership Training	- Introduced by Ministry of Youth & Sport - Participated by 60,000 youth - Increased of Youth association from 3,460 to 9,000 between 1990-1995	- Programs focusing on self confidence, discipline & good ethics. - Private sectors support youth training initiatives as a commitment to social responsibility	- 200,000 youth leaders are trained at the district, state and national level	- The curriculum of leadership training programme revised incorporating future needs - Program Memperkasakan Tenaga Muda, will be implemented	No Specifics
Skill Training	- 145,670 youth completed the skill training program that was introduced	- Diversify the range of technology & Soft skills programs. eg; banking, fmanagement, hotel, tourism, computer literacy - Training to upgrade skills	- Providing training for 6,300 youth to venture into practical skills - Establishment alliances between the government and private sectors for skill training programs.	- Community colleges, new industrial and skills training institutes will be established, while existing infrastructure and training facilities will be upgraded	No Specifics
Entrepreneurial Development	- Youth Economic trust fund established for 1,600 youth worth RM16.7 mil. - Federation of Malaysian Manufacturer established	- Arrangements with private companies to have umbrella concept and venture capital schemes	- The Youth Economic Trust Fund to be evaluated and upgraded - Computer Entrepreneur Program to establish 700 entrepreneurs	- Program Pembangunan Belia Tani for youth - The ICT Entrepreneur Development Programme for 50,000 youths	No Specifics
Healthy Lifestyle Programs	- Launched National Youth Master Program - Rakan Muda program promoting healthy lifestyle	- RM 160 mil. invested for Rakan Muda centres - Rakan Muda assist youth not studying and unemployed	- Rakan Muda to be developed further - Cultural programs, to encourage interest of youth	The Rakan Muda Programmes will emphasize cultivating youth role models who are compassionate, skilled, and dynamic	No Specifics
Preventive & Rehabilitative Programs	- Persatuan Pencegah Dadah Malaysia was established - The Child Act 1991 & Domestic Violence Act 1994 was enacted	- Government is allocating RM 130.7 million for preventive and rehabilitative programs - Providing programs for Parenting Skills	- Programs towards development of youth with positive and religious values - Programs on family development	- PENGASIH will be encouraged to enhance their involvement in preventive and rehabilitative programs.	No Specifics

While prior studies have explored strategies to assist underprivileged youth, a comprehensive framework addressing the talent gap remains limited. For example, according to Awang (2023) in Malaysia, impoverished youth are deprived of five fundamental economic and social rights: food, education, health, housing, and work. Despite government programs under various Malaysian Plans, such as leadership training and skill development initiatives, gaps persist, particularly in addressing the specific needs of marginalized groups like the Orang Asli, urban poor, and undocumented children. The focus on the talent gap among impoverished youth is essential for ensuring inclusive development and addressing both immediate and systemic challenges.

2. RESEARCH METHODOLOGY

The literature reviews are based on a unique "Systematic Literature Review Synthesis Process" (Ibrahim & Kamal, 2018; Masiran et al., 2020). It is a stand-alone literature review typology (Rousseau et al., 2008; Xiao & Watson, 2019; Templier & Paré, 2015) known to make sense of a selected body of existing literature leading to decisions regarding the background theoretical context in

an early research ideation phase. Research Question structure classification techniques of Ibrahim (2011 & 2020) were used to identify the 3 different RQ Constructs - "WHO", "WHAT", "HOW" - in formulating a main research question. Ibrahim defines "WHO" construct as the element used or impacted by a research, "WHAT" construct as the information required to solve a research problem, and "HOW" construct as the action or impact on the element or information of the research. This study establishes Impoverished Youth as the "WHO", encourages growth as "WHAT" and nurtures a supporting environment as the "HOW".

For the purpose of this paper, this study selected the "WHO" construct to explore further with Impoverished youth as the element used or impacted by the study. It is further detailed into the following sub themes which are impoverished youth, encouraging growth and nurturing supporting environments.

This study selects the relevant articles based on keywords such as Impoverished Youth, Encourage Growth and nurture Supporting environment through ScienceDirect, Emerald and Google Scholar. After title search and filtering the research papers, a total of forty one journal articles were identified. A detailed review was conducted on each article in relation to their respective major findings by prior scholars, how it could support future studies, and how to nurture a supporting environment that will encourage growth amongst Impoverished Youth. This process generated a synthesized summary for each theme, followed by further cross-analysis, integration possibilities, and prioritization of the synthesized summaries.

The aim is to develop a framework to nurture supporting environments that will encourage growth amongst impoverished youth. This study utilizes the "Point of Departure (POD) Tree Diagram" adapted from Ibrahim and Mustafa Kamal (2018) to showcase the key synthesized summaries throughout the entire process (as illustrated in Figure. 1) The EAGLE Navigator online system is employed to document the comprehensive process of literature review synthesis, and the findings are adjusted for report in this study. This paper concludes with a proposal for potential integrated solutions for future development of a youth empowerment program and a theoretical model/framework to effectively prepare them for livelihood.

3. IMPOVERISHED YOUTH, ENCOURAGE GROWTH AND NURTURE SUPPORTING ENVIRONMENT

This section presents the results of selected literature reviews on Impoverished youth, Encourage growth, and nurture supporting environment.

3.1 IMPOVERISHED YOUTH

The section discusses various aspects related to the mental health, well-being, behavioral economics and mental health interventions of impoverished youth. According to Beth (2020), marginalized youth face an increased susceptibility to mental health challenges, yet they confront numerous obstacles hindering their access to mental health services. Bo et al. (2014) assert that delineating distinct trajectories of risk behaviors during adolescence, along with identifying associated risk factors, could aid in pinpointing subgroups of youth at higher risk, thereby informing future prevention strategies. Additionally, Sara, Bruce, and Marie (2014) argue that delving into socio-cultural factors that either enable or impede health promotion initiatives and individual health agency can play a role in mediating, facilitating, or limiting the health and empowerment of refugee youth.

Brown, Selva, and Lerner. (2009) examine the distinct impacts of asset-poor and asset-rich neighborhoods, considering individual, familial, and neighborhood factors, including extracurricular activity involvement, on youth developmental outcomes. The researchers include the impoverished youth's neighborhood's characteristics and youth's perception of extracurricular activities as part of their study. Hjalmarsson and Mood (2015) highlight that adolescents lacking economic resources tend to have fewer school-class friends compared to their peers. Furthermore, Messman et al. (2022) underscored the significant correlation between psychological empowerment and positive behavioral outcomes, such as increased engagement in prosocial behavior, responsible decision-making, and offering social support, while simultaneously observing a decrease in delinquent behavior.

María et al., (2023) identified various cultural factors that may impact the acceptability and effectiveness of interventions designed to support impoverished youth. In addition, Marco et al., (2021) recommend that a culturally tailored message is better to motivate impoverished youth to have a purposeful life. Their work bridges the gap between traditional economic frameworks and behavioral economics, offering a holistic perspective that goes beyond structural factors and policy instruments.

Despite the numerous studies discussed above there are not many studies that focus on impoverished youths demographics, surrounding influences, social-cultural differences and impoverished youths' psychological distress. There is also a lack of studies on methods and interventions required to assist them to have a more purposeful life. In response to the above findings, this study believes that impoverished youth's character, psychological behavior, neighborhood's environment and cultural components could nurture psychological empowerment in them. Such psychological empowered programs are believed could mediate and facilitate impoverished youth capability to make better decision skills to lead a purposeful life.

3.2 YOUTH LEADERSHIP EMPOWERMENT

This section discusses various perspectives and initiatives related to youth empowerment and development. Jones et al. (2023) underscore the importance of mentors recognizing the mutual advantages of cross-racial mentoring relationships with Black youth, emphasizing the significance of motivations, program support, and personal growth. Their study stresses on the importance of thorough screening and matching procedures in mentoring programs, as they can provide unique opportunities for personal growth for mentors within individual mentoring relationships. Hornyak et al., (2022) urge on developing further the existing youth leadership framework that is more tailored to the impoverished youth. Furthermore, Borge (2023) highlights the need to design spaces that empower youth by fostering diversity, equity, and inclusion. Their study found the importance of including impoverished youth in discussions when designing a particular space that intends to encourage their growth. Additionally, Kasim et al. (2014) emphasize the role of entrepreneurship in regenerating youth development to foster empowerment and drive positive outcomes for young people. It highlights the challenges faced by at-risk youths, including lack of emotional support, deficient parental supervision, low self-esteem, and unsatisfactory living conditions, highlighting the complex socio-economic factors that contribute to their vulnerability.

Bodolica et al. (2021) highlight the significance of extracurricular activities and social entrepreneurial leadership among university graduates from the Middle East, underscoring their positive impact on the development of students' social entrepreneurial skills. The researcher discovered the advantages of having practical activities during their studies will help develop greater employability skills through hands-on experiences. Ruhr and Jordan Fowler (2022) highlights effective strategies to empower marginalized communities. They conducted a qualitative evaluation to explore empowerment-focused positive youth development programs for underprivileged youth in the Southern U.S. Through focus groups, they unveiled growth in competence and life skills among participants, highlighting the positive impact of such programs.

Meanwhile, Jayaweera et al. (2023) discuss the potential of urban transition interventions in the Global South to create empowering environments within disempowering contexts, offering hope for positive change in vulnerable regions. Their study advocates for a framework that integrates willingness, social capital, and access to resources to comprehensively evaluate the empowerment outcomes of such interventions. Whilst Kraussa et al. (2020) discuss Malaysian youth associations as pivotal spaces for empowerment and engagement among young people. Their study supports the role of youth associations as platforms for engagement and the Malaysian youth policy as a shared belief system guiding these associations.

As mentioned by Muturi et al., (2018) by giving an opportunity for youth empowerment as interventions would create environments where they can play a more active decision-making role. According to Williams et al. (2024), youth-led initiatives spanning Canada are playing a pivotal role in shaping psychosocial program development, aiming to address prevalent mental health and well-being issues among young people. Their study highlights three key themes that form the foundation of youth-led initiatives: promoting education, capacity building, and resource access; creating inclusive spaces for healing and social support; and nurturing diversity and pride, reflecting the comprehensive approach of these initiatives.

Despite the existing body of research, there remains a notable scarcity of studies focusing on methods or guidelines to develop impactful programs or courses to assist impoverished youth. Many current programs or policies that are available do not include voices and opinions of youth and the caretakers who are more experienced in dealing with youth that are struggling in their communities. Developing a successful youth empowerment program includes youth's opinion, equipping mentors with the necessary skills, providing necessary resources, instilling social innovation, entrepreneurship and adapting key components of youth community service programs encourages active decision-making role and leadership in impoverished youth.

3.3 NURTURE SUPPORTING ENVIRONMENT

This section underscores the multifaceted nature of youth empowerment and the importance of creating supportive environments to enhance their well-being and opportunities for success. Llena Berrie et al. (2023) explore factors that both enhance and limit youth empowerment, drawing insights from the perspectives of social educators. The study encourages that support to be given to youth based on connectedness, horizontality and the creation of safe spaces and learning experiences without neglecting the educators role in nurturing a supportive environment. Chambers et al. (2020) stress the importance of being supportive and understanding of the stress youth experience during placement transitions is emphasized, with recommendations for youth, caregivers, and caseworkers. It suggests that identifying environments that negatively impact youth is key to improving their surroundings.

Additionally Erdem et al. (2024) explore the contrasting perspectives of inmates and prison staff on the daily experiences and close relationships of incarcerated youth, providing valuable insights into the dynamics within juvenile detention facilities. By revealing that stigma, discrimination, and a longing for family are prominent themes among incarcerated youth, with adult inmates serving as informal mentors and sources of support in navigating the challenges of prison life. Whilst Oostermeijer et al. (2024) introduce relational security as a novel approach to balancing care and control in youth justice detention settings in Australia, aiming to improve outcomes for detained youth. The study suggest to adapt the relational security principles in order to best accommodate youth to empower themselves for future growth

Omar et al. (2016) discuss the review of Youth Facility Requirements for Low-cost Housing in Malaysia as a means of community empowerment, emphasizing the importance of addressing housing needs for youth whilst drawing attention to the challenges faced by youth in low-cost, densely populated housing areas, where existing facilities fail to meet their needs or interests. The study highlights the importance of building a guideline that could assist policy makers or developers to provide a supporting environment to empower the youth. Therefore, Clouder et al., (2023) believes that a youth environment with adaptations will foster a more inclusive physical environment and implement training interventions that support youth development.. Jay et al. (2024) stress the importance of promoting safe and supportive healthcare environments for youth experiencing racism, advocating for spaces that prioritize the well-being of marginalized young people.

Sanders et al. (2020) emphasize the critical importance of early involvement in work, skills development for employment, and supportive relationships in enhancing employment outcomes for vulnerable youth in New Zealand. Furrer et al. (2023) emphasize the importance of creating conditions that foster youth engagement, particularly in family child welfare case planning meetings, highlighting the significance of incorporating youth perspectives. Furthermore Sala & Planas (2024) advocate for enhancing youth voices to foster community participation through the guidance of youth workers, empowering young people to play an active role in shaping their communities. Therefore future policy makers need to include the youth in developing a framework to guide policy makers when building a policy for them.

Based on the many studies done, there is still a lack of research done on guides for mentors and educators to build or develop a supportive environment. such as the characteristics of the physical environment that is most conducive to youth. Growth empowerment guidelines for impoverished youth shall include training components for intrapersonal, interpersonal, structural, and institutional environments which shall be conducted in a safe learning experience (connectedness & horizontality).

4. DISCUSSIONS

This section discusses how the analyses of the literature review results for Impoverished youth, Encourage growth, and nurture supporting environment

4.1 SYNTHESIZING LEADERSHIP TRAINING MODEL

As highlighted by Rahmani & Groot (2023), understanding impoverished youth's character, psychological behavior, neighborhood's environment and cultural components encourages youth empowerment programs to include youth's opinion, equipping mentors with the necessary skills, instilling social innovation, entrepreneurship and adapting youth community service programs encourages leadership in impoverished youth. A successful youth empowerment program requires commitment from both youth and mentors whilst instilling social innovation and entrepreneurship that adapts youth community service programs through connectedness, horizontality and the creation of safe learning experiences that nurtures a supportive environment. Improving the intrapersonal, interpersonal, structural, and institutional environment that supports connectedness, horizontality and the creation of safe learning experiences should be included as guidelines for policy makers.

A research done by Othman et al. (2023), suggest that understanding Impoverished youth's behavioral and social sciences encourages youth empowerment programs to insert agenda-setting issues that will instill resilience, social innovation and the creation of safe learning experiences that nurtures a supportive environment. An interdisciplinary empowerment program, innovatively designed to inspire and motivate impoverished youth through the advancement of humanities, promises to ignite their potential and propel them towards brighter futures. Social entrepreneurship could nurture impoverished youth with leadership skills when the growth leadership program is conducted in a safe learning environment that considers the youth's character, psychological behavior and cultural context.

Addressing the needs of impoverished youth requires a comprehensive and interdisciplinary approach that considers their character, psychological behavior, and socio-cultural context. Empowerment programs that emphasize youth participation, mentorship, social innovation, and safe learning environments are more likely to succeed. By integrating these elements into policy and practice, we can create supportive ecosystems that nurture leadership, resilience, and personal growth among marginalized youth.

Figure 1: Point of Departure Tree Diagram

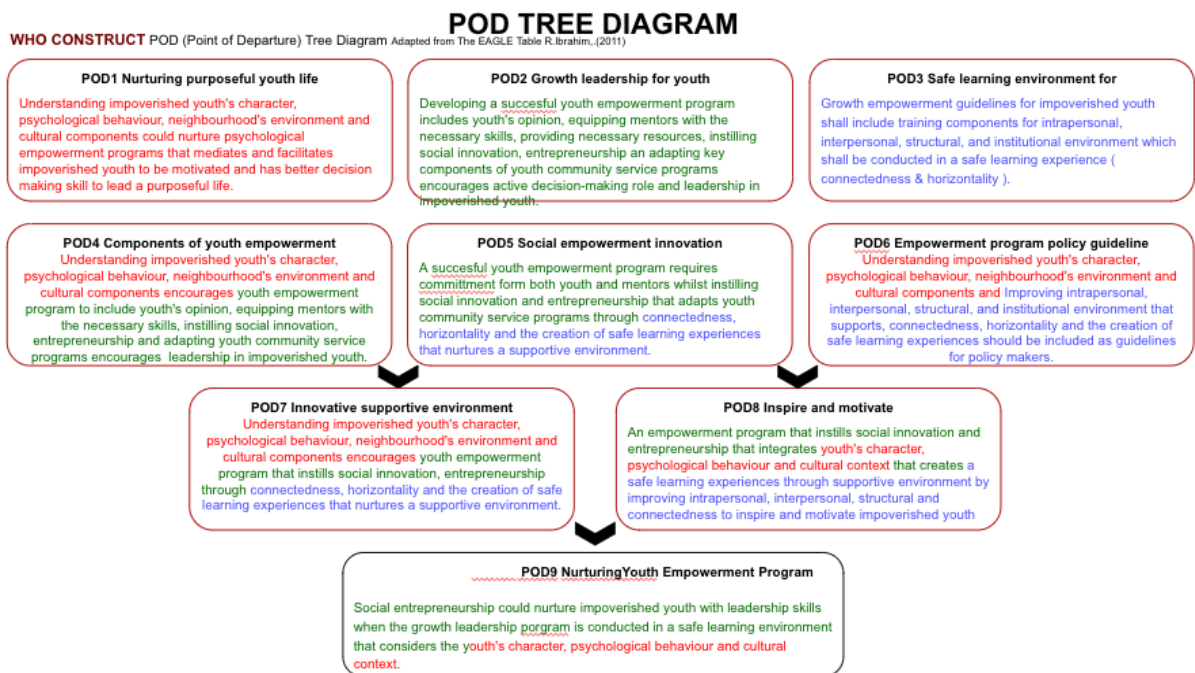
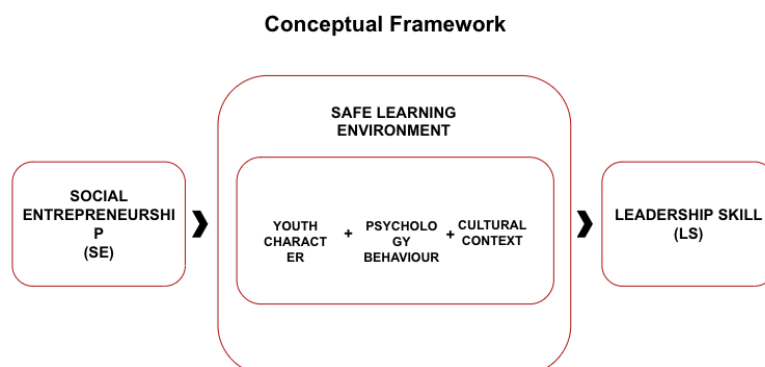


Figure 2: Conceptual Framework for proposed Leadership Skill training program



4.2 RECOMMENDATIONS FOR CREATING A SAFE LEARNING ENVIRONMENT

Creating a safe and supportive learning environment for underprivileged youth is essential for their growth and development. According to Lee et al. (2024), it requires addressing both their physical and emotional needs. Research done by Machell et al. (2015), emphasizes the importance of fostering connectedness and horizontality, providing safe spaces where youth feel valued and supported. This includes addressing intrapersonal, interpersonal, structural, and institutional factors that impact youth development, particularly in marginalized communities. Positive relationships, such as mentorship and guidance from educators, play a critical role in nurturing youth growth and reducing negative behaviors. Relational security, which balances care and control, is essential in various settings, from juvenile detention to community programs. Additionally as highlighted by Stewart et al. (2014), early engagement in employment, skill development, and community activities, along with inclusive environments, helps youth build confidence, navigate challenges, and achieve future success. By grounding these recommendations in evidence-based practices, this study provides actionable insights for policymakers, educators, and community leaders to design effective empowerment programs. By grounding these recommendations in evidence-based practices, this study provides actionable insights for policymakers, educators, and community leaders to design effective empowerment programs.

4.3 RECOMMENDATION FOR DEVELOPING LEADERSHIP SKILL TRAINING PROGRAM

Key recommendations for developing a skill training program for youth empowerment include incorporating youth voices in program design to ensure the training addresses their specific needs and challenges. Mentors should be thoroughly screened and matched to build meaningful, cross-racial mentoring relationships, as these can foster both mentor and mentee growth. The program should take a holistic approach, integrating value education and character formation, while also emphasizing entrepreneurship, social innovation, and leadership tailored to impoverished youth. Practical, hands-on activities that build employability skills and provide real-world experience should be included. Awang (2023) underscores the importance of creating inclusive, diverse, and empowering spaces where youth can actively participate in decision-making processes is also essential. Furthermore, skill training programs should provide access to resources, foster community engagement, and promote psychosocial well-being to help youth develop life skills, confidence, and leadership abilities. Jones et al. (2023) encourages that empowerment programs that emphasize youth participation, mentorship, social innovation, and safe learning environments are more likely to succeed. By integrating these elements into policy and practice, we can create supportive ecosystems that nurture leadership, resilience, and personal growth among marginalized youth.

5. 0 CONCLUSIONS

This paper aims to develop a framework to nurture a Supporting environment that will Encourage Growth amongst Impoverished Youth. Results found that Social entrepreneurship could nurture impoverished youth with leadership skills when the growth leadership program is conducted in a safe learning environment that considers the youth's character, psychological behavior and cultural context. The benefit of this comprehensive study lies in its ability to provide a roadmap for designing and implementing effective youth empowerment programs targeted at impoverished communities. By thoroughly understanding the multifaceted aspects of impoverished youth's lives, including their character, psychological behavior, neighborhood environment, and cultural influences, policymakers, program developers, and mentors can tailor interventions to meet their specific needs. The significance of this study lies in its potential to drive meaningful change in how we approach youth empowerment, particularly in impoverished communities. By comprehensively understanding the various factors that influence the lives of impoverished youth, including their character, psychological behavior, neighborhood environment, and cultural influences, the study provides a foundation for developing targeted interventions that address their specific needs and challenges. Future studies in this area could delve deeper into the lived experiences of impoverished youth participating in empowerment programs through qualitative research methods such as interviews, focus groups, and participant observation. This would allow for a nuanced understanding of the factors that facilitate or hinder their empowerment journey. However it is limited by its reliance on literature review rather than direct qualitative data, and future research should explore lived experiences and long-term impacts to refine and adapt the framework across diverse contexts.

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