



# Youth Health & Development Fund

EVALUATION REPORT 2011



**ASB Community Trust**

*Te Kaitiaki Putea o Tamaki o Tai Tokerau*

*supported by* **ASB**



## Foreword

In 2009, Trustees of the ASB Community Trust decided that there was a need to look into the issues young people face. As a result, the Trust commissioned research into the needs of young people and to inform us about best practice in grant-making in this area.

The research highlighted that young people experienced a range of unmet needs and that the youth sector was fragmented and underfunded. In light of this information the Trust developed a Youth Health & Development (YHD) fund in late 2009 with the aim of trying to address some of these issues.

The YHD fund has a focus on positive youth development approaches, holistic programmes and on learning and development for both the youth provider and the ASB Community Trust.

Through the fund, the Trust supports programmes which aim to improve health and social outcomes for young people through multi-year grants, by providing programme and capacity development and providing self-evaluation support for grantees. There is a strong partnership between the youth providers, the ASB Community Trust and capacity development providers. This is a unique approach for the Trust which has led to greater learning and development for all those involved.

The principal focus of this fund is on improving outcomes for youth in Auckland and Northland; however, over the past two years, the Trust has witnessed that the fund, and this unique way of working, has had other benefits including improving collaboration and sharing of information in the youth sector, and building the capacity of the youth providers to improve the delivery of their services and ensuring their long term sustainability. The Trust has been able to learn through the process and improve our practice as a funder while also sharing these learnings with other funders, community organisations and government agencies.

Our capacity development providers, Alison Taylor and Sara Bennett, have provided significant support to the organisations we have funded under the YHD fund as well as to the ASB Community Trust, and I wish to acknowledge their work and expertise.

*Jennifer Gill*  
CEO, ASB Community Trust

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## Acknowledgements

We would like to thank and acknowledge the Youth Health & Development providers in the 2010 YHD cohort who shared their stories of learning and development with us to inform the development of this report.

## Citation

This report was prepared by Sara Bennett and Alison Taylor, Capacity Development Partners supporting the Youth Health & Development fund.

## Front Cover Photos

Clockwise from top left: Youthline Auckland; Te Awaroa Youth Club; Te Awaroa Youth Club; Refugees As Survivors NZ; Te Awaroa Youth Club; Refugees As Survivors NZ.

## Introduction

The Youth Health & Development (YHD) fund is a new model of grant making from the ASB Community Trust (the Trust) that provides support for a small number of community organisations to deliver initiatives to improve health and social outcomes for young people. The YHD fund provides organisations with multi-year funding, as well as support for organisational capacity development and evaluation support.

This report describes the impact of the YHD fund on supporting organisations' capacity development during the first year of the fund, and describes the initial impacts of the programmes for young people.

Capacity development support is provided to organisations through a high engagement model, which establishes a high trust relationship between providers, the Trust and Capacity Development Partners. Capacity Development Partners work in close collaboration with providers in the YHD fund, and provide tailored support and best practice models to support and strengthen organisations. Support for providers includes operational capacity development and evaluation planning, governance review and development, strategic and business planning, mentoring and coaching for project leads and managers, and support for an increased focus on reflective learning.

*See Figure 1 on page 4.*

Providers are supported through a two-phase capacity development programme. The first three month stage focuses on the development of a business plan to support the delivery of the YHD programmes. Support is also given to identify an evaluation plan and areas for ongoing capacity development.

In the implementation phase, capacity development support is delivered through a mixture of workshops involving all providers, and targeted support for individual organisations.

## Development outcomes for Year One

This report combines information from interviews with providers, stories of most significant change, business plans, and evaluation and progress reports developed by providers to examine the impact of the YHD fund on provider capacity development. A results chart (*see Figure 2 on page 4*) was developed to summarise key achievements and progress towards intermediate outcomes during the first year of implementation.

In the first year of the YHD fund, support has focused on strengthening outcomes across organisational capacity development, self-evaluation, individual development and sector development. The tailored programme of capacity development is also targeted to support providers build on their strengths and experiences and evolve to become leaders in the youth sector. The expectation of the YHD fund is that as providers develop and deliver their programmes, and implement capacity development and self-evaluation models of best practice, they will transition through four different levels of organisational development, summarised in *Figure 3 on page 5*.

Across the 2010 provider cohort, there is evidence that being part of the YHD fund has had a positive impact on supporting provider development. Providers have:

- Increased their awareness of capacity development opportunities, including new funding sources, and opportunities to develop or expand partnerships to support programme development and delivery. Providers have increased awareness and knowledge of

tools to support organisational capacity development, and many have developed new strategic and operational development opportunities. Overall, the provider cohort has developed from having an emergent interest in organisational capacity development to evidence that organisations are pioneering change in their capacity development.

- Increased their self-evaluation knowledge, and capacity development. Across the 2010 cohort, most providers started with an emergent or low level of interest in self-evaluation tools and approaches. However, as a result of participating in group workshops and individual support sessions, many providers are beginning to apply a range of self-evaluation tools and approaches and are transitioning to the pioneering change level of development. A small number of providers appear to be on the cusp of developing increasing confidence in their own ability to develop and implement a range of self-evaluation tools and to apply these to support programme learning and development.
- Experienced professional development and learning opportunities, to support their development as reflective youth workers and youth sector practitioners. Overall, providers who were new to the youth sector, or who were from agencies which had recently engaged with the youth sector demonstrated an emergent desire to be a reflective practitioner at the emergent interest level. However, the 2010 provider cohort also includes individuals who are very skilled reflective practitioners and who are demonstrating leadership in reflective practice approaches to other organisations within the cohort
- Increased their connections across the 2010 cohort and with a diverse range of other stakeholders to support the development and delivery of their programmes and to support positive outcomes for young people, from emergent interest levels to pioneering change.

The YHD fund has had a positive impact on supporting YHD providers to deliver programmes that achieve positive outcomes for young people. Providers within the fund report a range of positive social and health outcomes for young people as a result of participating in the programmes supported by the fund.

Overall, these findings demonstrate the value of the investment in this new model of philanthropic funding to support youth health providers and positive outcomes for young people.

The case studies of development included in this report represent the 2010 providers during their first year of funding, some of whom have been delivering their programmes for a very short period of time. These stories represent providers at the first stages of their journeys of growth, development and change, and more learning and development can be expected as the projects continue to be implemented.

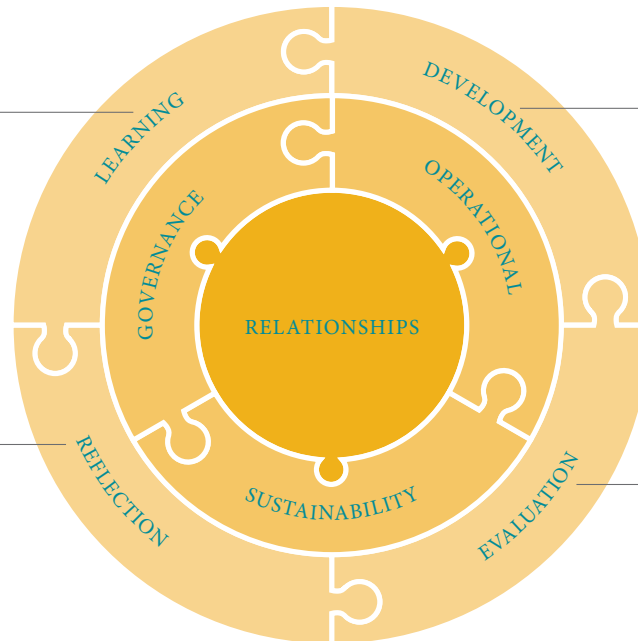
Figure 1: YHD model

Learning outcomes

- Supporting effective practice
- Identifying learning to support action
- Organisational growth and development

Reflective practice

- Ongoing developmental focus
- Generating insights
- Enhancing innovation
- Informing future practice



Capacity development

- Support and advice
- Coaching and mentoring
- Development tools
- Service design and development
- Sector development

Self evaluation

- Support for evaluation planning
- Participatory methods
- Logic model development
- Outcomes focus
- Evaluation that supports development

Figure 2: Results chart YHD fund 2011

Fund activities	Intermediate outcomes	Long term outcomes	Examples of achievement
Tailored programme of capacity development, including:	Increased capability of providers to deliver programmes	Sustainable effective YHD programmes	Providers developed business plans for YHD programmes with clear outcomes
Needs analysis	Development of self-evaluation plans	Sustainable self-evaluation models	Provider reports demonstrate initial self evaluation plans developed, reviewed and updated
Business planning	Implementation of self-evaluation plans	Improved YHD outcomes	Providers commenced implementing self-evaluation activities, some providers have made major gains in obtaining and analysing their own evaluation data
Coaching and mentoring	Enhanced relationships between providers	Strengthened YHD sector	New relationships have developed across all providers within the 2010 cohort
Governance support	Improved organisational planning		Information, resources and policies are shared between providers in the 2010 cohort
Self-evaluation planning and support	Enhanced provider organisational learning and development		Providers report increased knowledge and awareness of organisational planning tools and approaches
Capability development workshops			Business plan templates have been used to support a range of projects outside the YHD fund
Tools and resources			Most Significant Change stories demonstrate positive outcomes for programme participants
Reflective practice development			
Funding advice and planning			
Organisational change and development support			
Policy development			

Figure 3: Levels of organisational development and examples of key achievements

### Emergent interest

Initial awareness of organisational capacity development opportunities

Initial interest in self evaluation tools and approaches

Emergent desire to be a reflective practitioner

Open to building new relationships and opportunities for collaboration

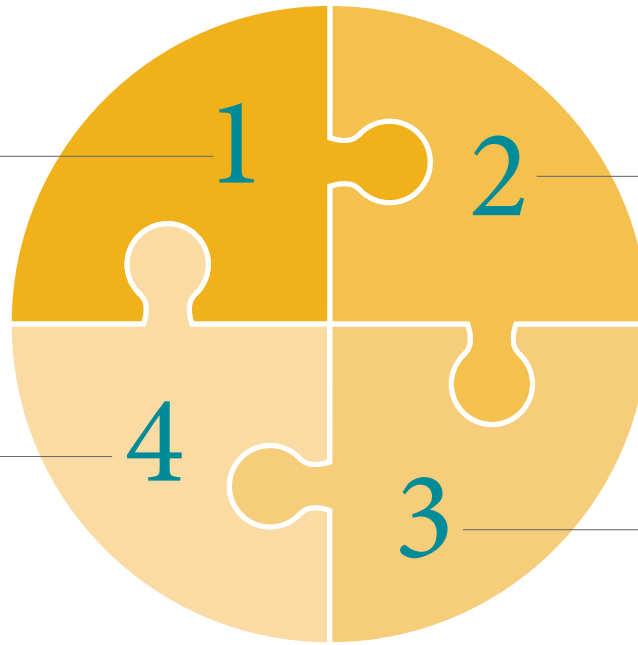
### Demonstrating leadership

Ongoing focus on maximising outcomes from capacity development

Application of self evaluation tools and approaches to support learning and development across whole organisation

Experienced reflective practitioner

Strong organisational relationships and collaborative models



### Pioneering change

Initial implementation of organisational capacity development opportunities

Initial implementation of evaluation tools and approaches to support project programmes of work

Initial implementation of reflective practitioner approaches

Emergent relationships developing with other providers

### Integrating learnings

Some implementation of organisational capacity development opportunities

Application of evaluation tools and approaches to support projects or programmes of work

Emergent leader of reflective practitioner approaches

Seeking and facilitating strategic relationships with other providers

## PROGRAMME:

## Men and Family Centre South Kaipara *Kai Takawaenga programme*

### Programme summary

The Kai Takawaenga programme is a collaboration between the Men and Family Centre South Kaipara, Kaipara College and Ngāti Whātua Nga Rima o Kaipara. *Kai Takawaenga* describes a person who provides interim support for people in need by being a bridge, or connection to other people or agencies who can provide longer term support. The Kai Takawaenga programme aims to improve social and development outcomes for high risk young people.

The Kai Takawaenga supports the delivery of two programmes that focus on supporting vulnerable young men in school settings. The Tama Tane programme targets boys in Year 8 at local feeder schools before they transition to secondary school, to provide them with additional social and behavioural support, and provides mentoring and other support to these same boys in Year 9 at Kaipara College as they have been identified at increased risk of negative educational and behavioural outcomes when they enter secondary school. The second programme is the REACH programme run at Helensville Primary School for year 3-8 boys who have displayed antisocial and violent behaviour at school.

In addition, the Kai Takawaenga also focuses on developing a range of opportunities to empower vulnerable or high risk young people to engage more positively with school and education. Activities developed and facilitated by the Kai Takawaenga include the strengthening of kapa haka, development of a chess club, and revitalising of the Whakamana Taiohi Māori (Māori student graduation ceremony) at Kaipara College as well as developing ways whānau can come into the school and support their children's learning. Support and mentoring has also been provided to students at the Alternative Education Programme in Helensville.

*The Kai Takawaenga programme delivery commenced in February 2011, and since that time support has been provided to 149 rangatahi enrolled in Kaipara College and Helensville Primary School and their whānau. Students who have received support have been identified as being at increased risk of being stood down or expelled from school, or have been demonstrating high risk behaviours while at school.*

### Funding

A total of \$124,800 was received for a three year grant. This grant has enabled programme delivery, and support for the Kai Takawaenga position.

### Key achievements

- Development of close relationships with key education sector stakeholders to support the Kai Takawaenga programme.
- Development of long term strategic plan for the Men and Family Centre South Kaipara.

- Successful application to Ministry of Social Development to support organisational capacity development through the development of a full time Operations Manager role.
- Development and implementation of self-evaluation plan, incorporating participation of key stakeholders.
- Identification of positive outcomes for vulnerable and high risk young people as a result of support provided through the Kai Takawaenga programme.
- Impact on positive development of school culture through the development of kapa haka and other activities.

### Organisational capacity development

Being part of the YHD fund has supported organisational capacity development for the Men and Family Centre South Kaipara in a range of unexpected ways. A key organisational capacity development achievement has been the development and completion of a long term organisational strategic plan, which emerged as a result of a workshop with the Board of Trustees facilitated by Capacity Development Partners.

In addition, a review of long term operational budgets was also undertaken, and a comprehensive organisational funding plan was developed. Informed by the capacity development review undertaken during the business plan development phase of the YHD fund, the need for an Operations Manager was identified and a successful funding application was developed for the Ministry of Social Development Community Response Fund. Consequently, organisational capacity has been increased through the development of a one year Operations Manager role to focus on ongoing organisational development which will support an increased focus on long term organisational sustainability. This is a significant organisational milestone as it is the first full time position to be located within the team.

*The organisational development has been such a surprise, I didn't envisage that would be happening at all. It has been huge, we have grown as an organisation a lot over the last six months, I didn't expect that this project would impact on the organisation in terms of growth, development and structure. We have been able to capitalise on the gifts that have been presented, to be able to see them for starters, and to be able to use them, whereas I think previously we may not have had the courage or the insight to be able to capitalise on them... we may not have been able to bring all these ingredients into something useful, whereas ASB and Capacity Development Partners have enabled us to bring those ingredients together and make some magic.*

The establishment of the Kai Takawaenga programme as well as the increased organisational capacity has provided a supportive framework for the Centre Director to collaborate with other local agencies to develop an application to MSD for a Strategic Broker role to support community outcomes and inter-agency collaboration. While the outcomes are not yet known, the learnings, tools and capacity development support from the YHD model have been central to the development of this funding application. Overall, the organisational capacity development facilitated by being part of the YHD model has had a significant positive effect on the Men and Family Centre South Kaipara.

*The changes to the organisation place us on an much more solid foundation at a number of levels: community level; service delivery; financial; personnel; structure; policies and procedures — that's long term sustainability.*

## Self-evaluation capacity development

Developing and implementing a self-evaluation plan to support the Kai Takawaenga programme has been a new area of development and learning for the team. Support has been provided for a participatory approach that has focused on obtaining feedback from a range of stakeholders, to identify emergent outcomes for the rangatahi and whānau supported by the Kai Takawaenga. A range of evaluation data collection tools have been developed and trialled, including weekly activity monitoring forms and stakeholder surveys. Feedback from stakeholders involved in evaluation activities has been positive. Regular meetings have been established with the Principal of Kaipara College to share key learnings and outcomes for young people.

The increased focus on self-evaluation has had a broader organisational impact on the Men and Family Centre South Kaipara. Alongside an increased knowledge and awareness of evaluation tools, the team are increasingly applying evaluative thinking and reflective learning to a range of other projects.

*I was thinking about evaluation, so how do we know that what we are doing is making a difference? How do we know this is a success, this project? And I have thought about that in the past, but it's always been in terms of how are we going to account for this with our funders, how are we going to show that this is a good spend, and that we have been responsible with the fund and things like that. But my thoughts have shifted a bit to beginning to think about evaluation and monitoring as part of everyday life, that we are actually measuring where we can, what we are doing, we're seeing evaluation as part of the whole plan.*

## Individual development

Being part of the YHD fund has also supported the individual development of team members, including increasing knowledge and awareness about organisational strategic planning, operational planning and evaluation tools and approaches.

## Sector development

Development and delivery of the Kai Takawaenga programme has facilitated and strengthened relationships between the Men and Family Centre South Kaipara and other local social and community agencies including Kaipara College, Helensville Primary School, Police Youth Aid, the Women and Family Centre and Te Awaroa Youth Club. Relationships have also been developed and strengthened with other agencies including the Ministry of Social Development as a result of funding received to support organisational capacity development.

A stronger working relationship has also been developed within the 2010 cohort with Te Awaroa Youth Club, which is also located within Helensville, and the Kai Takawaenga is working in collaboration with the Youth Vision team to support an alternative education programme.

The Kai Takawaenga programme has had a significant impact on fostering the development of more positive relationships between

Kaipara College and whānau of high risk rangatahi. As a result of whānau members feeling supported by the Kai Takawaenga, whānau have increased their levels of engagement with the school to address issues or receive support for their rangatahi

*Whānau that are not normally engaged with the school are now engaged, there is now increased support for these kids that get into trouble, they usually meet the Board on their own and if no one is there to talk for the kids, I talk for them, and I am able to take that talk back to the parents who don't normally come. However, the parents are now actually coming up and sitting with their kids and meeting the Board and talking about their experiences to the Board of the school, which is giving the school a good hands-on face to face indication of the issues.*

An unexpected development of the Kai Takawaenga programme has been the support that has been sought by vulnerable girls. The original focus of the programme was on supporting high risk boys, and relationships have been developed with other locally based student support providers to provide support for girls and to identify opportunities for improved service coordination.

## Impact on young people

Evaluation evidence indicates that the Kai Takawaenga programme has had a range of positive outcomes for vulnerable and high risk young people, including:

- Increased positive connections between vulnerable rangatahi, their whānau and schools.
- Increased retention of high risk rangatahi in school and reductions in stand downs and expulsions.
- Increased whānau and community support for rangatahi at school.
- Increased engagement by vulnerable rangatahi with social and community support agencies to support reducing risk factors and enhancing resiliency.
- Increased support and advocacy for vulnerable rangatahi.

The Kai Takawaenga programme is also having a significant impact on creating positive change in the school environment at Kaipara College. The Kai Takawaenga programme has facilitated the emergence of a number of new activities such as chess, and has re-energised other activities such as kapa haka.

*The Kai Takawaenga role is catalysing a whole lot of stuff. It is getting parents involved in the school, he has started a chess group and that has catalysed a really positive shift in the school. They haven't had that activity ever in Kaipara as far as I know.*

A story of significant change was identified illustrating the impact of the Kai Takawaenga programme on supporting positive outcomes for vulnerable and high risk young people. The re-energising of kapa haka has facilitated significant changes for participants in the roopu, and for the school environment and culture. Participating in the kapa haka roopu has provided students with increased connections with Te Ao Māori, tikanga, the opportunity to learn and perform local waiata, and increased connections to local Marae.

It has also provided high achieving senior students with informal opportunities to mentor more vulnerable students, and has provided all participants with an increased sense of self confidence and achievement.

*Kapa haka is a huge tool, because you have senior students who are recognised as good positive students, they are in kapa haka. We also have students, who are at risk of being kicked out, who have also joined the kapa haka, and through this natural process of them meeting each other, these seniors are naturally meeting with the ones who I am not labeling as 'at risk' but I know they need somebody at the school to support them. You put them in an environment where they are naturally drawn to each other and they pick it up themselves and it becomes a natural thing. So if we are in a group, and one of these kids is playing up, one of the senior girls will turn around and put her hand up — hey, stop, get into line. And these girls, who are the toughies of the school actually conform with no real problem, because they have formed this natural connection. But if a teacher or another student tried that, oh no, that ain't going to happen. And that is why I think kapa haka is this huge tool, not only that, its ongoing, it's not seasonal, It's not when the budget runs out, then it falls over, its ongoing from kindy to university, it becomes part of who they are. At the end of the day for me, the kids who are bought up here, who are from here, who are not really going to go anywhere else and if they do they are going to come back, and they are going to come back to their Marae, the songs that we sing are from here... Last week we had 48 kids, a mix of so-called perceived to be at risk kids and good strong positive kids, there were 48 of them doing the haka outside the Whare Ako you could hear it right across the school, across to the mountain and echoing back, you've got neighbours up the street saying they heard it and it was awesome, some from over the hill could hear it, it was huge. ■*

## PROGRAMME:

# Home and Family Counselling 'I Have, I Am, I Can' and 'Creating Respectful Relationships' programmes

## Programme summary

Home and Family Counselling was funded to deliver two group programmes for young people in Intermediate and Secondary schools in Auckland. The 'Creating Respectful Relationships' was one of Home and Family's existing programmes and 'I Have, I Am, I Can' programme was a newly developed programme. Funding was received to deliver both programmes into North Shore and Auckland central schools.

The primary focus of the grant was to develop and deliver the 'I Have, I Am, I Can' programme, a new life skills programme whose overall aim is to build resiliency so young people are better able to cope with life stressors and participate more fully in their communities, schools and peer groups. This group is for young people, male and female, aged 13-17 years.

An additional focus of the grant was to extend the delivery of the 'Creating Respectful Relationships' programme, an existing programme offered to girls aged 10 to 17 years. This programme aims to provide young people with tools to support positive relationships and to address issues such as gossip, bullying and communication issues.

*Young people involved in the programmes frequently present with multiple challenges to their wellbeing and their ability to achieve in school, including poverty, immigration, family separation, addiction, violence and mental health concerns. By September 2011, three 'I Have, I Am, I Can' programmes and two 'Creating Respectful Relationships' programmes had been delivered, involving 53 young people (19% Māori; 17% Pacifica; 34% New Zealand European/Pakeha) across four schools.*

## Funding

A total of \$156,980 was received for a three year grant. This grant has enabled the development and delivery of the 'I Have, I Am, I Can' programme, the extended delivery of the 'Creating Respectful Relationships' programme, support for the programme coordinator, recruitment of counsellors to deliver the programmes, and the integration of self-evaluation methods and approaches.

## Key achievements

- Development and delivery of the 'I Have, I Am, I Can' programme, and extend delivery of 'Creating Respectful Relationships' programme.
- New relationships developed with schools in central Auckland and North Shore.



- Integration of participatory models of evaluation into programme development and delivery to provide feedback about significant change for young people.
- Focus on organisational development opportunities.
- Positive impact of programme on young people, supporting the development of positive health and development outcomes.

## Organisational capacity development

Being part of the YHD fund has provided a number of unexpected positive organisational development opportunities for the Home and Family Counselling team. A review of the organisational structure was undertaken, which identified organisational development opportunities to restructure team capacity, and the potential for new roles within the organisation. The programme coordinator commented that “this has been an unexpected, a completely unexpected bonus” and this has provided “an opportunity for the Director in her role to take the opportunity to look at it from the big view as well, and that was really valuable.”

*It has been really useful in terms of recognising that we have to change to keep up with our own growth.*

In addition, a review of the programme coordinator’s role was undertaken, to support the development of a new programme to support and empower young people. As a result, the programme coordinator is re-engaged with her professional passion for her role.

*I got quite disheartened before I got to do this, I thought I can't do these groups any more, I don't want to do them anymore, I'm not performing as a facilitator in them because I'm not passionate about them anymore, so for me it's been a real change. I am so passionate about them again, and it is so neat because I really love it, so it is being able to work the way you want to work, rather than the way that you are constrained to work.*

Being part of the YHD fund has also had an impact on organisational policies and procedures. Organisational data collection approaches have changed, to incorporate a more strategic approach to data collection to inform ongoing programme and organisational development.

*We have changed our policies and procedures around our group evaluations, what information we gather around ethnicity, and we have an overview of that. As an agency we are looking at how our groups are accessed across the board, especially to minority groups, because as an agency we want to know this.*

The programme coordinator has also shared other learnings obtained during group workshops and individual support sessions with the wider Home and Family Counselling team.

*It has supported upper management to understand the work that we do in groups, because it's been a bit invisible.*

## Self-evaluation capacity development

Being part of the YHD fund enabled a comprehensive self-evaluation approach to be developed and integrated into both the ‘I Have, I Am, I Can’ and ‘Creating Respectful Relationships’ programmes. This is a major new development for the Home and Family Counselling team, as previously there has not been financial or other support available

to undertake evaluation of youth programmes. A self-evaluation plan has been developed that incorporates opportunities for feedback and reflection from young people, adults who the young people identify as important witnesses to their change and development, and programme facilitators.

Incorporating a self-evaluation approach has had a direct impact on programme development. For example, the ‘I Have, I Am, I Can’ programme includes a pre-programme screening interview, to introduce the programme to potential participants and to assess the potential value of the programme to them. Prior to this, young people were encouraged to take part in programmes with the expectation that the programme would benefit them, but without any mechanism for checking this with the young person’s expectations.

*Being able to do pre-group interviews, how fantastic is that, to be able to do that both for participants and also for us to identify if the group is going to meet the need they have, is this the best option for them, and this is what we have got, is it something they want to be part of? Because then you have high engagement, because they are saying yes, I like the sound of this, and I want to do it, or they are saying no, I don't think that sounds quite me.*

Part of the development of the ‘I Have, I Am, I Can’ programme has focused on identifying opportunities to incorporate the views of young people within the self-evaluation approach, and this has been achieved in a number of ways, including through the use of feedback sheets and graffiti walls. The impact of this information has been significant for the young people involved in the programme, empowering their ongoing positive change and development.

*It's very valuable. To see those young people get so much... when we did the week on strengths and decision making, they got a sheet of paper where they identified what they saw as their strengths, and then I invited them to pass it round the group, and everyone added to it and honestly a lot of them had tears in their eyes. It was such a gift for them to get the feedback from the school. We wrote on their strengths card as well, and their own self-evaluation — it's huge for them, life changing.*

The participatory approach to self-evaluation has also involved feedback from significant adults as witnesses to the positive changes and developments achieved by programme participants. This approach has had a number of positive results, including improving relationships with parents, and supporting the ongoing development of positive relationships with teachers.

*Parents don't normally get a call about their children unless something is wrong, and to get one about being able to give them feedback about the delight you have in their children, and hearing it in their voices on the phone, it's great. Being able to get teachers to look through a positive lens, for what is developing and what is in motion, rather than what isn't — I think that breaks down some quite significant barriers for these young people who have often arrived with either reputations or known as anxious, or not having good attendance, or in trouble or a raft of things. They have come up with a huge amount of difference, and I think that is quite good in an ongoing way that we have changed direction somehow, and that is encouraging. I think that has provided opportunity to change quite a few interactions that these young people have had in their*

*school settings, and I think that is really significant for them. It's the gift of getting so much affirmation and acknowledgement for who they are, and encouragement for the changes they are making and where they can be — it is huge.*

The impact of the self-evaluation data has also been significant for the programme facilitators, and has affirmed the value of working to support young people through these programmes.

*Today my co-facilitator and I had tears in our eyes reading some of what others had noticed about these young people and hearing their self-reflections, and that, to me, is what it's all about. It's about how can we facilitate things and empower young people to be the best that they can be and believe that they can be the best that they can be, to want to be the best they can be, and I just think that is magic.*

Being part of the YHD model has had a wider impact on the wider organisational approach to evaluation. Overall, there has been an increased focus on evaluation, particularly to identify participatory models of evaluation that assess the impact or the value of the programmes being delivered. Support has also been provided to identify opportunities to undertake long term evaluation of the impact of programmes funded by other agencies (e.g., CYF).

*We have looked at why we do evaluation, and we have said look, let's get real, let's do some real evaluation, even in the other programmes, how can we make them more influenced by the participants, and how do we include the participants in a way that really informs our programmes and measures if we are really making a difference.*

As a result of the self-evaluation tools and methods tested in the 'I Have, I Am, I Can' programme, a standardised approach to self-evaluation has been developed and implemented across all the youth programmes. Consequently, the programme participants and facilitators are now involved in providing evaluative feedback and critical reflections, which are incorporated into ongoing learnings to inform programme development, delivery and quality assurance.

*We have even changed the written evaluation — all the groups have the same evaluation now, they are standardised, everyone is using 'keep, drop, create' as a reflection tool, the facilitators are too.*

## Personal development

Being part of the YHD model has inspired the programme coordinator and has also increased her knowledge and awareness about operational and strategic development, as well as evaluation tools and approaches.

*It's been great being able to work with Capacity Development Partners and to be able to work with people who inspire you to be able to develop ways of working and engaging that are empowering and that are in line with my values, about how I feel about things. And having some of the people who have come in and talked with us and being with each other, being able to share ideas and resources, not just kind of burrowing away in your own little patch.*

Before becoming part of the YHD model, the programme coordinator primarily focused on developing and delivering programmes, and had little experience with developing strategic and operational business planning.

*The most significant thing I can think of is that this has enabled me to have time that is really needed to do a thorough job of putting together a programme, from writing the business case right through. I think I'm more of a do-er, but I think it was a good learning curve for me as well, to learn how to do that, how to really define what it is that you are doing and what your aim is and how you are going to do it, and what might be the risks, and measurable outcomes, and evaluation.*

## Sector development

Development and delivery of the 'I Have, I Am, I Can' programme and 'Creating Respectful Relationships' programme has enabled Home and Family Counselling to develop new relationships with one school in central Auckland, one on the North Shore, and to re-establish relationships with a school they had previously worked with four years earlier. A Memorandum of Understanding has been implemented between participating schools and the organisation, to outline mutual roles and responsibilities to support the development and delivery of the programmes.

Supportive relationships have been developed with other providers within the 2010 cohort, and information and resources have been shared across the group.

*One of the things I had thought about was wouldn't it be just so cool to have some of our people, as we came to the end, graduating out of our group, whether they could have tapped into Youthline's youth health councils, feeling that that is something they could do, be a representative there, and that might develop their continued growing confidence and skills and participation and contributing to something wider and bigger than themselves, and I thought that would have complimented it quite well, but we're not even in the same schools. And it was the same for the mentoring programme for the young women. But there hasn't been an opportunity yet, we will have to see how it unfolds because we are starting to go into other schools.*

## Impact on young people

Evaluation evidence demonstrates that the 'I Have, I Am, I Can' and 'Creating Respectful Relationships' programmes have a range of positive impacts on young people, including:

- Increased sense of wellbeing.
- Increased confidence.
- Improved self-worth.
- Increased sense of self-achievement.
- Increased positive peer relationships.
- Increased participation in a range of activities.
- Improved motivation.
- Increased ability to get on with others in family and school settings.

Two stories of significant change were identified illustrating the impact of the programme on young people. As a result of participating in the 'I Have, I Am, I Can' programme, one young woman significantly reduced her anxiety, and increased her positive interactions with her peers.

*There was a young woman who had really high anxiety and wouldn't write on the graffiti wall at the beginning, she didn't participate a huge amount. By the end of the programme we had to ask her to stay on track because she was talking and was writing on the graffiti wall for the last two sessions. To see someone come out of themselves to the extent that their anxiety has lessened enough to be in a group of peers and share, participate, create, add to, on Facebook after the group has finished, that's pretty big.*

The 'I Have, I Am, I Can' programme has also supported a young person with a previous history of high risk behaviours to be supported and affirmed in his positive behaviour change choices, and to develop positive relationships with significant adults in his school.

*A young man stands out for me, he's been in two other groups, lots of self-harming practice, long hair that hung over his face, no eye contact, depression, abusing alcohol quite seriously and now the change in him, short hair, laughing, no alcohol use, I think his final comments at the end of the group were "I feel so happy I feel like I can do anything", and that is a stand out for me. I think that he had already started making change, and the programme enabled him to solidify those changes that he was heading in the right direction, and feeling good about who he was and giving him more scope for that personal development. It also meant he could have others witness that change, he got wonderful feedback from the school person that he chose, absolutely stunning, and to look at him when I read it out, absolutely amazing. ■*

## PROGRAMME:

# Silver Fern Motorsport Charitable Trust Pilot Programme

## Programme summary

Silver Fern Motorsport Charitable Trust was funded to provide a one year pilot programme providing motorsport and automotive focused training and mentoring to at-risk rangatahi aged 15-18 years who live in Waitakere City.

The 10 day programme offers a variety of practical experiences for young people to experience working in the automotive and motorsport sector alongside specialists. The programme aims to provide participants with basic industry-based skills, increased self-empowerment and pathways to employment and other training.

Referrals are provided from a number of sources including Hoani Waititi Marae, CYF, NGO providers and Youth Court Judges. A prescreening process is conducted prior to accepting a referral to assess risks and suitability for the programme. Parental or caregiver consent is obtained for all referrals.

The pilot programme has focused on accepting referrals of young people who are 15 to 18 years, male, who have an interest in cars, and who indicate an interest in being part of the programme in a pre-programme screening interview. High priority is given to rangatahi Māori. Programme participants may have a criminal background (excluding serious crimes) and low level mental health and behavioural risk factors. High priority has been given to young men residing in the Waitakere region.

The programme commenced delivery in May 2011 and in the period to September 2011, 21 young people aged 15 to 18 participated in the programme (80% Māori), and 73% completed the full 10 day programme.

## Funding

A total of \$240,506 was received for a one year grant. This grant has enabled the development and delivery of the pilot programme, support for the programme coordinator's salary, establishment of the training centre, and the purchase of operational training equipment. In 2011, a grant of \$150,000 was received from the YHD fund to support the second year of programme implementation.

## Key achievements

- Development of Trust infrastructure and training centre, including youth specific policies and procedures to support the delivery of the programme.
- Development and delivery of the pilot programme completed by 21 young men including 17 rangatahi.
- One-third of programme participants have transitioned to ongoing education and training after completing the programme.

- Establishment of new relationships with industry and community partners, to support the delivery of the programme.
- Development of new relationships with programme referral partners.
- Development of strong links to the justice sector, including positive relationships with Youth Court Judges, Police and CYF, and opportunities to use programme evaluation data to support advocacy for young people.
- Development of new links with training and education sector service providers to provide ongoing training and education to programme participants after completion of the Silver Fern programme.

## Organisational capacity development

Silver Fern Motorsport Charitable Trust was established in mid-2010, and capacity development activities have focused on supporting the team as they have developed all aspects of the Trust infrastructure, operational structure and programme content. The initial development has included some changes and challenges however a sound framework has been developed for the programme.

*We originally thought that we were going to deliver in February, but we wouldn't have made it. That advice to slow down from Capacity Development Partners was crucial, that amended timeline. When we reassessed it with your input, the outcome was that it worked for us, when it was actually rolling out. If we had tried to do what we had thought we were going to do, we would have come unstuck. We had come from an industry background, and we had built the race team and that was very much a logistical approach where you do this and this and that is what we were doing with this project but we didn't see what we didn't know.*

Overall, the support provided has had a significant impact on programme and organisational development.

A key focus has been on the need for policies and procedures to support all those involved in the programme, including trainers and young people. Other providers in the 2010 cohort have shared examples of referral policies and serious incident management plans. The programme coordinator has worked closely with referral agencies to ensure that full disclosure of potential participants' background information is provided, to ensure that the young people meet the programme entry criteria. As a result, the team are confident in the ability of the organisational infrastructure and policy framework to support young people and team members.

*We have learnt that we have to follow our system and the system works, and the outside referral agencies need to give us full information in the referral processes. That was what Capacity Development Partners helped us with at the beginning and it is so important today. The foundations of the programme are very important.*

As a small and newly developed organisation, growing a sustainable and effective governance structure has also been a priority for the team. Support activities have focused on the identification of key organisational values and aligned skills and values required by the Board to support future development, alongside options for future funding strategies after the pilot year.

*We have identified some people that we want on the Board, one of them is someone who is passionate about the kids, and who has been involved with the kids and their outcomes, he has the right values for what we want on the Board. There are also a couple of other people that we would like, we need people who are business minded, like minded and who share the same values that we do.*

An additional area of organisational development for the team has been learning about effective ways of working with young people to support positive youth development outcomes. The programme coordinator is responsible for youth work, and has received professional training and supervision during the pilot programme. This is a new area of professional development for the programme coordinator, and has resulted in increased personal knowledge as well as changes to the development and delivery of the programme.

*When I think about where we started, and where we ended up, they are miles apart. The concept was always good, but we have needed to make changes on the way through and review what we are doing, like originally we worked the kids so hard that by day 10 they were falling asleep, so we had to cut the time down, and they hadn't worked so hard in their lives, and we hadn't thought of that!*

## Self-evaluation capacity development

Developing and implementing a self-evaluation plan to support the development and delivery of the programme has also been an area of new learning and capacity development for the team. In addition to the support provided through the YHD model, a partnership has been developed with Auckland Council to support the evaluation. As a result, the team have increased their knowledge about evaluation approaches, and have developed a plan that has enabled them to identify and assess the impact of the programme.

*The self-evaluation support made us think through how we were going to do it before we did it. I don't know how we would have done it otherwise. In hind sight I think we would have delivered the programme and we would never have known if we were doing anything that was good or bad or indifferent. We would have had great experiences with the kids but it wouldn't have been measurable. And now it is all totally measurable.*

The evaluation approach includes daily feedback from programme participants about programme activities, a critical reflection session at the end of the programme about the value of the programme for young people, and feedback from motorsport service providers who deliver components of the programme. The approach to self-evaluation has been guided by the need to identify participatory methods of evaluation that provide useful feedback and which are acceptable and accessible to young people. Evaluation findings have been used to inform the ongoing development of the programme.

*I like that we are evaluating the programme, it's a cross check for us, and we find out what the kids want — what we thought and what they want, there are two different values. We change things around in the programme to suit what they want, the evaluation tells us what is working and what is not working so that we can make change and that fixes it. With the evaluation, we are able to learn that the changes that we have made, that they have been the right change, it highlights it.*

Support for self-evaluation has also had a positive impact on relationships with key programme partners. The evaluation approach also includes feedback from key programme partners about the impact of the programme on young people, as well as opportunities for ongoing quality improvement. This has resulted in increased learning for stakeholders about evaluation as well as identifying new and useful information.

*We are evaluating the partners who are working with us, and it has been a huge learning for them, and they are seeing things that they didn't think that they would see. The surprises for them are how engaging the youth are, particularly given their backgrounds, and what they can do.*

## Individual development

Being part of the YHD fund has also supported the individual development of team members. Team members have increased their knowledge and awareness about youth development, as well as evaluation tools and approaches.

*We are learning a lot of new things. We have perhaps gained the most from the process, because we are new. But it's evident in the quality of what we have delivered and are delivering now, that's where you see the benefits from it and now that we are actually delivering it, there has been no hidden surprises, there has been nothing that has come out and bitten us. The process has been great, and very supportive. It has been good to have the group sessions, and the one on one.*

## Sector development

As a result of being in the 2010 cohort, the team have developed relationships with other youth sector providers, and these agencies have shared information and resources to support the ongoing development of the programme.

Connections have also been developed with a range of other stakeholders, including motorsport and automotive service providers, tertiary education providers, training providers, referral agencies including Child Youth and Family, and Iwi social service providers. An unanticipated benefit has been the positive connections that the programme coordinator has developed with Youth Court Judges, Police and CYF. As a result, the programme coordinator has been asked to present information to the Youth Court about programme participants, about evaluation evidence demonstrating the young people's participation in the programme.

*I was in court the other day, and the Judge asked me to speak and she had questions for me, and I didn't think that that was going to happen, it was simple and easy to answer, it was simple because we have the evaluation systems, we know what we are doing, we have the evidence here. There was a clear picture that they could see from the video, it wasn't influenced, it wasn't practiced, it was real, it was the end of the day brief, and it was real. And there this kid was, answering these questions, the same questions we ask every day and everyone could actually see it.*

Over time, increasing priority has been given to developing relationships with training and education providers to support pathways for programme participants as they complete the programme. Presentations from education and training providers have been integrated into the programme schedule, to increase

young people's awareness of longer term professional motorsport and automotive industry related training pathways.

## Impact on young people

Evaluation evidence demonstrates that the programme has a range of positive impacts on young people, including:

- Improved pro-social peer relationships.
- Increased intention to seek employment or training in motor sport related fields.
- Increased awareness and skills about vehicle maintenance.
- Increased intention to decrease involvement in criminal activity.
- Increased positive communication with whānau, peers and community.

*The young people come out of their shell, they are more engaging, they enjoy the experience and they come away with new learning and experiences, like basic car things. They are interested in cars to come here, but they don't know a lot about the internals of the car, the engine, and when they get here they get to understand what those bits are, it's a great education process for them.*

Following completion of the programme, more than one-third (38%) of the programme participants have engaged with tertiary education and training providers in longer term training programmes.

Many of the participants on the programme have a history with the criminal justice system. An example of significant change was identified illustrating the impact of the programme on young people, particularly in reducing the risk that they would be given a custodial sentence as a result of their behaviour. As a result of being part of the programme, one young man realised he did not need to steal cars in order to achieve the thrill of driving fast, and he has engaged with ongoing training and education.

*I pinched cars and took them out and thrashed around in car parks and did donuts and things like that. I said to him, why do you do it? And if you could achieve the same thing, without having to pay reparations, and get the same thrill, what would that do for you? You could see him thinking. And when he actually got onto the go-cart and skidded around, he could get the same thrill without the conviction, and it cost him \$10 to go and do it, and you could see the penny drop. Because of our direct involvement with that youth, he was able to go onto a six month training course and after that there is possibility that we can get into Unitec. And he wants to do that. He's got a life path now, instead of a jail pass, because the Judge told him, next time he appeared in front of him then he would go up to jail. For a kid who was going a bad way, he's got choices.*

Participating in the programme has also made a significant difference for young men who were previously unaware of career and training opportunities in the motorsport sector. The programme has provided them with the opportunity to demonstrate their willingness to learn, and has also provided them with the opportunity to connect with ongoing training.

*One of the boys from South Auckland, he wanted to develop positive social connections with other people, and he had quite a history of crime, but because of his answer I took a punt on him even though he was high risk and took him on the course and he never disappointed me. When I saw him on the course, and what he learnt on the course, he was the stand out on the course. He was the kid who asked the mechanics what were they doing and why, and the feedback from the mechanics about him was that he was pretty good. I am going to Court to be an advocate for him tomorrow, and he has the opportunity to go to Unitec or MIT. ■*

#### PROGRAMME:

## Te Awaroa Youth Club Trust *Youth Vision programme*

### Programme summary

Te Awaroa Youth Club (TAYC) was funded to develop and deliver the Youth Vision programme, a life skills programme targeting young people aged 15-24 years who are not in employment or training. The programme is delivered over eight weeks, three days per week, with a maximum of 12 students enrolled in each course. The Youth Vision programme focuses on five key areas of life skills development:

1. Intrapersonal skills development — increasing a young person's ability to understand their emotions, manage anger and stress, make healthy choices, set personal goals and live independently.
2. Employment skills — skills to gain and retain employment, including communication, professional development and career guidance, and interview skills.
3. Social and community skills — including increased awareness of community relationships and responsibilities, the Treaty of Waitangi, cultural and family support, and social and community development.
4. Health, wellbeing and fitness — improved awareness of how to maintain and promote their own health and wellbeing.
5. Adventure and outdoor education skills — outdoor education, practical skills, safety, bushcraft, horticulture and rongoa (medicinal use of plants).

The programme is delivered in classroom and outdoor education settings, with individual support provided to young people to address literacy issues and ensure that their opportunities for learning are maximised. Young people are referred to the programme by partner agencies, families or self-refer.

The Youth Vision programme commenced in March 2011, and three programme cycles were delivered by October 2011. A total of 24 students completed the programme (average age 17 years, 17 males, 60% Māori). Most students came from backgrounds of deprivation, and had a range of learning challenges and difficulties including behavioural issues, addiction and mental health concerns.

### Funding

A total of \$150,025 was received for a two year grant. This grant has enabled the recruitment of the programme tutor and support for the development and delivery of the project.

### Key achievements

- Development of Youth Vision programme curriculum.
- 24 young people completed the Youth Vision programme between March and September 2011.

- Positive outcomes achieved for Youth Vision programme participants, including improved self confidence, independence, communication, health and social outcomes.
- Development of supportive relationships with local providers involved with Youth Vision programme.
- Development of alternative education programme in partnership with Kaipara College, Men and Family Centre South Kaipara, Women and Family Centre and the Helensville Police.

## Organisational capacity development

Being part of the YHD fund has supported the TAYC team to identify a range of organisational capacity development opportunities. Initially the focus was on developing and delivering the Youth Vision programme, and the TAYC team developed the life skills programme curriculum, recruited programme staff and students, and responded to student retention challenges.

As a result of participating in the YHD model the Youth Vision team consider they have developed a stronger more robust project. In particular, developing the business plan, and identifying a range of opportunities for organisational capacity development has helped develop a robust programme.

*This funding has enabled us to keep our project and the high engagement funding model has enabled it to develop stronger foundations, with the help of the capacity development partners and the ASBCT team, and the other groups, so it's given the Youth Vision project a much bigger stronger foundation to work from, and then from that has grown those other areas that, without this high engagement funding model, we probably wouldn't have recognised them. So if you look at it like a tree, the high engagement model has been the nutrition in the soil, and it's recognised that it's actually also a part of the trunk, a big core strength of that trunk is your key stakeholders and is the capacity of your organisation and then up the top would be your branches and your leaves who are the young people and their paths that they choose to take. Rather than a spindly little growth, it's become something much stronger.*

As the Youth Vision programme has been delivered, the team has identified the need for a range of strategies to facilitate recruitment and retention of young people to the programme, including establishing relationships with whānau members to support young people to participate in the programme and working with local agencies to identify practical support for young people to attend the programme. In addition, the tutor has made a number of changes to the programme to accommodate the low levels of literacy among students, and to encourage discussions between students and guest speakers.

Other capacity development opportunities that have been identified include attaching the Youth Vision curriculum to the NZQA framework, and developing TAYC as a private training enterprise. This has resulted in increased focus on identifying opportunities to strengthen strategic and operational governance, to support the long term goal of becoming a private training enterprise (PTE).

Opportunities to maximise the strengths and support from the Board of Trustees were identified as a priority for Te Awaroa Youth Club, and this resulted in an increased focus on identifying and implementing opportunities for effective governance.

*One of the key things for us is strengthening our governance, and looking at or evaluating whether that is working or not and how we can improve that in areas that it needs to be improved and utilising the skills that they do have. That has been a really positive thing, and a timely thing.*

During the first six months of 2011, an additional Trustee was recruited to support the ongoing focus on education, to support the strategic goal of becoming a PTE, and to support linking the Youth Vision curriculum to the NZQA framework.

A major opportunity has been the development of the alternative education programme, in partnership with Kaipara College, Men and Family Centre South Kaipara, Women and Family Centre and the Helensville Police, to provide educational support to young people aged 13-16 years who are unable to attend Kaipara College. This is an area of significant community need, and is a new partnership for these agencies, however initial results are promising. There is potential for links to be established between the Youth Vision programme and the alternative education programme to support access to correspondence schooling for students and ongoing literacy development.

## Self-evaluation capacity development

Prior to participating in the YHD fund, the Youth Vision team had minimal experience with evaluation, and this has been a significant learning area for the team. The team have increased their knowledge of evaluation tools and approaches, and are more confident in applying evaluation to support learning and development.

*Before I used to think that evaluation was about the negative, but now I know that it's also about the positive, about what to change, what to keep, and that's been an absolute turn around in my life.*

Regular opportunities to obtain feedback from students have been integrated into the development and delivery of the Youth Vision programme. Feedback from students has indicated the impact of the Youth Vision programme in helping young people to identify and achieve a range of personal, employment and education goals. Feedback has also been sought from young people to inform the ongoing development of the Youth Vision programme. In addition, the tutor coordinator has used a range of evaluation tools to support the ongoing strategic development of the Youth Vision programme.

*I love the logic model, not only does it show you where you have come from and where you are going, but it's a reminder of why you are doing it, and it keeps you on the path because your intended outcomes are in front of you, it keeps things on track and simplified. And because you have the logic model in front of you, when you start adding things, all the branches come off from that, and you can see how it all connects together, it's a great tool.*

## Individual development

Being part of the YHD fund has also supported the individual development of the Youth Vision team members. Team members have increased their knowledge and awareness about operational and strategic development, as well as evaluation tools and approaches.

## Sector development

Being part of the YHD fund has facilitated Te Awaroa Youth Club's relationships with a range of stakeholders and has supported the development of new relationships. The Youth Vision team have focused on growing strategic and operational relationships to help them achieve the Youth Vision programme goals, as well as TAYC's organisational goals.

*We also know that relationship building is the most important thing in change, so we are putting in things that make that stronger and faster, and we want to grow that with the other community providers.*

The Youth Vision programme curriculum incorporates support and input from a range of community support agencies, including education, health, income support, Police, and Iwi agencies. Agencies are involved in the programme as advisory group members, guest speakers, and referral sources. The intention of the Youth Vision programme is that young people are connected with community providers, and then the relationship is sustained by the provider and the young person after the Youth Vision programme is completed. To date, this has been more successful with some agencies than others, and appears to be dependent on the agency's ability to be proactive and follow up with the young people. A local health provider has been particularly successful.

*Te Ha Oranga have been amazing out of all the providers, they got it, they got that we introduced them to the young people and then they need to build that relationship with them, and they have continued to support them.*

In addition, new relationships have been developed between TAYC and other providers in the 2010 cohort. Youthline has provided TAYC with examples of youth development policies and procedures, which have informed the ongoing development of TAYC programme infrastructure. A stronger working relationship has also been developed with the Men and Family Centre South Kaipara, and the two agencies are working in collaboration with Kaipara College to support alternative education.

*Linking up with the other providers has been really useful, through the workshops. I think working in a group has broken a lot of barriers down between the groups, which has had an impact on our area, because there are two providers here.*

## Impact on young people

Evaluation evidence demonstrates that participating in the Youth Vision programme has had a positive impact for many of the participants. The Youth Vision programme has contributed to a range of positive outcomes for young people including:

- Successfully obtaining drivers licenses.
- Decreasing or ceasing drug abuse and misuse.
- Increasing healthy food choices.
- Increasing independent living and decreasing homelessness/transient living.
- Reducing thoughts of suicide and self harm.

- Increased enrolment with primary care services and proactively seeking medical assistance.
- Improved positive relationships with whānau/family and community members.
- Decreased involvement in criminal activity.
- Increased positive communication.
- Increased cultural connections with local Marae and tikanga Māori.
- Increased personal confidence and perceptions of self worth.
- Decreased participation in prostitution.

*The biggest change has been for all of them in their way of thinking, their self worth, and the way that they see themselves.*

Being part of the Youth Vision programme has enabled some young people to make significant positive changes in their lives, and has supported them to identify and achieve education and personal goals. Two stories of significant change were identified illustrating the impact of the programme on young people. As a result of being part of the Youth Vision programme, one young person achieved her goal of being accepted to train as a sound engineer, which also supported her increased self confidence, reduced her drug use, and enabled her to change her negative peer relationships.

*It's made a huge difference for one young girl, she has had to fight against what she has been surrounded with all her life, gangs, drugs, alcohol, a family that hasn't been educated or had good jobs. She is incredibly academic, but her picture of herself was that she was not going to achieve and not going to be worth anything, no matter how clever she is, and they start believing that, and she came in here with a strong dream and a strong passion, but she didn't know how to achieve that. But through the goal part of the module she achieved a lot better than she thought that she would, the week that she left here she was accepted into Unitec.*

The Youth Vision programme has also enabled another young person to make changes to their drug use, and to seek medical help for medical issues.

*There's a young guy, 18, family of drug and physical abuse, his mother is an addict and a dealer, that is his whole life, the fact that he came consistently every day, not stoned and not wasted and honest about that, he had really bad anxiety about trying anything new, but in the end he would do that. Ok, from here he's gone backwards in a sense that he's not getting educated and not getting a job and he didn't reach the goal he wanted to achieve but he did become real about himself and his drug use. In the time that he was here, we linked him up to support people for his health because it was discovered that he had emphysema and that wouldn't have been discovered unless he was here. He knows that he can come through this door now, and he knows he's safe. ■*



## PROGRAMME:

## YWCA Auckland *Future Leaders programme*

### Programme summary

The YWCA was funded to deliver the Future Leaders programme, a four year mentoring and leadership development programme that supports educational aspirations and provides pathway for young women from secondary school onwards. The programme aims to empower young women aged between 14 to 18 years from decile 1 to 4 schools to become leaders and role models in their communities.

The programme involves young women participating in workshops, activities, camps and other leadership opportunities, designed to support leadership development. The programme activities aim to provide young women with a range of new experiences, to build their self-confidence. Workshops focus on developing leadership skills, including personal vision, decision making skills, influence, personal integrity and ability to take action. Each participant is matched with an adult woman mentor, who supports her development throughout the four year programme.

The Future Leaders programme is in its tenth year of delivery, and the YHD grant supported the delivery of the programme into four schools within Auckland. Over a four year period, the Future Leaders programme is delivered to two cohorts of girls within three of the four participating schools.

Across the four participating schools, 51 young women (35% Pasifika; 31% New Zealand European/Pakeha; 18% Māori) have been recruited during 2011 to the Future Leaders programme, and they have been matched with 51 adult women mentors.

### Funding

A total of \$560,000 was received for a four year grant. This grant has enabled programme delivery, and support for programme coordinators.

### Key achievements

- Recruitment of the largest intake of girls and mentors into the Future Leaders programme in the programme's history.
- Review and expansion of evaluation tools, methods and approach to support ongoing programme development, delivery and quality.
- Increased engagement with family members to support young women's participation in programme activities.

### Organisational capacity development

Being part of the YHD fund has enabled the Future Leader's programme team reflect on the delivery of the programme, and to identify opportunities to strengthen the established programme.

Informed by the organisational capacity development support process, a new staff member was engaged with specific focus on family engagement, along with the identified need to have one member of the programme coordination team focused on event management.

*Through the high engagement model we realised we needed someone to focus on family engagement and having the additional staff meant we could concentrate on driving through improvements and changes.*

Particular attention has also been given to reviewing the first year of the programme, and identifying opportunities for change and development. Supported by increased team capacity, changes have been made to the frequency of contact with programme participants in the participating schools, as well as increased engagement with families and mentors. Participation rates in programme activities appear to have increased as a result of the higher levels of engagement with participants and their families.

*We have changed our framework for year 10, we're putting a lot more time and effort to work with them in the first six months about what is a mentee, how do I do this, what is it all about, how do I build a relationship with an adult that I don't know. So that will be interesting, we haven't seen the outcomes of that yet, we are still developing it. But redeveloping the whole framework for year 10 was pretty exciting actually. We are looking differently at the programme.*

The team have also focused on clarifying and consolidating systems and structures to support programme delivery. Informed by the development of an updated and expanded programme logic model for the Future Leaders programme, the team have developed a clear shared vision of programme outcomes, which has been used to inform programme delivery.

*Now there is more consistency about what we are doing, and how we are doing it, and what sort of outcomes we expect over the course of a year to finish... it is really good having the new team members go through that process because they have more ownership about the programme.*

Being part of the YHD model has had a wider impact on the YWCA team. For example, programme logic models have been developed for the YWCA organisation, and for other programmes. In addition, the focus on organisational capacity development support has encouraged the YWCA to consider other potential areas of organisational growth and development.

*This process has given us the breathing space to look at funding, and to look at other areas that we need to fund to try and improve the organisation, so we are going to try and fund a research and evaluation person, that has been a really interesting spin-off from this funding.*

Increased information on key programme learnings and developments is being reported to the YWCA Board.

*The Board are really appreciating it, they are getting a better picture of what the programme is and the outcomes of it, rather than just the outputs.*

## Self-evaluation capacity development

Being part of the YHD model has supported the Future Leaders team to undertake a comprehensive review of their current evaluation methods and to increase their knowledge and awareness of evaluation tools and approaches. Updating the programme logic model for the Future Leaders programme has been a key new tool to support programme evaluation and delivery. The team have also been supported to make a number of changes to their existing evaluation tools. For example, amendments have been made to the monthly monitoring form completed by programme participants and their mentors, to increase the focus on outcomes achieved as a result of participating in the Future Leaders programme.

*We have changed our programme monitoring, because we were just not getting the feedback that we needed to help our build evaluation, so feedback forms that the girls complete were changed. Reading through some of them we have some really good changes in the feedback that is coming back that is reflecting that "I have achieved this" and that "the programme has helped me to achieve this."*

Changes have also been made to the timing of evaluation activities. For example, feedback on workshops is now sought at the next programme meeting, rather than at the end of the workshop, to enable participants to reflect on the key outcomes of programme activities.

*We are now getting more thoughtful responses, not just a tick the box on the evaluation form so that we can go home.*

The increased focus on evaluation has facilitated stronger links between programme evaluation and delivery. Critical reflections and summative reports are now consistently sought from team members about the delivery and impact of programme workshops. Previously, levels of engagement in programme evaluation by family members and other key stakeholders have been low. New methods and approaches of including family members in evaluation feedback have been developed, and are being piloted. In addition, the Most Significant Change evaluation method is being implemented with Year 13 programme participants, to identify key outcomes for programme graduates.

*We are becoming mini evaluation experts, and hopefully that is having positive outcomes for the girls because the changes we are making are to provide better outcomes for them, we hope. But we don't know yet, because we are such a long term programme, but the feedback has been good. We have had a huge intake of girls this year and mentors so we are better able to support them. And through the self-evaluation and reflection on what we are doing, we are making the changes, and it's having a roll-on effect. It's not just that we are evaluating, but because we are evaluating, we are delivering differently and because we are delivering differently we are getting better outcomes.*

Overall, the Future Leaders programme team are collecting more comprehensive evaluation data, from a range of programme stakeholders that are enabling them to more effectively assess programme outcomes, and the impact of changes to programme delivery, to support an ongoing focus on continuous evidence based programme improvement.

*We are seeing the benefits of evaluation and what we are getting out of evaluation, it's not something that we do and put away in the drawer.*

## Individual development

Being part of the YHD fund has also supported the individual development of team members, particularly the team leader. Team members have increased their knowledge and awareness of evaluation tools and approaches, and have applied these to the Future Leaders programme and other programmes within the YWCA.

*I feel really confident that the team are able to move forward and make changes, the learnings that we have had this year have been really good, and the programme is in really good hands.*

## Sector development

Being part of the YHD model has facilitated new relationships between the Future Leaders team and the other providers in the 2010 cohort. The YWCA has shared resources with other providers, including the RYAN project.

*It's been really good being involved with the others, sharing knowledge and ideas, that's really great, you can always learn off other service providers.*

The Trust's grant enables the delivery of the Future Leaders programme in four schools in the Auckland area. The grant has enabled an expansion of existing relationships with these schools, as the Future Leaders programme is being delivered to two cohorts of young women in three of the four schools. Relationships with schools are supported by a Memorandum of Understanding, and a position description for the School Liaison, to clarify roles and responsibilities.

## Impact on young people

Evaluation evidence and feedback from the Future Leaders team demonstrates that the programme has a range of positive impacts on young women who have joined the Future Leaders programme in 2011, including:

- Development of a platform to support the establishment of high trust relationships with adult mentors.
- Development of supportive 'big sister, little sister' relationships across age-cohorts within three schools.
- Increasing confidence.
- Development of new peer relationships.

*Once the girls are selected for the programme, you can see their confidence levels increase straight away, through that validation of them.*

Two stories of significant change were identified illustrating the impact of the programme on young women. One Year 13 Future Leaders participant significantly increased her confidence as a result of participating in the programme camp, which enabled her to participate in a range of other new experiences with her school and wider community.

*I have seen a really big change in one of my students, because of this funding we are now able to run a Year 13 camp and that is great, it sets them up for the rest of the year. One of my students who went this year had never stayed away from home, she went*

*to the Year 10 camp and lasted one day, and she was really nervous about going to the Year 13 camp and she went, on the provision that if she wanted to her parents would come and pick her up at night, but she stayed both nights which was awesome, and since then I have seen her confidence increase so much, she went to the school ball this year, it's the first time she has worn a dress, last year she wouldn't have dreamed of that, she's doing the Auckland marathon, all these big changes because of her increased confidence, the Year 13 Camp was a real catalyst for her.*

During 2011, changes to the delivery of the Future Leaders programme have focused on increasing family connections with the programme, and developing high trust relationships with families. For Year 11 participants, there has also been a focus on clarifying and strengthening the relationship between programme participants, families and mentors. As a result, some families have supported young women to become increasingly involved in programme activities. A significant change was evident in the relationship developed between a Year 11 student, her family and mentor, which enabled the young woman to participate in a number of new programme activities and increase her social connections with other programme participants.

*I had a Year 11 girl who couldn't go out of her house to hang out or do something with her mentor or another girl outside of the home, and now she can. She even did a mini-sleep over. Now she is able to do these things now partly because the mentor has made some of those parent connections, and partly because we have made some of those parent connections, and because of some of the changes and the goals that we have developed for the programme, the girls are really benefitting from that. For this girl it has meant that she can make a higher engagement in the programme, she is getting the closer connection with her mentor, and being involved in the programme activities, being involved in something new and different that leads to resiliency and she is being able to develop internal and external assets, previously she was quite isolated before. ■*

#### PROGRAMME:

## Refugees As Survivors NZ Refugee Youth Action Network (RYAN) project

### Programme summary

Refugee Youth Action Network (RYAN) aims to provide support for young people from refugee backgrounds who are at risk of poor social, education and economic outcomes. RYAN's key objectives are to:

- Mentor emergent youth leaders from former refugee communities.
- Provide early intervention to prevent and address alienation, drug use, school problems or gang involvement.
- Provide culturally responsive counselling and guidance to support positive outcomes.
- Provide meaningful and effective career path development leading to employment.

RYAN works in collaboration with young people, their families and key stakeholders to provide strengths based support and networks to enhance involvement in education, employment, recreational, community and cultural activities. The project focuses on three main strands of activity, including 1) the delivery of a range of sports activities for young people, 2) guidance and life skills support, and 3) career path and employment support.

The project is supported by a multi-agency steering group with representatives from a range of refugee communities and government and non-government agencies. The project team includes community youth leaders identified by former refugee communities to represent young people from diverse communities, and to encourage collaboration across communities.

*The RYAN Youth Centre opened in February 2011. Since that time, young people from former refugee communities participated in a range of RYAN project activities, including*

- *60 young men and 30 young women who participated in Youth Camps.*
- *17 young people from Somali, Sudanese, Afghani, Burundian, Ethiopian and Oromo communities have taken part in an extensive employment preparation course.*
- *Approximately 50 to 60 young people visit the RYAN Centre every week to participate in Youth Centre activities including sports activities.*

### Funding

A total of \$541,668 was received for a three year grant. This grant has enabled the establishment of the RYAN Centre, and support for operating costs including the RYAN team.

## Key achievements

- Development of the RYAN Youth Centre.
- Development of high trust relationships with young people and their families and communities.
- Development of activities for young people, including sports activity programme, and Youth Camps.
- Implementation of career and employment support programme.
- Establishment of new relationships with government and community partners, to support the development and delivery of RYAN.

## Organisational capacity development

The RYAN Centre was opened in February 2011, and capacity development support has focused on supporting the RYAN team to develop the project infrastructure, team structure, and programme focus. The first six months of operation has resulted in an intense period of development across multiple areas, and a sound programme framework has been developed.

*The high engagement support from ASB community trust, from Capacity Development Partners, and being engaged with all the other six providers it has been a great opportunity for us. Youth is a new area for RAS and we did not expect that it would have that many challenges, but being in the group and hearing from others about what they are doing and how their projects are working and their experiences, and also having Capacity Development Partners to provide us with help when we need it, with professional capacity building, organisational capacity building, it's a huge huge resource for us. I think this model is a great model.*

Developing the RYAN team has been a priority area of focus for organisational capacity development. The RYAN model includes a team manager, team leader, senior youth worker and community youth leaders. Some challenges have been experienced in clarifying and consolidating the RYAN team, and there has been change in the senior youth worker role. A key benefit of the flexibility of the YHD fund is that it has enabled the RYAN team to take the time to develop high trust relationships with refugee communities to support the identification and recruitment of community youth workers.

*One of the challenges for us was that we thought it would be easy, go to the community and ask them to nominate a couple of people, and interview and pick them up. But with one or two or three communities it worked well, but with some other communities it didn't work. And we had to chase them up, and when we asked them to nominate a couple of people and they did, and we interviewed those people and they were not the right person for this position, and we went back and asked the community again. And it takes time and this is one of the challenges.*

As a small and newly developed team, growing a sustainable, professionally qualified team has also been a priority. Team members have received professional training and supervision including English language communication skills, youth work certification, computer training, and administration skills training. Investment in professional skills and training is considered important to support the longer term sustainability of the RYAN project.

*Four of the youth workers are enrolled for the youth worker qualification level three. The aim for us is that in the future RYAN will be led by the young people from refugee communities, and we are trying to involve them, upskill them and give them the chance to study and qualify as youth workers in the future.*

Initially, the principle focus of RYAN was to develop positive opportunities for engagement with young men and boys who were at increased risk of negative social and health outcomes. However, as the project has developed and high trust relationships have been developed with key community representatives, the scope of the project has evolved to identify opportunities to engage girls and young women. As a result, consideration is being given to the ongoing development of team capacity and cultural supports required to undertake this.

*Some parents from the refugee communities have asked us if we can provide some evenings for girls, and in October we will have a girls night in the Centre, and some mothers will come and we will leave the girls to decorate one side of the Centre however they want, and the mums can sit in this side, not to interrupt them. Mothers will be comfortable that their girls are safe.*

## Self-evaluation capacity development

Prior to participating in the YHD fund, many of the RYAN team had minimal experience with evaluation, and this has been a significant learning area for the team. Self evaluation support has focused on developing a programme logic model, a participatory evaluation approach and an initial evaluation plan. Self-evaluation capacity development support has focused on increasing team members' knowledge about evaluation approaches, and developing evaluation tools to gather data from young people who have participated in RYAN activities have been prioritised. In the long term, support for self-evaluation capacity development is likely to have a positive impact on programme sustainability and team capacity.

*That is a great opportunity for our group. Young people are coming through this project from refugee backgrounds, this is a good opportunity for them to learn and implement an evaluation. For us as an organisation, to do our own evaluation and to build our skills to be able to build our own evaluation of this project, that is another long term benefit which we will have. It's like don't give them a fish, teach them how to fish — it's perfect.*

Feedback from young people who have participated in preliminary evaluation activities has been positive.

*It is wonderful how the young people have already responded to the three or four questions that we have asked them before they went to the camps. And also building on those ones, after the third camp we will have a whole group evaluation, and that is also giving us an opportunity to do it ourselves so we are learning.*

In order to support the ongoing focus on self-evaluation capacity development for the RYAN project, additional evaluation resource has been provided internally by Refugees As Survivors NZ (RASNZ).

## Individual development

Being part of the YHD fund has also supported the individual development of RYAN team members. Team members have increased their knowledge and awareness about youth development, the development and delivery of youth development activities, strategic planning and evaluation tools and approaches. A significant learning during the process of developing and delivering the RYAN project has been how to balance the needs of the communities engaged with the project, alongside the capacity, capabilities and resources of the RYAN team.

*We underestimated the amount of work and the amount of need for this area, we underestimated the huge need. When I put the application in, I thought if we had three to four youth leaders one day a week, that would be great, but now I can see that is nothing. Both the youth workers are working more than 40 hours a week at the moment, they are doing a lot of voluntary work. It's the commitment and passion about youth work from their community. Knowing what I know now, I would have applied for at least four full time positions, 6 to 8 part time positions, and more resources for the Centre.*

## Sector development

As a result of being in the YHD fund, the RYAN team has developed new relationships with other youth sector providers within the 2010 cohort. Youthline provides supervision for RYAN youth workers, and is also providing telephone counselling training for community youth leaders. The YWCA and Men and Family Centre South Kaipara have also shared resources and examples of youth policies with RYAN. Both the YWCA Future Leaders programme and RYAN deliver camps to young people from former refugee communities, and opportunities for collaboration and shared referrals have been investigated.

*The high engagement process has given us the opportunity to build relationships with all these providers so it has helped us and given us the opportunity to learn from them, and also for them to learn things from us as well, while we are learning from them. The flexibility of the fund also gives us the opportunity to extend our networks and relationships with others, who are on this fund as well.*

Development of the RYAN project has also facilitated new relationships between the RYAN team and a range of other agencies. RYAN is supported by a steering committee incorporating representatives from refugee communities, the Umma Trust, NZ Youth Education and Employment Trust, Ministry of Education, Auckland Regional Health Services, Ministry of Social Development and RASNZ. Operational and strategic support for RYAN objectives and youth activities has been provided by New Zealand Police, WINZ, Leadership New Zealand and Ngāti Wai (Ara Moana Adventures). Affinity Services has been contracted to support the focus on supporting young people with career path planning and employment support.

An unexpected outcome has been the development of a relationship with Massey University, who have approached the RYAN team to provide professional development placement opportunities for youth workers and social workers.

## Impact on young people

Evaluation evidence and feedback from the RYAN team demonstrates that the programme has a range of positive impacts on young people, including:

- Increased confidence.
- Increased self esteem.
- Increased skills and resources to support career development and employment.
- Development of new peer relationships across cultural and ethnic communities.
- Exposure to a range of new activities and experiences.

Between February and September 2011, 18 young people have been involved in the employment support process provided by Affinity Services. Of these, seven were assessed as being immediately employment ready. Three young people are being supported to identify part time employment and four are being supported to transition to full time employment.

Two stories of significant change were identified illustrating the impact of RYAN project support and activities to support positive outcomes for young people from refugee backgrounds. Following graduation with a degree in Civil Engineering, a young man sought assistance with career path development and employment skills. As a result of the support received, he significantly increased his confidence and skills in interview settings and has been supported to access work experience.

*He has a qualification but the problem is he doesn't know how to get a job, because he doesn't have self confidence and he doesn't know how to present himself to an employer, or how to answer interview questions properly and he is a shy person. So in the workshops here he identified his weaknesses and he had an interview with an Affinity Services career consultant and from there he built himself up. And he is ready to go and have an interview, and we are encouraging employers to give him work experience for one week, and he is really passionate to do that.*

Development and delivery of the RYAN Youth Camps has been a significant achievement for the RYAN team. High trust relationships with communities and families have been developed to enable young people to participate in the Camps. For many young people, participating in the Youth Camps is frequently the first time they have stayed overnight outside of the family home. Many have also never experienced outdoor activities. For young people, participating in the Camps enabled them to have a range of new experiences, including taking part in traditionally gender specific activities such as cooking, and develop new peer relationships with young people from other communities. Following participation in at Youth Camps, family members have reflected on the significant positive changes in their young people.

*One parent called me, and asked me what have you done with my boys? And I said why, is there something wrong? And he said, no, he's changed, he's talking too much now, and he's doing a lot more things now, and he's friendly. Before, he never talked and he was sitting in his room and he would never come out. And now he's out, and he wants to help in the kitchen! The Camp was a good experience for him. ■*

## PROGRAMME:

## Youthline Auckland Charitable Trust Youth Health Councils

### Programme summary

Youthline was funded to support the development and delivery of Youth Health Councils in schools across the Auckland region. Through the development of Youth Health Councils, Youthline aims to:

- Assist nurses and other key youth health professionals to establish and sustain youth health councils.
- Facilitate young people's engagement with health sector careers.
- Improve the health status of young people involved in youth health councils.
- Support Youthline's ongoing focus on youth development.

The Youth Health Council team works in collaboration with nurses and other key supporters within secondary schools to engage with young people to co-develop a Youth Health Council. Support is given to establish the Council and to identify a governance structure. Young people are also supported to design and implement a range of Youth Health Council health promotion activities. The Youthline team works at various levels of individual engagement with participating schools, depending on their need for support with the development and delivery of the Youth Health Council model. Schools also participate in collective fono as part of the Youth Health Council activities. Best practice guidelines are being developed to support the Youth Health Council model.

During 2011, Youthline has engaged with 180 young people across 19 schools in Youth Health Councils. Seven schools have received high levels of engagement and support to establish a new youth health council, four schools have received medium levels of engagement and support for existing youth health councils, and eight schools have received lower levels of engagement and support with existing youth health councils. One hundred and thirty young people participated in a combined schools Youth Health fono to support the planning and delivery of Youth Health Council projects.

### Funding

A total of \$470,967 was received for a three year grant. This grant has enabled support for an education specialist, youth workers, and programme delivery.

### Key achievements

- Development of Youthline School Engagement Strategy.
- Increased engagement with schools to support the development and delivery of Youth Health Councils.
- Development of evaluation tools, methods and approach to support ongoing programme development, delivery and quality.

- Increased access by schools to a range of Youthline youth development services and support.

### Organisational capacity development

Being part of the YHD fund has supported organisational capacity development for Youthline and the Youth Health Council team in a range of ways. Support was provided to the Youthline senior management team to facilitate the development of a School Engagement Strategy, which identified opportunities to target available operational and strategic resources to work most effectively with schools. Combined with other strategic planning tools such as the programme logic model, this has supported the Youth Health Council team to be strategic about how they implement the project resources to support priority outcomes.

*I realised that we didn't have to go jumping into everything unless you know that there is going to be a response from it, and just because you go and have a chat with someone about the project and it might not be that they are ready now, that is ok, keep them in mind for six months down the track.*

Being part of the YHD model has also had an impact on the Youth Health Council team. As the project has developed, increased clarity has evolved about the roles and responsibilities of team members.

*It opened up a whole conversation about what are our roles, what do we expect of each other, what do we expect of ourselves, what do we want as a team in terms of our work in this process, and this has followed on with a lot of team building for our team, and some of the Capacity Development Partners tools have been used in our team discussions.*

The workshops and individual support sessions have provided team members with new opportunities to participate in strategic development. As a result of their learning, team members have transferred new strategic and operational knowledge and skills to support the other projects they are involved with.

*I have been able to be involved in a much more higher level, which I have really enjoyed and I would recommend it for youth development workers who are involved with these funded projects, that they step up to that level and be more involved, because our knowledge and skills at that level can be well utilised but at the same time we can learn so much.*

Overall, being part of the YHD model has had a positive impact on supporting the capacity development of the Youth Health Council team. Through participating in the workshops and individual support sessions, the team have consolidated a shared vision, developed robust project planning documents and approaches, and have developed a strong sense of ownership about the project.

*The support that has been given has been great, and the process required by ASBCT for the recipients and those involved, especially with the evaluation side and the programme delivery side has been really good, it's been really thorough and a good reflective practice process which runs beautifully alongside youth work being a reflective practice.*

## Self-evaluation capacity development

Being part of the YHD fund has supported the Youth Health Council team to develop and begin to implement a self-evaluation plan, and this has been a new area of development for the team. Support has been provided to develop a programme logic model, and participatory evaluation plan to inform learning and development over the next two years of the project. Initial evaluation activities have focused on undertaking interviews with key school based stakeholders, including school nurses.

*It has been challenging but I love the accountability that self-evaluation places onto the team and individuals and organisations. I love the transparency of it, and that we've been encouraged to use it in all facets of the project, all the engagement types, all the people and the different types of stakeholders.*

As a result of their increased knowledge and awareness of evaluation tools and approaches, the Youth Health Council team have applied evaluative thinking and reflective learning to a range of other projects they are involved with across Youthline, including the Stand Up project for young people whose lives have been affected by alcohol and other drugs.

*The 'keep drop create' tool is the big hit and we have been using evaluation tools in a range of other projects, we have used keep drop create with the Manukau team, we have used it in the evaluations of the best practice guidelines with the providers and the school nurses and with youth groups.*

## Individual development

Being part of the YHD fund has also supported the individual development of Youth Health Council team members, including increasing knowledge and awareness about business planning, strategic development and evaluation tools and approaches.

*Writing all the documents has been a big learning, at the time it was new stuff that I was learning, like going back to Uni and now when the terms and contents are spoken about in other places in the organisation, I have a greater understanding which has been wicked, especially as my role has changed, so it has been fantastic. The learning from the capacity development process has educated me in a business development way.*

## Sector development

Through the development and delivery of the Youth Health Council project, Youthline has developed new relationships with schools that have not previously had connections with Youthline, as well as expanding and sustaining existing relationships. In addition, some of the schools that are developing Youth Health Councils have requested further support and services from Youthline to support young people. One school has requested a leadership development programme for students involved in the Youth Health Council. Another school has requested a team building programme for Youth Health Council members, and access to face to face counselling services for students needing additional support.

The development and delivery of the Youth Health Council project has also supported connections being established with a range of other health and social services providers, including Water Safety New Zealand, St Johns, Heart Foundation, and Manurewa Marae.

Being part of the YHD model has facilitated new relationships between the Youth Health Council team, and other organisations within the 2010 cohort, particularly Silver Fern MotorSport Charitable Trust. Youthline has provided supervision to the Silver Fern MotorSport team programme coordinator, and young people from Youthline's alternative education and youth transition services will participate in the Silver Fern MotorSport programme.

*The strongest relationship we have built is with Silver Fern MotorSport Charitable Trust, and the team there, and I think they thought of us like the Grandparents of this industry, and we could take them under our wing a little bit and it's been awesome, and we have got things off the ground. One team member is getting supervision through Youthline, we have been able to do those things.*

## Impact on young people

Evaluation activities have focused on engaging with schools to support the development of a Youth Health Council, to support the long-term development of student led Youth Health Councils. Findings to date indicate that key outcomes for schools and young people include:

- Increased engagement between young people and Youthline.
- Increased connections between schools to support Youth Health Councils.
- Increased awareness of health promotion opportunities.

A story of significant change was identified illustrating the impact of participating in the Youth Health Council to support positive health and social outcomes for young people. As Youth Health Councils develop, they are supported to transition to becoming increasingly student led. Some young people have been involved with the Youth Health Council for a short time, however the experience of being involved in the project has provided a supportive framework for their ability to identify opportunities for leadership within the project, increased collaboration between young people, their families and the school and enhanced community engagement with other community members.

*As they were leaving the Youth Health Council meeting, four of the young people came up to me and said oh we have an idea, but we don't know, can the Youth Health Council do work in the community, or does it have to be in the school? And I said if you want to do it in the community, do it in the community, that's great. And they told me about an idea they had thought of all by themselves. We had done a ready, steady cook competition on Tuesday and they said why don't we use the recipes we tried on Tuesday and cook all this awesome food, and then we could go out into the community and we could feed the homeless people. One girl said I told my auntie about this idea, and she thought it was fantastic, and she said if we did that, she would come and help us. And this girl also said if we did this we could invite the other parents of all the other Youth Health Council members and then maybe they would come too, and we could all go together, and then we could record it, film it, take it back to school and play it in assembly! ■*

FIND OUT MORE:

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