



Youth Health & Development Fund

EVALUATION REPORT 2012

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ASB Community Trust
Te Kaitiaki Putea o Tamaki o Tai Tokerau

supported by **ASB**



Foreword

In 2009, Trustees of the ASB Community Trust (the Trust) decided that there was a need to look into the issues young people face. The Trust then commissioned research into the needs of young people and to inform us about best practice in funding this sector.

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 and 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 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 Trust and capacity development providers, leading to a high trust relationship. 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.

The Trust has developed a new strategic plan which will be implemented from April 2013. This new Strategic Plan will build on the learnings from our current high engagement funds (Youth Health and Development, Community Housing and the Maori and Pacific Education Initiative). We will continue to work in partnership with a number of community organisations and provide capacity support to organisations which are working to improve community and sector outcomes.

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 and development providers in the 2010 and 2011 YHD cohorts 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 and Development Fund.

Front Cover Photo Credits

Clockwise from top left: Thrive Teen Parent Support Trust; Thrive Teen Parent Support Trust; YES Disability Resource Centre; Thrive Teen Parent Support Trust; YES Disability Resource Centre

I had someone else to call. She's like a sister to me; very dependable; very strong; very encouraging; an important person in my journey and a role model. A role model is someone you look up to and can relate to; that person is so strong and would do anything for you. She's the one who told me to grab any opportunity; that advice reinforced my own experience and what my mother taught me.

My mum has had a big influence on my life. She has experienced a lot of hardship and heartache in her life. Our family came to New Zealand ten years ago from Burma; my mother wanted us to have a better future and to grab any opportunities that came along. She was a single mum and raised six children on her own. Another child died. She worked very hard all the time and had to be independent. She had to do things on her own and find her own way. I admire her independence and her courage; I admire that she kept going even though her life was very hard. She's the one who taught me how to be independent. My mum says, "Sometimes you go through the hard way in life so that in the future things will become easier." She believes that doing things for yourself is better than being dependent on someone else. Freedom is very important to her and she wants us to be independent. I know my mum is proud of me. She wants me to have what she didn't have – a variety of opportunities and a life that isn't as hard as the one she's lived.

Opportunities come and you have to take them. I want my son to grab whatever opportunities come by. I want him to think outside the box and not be narrowed minded. I want to be a good role model for my son. I want him to know his mum has a career and that he can do what he wants with his life.

I'm living better now and have become more positive. The young mums' group coordinator is always so positive and has a smile on her face. Being positive is a better way to go. I keep telling myself I can do it; I can achieve my dreams. I push myself in a positive way and I'm happier as a result. The young mums' group has strengthened my independence and a positive way of thinking. It takes courage to believe in yourself; negative thoughts will get in the way and stop you believing in yourself. But positive thinking opens up possibilities and helps you to see the opportunities in front of you.

We all need to be encouraged a little and given a little push now and then to get along. My confidence has grown a lot. Before I was thinking negative thoughts but now there's a new open door to walk through and pathways and options for the future. Now I think differently about my life. Having a child when you're young doesn't mean your life has to stop. The group helped me to find my own way as a young mum; it opened a big window into the world of being a young mum and a young woman. ■

Introduction

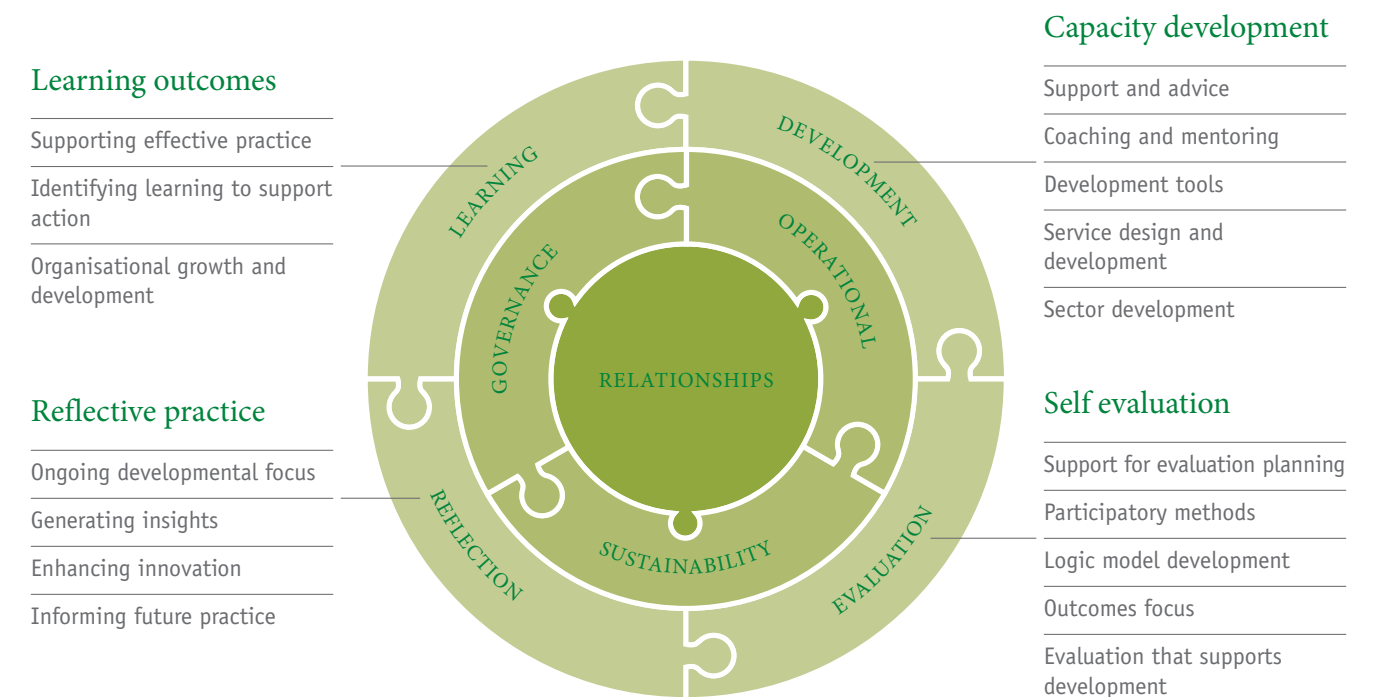
This report is the second report from the Youth Health and Development (YHD) Fund, which provides support for eleven community organisations to deliver initiatives to improve health and social outcomes for young people. The YHD Fund provides organisations with multi-year funding, as well as support for organisational capacity development and self-evaluation.

This report describes the impact of the YHD Fund on supporting organisations' capacity development during the first two years of the fund, and includes stories of most significant change that have occurred as a result of the programmes.

Capacity development support is provided as part of a high engagement model, supported by a high trust relationship between providers, the ASB Community Trust (the Trust) and Capacity Development Partners. Capacity Development Partners work in close collaboration with youth providers in the YHD fund. Tailored 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).

Providers are supported through a two-phase capacity development programme. The first stage focuses on the

Figure 1: YHD model



development of a business plan to support the delivery of the youth health and development 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.

Being part of the YHD fund has had a positive impact on supporting provider development. Providers have:

- reported increases in their self-assessment of their organisational development, individual development for staff and sector development
- reported the greatest level of increase in relation to self-evaluation capacity development.
- developed from a pioneering change level of development, to increasing confidence in their own ability to implement and integrate organisational capacity development opportunities (see Figure 2 on page 7).

- identified a wide range of significant impacts for young people and other key stakeholders as a result of the development and delivery of the youth health and development programmes.

These findings are consistent with the 2011 report, and continue to demonstrate that the YHD fund has a positive impact on supporting youth health and development providers to work and deliver programmes to support positive outcomes for young people. The findings illustrate the value of high engagement and supportive models of philanthropic funding to support provider capacity development, and meaningful outcomes for young people, their families/whanau and their communities.

The Providers

The following section provides a brief description of the organisations and projects funded as part of the YHD Fund. A total of 11 organisations have been funded, for projects to be implemented over two to four years.

Affinity Services Youth Project

Affinity Services received funding to develop mental health services for youth in the Auckland area. The first year of development has enabled the development of a Youth Think Tank, and the identification of options for establishing sustainable youth development practice. As the project develops, Affinity services will work collaboratively with the Affinity Youth Think Tank to design and deliver innovative youth mental health services in the Auckland area. Currently in year one, a three year grant is enabling the development and delivery of the service model, and support for the programme staff.

Home and Family Counselling 'I have, I am, I can' and 'Creating Respectful Relationships' Programmes

Home and Family Counselling was funded to deliver the 'I Have, I Am, I Can' life skills programme for young people 15-17 years, to build resiliency and enable increased participation in communities, schools and peer groups, and the 'Creating Respectful Relationships' programme for girls 10 to 17 years, to support positive relationships. Currently in the second year of delivery, the programmes have been delivered to 94 young people across four schools. A three year grant is enabling the development and delivery of the programmes, support for the programme coordinator, recruitment of counsellors to

deliver the programmes across the Auckland isthmus, and the integration of self-evaluation methods and approaches.

Men and Family Centre South Kaipara Kai Takawaenga Programme

The Kai Takawaenga project is a collaboration between the Men and Family Centre South Kaipara and Kaipara College. Kai Takawaenga means the bridge or go between and the focus is on forming relationships, and developing understandings with young people, their families, schools, service providers and the community. The Kai Takawaenga provides support for high need youth and their whanau at Kaipara College and in other settings, a significant proportion of whom are Maori, to connect with services and to remain in education or job training. Currently in the second year of delivery, a three year grant is enabling programme delivery, and support for the Kai Takawaenga position.

Refugees as Survivors NZ Refugee Youth Action Network Project

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 works in collaboration with young people, their families and key stakeholders to focus on the delivery of a range of sports activities for young people, guidance and life skills support, and career path and employment support. Currently in the second year of delivery, a three year grant is enabling the establishment of the RYAN Centre, and support for the RYAN team.

Silver Fern Motorsport Charitable Trust Youth Training and Mentorship Programme

The Silver Fern Motorsport Charitable Trust Youth Training and Mentorship programme provides a 10 day motorsport and automotive focused training and mentoring programme to at-risk rangatahi aged 15-18 years who live in the Auckland Region. A total of 80 young people have participated in the programme, and 26 have gone on to employment or further training. Currently in year two of delivery, the two year grant has supported 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.

on a Thursday afternoon. We learnt all sorts of new stuff. When you're at home by yourself it's boring; there's nothing to do. As a young mum on your own you start to worry because there's so much about parenting that you don't know. If you have a concern about your baby, you might not know what to do and it can be scary. At the young mums' group we were given helpful advice and practical resources.

I've noticed many changes from being in the group. As a first time mum I've learnt a lot about baby. My son didn't sleep much when he was younger and was awake all day. I learnt how to massage him after a bath to relax him so he would sleep longer and feel refreshed when he woke up. I learnt how to make baby food and how to keep him safe. I became aware of sharp edges and corners around the house, and that it was important not to leave him alone in case he hurt himself. I learnt that singing and talking to baby shows him that he's loved. We did a photography class, and I learnt new techniques when taking photos of my son.

I made heaps of friends in the young mums' group. When I became pregnant I was abandoned by some former friends; I felt rejected by them as if I'd done something wrong. They wouldn't talk to me anymore and when I was out and saw them they would snob me. When there's no one to talk to, you feel lonely and depressed. So it's a comfort to be able to talk to other young mums; they're in the same situation as me and I can relate to what they're going through because we're going through the same stuff. Most of the other young mums in the group live close by and we use face book to keep in touch. The young mums' group is planning an event next week at the AMF bowling alley and I'm thinking it will be a good chance for all of the young mums to catch up.

The most significant change for me was how the group influenced my life. I've learnt to look after myself. It's important to keep healthy routines for you and your baby. If you don't get enough sleep and you don't eat three meals a day, your health can suffer and that affects baby. If my wellbeing is under the line, I won't be able to look after my baby properly. My baby is my main concern and I want to give him what he needs.

The young mums' group has changed my thinking. I've learnt so much from talking with other mums and seeing what they do. Their situation has helped me to realise what I need to do to become a better mum. Having a baby is a very big change in your life, especially when you come from my cultural background. My mum was old school when it comes to raising children. Times have changed; there's new technology and techniques. Sometimes the old routines don't work so well anymore

and you need a new approach. The group has taught me how to do some things differently and I now have a better sense of how to handle different situations.

Being in the young mums' group has challenged me to think about and plan for the future.

My son is now eight months old and we live in Glen Innes with my mum. There are ten of us living in a three bedroom house, including my sister and her little baby. It's good to have family support but our house is very crowded and I've applied to Housing New Zealand for a place of our own. My boyfriend is in his last year at school and he wants to become a police officer. He wants his son to look up to his Dad. He knows he has responsibilities now and has to change how he lives. He wants to be a good dad for his son.

Being in the group has also made me think differently about what I want to do in the future. I left school when I became pregnant and I always wanted to have a career. I'm athletic and before I wanted to be a police officer. Now that I've had my son, I'd love to teach kids. I've realised that teaching is a great way to make a positive difference; what you learn when you're young stays with you for life. I want to give little kids and my son a good education, not only reading, writing and maths but also teach them values to support a good life and healthy living.

Now I'm planning to go university and I feel very excited about doing a bachelor of education. There are a few steps to take before I get there and I'm planning to begin the Manukau Institute of Technology Foundation Studies course in September. It's offered through Te Waipuna Puawai and childcare is provided, which will make it much easier. The Foundation Studies course will be my stepping stone into university. When I graduate I want to teach primary school children. Where I come from, schooling is expensive and children don't have the same opportunities as they do here. When I'm older I want to go to Burma and Laos or Thailand, and hopefully teach there for a few years, to give children back home an opportunity they might not get otherwise.

The young mums' group makes this kind of future possible. It creates a path that will make your dreams a reality. This group is another stepping stone for me. The young mum's coordinator has been my main back-up person. I call her after I call my boyfriend. She's been there for us when we needed support and is always willing to suggest options. She's been a great help - physically, mentally and practically. It's comforting to know I can call if I need advice; it meant

so many activities and I would never have been able to do those things if I didn't come here. I've also had an opportunity to talk with someone about my future and I now have an idea where I'm going. All of these things are very important to me; they've changed my life and made it better.

RYAN is a place where you can make friends; it's all about making friends and doing things together. In New Zealand there's not much for youth to do that is fun, affordable and safe for them. At RYAN, there's always something for teenagers to do. We can come here and watch movies, use the internet and hang out with friends. I've done karate, windsurfing and pool. I play indoor soccer three days a week. The coordinators take us out on trips and organise barbecues. RYAN is a safe place for youth; there's no conflict here, not like hanging out on the streets. Trust me, there's no other place for me and my friends to play pool.

I'm glad to be doing activities with other people with a refugee background. It's important to have friends from a similar background. They probably have the same kinds of problems as me and we understand each other. Doing fun activities allows us to relax mentally. You could be having a problem but for the time being you can let your mind rest and have fun with friends. You can't always solve your problems on your own and at RYAN there are people who are willing to help you.

It makes a big difference in your life when you have friends and there are things to do together. I know I can rely on the friends I've made here; there's always someone I can meet up with and play pool. Having friends helps me to feel a bit more settled in New Zealand. To have a place like this makes me feel pretty happy; it tells me that New Zealand cares for youth with a refugee background and wants to help us. You feel better when you know there are people willing to help you. The people that work at RYAN are nice, friendly people. They want to help and they encourage you to set goals. They could use more help; it's not easy to find the right people to do the work they do. They're doing their job good; they're perfect at what they do. One way I know this is because I always feel comfortable when I come here. I also see them helping other people from refugee backgrounds that need help with their kids. They help people to develop ways and plans that will help them to feel better and achieve their goals.

This organisation cares about people and offers counselling that can help youth to think about their future. I came to RYAN hoping that they would help me

to find a part-time job. This hasn't happened yet because it's so hard for youth to get a job. Abann is looking out for me and hopefully a job will come along soon. I've done some preparation already. RYAN helped me with my C.V. and when a job comes along I know they will help me to prepare for the interview. I've also been able to talk to Abann about what I want to do in the future. Talking to Abann has helped me to think about what I want to achieve and the steps I need to take. Now my goal is to go to university and study health, maybe human biology. I'm thinking about a career in medical research. Talking about my life and my future with Abann has been good for me; it's cheered me up. He knows a bit about my background, where I come from and what I've been through. He's given me moral support and told me I could make it. Moral support is when somebody cheers you up and tells to believe in yourself, to keep going and not to give up. I know there's more I can do. Now I'm thinking about getting my driver's license and I hope RYAN can help me with that goal.

I'm a friendly person and I speak the truth; I'm not a big talker. I want to speak for us, for the youth who come here, from my point of view. I want other people to know that my friends and I value this place. RYAN is a very welcoming place for youth. If youth from refugee backgrounds get bored and have nothing much to do, they should come and see what activities they can join here rather than spending time on the street where they could get into trouble. What I've learnt here is that everything leads to something. All the activities you do here, feel like they're leading you to something good, to a better life. It may just look like you're having a game of pool with your friends but under the surface there's something important happening that can change your life for good and forever. ■

Ashley's Story: Grabbing every opportunity that comes along with positive thinking

This story was identified as significant as it describes the many benefits that can be obtained from the young mother's programme, and the many facets of change that were experienced by the young mother. The story is rich with many outcomes for the young mother. The personal story of change transitions from a sense of isolation to becoming more connected, forward looking and positive.

My midwife told me about the Te Waipuna Puawai Young Mums' Group and encouraged me to take a look. She said it was a really cool programme with great activities. I attended all the sessions last year and loved it. I came back this year to complete the 16 week course. There were about eight of us in the group and we met

Te Awaroa Youth Charitable Trust Youth Vision Programme

Te Awaroa Youth Club was funded to develop and deliver the Youth Vision programme, a youth development programme targeting young people aged 15-24 years who are not in employment or training. A total of 46 students have completed the programme. Currently in year two of delivery, a two year grant has enabled the recruitment of the programme tutor and support for the development and delivery of the project.

Te Waipuna Puawai Young Mothers Support Groups

Te Waipuna Puawai delivers young mothers' support groups for young mothers aged up to 22 years, who live in the Tamaki area. The group is delivered over 16 weeks, and focuses on health and wellbeing, parenting support, life skills development and increased connectedness to the community. Young mothers are also supported by wrap around social work. Support has been provided to 39 young mothers. Currently in year one, a three year grant is enabling support for programme delivery and staff.

YES Disability Resource Centre The Cube

The Cube is a partnership of social and recreational disability services which are collaborating to develop an innovative and responsive model for young people with disabilities. The Cube aims to develop a collaborative partnership between services that will create best practice; provide a forum to support service innovation and development; and enable young people to make informed individual choices and connects them to their community and services. A youth advisory group has been developed to inform and guide the work. Currently in year one, a three year grant is enabling the development and delivery of the service model, and support for the programme staff.

Thrive Teen Parent Support Trust Young Parent Support Programmes

Thrive Teen Parent Support Trust delivers services to improve the health, wellbeing and self-reliance of teen parents and their children. The programme has supported 96 new parents and their support people. Currently in year one, a three year grant is enabling support for Teen Parent Engagement Advisors, development and delivery of programmes, and support for the practice leader.

Youthline Auckland Charitable Trust Youth Health Councils

The Youth Health Council team works in collaboration with nurses and other key supporters within secondary schools across the Auckland Region to engage with young people to co-develop Youth Health Councils. Youthline has engaged with 28 schools in Youth Health Councils. Currently in year two, a three year grant is enabling support for an education specialist, youth workers, and programme delivery.

YWCA Auckland Future Leaders Programme

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. Across the four participating decile 1 – 4 schools, 51 young women have been recruited during 2011 to the Future Leaders programme, and they have been matched with 51 adult women mentors who will support their development throughout the programme. Currently in year two, a four year grant is enabling programme delivery, and support for programme coordinators.

Organisational Capacity Development Assessment

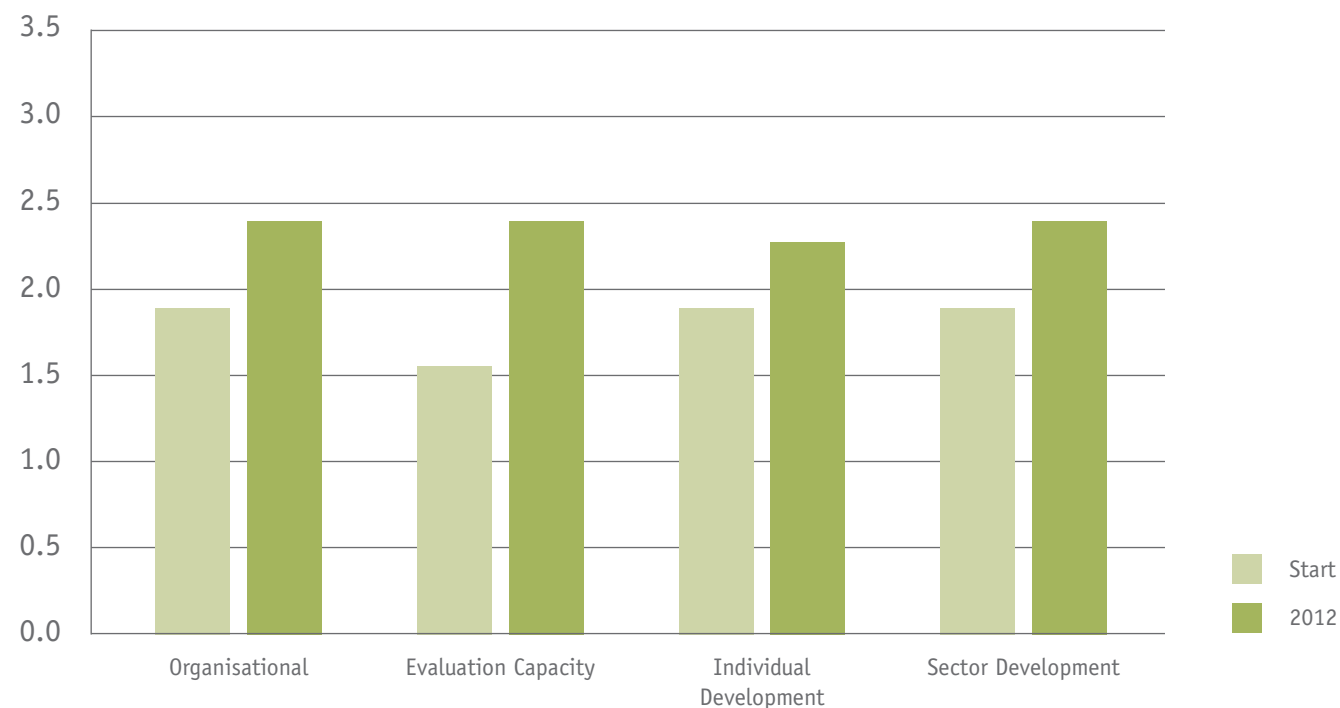
An organisational capacity development tool was developed to assess the impact of the capacity development and self-evaluation support provided through the YHD fund, based in part on the Marguerite Casey Foundation Organisational Capacity Assessment Tool, with additional capacity elements and responses co-developed with the providers, to ensure that the tool was targeted appropriately. The tool provides a means of benchmarking organisations, and tracking changes in specific areas of development over time. The tool assessed four dimensions of organisational capacity development that have been supported through the YHD Model:

- organisational development
- self-evaluation capacity development
- individual development for staff and
- sector development.

Face to face surveys were completed with providers at two points during 2012.

Table 1 illustrates the combined results from the 2011 and 2010 provider cohorts, and their self reported measures of capacity development from when they first received funding through the YHD fund, to the last quarter of 2012. Change is evident across all dimensions of organisational capacity development.

Table 1: YHD 2010-11 Cohort Organisational Capacity Development



These findings suggest that overall, at the time of joining the YHD fund, providers were at the pioneering change level of development (see Figure 2), demonstrating that they were ready to begin to implement organisational capacity development opportunities. The current findings demonstrate that providers are experiencing further organisational growth and development across all components of the model, and are at the stage of integrating their learnings. The greatest level of

change is evident in evaluation capacity, where most providers appeared to be at the emergent interest level of development at the time of joining the fund (see Figure 2). These findings suggest that providers have substantially increased their knowledge and experience of evaluation tools and approaches, and are increasingly confident in applying these to their programmes and organisations.

Belief in myself, I never had that, I thought I was a shit head, a loser just a failure. I mean I just saw myself as a failure I even carved Failure into my stomach back in the mixed up stage but not deep so you can't see it now, it's long gone. I am not a failure I can do whatever I want.

The strengths session I will cherish that for the rest of my life. When I move out I am gonna frame it, I love it aye I love that piece of paper so much it's brilliant. This was the biggest thing that really sealed our relationships made us all come together as one that did. That was the biggest turning point after that we just loved each other, keep doing that. I remember sitting on the field reading the comments and I was like wow I can do anything. After the group I felt so much better about myself, I am working my arse off! I've got exactly what I want to be doing planned out I've got a Plan B I am set now and it feels really good.

*As a result of the programme I'm happier, home is now my sanctuary when it used to be the shit hole of the world. Me and my Mum didn't used to get on and seriously we are just best friends, I am not kidding. I used to hate my Mum and now I tell her everything. Any problems I talk to her, ya know me and my mum just have such a great relationship and this course helped me get there it just made me feel so much better about myself and helped me get my life back on track like home was pretty shattered my family was pretty shattered and I swear being in the 'I can' attitude has helped me and my family. I remember after the course my parents, well my mum was emotionally abusing me all the time, putting me down, telling me I was a failure and a disappointment and at one time telling me she wished she'd never had me and that was the day I tried to get along with her and I was like f*** you but now she tells me she loves me to pieces and tells me lots, best boy in the world she says. I remember after the course she was still putting me down but somehow it didn't affect me I could block it out and eventually she stopped putting me down and slowly we came back. I always wanted a loving caring family and so I decided to start with my Mum, cos that was the worst relationship, being nice to her doing things with her and it just grew from there. We got to know each other better and slowly but surely everything came good.*

I know one thing about this course is I stopped doubting myself I got all up in everyone's face not in a bad way though just .. I love my life its perfect I am so happy, I mean its not always perfect but with all the shit I have been through in my life but for me it's perfect. I have been transformed I am happy I have a nice life. My attitude to school, I can't even begin to explain how

changed it is, I work so hard, all my teachers are just gosh what a change and I am achieving... I smile so much now. I am beaming with happiness.

I remember when the group finished going to the field and feeling really sad yet I felt so different, I can do anything I want. Wow I can pass school, I can do well, I can join the military yes, it was like nothing can stop me. What others think didn't matter.

The way we bonded in the group, I still stay in contact with the others occasionally. We are all off doing different things. We formed the Facebook page together because when we finished we were so sad it had finished and wanted to stay in touch. There has been lots of encouragement of each others achievements. We all helped each other with different things, study, stopping drinking, and relationships, yeah it's been awesome.

*This quote now means a lot to me:
Sow an act and you reap a habit
Sow a habit and you reap a character
Sow a character and you reap a destiny ■*

RYAN is all about making friends and doing activities that will lead you to a better life

This story was selected because it describes a range of significant outcomes, for the young person, their friends, family and community. The story describes a range of changes that are supported by effective youth development from the youth health and development provider, and illustrates the importance of supportive positive relationships to enable significant change. The story also describes how a service can work in collaboration with a range of other community based services to facilitate positive outcomes for young people.

I'm from Ethiopia and came to New Zealand with my family four years ago. I'm 16 years old and in Year 12 at high school. A friend told me about the Refugee Youth Action Network (RYAN); he was excited about it and encouraged me to get involved. He said he liked the pool table and enjoyed talking with Abann Yor (a RYAN youth facilitator/employment coordinator) about what he wanted to do with his life. He said Abann would help him to achieve his goal. I thought I'd take a look. When I came here I felt comfortable and joined some activities.

I've been involved with RYAN for about a year now and when I look back at everything I've done, there have been a number of significant changes. I've made a lot of friends and we have a lot of fun together. I've done

and given them suggestions around how to keep the young people active and involved.

When I started in 2010 as a school nurse, there weren't a lot of health councils around, not all the schools had health councils. Now all the schools that I'm involved with have health councils, so it's not a foreign concept anymore. It's expected that everyone has one, and that was definitely not the same in 2010, so I think it's actually come a long way and people just accept now that every school has one. It's quite a big move in 2 years, not knowing what it is and now everyone just has one. I think that is the major thing, seeing them all out there. When 2 years ago, it didn't exist.

I think this change has occurred because the nurses are more motivated and enthusiastic about health councils, where they used to be almost unsure of what it was, what was expected of them and what to do. They are much more confident now about knowing what it is, knowing that they're there to support the young people and not do everything for them. But to support the young people to do the work, so the nurses attitudes have definitely changed over time, from being a bit wary of it, to now being quite excited about it.

I think they're getting more comfortable with the concept and they're getting more experience working with young people in the health council concept. It was a new concept to get young people together and get them to have meetings and work on projects, so it was a very new experience for them, while now it's just part of what they do.

This is significant to me because from my point of view of where I am now, my role is to support the nurses and supervise the nurses and it's much easier to support people who are much more confident and happy in their work, and who don't see things as just more work, but part of the job that they enjoy. So their attitudes are more relaxed and happier and that makes my work so much easier.

This difference has meant that nurses are more likely to encourage young people to participate in a health council. I noticed this difference when I moved into my current role, while I was still a school nurse, I didn't notice the enthusiasm about student health councils. However in my current role I have supported a couple of nurses to set up health councils and have seen their enthusiasm, their energy.

In this role I can see the bigger picture, and the difference that all the school nurses are making and how many

young people's lives are affected by having nurses in schools and having health councils.

With the nurses having that enthusiasm and energy, the students have picked up on it and run with it, which means that it's young people that are coming up with the ideas. Its young people that help organise it, its young people that push for it. It makes it acceptable to all the other young people in the school. I definitely think it's changed students attitudes, if it's their friends saying "We should be doing this" they are much more likely to listen, then someone in an authority position telling them "You should be doing this".

In the future I can see it only grow from here. A lot of schools are established now and they know how to get a health council up and running. They are still learning how to work with the young people, to let the young people lead.. I think there is still too much adult leading of the young people.

However its still exciting, every year it the dynamics change in the schools. I hope every year we will see a bit more youth development strategies, a bit more "give it to the young people", as they get the experienced to do it...It can only get better. ■

Most significant change story

This story was chosen because the young person describes a series of major changes in his life as a result of participating in the programme. The young person made significant changes in his behaviours and attitudes which also had positive impacts on his relationships with those around him. The story demonstrates a range of positive outcomes, including increased positive self identity, and decreased risk taking behaviours.

I found out about the programme via the guidance counsellor. She told me about it and the group sounded like something that could help me, benefit me ya know so yeah thought I'd do it.

When I started I was a quiet kid, the group really helped my confidence. I wasn't drinking when I started the group probably like for 2 months it was really hard but by the end of the group I was Ok and I have been clean ever since. I remember when one of the others shared they wanted to stop drinking and you asked can anyone relate to this and I was like yeah I can and you can do it I put my hand up and said I did it and you can too. It was tough, he asked me what its like to be clean and I said its bloody amazing the best thing in the world! It's brilliant, never looked back, looking forward.

Figure 2: 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

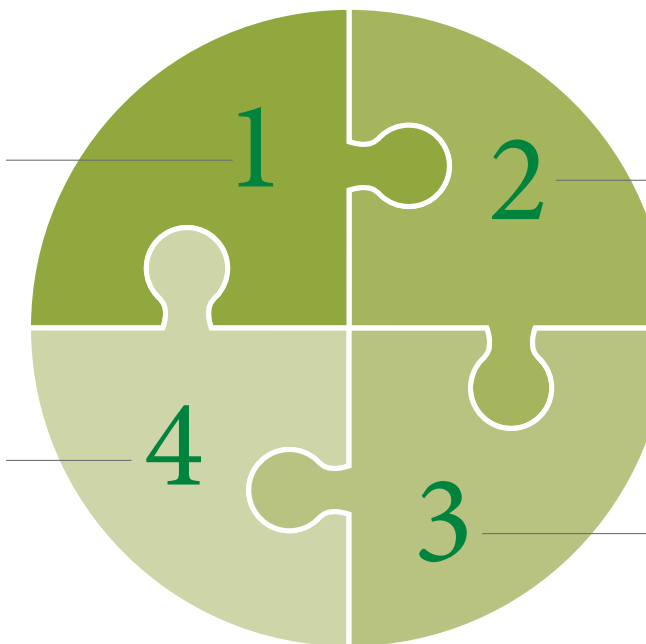
Demonstrating leadership

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

Most Significant Change Stories

The collection of most significant change (MSC) stories is a participatory evaluation approach that involves collecting significant change stories from a range of stakeholders, and collective decision making to identify the ‘most significant’ of the stories.

MSC stories are a powerful way of identifying unexpected changes and impacts, as well as programme values, and enable the development of a rich picture of change and impact. This approach is also useful to identify change over the wide variety of programmes developed and delivered by the YHD funded providers, as it would otherwise be challenging to develop meaningful common indicators over such diverse programmes.

As part of the evaluation capacity building within the YHD fund, training was provided to support the collection and analysis of MSC stories. An evaluation summit was held in October 2012, and 33 stories were collectively assessed by representatives from the YHD funded providers.

The following stories were identified by consensus among the providers and capacity development partners as the most significant examples of change. They demonstrate examples of meaningful individual and organisational level change.

A new turn of events

This story was selected because it demonstrated how individual bravery and courage can be supported by an organisation during the development of an appropriate and accessible model of mental health services for young people. It was selected because it demonstrated significant change in experiences of mental health service models, and showed the outcomes that can emerge from personal affirmation and strength. The change was from having a terrible experience and receiving poor service as a consumer to providing others with a more positive experience. This person was able to give back and ensure others had a positive experience of mental health services.

So, how does my story start? I applied for the position of the youth consumer advisor and got the job! My role consists of engaging other young people to help be the ideas and leaders behind our youth mental health initiative.

The most significant change for me really has been that this is my first involvement with the mental health sector where I have felt listened to, and that my views are important.

I have been using mental health services for a number of years, and I have had a number of negative experiences. At one point I attempted to access support for stress I felt about my family, and upon telling my counselor that I was transgender, she ran out of the room and said that she could not help me. I have often felt that, when accessing support for my mental health, my voice is not important, and that I am treated as a diagnosis rather, than an individual. As a transgender person, in order to access the support I need, I have to educate the provider, or be “diagnosed”, and my gender identity is used against me. All this means that I have felt consistently unsafe using mental health services. This has left me feeling isolated, confused, and lacking the support I need to flourish.

It has been an amazing process to have my experiences and identity affirmed, and even seen as valuable. What’s more, this project has allowed me to share this positive experience with others, as I have been involved with setting up a youth advisory group, made up of my peers. I can invite them to be the change that they wish to see in the world, to use their experience to create better systems that work for all of us.

Having a positive experience of mental health services, and being invited to use my experience (and the experiences of others like me) in a constructive way, to create change, is incredibly empowering. It offers me hope for the future.

I feel more resilient, more strong in myself, and more connected to our communities. I also feel more welcome to access mental health services. ■

Most significant change story

This story was chosen as it demonstrated leadership change and development in a young person. The story was selected because it demonstrates the positive impact that can be achieved when an organisation works in a culturally appropriate way, and the critical importance of relationships with young people and their families. The story describes how through working in a culturally appropriate way, the young person was enabled to fully participate in the programme, and to develop their leadership potential.

I have been involved with The Cube since its inception. The most significant change for me has been witnessing the changes with the young people involved in the youth engagement (YEG) Group.

Viia is an amazing young Samoan woman who is non verbal and has Cerebral Palsy. The YEG Group recently planned to have a weekend workshop and during the planning for this Viia became very upset and explained to the facilitators that she would be unable to attend as her parents would not allow her to be away over night with strangers.

I attempted to phone Viia’s parents and explain what the weekend was and that there would be staff present at all times however due to the language barrier I was told that Viia could not attend. I also tried to explain that Viia had mentioned to me that she would like to become involved in other Cube organisations such as Voyager Leadership and Starjam and I was also told no for these as well.

I then spoke to the Pasifika Operations Manager and explained the situation and expressed that Viia had a lot to offer and how the YEG Group would miss out on her input and the value that Viia could bring to the YEG Group. He explained that in the Samoan culture relationships have to be formed and trust gained by the family and community before they will allow their children to take part in activities outside of the family and community group.

The Operations Manager made 3 visits to the family (totaling 7 hours) to reassure them, explain thoroughly the agenda for YEG, what it would involve, who would be there, how the structure for the sleeping arrangements were made up, what Viia could achieve from the weekend and what The Cube could do for Viia. The family finally confided that many organisations don’t recognise the significance of building trust, relationships and an understanding between the families and themselves.

The family finally agreed that Viia could attend the weekend workshop but only because they had now built a relationship with The Cube via the Operations Manager.

Viia attended the YEG Weekend workshop and loved every minute of it, she created new life long friendships, took a lead in the individual groups and really had her moment to shine when she stood up at the end of the evening meal and gave us a dance performance.

At the completion of the weekend Viia stood in front of the entire YEG group and signed and said that she had never felt like this before, so connected, so empowered and so accepted. She realised in the values based workshop that she has a lot to offer within the YEG group and was pleased that she was finally allowed to take part and not be stuck at home.

As a result of her weekend away Viia would like to apply for Voyager Leadership in 2013 and also would like to take part in Starjam. She has also found that she loves working with people and would therefore like to volunteer at PHAB with the younger school aged members and work her way through to becoming a paid staff member and eventually having her own youth group. With this in mind Viia would like to study for her NZQA level 3 youth work qualification next year to help her on her way with this. Viia’s parents are now 100% behind her and her development and involvement in the YEG group. They have noticed that she is a natural born leader. They now keep in constant contact with us and are excited to see what the future will hold for Viia.

Viia’s story was hugely significant to me as it shows that The Cube and the partner organisations are beginning to really come together. We have been able to respond to the needs of a young woman and assist her to take an active role within the YEG group. Because of this assistance Viia will now be able to pursue other areas of interest that are offered within The Cube such as Voyager Leadership and Starjam.

I believe that Viia’s story will be one of many that we will continue to see as The Cube continues to develop and grow. With all the Partner organisations working together we can make such a difference for our young people and it is very exciting to be a part of this project and see our young people rise to their challenges. ■

Celeste’s story

This story was chosen as it describes a range of changes experienced by young people and other key stakeholders such as nurses and schools who have participated in the programme. It is strengths-based and has a focus on prevention. The changes that are described are significant and have occurred over a short period of time. Overall, the story describes a range of changes in school based culture and practices.

I was the school nurse at my previous school and part of our contract at that time, in 2010 was that we had to have a student health council at the school. So when I started my job, one of my first jobs was to create a student health council. That’s how I got involved.

Currently I overlook the school nurses. So I go around and supervise the school based nurses in local schools. I support the nurses when they are trying to start health councils and I provide advice and I’ll support them with projects they are trying to do. So I will visit schools and advice the nurses how to encourage young people to become involved. I have helped school nurses plan events