

Whariki

Te Ropu Whariki

The SHORE Centre

 **Massey University**  
COLLEGE OF HUMANITIES & SOCIAL SCIENCES

# Positive Youth Development in Aotearoa

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# The Problem

- *The voices of young people themselves are consistently missing from policy responses. It is not simply that young people are not organised to give submissions or are silent on the topic, but rather their views and feelings are systematically silenced. (Smith, 2000)*



# PYD Key points

- A move from deficit approaches
- Youth as an asset
- Strengths based
- Participatory
- Population, community focus
- Targets system change



# PYD

- Benson et al (2004) internal and external (community) developmental assets
- Edwards et al (2007) build assets across (eg) whole school population and environment
- Increased use of complex multi-level evaluation designs (Lerner et al, 2005)



# Positive Youth Development

[PYD implies] a new social contract that effectively challenges the status quo, exposes harmful policies and provides healthier alternatives to guiding adults and youth on how to become the better social agents we all hope to be (Pittman et al, 2002)

PYD approaches seek to realise the full potential of all young people to learn and thrive in the diverse settings where they live (Damon 2004)



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# YDSA

- Development is contextual
- Youth connectivity
- Strengths based
- Relationships are crucial
- Youth participation
- Research evidence based



# YDSA framework

*A Youth Development Approach = Better Outcomes For Young People = Better Outcomes For Society*

**Figure 2** The Youth Development Approach

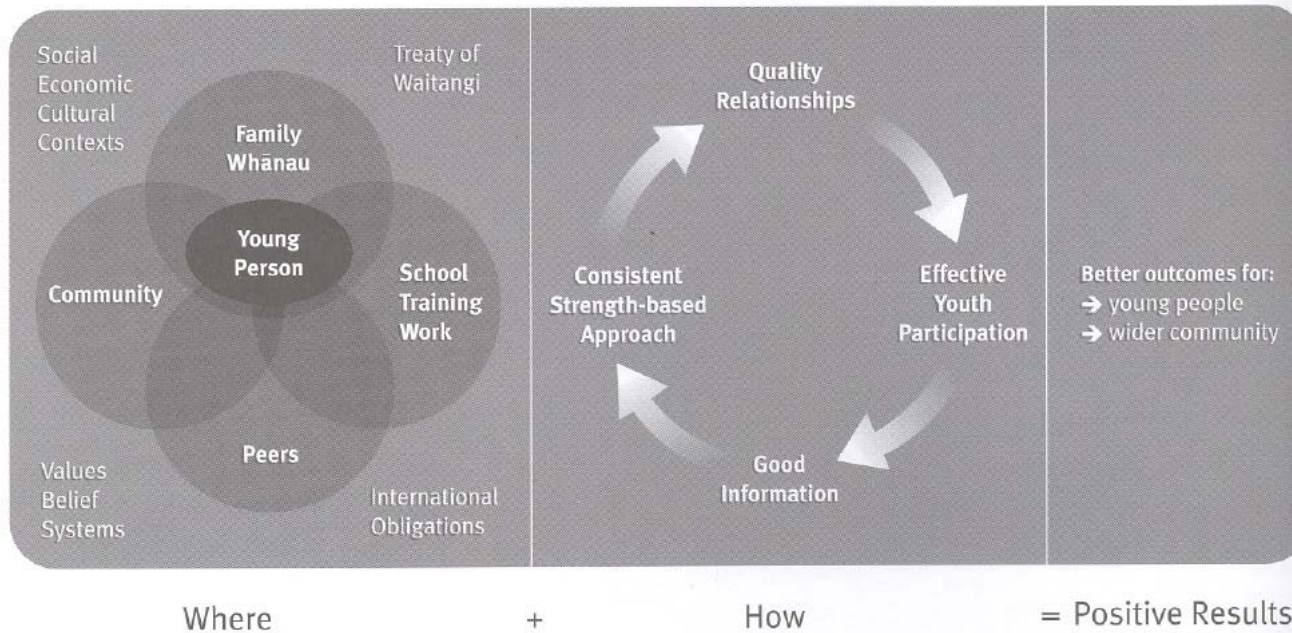


Figure 2 combines the six principles to explain the youth development approach in one diagram.



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# PYD Research

- Uses the theories of the PYD paradigm
- Youth-led, youth oriented, youth engaged
- Youth ownership/control of methodology, analysis and application

## Current status

- Monitoring research
- Youth oriented research
- Youth community action research
- Evaluation research



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# Data/information/monitoring

## Examples

- Youth 2000, Youth 2007
- Chch and Dn longitudinal studies
- Children and Young People: Indicators of wellbeing in Aotearoa from MSD



# Youth oriented

## Examples

- Youth First
- Youth Mental Health Promotion
- In Transition project
- Social Connectedness
- Pathways to Resilience



# Youth community action

## Examples

- Waves
- Mangere/Clendon Photovoice
- Whaia te Hauora o ngā Rangatahi
- Streets Ahead 237
- DZIAH Dance Academy
- Naenae Boxing Academy



# Challenges

- Build national collaborations
- Systemic research rather than problem-focussed, issues-based
- Formative, process and outcome evaluation crucial
- Youth participatory/action research
- Show community wide benefits



# Participatory Research and Evaluation Methods with Young People

- PhotoVoice
  - A research/evaluation approach which combines photography with grassroots social action. Subjects are asked to represent their experiences, perceptions by taking photographs. Could also be used as an evaluation tool to show the impacts of changes in a community (e.g. before and after pictures)
- Most Significant Change Technique (MSC)
  - A participatory method of research/evaluation which involves the collection of significant change stories ‘from the field’ to describe programme experiences, perceptions and impacts



# PhotoVoice Process

- Cameras & guidelines offered to participants
- Risk, ethics, consent discussed (consent required from parents if under 16 years)
- 10-14 day period to complete & submit
- Return of processed pictures
- Group meeting with participants to generate interpretive discussion around favourite pictures
- Participants receive koha & copy of pictures
- Data: annotated pictures & discussion transcripts



# PhotoVoice Examples



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# Housing...



These two pictures show two houses that have been tagged on. It doesn't really look good at all but this is the reality we live in today

It doesn't look nice at all.



# Talent



**“Our schools take out regional and national titles every year in sports and drama productions e.g. Bring It On 2006”**

**“Our youth have heaps of talent, and we express it in different ways”**

# What can we improve....



This is a photo of Cadness Reserve, it is a place which draws people who live in the area and also those outside of the district. This open space area is excellent for young people of all ages to play and as it is close to the shops the many people walking through present a sense of security.

I would like to see both the courts and playgrounds upgraded, better lighting, court lines repainted as well as new backboards, rubbish bins closer to playground, more seating

*Aurora (18)*

# MSC Process

- An initial session with programme providers to introduce MSC method. Providers asked to think about stories that encapsulate the changes/differences/impacts that their programme has had at whatever level (i.e. individuals/community/policy etc)
- Draft programme logic is developed outlining programme theory of change. Change domains are identified
- Second session held where participants meet again to share 'change stories' with researcher
- Stories are sorted by researcher and sent back out to providers to approve, provide feedback and rank in order of importance. Those who provided stories are asked why they chose that particular story
- Once feedback from participants is received, stories are sent to stakeholders (funders etc) for feedback and ranking
- Once feedback is received from all relevant parties, synergies and differences between what each group values in terms of programme outcomes, activities, 'change domains' can be identified



# Change Story Example

*I was living in Whangamatā, 2 or 3 years ago. I had been there for awhile and I sort of got into everything, like drugs and that sort of stuff, so I couldn't go so far with a music and dance career... one time I came home from school and I was watching TV, and I looked on the news and this guy [Billie] was at the Auckland airport with his team, and they had come second in the world hip hop champs... It reminded me of You Got Served, the movie. It hit me straight away and then I saw New Zealand people could actually do good over there [in the USA].*

*Some stuff happened at home and then I ended up running away to Auckland. [When I first went to Dziah) I was sort of scared... it was intimidating coming but like when you are here and after you have been through all the trials and meet all the boys and all the girls and the people around, It starts rubbing off on you. I see it like it's an opportunity... I think I am more independent... I'm still learning and I'm going through the process but I'm learning like leadership and independence. Moving out of home and stuff, that was my choice. I have learnt heaps of life skills and you know and all that stuff. I am only 18, but I have learnt all of this in I'd say a year. I look back but it hasn't taken its toll, just learning bit by bit and certain situations, some good and some bad, but it's sort of all good learning.*

# What I've liked about these methodologies

- Fairly easy to do and use
- Flexible
- Enjoyable, fun and not too time consuming for those involved (researcher, communities, stakeholders)
- Works well with most age groups
- Great for building participants capacity in collecting and analysing data and conceptualising impacts
- MSC particularly good for evaluating 'bottom-up' initiatives which may not have a clearly defined programme theory or predefined outcomes

# Things to consider

- We've never used these methodologies by themselves. We've usually linked this to other types of research or they've been a component of a broader/more comprehensive research/evaluation plan/strategy
- Really important to ensure that providers/stakeholders have a CLEAR understanding of what you can get from using these methodologies (and what you can't get!!)