

Relating to Reality - East Finest

A Young Womens Group

Evaluation Research

An Evaluation of a Young Women's Youth Programme
Funded by Ministry of Youth Development
Programme co-facilitated by Jolene Cartwright and Tara Joe
Evaluation written by Tara Joe
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Introduction

Introduction

A youth social worker that was working for The New Zealand Police within a programme called *Glen Innes Youth Development Programme (GIYDP)* found that there was a gap in services for 'at risk young women' in the East of Auckland, New Zealand. So, teaming up with another youth social worker, it was decided to attempt to fill one of these gaps for at least one small group of young women in East Auckland (also known as Glen Innes, Panmure and surrounding areas).

With the support of their organisation - *GIYDP*, a local trust - *The Glen Innes Youth Charitable Trust*, government programme initiative funding - *The Ministry of Youth Development 'Services For Young People' Funding* and a lot of guts and determination; a programme catering for 'at risk' young women was developed, designed, implemented and completed.

This programme was called "**Relating to Reality East Finest**" and this document will cover how this programme was created, evolved and thrived for one group of young women in East Auckland.

This document was written by one of the youth social workers that ran "**Relating to Reality East Finest**" and is very proud to represent everyone that contributed to the programme over 2006 & 2007. The intention of this document is to show people working in the youth field a base of a programme that catered for one of our most under-resourced and unacknowledged groups in this society - young, low socio-economic females disconnected from their community or social systems.

This document will cover what we did, why we did it, how we did it and if it worked in our own eyes and in the eyes of our young women. To every person reading this that contributes to supporting young women, thank you and kia kaha!

Kia ora koutou katoa,

Tara Joe
Youth Social Worker, East Auckland

Part One

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Why this programme was created
and how it was run

Section A) Programme and Evaluation Research Outline
Section B) Why this Programme was created
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Section D) Content of this Programme

Section A:

Programme and Evaluation Research Outline

Brief of Programme

The programme discussed within this evaluation consists of intervention with 8 young women between the ages of 14 to 17 years old. The programme involves several different types of intervention;

- Group work with the whole group over three 10 week blocks of Wednesday night sessions consisting of 3 hours per session.
- 'As needed' 1-on-1 intervention between the facilitators or support people and the young women.
- Outings per block to support positive behaviour.
- Planning sessions with the young women on certain events that they partook in/ or developed themselves.

The Objectives of the programme

1. Build self esteem and confidence to make positive lifestyle choices.
2. Develop a positive peer group for support and encouragement.
3. Provide opportunities to gain life skills through directed and self directed learning and critical thinking.
4. Empowering the young women to design elements of, and, have ownership of the programme.
5. Encourage and support active participation within their families and in the community of East Auckland.
6. Expand knowledge of the working sector and how they can participate in this.
7. Exploring the perceptions of females within the East Auckland area, providing alternative female identities to aspire to.
8. Understanding the value of education/learning and the opportunities available to the young women. Expanding alternative education knowledge (for example the Wider Arts) as possible options to explore.
9. Develop an understanding of wellbeing – spiritually, physically, mentally and within the community.

12 Modules

Over the three 10 week blocks of group work, twelve modules were covered to fulfil these objectives with the aim of developing a wide range of skills within the young women. These 12 modules are as follows;

- | | |
|--|--|
| 1. Personal Wellbeing (Health and Hygiene) | 7. Goal Setting and Planning |
| 2. Self Esteem | 8. Critical Thinking and Context of Situations |
| 3. Confidence & Communication | 9. Positive Female Perception |
| 4. Exploration of Wider Arts | 10. Ownership |
| 5. Education | 11. Positive Peer Group |
| 6. Exploring Career | 12. Glen Innes/ Eastside Project |

Name of the programme

To initiate interest in the community, and for funding purposes, the facilitators called the programme 'Glen Innes Young Women's Group. As soon as the participants were selected, it was then renamed "Relating to Reality - East Finest". This re-naming of the programme shows a case example of the empowerment and strengths based approach we attempted to maintain throughout the duration of the programme. The re-naming was passed over to the girls to encourage ownership and for them to choose a name that would best suit what they wanted to do in the group and that is of relevance to them. The girls decided, after numerous discussions, on "Relating to Reality - East Finest" - describing their core reason for being in the group and situating them within East Auckland.

Point of Programme

As Youth Social Workers within the East Auckland area, it became apparent that there are not enough support systems in place for young females that are displaying anti-social behaviour, disconnected to the community or becoming excluded from school (voluntarily or not). This has also been a concern for Police Youth Aid Officers within the East Auckland area, who are struggling to find the support for female youth offenders.

This programme was developed to give this support to one group of young women; for them to learn key understandings about how to grow within themselves and what steps to take along their journey from girls to young women. The idea of developing a programme eventuated after working with several young women, and when attempting to direct or refer these young women to support agencies. There were no agencies out there targeting support for young women who were 'at risk' of deviating from social norms. These were young women who were unable to get into youth groups, schools, or other community initiatives and typically had lack of self esteem or confidence within themselves. This programme was designed to work intensively with these young women up to the level of them being able to step into youth groups of their choice without inhibitions or self doubt and re-join community initiatives in their own area.

Point & Outline of Research

The point of this research is to be able to identify why the youth programme "Relating to Reality East Finest" was developed, how it was developed and what the successes and difficulties of the programme were.

This will be broken down within this document over 3 different parts;

Part One – Creation of the programme

- Why the programme was created.
- How the programme was created.
- Content of the programme.

Part Two - Evaluation

- Evaluations of this programme.
- Types of evaluation completed.
- The views of the young women.
- The views of the facilitators.

Part Three - Conclusion

- The progress of the young women.
- Our experience as facilitators.
- Key criticisms and recommendations.

Section B:

Why This Programme Was Created

Difficulties at the Frontline

The facilitators of this programme were also Youth Social Workers working within a youth programme that is run by The New Zealand Police - The Glen Innes Youth Development Programme (GIYDP). GIYDP encourages young recidivist offenders to choose positive lifestyle choices. This entails working alongside youth and their families that have experienced a lot of challenges in life and require support to change ingrained views on what life is about. This can be incredibly difficult and one of the most common difficulties is to provide to youth positive role models and peer groups that they can aspire to become and be a part of. Whilst the Youth Social Workers are working with one young person and their family, they often become connected to those young persons' extended family, friends, peers, neighbours, and community organisations. These Youth Social Workers don't work independently with one person; they work with a grouping of people that surround their key client.

During 2005, one of the Youth Social Workers was working with a varied combination of young females in the East Auckland communities as and through her main clients. These young females varied in 'at risk' behaviour, deviant attitude, community connection and location. But they were similar in that they all lacked self esteem, motivation and support. When attempting to source support for this growing list of young females, it was found that there was nothing presently available for these young people.

The support available at that time was catering for young females that were still connected to their families and community and had the self esteem and ability to attend school, church and youth meetings. These skills were not within the grasp of the young females the Youth Social Worker was working with.

As this Youth Social Worker began developing her search for a support organisation that would be able to support these young females, it became apparent that not only were there no active organisations working purely with young 'at risk' women in this area, but there was also a lack of research conducted on young 'deviant' females in New Zealand. There was, effectively, nothing out there.

Unfortunately, this lack there of, was unable to be fulfilled by the Youth Social Workers organisation as the concept of developing an initiative for young females that are not necessarily youth offenders was outside of the scope of GIYDP. GIYDP was however, supportive of a type of young women programme initiative being developed and of the Youth Social Worker developing this programme as a part of her community development.

Consultation with the Community

The first step taken towards consultation was, discussion with The Glen Innes Youth Development Programme (GIYDP). Initial ideas, concepts and development of a programme was discussed between the Youth Social Worker - Tara Joe, the Project Manager - Jo Hitchings, and a current colleague - Wesley Talaimanu. The return of a third member of GIYDP from her maternity leave - Jolene Cartwright, created a spark which began to develop the flame of The Young Women's programme. Jolene and Tara decided, after lengthy creative discussions, to develop a programme that would cater for these young women in the East Auckland communities. This programme would sit outside of the work (both time and financially) that was conducted under GIYDP although immense support would be required from GIYDP for this programme to be able to be effective.

It was decided that this programme would also undertake consultation with the community - what did the young females themselves think of a programme being developed to cater for their needs, what did other community organisations think that a programme like this would require? Was it a recognisable need?

We began by meeting with a group of young women, who had initially discussed their desire for such a programme to be developed – for their feedback and response. The feedback was largely positive. Below are some of the comments made;

- This would be good for girls not attending school and helpful for girls [that are] not confident.
- People... (Guest speakers coming) is a good way to attract girls.
- It's good to keep family involved.
- Keen, but it can't clash with [other] commitments.
- (We) need supporting people.
- The timings right.
- A small group is easy to handle, but a big group would be more involvement. Can we join other groups for events?
- It would be good if relationships and friendships were in the group.
- Taxi rides will help (transport to and from the venue).

These young women also made a list of 'troubles' in East Auckland that they think young women experience. This list included;

- Boy trouble.
- The easy access to alcohol, cigarettes and drugs.
- The positives and negatives of access to condoms.
- Having unwanted sex.
- 'Roaming' at night due to boredom.
- Doing things to get money - for example prostitution or shop lifting.
- Putting up with some people in the East Auckland community - for example drunks and homelessness on the streets.

Within these discussions about this program, a question was asked about what support was available specifically for young females within East Auckland. The young women replied that there was only "the pregnancy agency" and "FPA" (Family Planning Association). Other than that, if confident, they could join some sport teams - netball and mixed sport teams, the women's gym contours, and some mixed youth groups. These young women clearly indicated that they would like more support and more to do in East Auckland.

We also approached the East Auckland - and in particular the Glen Innes - community through networks and community organisations to give an opportunity for the community to discuss with us what they thought of such a programme, and if they would be willing to support such a programme. A short description of the programme and an application form for young women was sent out via email to the "Glen Innes Network" which consists of 82 members from representatives of community and statutory agencies in the Glen Innes Community. This was then followed up with visits by the facilitators to key agencies explaining the program in detail. It was anticipated that these key agencies would make referrals to the program and the young women would be selected accordingly.

The Feedback from the Community

The majority of the community was supportive of the programme. There were key organisations that voiced their support either verbally or in writing.

Community Organisations that stated they supported this programme were;

- The Glen Innes Youth Charitable Trust.
- The Glen Innes Police - through GIYDP and The Glen Innes Youth Aid Section.
- Tamaki College.
- WINZ Glen Innes.
- Te Waipuna Puawai (Sisters of Mercy).
- Kate Sutton - Chair of Future Leaders, Mentor YWCA.
- Mary Fitzgerald - University of Auckland (verbal support).
- Selwyn College (verbal support).

The Glen Innes Youth Charitable Trust and The Glen Innes Youth Development Programme proved to be the most supportive. The Glen Innes Youth Charitable Trust allowed the Young Women's programme to base their requests for funding through them to The Ministry of Youth Development. This resulted in an approval for our application in securing funds to run the Young Women's Programme. The Glen Innes Youth Development Programme - who was the employer of both of the Youth Social Workers, approved a set amount of hours allocated to each of the Youth Social Workers to work within their GIYDP hours on the development and running of The Young Women's Programme. GIYDP also secured support from The Glen Innes Police in supplying a venue for the program to run from and vehicle usage. A set koha was given back to this organization for their contribution.

Other support that was forthcoming from the community included emotional support from other community workers in East Auckland, various offers of access/orientation to services available, some volunteer work during the program, guest speakers during the program and assistance with the "Eastside Project" (Module component) that the participants would complete during the programme.

There was however two elements of feedback which was not supportive of the programme being developed and needs to be acknowledged. The first element of feedback which was negative was that there was a feeling from a small group of community workers that there was already enough support organisations in the community for young women and therefore, this programme would only 'poach' young women from other youth groups and youth initiatives. It was decided that although respecting this group's view on the matter, 'poaching' of young women would not be a focus when recruiting young women - in fact, young women who are already connected to community organisations or groups would not be as eligible to join The Young Women's Programme.

The second element of feedback that was negative was that another small group of community workers did not feel that it was fair for community workers who are connected to a government organisation to receive further funding from another government fund. This was also respected, and yet disregarded. The use of the MYD funds was not to run a programme within GIYDP (which is funded from The New Zealand Police); in contrast, the funds were completely separated by the support of The Glen Innes Youth Charitable Trust and were allocated to support the development and running of a new programme which was run predominately outside of GIYDP hours.

It was clear though that the majority of feedback from the community was positive and we had also begun to receive several applications from young women themselves and therefore the programme could continue to be developed and run.

Section C:

How This Programme was Created

What Research was Conducted

Aside from personal knowledge that the facilitators held through their own experiences of working with young people, they also conducted research to support their reasoning behind developing a programme for 'at risk' young women in East Auckland. There were two elements of research that the facilitators were interested in conducting. These were;

- To learn about current practice and theories when working with 'at risk' young women to gain knowledge on developing a best practice programme.
- To develop an understanding of the community of East Auckland.

These two elements will now be discussed.

During the planning and development phase of this programme, it was decided that we needed to base our intervention not only on our personal social work experience but also on any research that has been completed in regards to group working with 'at risk' young women. We differentiated this research between;

→ Youth offending/ deviant behaviour research

This area of research was incorporated within our search as this was within our expertise. As Youth Social Workers in GIYDP, we work using varying research that addresses reasons why young people offend or display deviant behaviour, what works when working with them and what doesn't work. We decided to use our personal experience as our core knowledge to grow from when working within this new programme.

→ Working with young women

We developed our core knowledge by researching specifically how to work with young women that are displaying 'at risk' behaviour.

The areas of research that we eliminated from our search were research on how to work with young males, and description research (what certain young people portrayed in a particular timeframe or geographic location). Although this information is relevant to research discourse; it was not of relevance to this particular programme. We focused purely on how to work with young females that were falling through the gaps in society. It was a disappointment that there was no research that we could find based in New Zealand which focused on how to work with young 'at risk' women.

What follows is a breakdown on some of the key texts that we used when researching for this programme and also when actually working with the young women. These documents have not been explained in detail, rather on their relevance in regards to research for our programme development and the positive outcomes of using the information.

Key Youth Offending/ Deviant Behaviour Research

- Keelan, T.J et al. (2002) *E Tipu e Rea*. Ministry of Youth Affairs, Wellington, New Zealand.
- McLaren, Kaye L. (2000) *Tough is not enough - Getting smart about youth crime*. Ministry of Youth Affairs, Wellington.
- Ministry of Justice and Ministry of Social Development (2002) *Youth Offending Strategy*. Ministry of Justice & Ministry of Social Development, Wellington, New Zealand.
- Singh, D & White, C. (2000) *Rapua Te Huarahi Tika - Searching for Solutions*. Ministry of Youth Affairs, Wellington, New Zealand

E Tipu e Rea

This document investigates and advises how we can work with Taiohi Maori. It focuses on encouraging Maori youth to become involved in Maori development. This connected to basic knowledge that we are aware of within the social work field of empowering people to make decisions for themselves and for their own social group. Although our group of young women were not all Maori, they were all of different pacific ethnicities and all felt 'a togetherness' as 'urban pacific youth'. This meant that they were very interested in giving back to their own group and did so over the duration of the programme. The positive affect of encouraging these young women to become involved in their own groups development showed an obvious increase in their self esteem and contribution to their self identity (Ministry of Youth Affairs, 2002a).

Tough is not enough - Getting smart about youth crime and Youth Offending Strategy.

Most of the information within these two documents gave guidelines and ways of working with recidivist youth offenders. Although the majority of our young people were not youth offenders, only 3 out of the 14 young women scored lower than 7 out of 10 on Kaye McLaren's Priority Risk Factors that she indicates within her research. The average medium score of all young women was 9 out of the 10 risk factors. Even when eliminating the 'exited before completion' young women and focusing only on the young women who graduated, their average score were 6 out of the 10 risk factors. This proves that these young women were in need of intensive intervention and we were as McLaren states 'targeting the right people' (McLaren, 2000; Ministry of Justice & Ministry of Social Development, 2002).

These two policies discuss positive interaction as opposed to 'being tough' on youth, of which we base our core practices when working alongside any young people. In conjunction with these two documents, the e-flash of "What works to reduce offending by young people" that was based on Kaye McLaren's research was valuable in defining a basic outline on what a programme needed that was catering for high 'risk factor' young people (Caldwell & Armstrong, 2005).

Rapua Te Huarahi Tika - Searching for Solutions.

This document does not focus on Maori and Pacific young people, but it does highlight within one section what does work with Maori and Pacific Islanders. All of our young women were of indigenous or pacific descent, therefore this section was important to incorporate as a form of challenging whether 'current interventions work for indigenous and ethnic minority young people' and 'what could be changed'. The incorporation of the young women's own cultural practices for example was very important to the young women - an example of this was not only allowing but ensuring that a karakia was said at every meal even though neither of the facilitators were religious. The incorporation of any Maori, Pacific or local view point was also more effective than for example using examples within a general or European setting. The incorporation of the whanau within the group was also very important for the young women and therefore our 'whanau Christmas dinner' and the inclusion of the whanau to come to their graduation was incredibly significant to the young women and their whanau. The whanau were also involved to a certain extent with the 1-on-1 intervention which challenged accountability and sought further support for the young women on any arising concerns. Another incorporation of the whanau was to ensure that they were aware of what we were doing with the young women and when we would be doing it, written communication on our activities and our availability to be contacted was maintained throughout the programme to ensure that the whanau were aware of all activities their young women were attending (Singh, D & White, C, 2000).

When Working with Young Women Research

(Order is according to relevance)

- Okamoto, S. K., & Chesney-Lind, M. (2003). What do we do with the Girls? In A. R. Roberts (Ed.), *Critical Issues in Crime and Justice* (2nd ed., pp. 244-252). California, U.S.A.: Sage Publications.
- Marchant, H., & Smith, H. M. (1977). *Adolescent Girls At Risk*. Oxford, Great Britain: Page Bros Ltd.
- Osler, A., & Vincent, K. (2003). *Girls and Exclusion: Rethinking the agenda*. Great Britain: RoutledgeFalmer.
- Bloustien, G. (2003). *Girl Making: A Cross-Cultural Ethnography on the Processes of Growing up Female*. Australia.
- Orenstein, P. (1994). *School Girls: Young women, Self-Esteem, and the Confidence Gap*. United States: Doubleday.

What do we do with the Girls? In Critical Issues in Crime and Justice

This chapter written by Okamoto and Chesney-Lind provided us with a great summarisation of several writings regarding female youth offending. They state that there is increasing involvement of female youth in offending, and although the research is based within The United States, the facilitators of this programme feel that this trend is also happening in New Zealand.

The chapter goes on to discuss the uniqueness of female youth and how important it is to be aware of this when working with them. Key examples that Okamoto and Chesney-Lind highlight are the difference in type of aggression that female youth use and also female youth reacting from victimization and abuse. Both of these were found within our programme - in particular the use of 'relational aggression' verbally to determine or reject friendships and inclusion or exclusion. This required management and sometimes intervening in interactions when necessary. Okamoto and Chesney-Lind raised the corresponding nature that victimization and experiencing abuse had with offending and deviant behaviour levels within female youth. This knowledge was important to be aware of when developing the programme as we ensured that we included empowerment and positive self esteem building as much as possible to encourage personal development.

Okamoto and Chesney-Lind listed key risk factors - most of which correlate to McLaren's research;

- Poverty
- High crime community
- Ethnic minority
- Poor academia
- Victimization
- Alcohol & drug use
- A lack of hope for the future

Again, our young women rated high in all of these risk factors with only 3 out of the 14 young women rating lower than 6 of the 7 risk factors listed.

The practical application of knowledge that Okamoto and Chesney-Lind recommended proved to be very useful knowledge, knowing that young females have different needs to young males within itself was important to be aware of. The three practical elements when working with female youth were stated as being; female youth are more emotional, female youth have different learning needs for life skills and education, and when working with female youth; practitioners need to be aware of a higher likelihood of counter transference. These important points were valuable for our application and also personal supervision for our facilitation. One example of this is how we utilised the young women's emotions for rapport building and gaining personal insight into some life skill learnings of how to make decisions and solve problems within their personal life. This writing by Okamoto and Chesney-Lind was very valuable in the development of our programme (Okamoto & Chesney-Lind, 2003).

Adolescent Girls At Risk.

This book was an Action Research document on a project that was running in the 1960's, which focused on 'at risk' young women. Aside from the scientific structure and writing style of this document, the process and findings were very interesting. Some of the outcomes that this project and research reported on were in direct contrast to our view as youth social workers and what we wanted to achieve through out the programme. For example, this research found

that close relationships, longer time spent with young women, and consistency does not have a direct impact with preventing deviant behaviour with participants. These aspects of intervention were however some of the key types of interaction that we were anticipating in using within our programme. There was also some correlation in thought from this research and our views however in regards to other intervention that does work. These being; that the family is an important element, that not being connected to social agencies and organisations was a key factor to deviant behaviour alongside care and protection concerns. Key causes of deviant behaviour were discussed as well and these by large correlated to McLaren's research on 'Priority Risk Factors' and Okamoto and Chesney-Lind's risk factors in likelihood to offend. This book was published in 1977 and therefore could quite possibly be outdated in research findings now, and yet learning of another programme that was run along some similar lines of thought was promising (Marchant & Smith, 1977).

Girls and Exclusion: Rethinking the agenda.

This book outlined some key and recent research that was taken from the United Kingdom and New Zealand. It covers some key thoughts on exclusion and suspension rates for young women in the education system and the difference between young men and women exclusions. Within our programme, 12 out of the total 14 young women had been excluded from schooling at some stage either by choice or direction from the school. Therefore the reasoning for exclusions and schooling issues that are pertinent to young women is also important for our programme to learn about and attempt to counter. The importance of education and ongoing learning was one of our modules and was filtered through out the whole programme, therefore knowing what is lacking in the schooling system when attempting to return our young women into that system and what our young women will require to succeed became a key concern as facilitators.

Osler and Vincent raise within this book that help is more readily available for 'overtly challenging behaviour' which is typically displayed by young men as opposed to young women. When young women do portray this behaviour however, they are within the minority and therefore still do not normally receive that support. This lack of intervention is also seen through young women finding it difficult to ask for support. Osler and Vincent also highlight that young women react differently to problems surrounding schooling than young men. Examples of this is; giving in to outside pressure from family to subside into feminine roles of caring for the family or reacting to bullying by no longer attending the classes that the bullying occurs in.

Knowledge of the lack of intervention and gap for young women within the schooling system gave further evidence for us to include skills within our programme to build confidence within the young women to ask for support and for the young women to learn skills to become aware of their own personal needs that they need to address to ensure they receive the best out of the education system (Osler & Vincent, 2003).

Girl Making: A Cross-Cultural Ethnography on the Processes of Growing up Female.

Bloustien takes an anthropological view on how young women grow up throughout different class groups and what influence society has on the development of their identities. Bloustien discusses how young women develop the "learning to be female" and the "performing female" through a combination of social construction, their youth culture and their own individuality (2003, Pg. 4). Pulling ourselves back to view the community and environment that our programme was based within and then applying Bloustien's anthropological view of cultural and social influence on young women was a beneficial activity to learn how young women create their identities within such conformity. Our programme could then challenge some negative social norms and youth culture that promotes deviant behaviour within young women in the East Auckland area (Bloustien, 2003).

School Girls: Young women, Self-Esteem, and the Confidence Gap.

The key learnings that Orenstein raises within this book of which was of relevance to our programme was her discussion on the need for self esteem and confidence. The key needs of self esteem were stated as needing a sense of potential, knowledge of self competence and feeling valued as an individual. Orenstein highlights that not only should self esteem needs be addressed and discussed with young women, but it needs to be framed within a feminine context to counteract the dominant societal view of women and classified 'women work' as devalued and as having ambivalence to success. One example that Orenstein uses is the

sexual connotations of women and men. Having an awareness of these pre-assigned views on what women are, enables us again to take this knowledge and use it to challenge the young women into thinking about society constraints of what women are and whether they wish to conform to low self esteem or alternatively to gain confidence within their own individuality and uniqueness (Orenstein, 1994).

General Youth Information

- Ministry of Youth Affairs (2002) *Youth Development Strategy Aotearoa: Action for Child and Youth Development*. Ministry of Youth Affairs, Wellington.
- Ministry of Youth Development (2006) *Services for Young People: Youth Development Service Proposals (12-24) - Application Form* Ministry of Youth Development, Wellington
- Nicolson, D., & Ayers, H. (2004). *Adolescent Problems: A Guide for Teachers, Parents and Counsellors* (2nd ed.). London: David Fulton.

Youth Development Strategy Aotearoa: Action for Child and Youth Development.

The Youth Development Strategy was designed as a policy document to guide initiatives into developing best practice for our young people. One of the requirements for our funding through The Ministry of Youth Development was that our programme aligned alongside this document. The key principles of youth development within this document were discussed within the application for our funding and it was a requirement to show how our programme fulfilled these 6 principles. These 6 principles and the documents aims and goals also aligned with our objectives and how we wanted to work with these young women. It appeared to be based on Social Work theories of empowerment, strengths based and systems approach - all of which we utilise as community focused youth social workers. This document therefore strengthened our knowledge that how we were planning to work within this programme was supported by research and government policy (Ministry of Youth Affairs, 2002b).

Services for Young People: Youth Development Service Proposals (12-24) - Application Form

The actual application form that we were required to fill out to receive the funding to run this programme proved to be one of the most vital sources of support that we received. It not only stipulated what was required of us to receive the funding, but it showed us key planning techniques and key inputs and outputs that The Ministry of Youth Development had identified as being important for us to provide to young people. Key points from the outputs within this application were; Personal Development, Transition Skills, Relationship Development, and Community/ Environment Contribution. All of the modules we designed to provide for the young women fitted within these categories, which was encouraging for our planning and all of these outputs proved vital to the development of the young women over the duration of the programme (Ministry of Youth Development, 2006).

Adolescent Problems: A Guide for Teachers, Parents and Counsellors

This book was a general guide on what different theories there are when working with young people in general and was a good source of information to ensure that we were utilising the right tools for the type of outcomes that we were after. For example, we focused mainly on the use of behavioural approaches to young people and utilised basic Social Work theories of Conditioning Behaviour, Cognitive Behavioural Theory and Social Learning within group settings (Nicolson & Ayers, 2004).

Community Study

Although information from research and policy documents is important to reflect upon; it is also very useful to be aware of the community that the programme is going to be run within. With every community and their needs being different, a community study will provide information on what needs this particular community has. We were fortunate to have worked within this local community as Youth Social Workers, therefore obtaining a strong network of community agencies and an understanding of families within the area. As stated earlier, the majority of the community was supportive of the programme being developed and we had a lot of interest in the programme when we sent out the initial proposal.

Statistics state that Glen Innes has a high percentage of youth in comparison to all of New Zealand (Statistics New Zealand, 2007). There are a total of 846 females between the ages of 10 and 19 years old within the Glen Innes Area (North, West and East) - we wished to only target 8-15 females within this group whom are known to support agencies within East Auckland as displaying 'at risk' behaviour and requiring further support.

The lesser affluent areas of the East Auckland area i.e. Glen Innes, Point England and some of Panmure, are surrounded by relatively affluent communities such as Glendowie, St Heliers, Kohimarama, Ellerslie and Mount Wellington. This causes difficulty in showing true statistics of the smaller communities of Glen Innes, Point England and Panmure where tight groupings of people live. Within these small communities; the employment rate is low, qualifications and education levels are low and the needs for support - especially with youth, are high.

If we highlight the statistics within community profiles of Glen Innes West, Glen Innes East, Point England and Tamaki; we would be addressing the area where all of the participants within our programme live and interact. These statistics in comparison with all of Auckland City and all of New Zealand show a telling picture of difference in education, ethnicity and employment.

Graph 1. Qualifications in East Auckland

Graph 1. Qualifications in East Auckland		Glen Innes East	Glen Innes West	Point England	Tamaki	Average of local profiles	All of Auckland City	All of New Zealand
Qualifications	None	38.7%	35.8%	44.8%	42.7%	40.5%	17.1%	27.7%
	School	38.7%	41.7%	39%	39.7%	39.7%	41.7%	40.1%
	Post School	22.3%	22.7%	16.1%	17.5%	19.7%	41.2%	32.2%

Graphs developed through Statistics sourced on www.stats.govt.nz - (Statistics New Zealand, 2007)

Statistically within this area, it is common practice for people not to attend any schooling, or to finish at High School/ College level. It is rare for people to move onto post schooling education and therefore quite a foreign concept to suggest university learnings or even just further education.

Graph 2. Ethnic Groups in East Auckland

Graph 2. Ethnic Groups in East Auckland		Glen Innes East	Glen Innes West	Point England	Tamaki	Average of local profiles	All of Auckland City	All of New Zealand
Ethnic Groups	European	44.1%	40%	29.8%	42.1%	39%	65.7%	80.1%
	Maori	21%	20.2%	23.5%	26.9%	22.9%	8.4%	14.7%
	Pacific Island	44.4%	45.1%	50.7%	38.3%	44.6%	13.7%	6.5%

Graphs developed through Statistics sourced on www.stats.govt.nz - (Statistics New Zealand, 2007)

This area is blessed with a rich and vibrant Maori and Pacific Island group of people - more so than many other areas in Auckland City or in all of New Zealand (statistically). This is very important to acknowledge when developing programmes for this area. The extent of which Maori and Pacific cultures are incorporated is important for any programme in this community to be successful in reaching its target audience.

Graph 3. Income in East Auckland

Graph 3. Income in East Auckland		Glen Innes East	Glen Innes West	Point England	Tamaki	Average of local profiles	All of Auckland City	All of New Zealand
Income	\$50,000-\$40,001	4.8%	5%	3.1%	4.3%	4.3%	8.4%	7.1%
	\$40,000-\$30,001	10.6%	10.5%	8.5%	9.6%	9.8%	12.6%	12.1%
	\$30,000-\$20,001	16%	16.3%	14.8%	18.4%	16.4%	14.3%	16.5%
	\$20,000-\$10,001	26.5%	27.1%	25.5%	27%	26.5%	19.4%	24.9%
	\$10,000-\$1	28.3%	27.2%	35.7%	28.6%	29.9%	20.4%	22.5%
Unemployment Rate		14.4%	13.4%	19.9%	14.7%	15.6%	7.9%	7.5%

Graphs developed through Statistics sourced on www.stats.govt.nz - (Statistics New Zealand, 2007)

Income of people within East Auckland is significantly lower than Auckland City and New Zealand in most categories. The unemployment rate is double than that in comparison to all of New Zealand. At the least, this means that there is not as much finance available, but it might also correlate to lack of self esteem to gain employment, or lack of life skills such as self management, communication and commitment.

The Base of Social Work Theory and Practice

Being that the facilitators of this programme are also Youth Social Workers, our base of theory and practice derives from the field of Social Work. Being Youth Social Workers within this community and within the field of youth work for a long duration of time before the development of this programme, has given a clear grounding of the use of Social Work when working with youth. Our practical intervention remained being social work theory and practice methods that we had previously used with young people and our own personal knowledge of what works. Our use of The ANZASW Social Work Ethics ensured that we were practicing safely and within peer approved boundaries when working with clients (ANZASW, 1993). Below is a brief breakdown of how the main theories and practice methods were utilised and maintained through out the programme. This is not a breakdown of the actual theories, the main sources of theory information were taken from Payne and Adams, Dominelli and Payne (1998; 1997). These books are detailed within the reference list at the end of this document and I would recommend them as key guides for outlines of the theories, approaches and practice methods outlined below.

Types of Theory

- Empowerment Theory
- Cognitive Behavioural Theory
- Systems Theory
- Strengths Based Approach
- Feminist/ Anti-Oppressive Approach

Empowerment Theory

The utilisation of empowerment theory to encourage the young women to take ownership of this programme and activities within their own lives helped to show the young women that they could become the ones in charge of their own fate. We utilised empowerment for the

betterment of the young women individually, as a group and as a part of a community. Payne's definition of empowerment being that it helps clients to gain their own power to make and act on decisions which in turn increases self-confidence and action was the main focus of our utilisation of empowerment theory (Payne, 1997, pg.266). The young women first learnt to become empowered by making decisions about the programme renaming, content and activities. This led onto group empowerment to decide on tasks they would like to complete together for themselves and for their community.

Cognitive Behavioural Theory

Cognitive Behavioural Theory or CBT was one of our most underlying theories through out the programme that drove a lot of the skill based learning we supplied to the young women. The intention of the programme to supply young women with different options began with encouraging them to realise that their thought patterns and actions were intertwined. The use of social learning, reinforcements, shaping positive behaviour, and encouraging the development of new systems of thought patterns to react to their environment were all a part of our intervention with the young women. Some models of thought and action that are explained later were based on CBT and the young women began to utilise these models between themselves – even outside of the programme.

Systems Theory

We aimed to create an understanding that the young women were made up of different elements within themselves as well as being a part of something bigger within their family, community and society. This helped to breakdown to the young women how they could focus on different areas within their life that required further support or development instead of believing that they could not change. This also encouraged the young women to believe that they held connections with different people and groups of which they had not felt connected to before.

Strengths Based Approach

Focusing on the strengths of the young women to create a base for development was an important element of our programme and helped to encourage self-esteem and confidence. Through out the programme, we encouraged and highlighted what the young women were individually and collectively strong in accomplishing, this led to the development of the groups' pool of strengths that the young women would draw from. For example, if one were strong at verbal presentations, the others would follow her lead in how to stand up in front of people and communicate. The young women began to learn from each other's strengths.

Feminist/ Anti-Oppressive Approach

This programme focused on the experiences of young women and their own struggle from girlhood to womanhood. Therefore we utilised a feminist approach to addressing their experiences and how the young women perceive the world. This approach included challenging some beliefs of what women are and how women are defined. This led the young women to realise what their community's expectations of deviant young women were, and the ability to choose what they wanted to be like for themselves.

Types of Practice

- Evidence Based Practice
- Task Centred Practice
- Holistic Case Work
 - Group Work
 - Individual Work
 - Inclusion of some Whanau/ Family work
- Community Development Practice

Evidence-Based Practice

It was important to both of the facilitators that we utilised skills and methods that had worked for other programmes and that we knew worked for this community. Hence we studied and analysed other programmes and research that focused on 'at risk' youth or young women.

Task Centred Practice

Task Centred Practice was utilised through out the whole of the programme, from group work sessions, 1-on-1 sessions, to single community-based tasks. These young women were very used to giving up on big goals, but when they began to realise the possibility of identifying the tasks to be completed; developing plans, timeframes and needs; and focusing on small accomplishments to achieve the big goals; they became very excited at the opportunities available to them. Encouraging the young women to learn the skill of task-centred practice became a key skill development within the programme.

Holistic Case Work

We did not define or limit what we would support the young women in accomplishing during the programme at all. If the young women had any difficulties or decided to take up any challenges for self-growth at all, we were very supportive of their growth. This was key to our casework intervention with all of the young women. The programme was made up of group work, 1-on-1 work and community work; but these were not divided in subjects nor tasks; rather they often fed each other for the young women's self development. The inclusion of some whanau/ family work was also important to encourage a holistic approach to our programme.

Community Development Practice

Alongside Empowerment Theory, Feminist/ Anti-Oppressive Approach and Holistic Case Work; we encouraged the young women to utilise Community Development Practice as a means to promote the development of their own community into what they would like it to be like. This included verbalising their views, development of plans, initiatives and becoming a part of the community volunteer workforce.

The programmes own Models of Thought and Action

Our programme incorporated some key social work theories and practice into the models that the young women were learning. These 'Models of Thought' and 'Models of Action' were the main teaching themes that we continued to refer to as guides throughout the programme. Some of the above basic models and practice theories were re-framed, simplified and re-worded as new models that the young women were able to learn as tools of how to interact with life. There was a need to present these tools to the young women within visual formats to ensure effective learning.

Examples of the 'Models of Thought' were "Te Whare Tapa Wha" and "Full, Half or Empty"; examples of 'Models of Acting' were "Tasks to Achieving" and "Think, Act and Feel". Here is a brief breakdown of these four examples and the integration of social work theories or practice.

Models of Thought

→ Te Whare Tapa Wha

We incorporated Mason Durie's Mental Health Model of Well being into the Personal Wellbeing Module (1998). This provided the young women with a thought framework connecting their personal well being with other elements within their lives. Discussions on different parts of their personal wellbeing inter-affecting each element within their lives took place and were discussed through out the programme. This was a direct utilisation of Te Whare Tapa Wha with the young women; informing them of the Model and supporting them to learn to use the model to understand how they are affected by elements within their lives and how they affect these elements.

→ Full, Half or Empty

Changing the words positive and negative to full and empty proved to be very productive in altering the young womens views of their ability to be flexible. The young women no longer held negative attitudes or behaviour, rather they were displaying 'empty' models of thought that could be adapted – 'filling up' their attitude became more flexible and a possible task. This Model of Thought utilised Cognitive Behavioural Theory to alter the young women's thoughts of themselves to ultimately alter their behaviour.

Models of Acting

→ Tasks to Achieving

This Model of Acting aimed to show the young women how to break goals down that sometimes seemed huge to accomplish into smaller tasks that were more achievable; with the end result being the accomplishment of the ultimate goal. This is basic Task Centred Practice but a skill that a lot of the young women had not learnt.

→ Think, Act and Feel

Within the Self Esteem Module, we introduced how thinking, acting and feeling were connected as a triangle of affects. We showed the young women how each part of the triangle affected the other parts and what they could do to realise some of their 'empty' thinking, acting or feeling with the aim of altering to 'full' thinking, acting or feeling. This also draws from Cognitive Behavioural Theory as well as a personal systems approach of one element of themselves affecting the other elements.

Co-Development with Youth

It was the intention of the facilitators that the young women maintain equal ownership to the programme. It is clear through different social work theories and our personal social work practice that when young people are involved in the development of intervention, they then claim ownership of the programme as a whole. The young people then feel empowered to feedback their views and requests. With young people communicating about the programme and how they were feeling, we were also able to account for more of their needs.

It was therefore developed right from the very start, that our programme would enable the incorporation of the youths' voice into what we did. As stated earlier, at the very beginning of the development of our programme, we asked a group of young women that we were connected to in the community to sit with us and discuss the idea of developing a programme catering purely for young women. In this discussion, we asked what they thought of the draft content of the programme and what they would like to see incorporated. This included what they personally thought would be good for each of them, what they did and didn't like in their community and what they thought would encourage young women to be involved in this programme. All of the young women were very excited about the concept of a programme catering to their own needs. The views of this group of young women combined with the research and planning of the facilitators produced the original content of our programme.

In the very first sessions of the programme, key ownership discussions were held with the young women. These included;

- What rules and norms they wanted within the group – with a bit of guidance from the facilitators.
- What the young women wanted the group to be named and why.
- What they thought this programme would help them with and what they would like to get out of it.

We also attempted to incorporate the young women's own experiences within module discussions to personalise knowledge that they were learning. Not only did this bring a clearer use of knowledge to the young women, but it also provided a sense to the young women that this programme was catering to what they were struggling with in their own lives. When, for example, we discussed the use of alcohol and drugs in the personal wellbeing module, we discussed with the young women what areas in the community alcohol and drugs were being used and how they felt about this use. We also discussed their personal use and what they would like to change or not change in their own lives. This ensured that our programme was not discussing concepts outside of the realm of the young women's lives. The young women's voices, own views, and experiences were being incorporated into their learnings.

Because our programme was based on the belief that the young women had equal ownership of the programme, they also had equal say on what we covered. If there was anything that they wanted included in the programme, we did our best to make sure that this was incorporated into our sessions. This equal ownership meant that during sessions, if key discussions developed that were not a part of the intent for the session, they were catered for and time made accordingly. This ensured that the young women were able to perceive how open we were with their views being incorporated into the programme and that we truly believed that they did have equal ownership of the programme.

Some examples of this encouragement for ownership and redevelopment of the programme through the young womens' requests and feedback are detailed below;

- Naming of the programme and the requests for a uniform
As stated earlier, we gave the young women the opportunity to name the programme to their liking. This was monitored and guided by the facilitators to help the young women choose a name that was suitable to be used within the community. Once the young women were given boundaries to the naming of the programme and reasons why these boundaries existed, they showed great maturity in choosing a name that was suitable. The final name that they decided on, was **Relating to Reality - East Finest**. This name relates to how these young women perceived that this programme would connect their perceptions of what reality is, to who they are, where they are at in life and in their community. "East Finest" has connections to where they are positioned within Auckland and their affiliation with their environment and home suburb. The naming of this group enhanced the young women's ownership of the programme and was normally shortened to "RTR" by girls, facilitators and community alike. The young women also requested that they be given the opportunity to have a uniform to signify their unification when out in the community. This was agreed upon and the young women themselves decided what the uniform would include and have written on it. Through out the programme length, the young women wore their uniform with respect. They used the uniform as a group to represent 'RTR' at community events, when participating in the sessions, and in any outings that we went on.

- Type of feedback
Originally, the facilitators had decided to receive feedback on each of the modules that we were covering at the end of each session. This was to be conducted by allocating approximately 15 minutes at the end of each session for the young women to complete questionnaires on different topics that we had covered, what they knew or felt about at the beginning of the sessions compared to what they knew or felt about at the end of the sessions. In theory, we could then compare what they were actually getting out of the sessions. The young women made it very clear to the facilitators after about the 3rd session that they were not happy about this type of feedback and that they would not like to continue with it. The facilitators therefore decided to drop the 'per module' feedback and switch to 'per block' feedback with a different format entirely. This was well received by all of the young women. Later on, it was decided that the feedback would also be collected using audio and video recording – this was decided upon after we became more acquainted with the young women and realised how they enjoyed verbal communication more so than written and thrived on any attention given to them by a video camera. The end of block feedback sessions became something that the young women looked forward to as opposed to the original dread of the feedback questionnaires.

- Use of feedback
Once the young women had provided feedback through each end of block session, we addressed different needs that they raised. This was sometimes as simple as providing more information on something that we had addressed briefly or creating sessions with techniques that were more to their liking. An example of the latter was further use of breaking the young women into smaller groups for tasks and then reporting on their task back to the whole group.

Section D:

Content of This Programme

The Format of The Programme

As was stated within the brief of the programme, there were different types of intervention that took place over the duration of time.

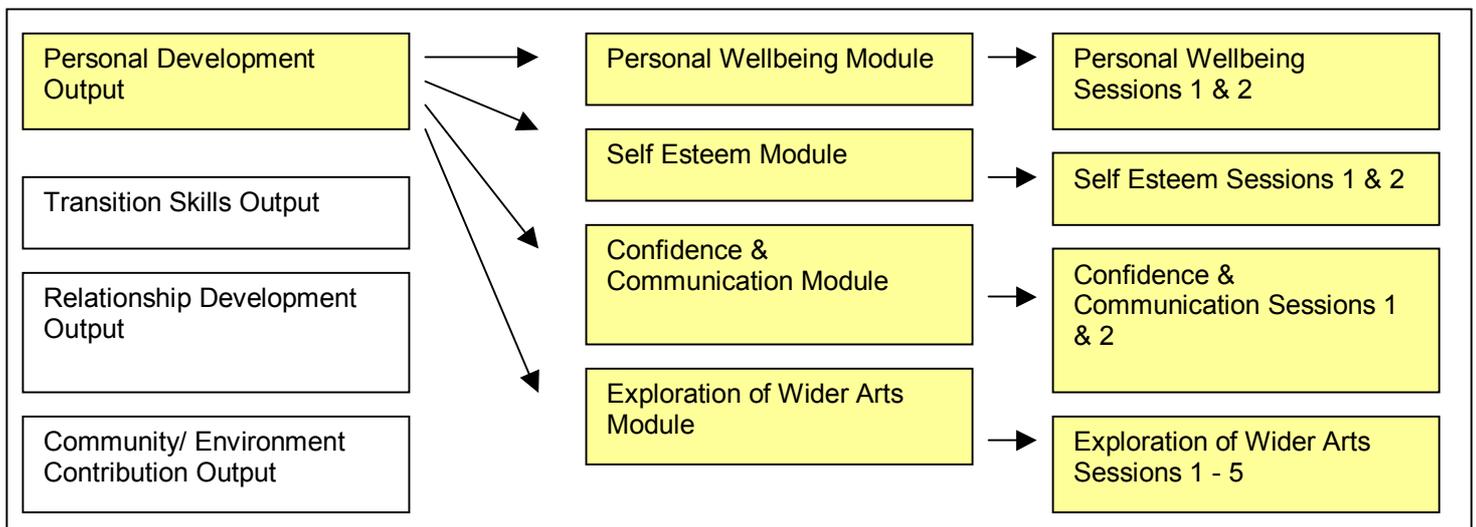
- Group work
- 1-on-1 intervention
- Outings per block
- Planning sessions on the participants initiatives

Group work

The core of the programme was the group work element of intervention. This mainly consisted of working with the young women as a whole group. These sessions were broken into 3 blocks based loosely on school terms. Each of these blocks covered 9 to 11 sessions, which focused on the 12 core modules outlined earlier as the base of our programme learnings.

There were 4 different outputs within the proposal application form of the Ministry of Youth Development and these outputs created the base of our 12 modules and therefore 30 sessions. Below is an example diagram on how one of the outputs fed into the modules and in turn the sessions.

Diagram 1. Basing the modules upon the outputs



Below is an outline of the three blocks that formed our group work intervention and how each of the sessions connects to the four different Ministry of Youth Development outputs.

Table 1. Programme Session Outline

Block One: 16th August – 1st November 2006

Week	Session	Output Base
Intro	Introduction & Ownership of Group	Relationship Development Output
1	Personal Wellbeing	Personal Development Output
2	Personal Wellbeing cont.	Personal Development Output
3	Self Esteem	Personal Development Output
4	Self Esteem cont.	Personal Development Output
5	Confidence & Communication	Personal Development Output
6	Confidence & Communication cont.	Personal Development Output
<i>School Holidays 1 week Break</i>		
7	Goal setting and planning	Transition Skills Output
8	Basketball & Education Goals	Transition Skills Output
9	Exploration of Wider Arts – Artists	Personal Development Output
10	Re-visit Block one & Feedback	

Block Two: 15th November – 21st February 2007

Week	Session	Output Base
11	Exploration of Wider Arts - Artists	Personal Development Output
12	Positive female perception	Relationship Development Output
13	GI Project/ East Side Project	Community/Enviro Contribution Output
14	GI Project/ East Side Project	Community/Enviro Contribution Output
15	Ownership & Family/ Whanau Evening	Relationship Development Output
<i>Christmas Break</i>		
16	Education, Ownership & East Side Project	Community/Enviro Contribution Output
17	Exploration of Wider Arts - Actors	Personal Development Output
18	Positive Peer Group	Relationship Development Output
19	Critical Thinking	Transition Skills Output
20	Exploration of Wider Arts – Musicians	Personal Development Output
21	Feedback & Outing	

Block Three: 7th March – 16th May 2007

Week	Session	Output Base
22	Re-visit block two	All Outputs
23	Exploring Career	Transition Skills Output
24	Revisiting Education Goals and Career	Transition Skills Output
25	Revisiting blocks 1, 2, & 3.	All Outputs
26	Revisiting blocks 1, 2, & 3.	All Outputs
27	Exploration of Wider Arts - Dancers	Personal Development Output
<i>Easter School Holidays 2 weeks Break</i>		
28	Where to from here	Transition Skills Output
29	Where to from here cont.	Transition Skills Output
30	Where to from here cont.	Transition Skills Output

These blocks were created and organised by the facilitators and mainly facilitated by them as well. At times, experts within the fields were brought in to talk with the young women – for example professional artists when discussing the fields of art, music, dance and acting. Each of these sessions were developed prior to the session time – normally over the week in-between the sessions and delivered with specific time frames, and topics to be covered. This session planning also included the development of new techniques to deliver information to these young women. These new techniques were to ensure that the attention of the young women was captured and for the young women to truly understand the point of them learning about the module.

Examples of these are the development of games that were fun and innovative, but also made the young women think;

→ The Senses Game for Communication

The girls were each told that they were a type of animal and had to find their partner-animal, but that they didn't have certain senses – i.e. blindfolded, ear-phoned with music (unable to hear others), unable to speak.

- The Mind Mapping for Positive Female Perception
We developed a big map of all of the different things that the young women felt was different for them as young women growing up in East Auckland as opposed to growing up as a male, in a different area or country, with money etc. We also 'Mapped Out' the portrayal of women in East Auckland and what the young women did and didn't like about those portrayals.
- The Match the Quotes Game for Critical Thinking
The young women were given different quotes from different famous people and were challenged to link the quotes to these people. The people ranged from Martin Luther King, to Mother Teresa to Adolf Hitler. The meanings of the quotes differed greatly depending on whom the young women believed to have stated them.

At the beginning of the programme, each of the young women received a workbook, which gave a brief of what each of the sessions would be covering, dates and spaces to write notes. These were developed to ensure that the young women had knowledge on what we were covering and when. At the beginning of the New Year, which fell in the middle of the programme, we gave the young women a new workbook, which included adapted changes to the content of the programme.

At the end of the programme – within the “where to from here” sessions, we gave the young women a final Workbook which was a collection of; all of the hand outs that the young women had received on each of the modules, all of the work that these young women had developed through brainstorming, role playing, white board work and paper work, and it also included new handout sheets to help the young women solidify the new information that they had learnt over the programme within each of the modules. This final Workbook was designed to encourage the young women to think about their learnings through this programme and help them apply the learnings to occurrences within their lives and in the future.

1-on-1 Intervention

Each of these young women had been referred to this programme due to different needs arising within their life. We were very aware that although the group intervention was important to these young women, they would also require some individual support to change certain behaviours. Originally, we had allocated one individual intervention to each young person per block. Noting that both of the facilitators of this programme were working fulltime in another programme in the community, this was an overfilled workload as it was. Unfortunately, we underestimated the amount of individual attention that these young women required and it turned out that once every 10 weeks individual intervention was not enough. For the majority of the young women, at least three times over 10 weeks for individual intervention was the bare minimum of sufficiency.

NB. If this programme was to be renewed, the facilitators would recommend more individual intervention than this and for the facilitators to take the young women on as a full time social work case load over the duration of the programme to focus on the young woman's needs and in working with the families and surrounding agencies and community to equip them.

Over the duration of the programme, the young women treasured these 1-on-1 interventions. The majority of this intervention was following through on goals and plans that the young women wanted to achieve. Some of the young women utilised these 1-on-1's as a time to share new needs that had arisen, or experiences in using what they had learnt from the sessions. Common needs arising for this group of young women were;

- Support to return/ remain within positive lifestyle choices;
 - Education – school or courses.
 - Work – full or part-time.
 - Alcohol & Drug intervention.
 - Other Social Activities – Youth, Dance, or Cultural Groups.
- Support about relationships with other people.
 - Peers/ Partners.
 - Young women within the programme.
 - Teachers or leaders.
 - Parents and other family members.

Outings per block

Over each of the blocks, different outings occurred for group bonding sessions as well as rewards for positive behaviour. These outings were important as they produced an 'out of session time' feeling to the group and gave the young women a chance to relax without working with each other and us as facilitators. These outings were normally fun and were important to bond the young women and ensure good behaviour out in the community. They were not all focused on learnings within any specific module. Ones that were focused on learnings were;

- A trip to the theatre to see a play, which showed the young women what 'acting on stage' was as well as learning a pacific woman's journey through her cultures femininity.
- A visit to a local research facility – 'Landcare Research'.
- The Maybury Reserve Park Clean up day.
- Supporting The Talbot Park Community Celebration day.
- The Youthtown Fun Day Out – Stall developed on 'Eastside Clean Pride'.

Other outings that were more fun and 'good behaviour' focused, included;

- Basketball Game and dinner trip.
- A night out to the movies and dinner.
- Kayaking at Okahu Bay.
- Rainbows End.
- The development of a netball team and indoor games at the local recreation centre.

NB. The facilitators believed strongly in rewarding positive behaviour and it was made clear to the young women that these rewards were to be earned and not expected. It was also important for the facilitators to show these young women that the core programme and learnings on the Wednesday night were the 'draw card' and not the outings.

Planning sessions on initiatives

Aside from the above intervention, there was time for young women to develop any initiatives that they felt would be a positive element within their lives. These initiatives were mainly organised by the young women, with the facilitators providing encouraging support and advice. The young women chose, nearing the end of the programme to utilise this support immensely, much to the surprise of the facilitators. They decided to develop the concept that they had discussed within ownership and East Side Project modules of 'giving back to the community' into a series of events that included picking up rubbish, advertising how Eastside needed to be cleaned up and to clean up it's own act and also promote 'clean pride' at an event that they developed and hosted. All of the planning and development sessions were housed within The Glen Innes Police Station with the facilitators supporting the work being done by the young women and advising them on how to go about implementing their plans. This intervention was 'self directed learning' as opposed to directed by the facilitators. The young women would choose when they would meet, what they would do and implemented that planning into tasks to complete. The facilitators were simply a supportive element of this work.

NB. This supportive element however was not originally anticipated at the development phase of the programme and although it was an encouraging 'sight to see' and we were very proud of our young women that had decided to take on the challenge we had laid down for them, we were not equipped to provide the amount of time this support required. Again, the facilitators recommend that this programme would have benefited greatly in having 2 fulltime facilitators with a social work caseload of these young women and the programme.

What This Programme included and why

The original content of the programme was discussed with a small group of young women that we knew in the community - as explained earlier. This was then fine-tuned with information sourced through research on young women and group work. When applying this information to the necessities of the application for funding to The Ministry of Youth Development, our main objectives and modules were developed.

The Youth Development Strategy document and the Ministry of Youth Development Services for Young People Proposal Application form were incredibly valuable in solidifying a concept of 'working with young women' that we had originally dreamed of designing. The forthcoming funding from that approved application gave us the means to actually develop that dream into reality.

These modules were chosen by brainstorming between the 2 facilitators on what they would like to give to young women - life skills important for the development of girls who are transitioning to young women that are sometimes overlooked. We took case examples of young women that we knew of and examined what in their life was lacking and what skills they did not utilise. Once a broad range of concepts, ideas and items were established, we began developing themes and core life skills that we felt we could deliver on within a programme. The incorporation of research and young women's feedback solidified those choices of modules we would cover.

The objectives of the programme and the modules delivered within our sessions mirror each other and below are breakdowns of this mirroring. Also included is further information on each of the modules and how they were delivered in the sessions. These Objectives and Modules do blend into each other; therefore it can be difficult to categorise them into different areas of learning. However, here is the best one can do when attempting to categorise evolving and flowing themes. It should also be noted that there were no other programmes that the co-facilitators could gauge their objectives on, so the below objectives came from the co-facilitators own personal knowledge, experience, research and social work practice.

Objective 1: Build self-esteem and confidence to make positive lifestyle choices.

Module: Self Esteem

Output: Personal Development

Understanding the concept of self esteem and why it is important. Learning the ability to be proud of who they are and drawing strength from within. Building on the young persons capacity to make positive choices.

*Also, **Confidence and Communication, Goal Setting and Planning.***

Sessions 3, 4, 10

Breakdown of Delivery:

- What is Self Esteem? The importance for the young women and the impact of having positive self esteem.
- Introduction of the 'think-act-feel' model of thought.
- Role-play of Sally – a high self-esteem young person, and Jane – a low self-esteem young person and their different approaches.
- Self-evaluating different levels of the young women's own self esteem in different situations.
- Introduction of the 'full-half-empty' model of approach.
- Utilisation of poster development on what they perceive to be or contribute to positive self-esteem.
- Addressing the affect of others opinions on personal self-esteem.
- Handouts given out to the young women with further information on Self Esteem.
- Dividing the young women's own positive and negative self images and writing these down for the young women to take away the positive and for us to hold confidentially the negative.

Objective 1: Build self-esteem and confidence to make positive lifestyle choices.

Module: Confidence & Communication Output: Personal Development

What having confidence is and how it helps them as young women. Finding personal strengths and being confident within as well as outwardly. Addressing the importance of communication and the ability to be heard.

Sessions 5, 6, 10

Breakdown of Delivery:

- What is confidence? The importance for the young women to have confidence and how to show confidence.
- Brainstorming in small groups what confidence is, how to show confidence, how to see confidence.
- Creating space within the group to discuss an emotional level of confidence, where these young women feel that they are at and where they would like their confidence to grow.
- Discussing communication and its connection to confidence.
- Examining three senses of hearing, seeing and talking. What key examples they experience within their lives of these three senses.
- Connecting these senses examples to the 'full-half-empty' model of action to explain the different perceptions people have of these senses. For example; hearing fights versus hearing laughter.
- Discussing 'full' communication and 'empty' communication.
- Playing 'The Senses Game' to show these young women how vital their senses are and how important their actions are when communicating with others.
- Introducing the 'Passive-Assertive-Aggressive' model of action and role-playing the three different types of behaviour to the young women. Discussing which types of behaviour is appropriate in different settings for these young women. Challenging some perceptions of what is appropriate and what is not.

Objective 1: Build self-esteem and confidence to make positive lifestyle choices.

Module: Goal Setting and Planning Output: Transition Skills

What is goal setting and planning? Why it is important and how to do it. Developing and implementing the young person's goals and plans.

Sessions 7, 10 & Ongoing

Breakdown of Delivery:

- Explaining what goal setting and planning is and how it can help with achieving dreams and ambitions.
- Discussing the different levels and timeframes of goals – short, medium and long term.
- Connecting the 'Thinking-Feeling-Acting' model of thought to planning to achieve goals. Explaining the difference between 'inactive goals' and 'active goals'.
- Individual work on personal goals and development of plans to achieve these goals. Work sheets given out to be developed and carried out through '1-on-1' time.
- Utilisation of 'Te Whare Tapa Wha' holistic theory to develop different goals within each of the 4 elements – Wairua, Whānau, Tinana & Hinengaro. Expanding these goals into timeframes and plans.
- Connecting examples of goals to the 'Thinking-Feeling-Acting' Model of thought (T-F-A) by getting the young women to categorise which T-F-A element they needed to utilise. Then connecting the same goals to 'Te Whare Tapa Wha' elements by getting the young women to categorise these goals within each well-being element. Thus showing the young women how connected their actions are to their well-being and the affect of both of these to their future goals.
- Playing 'The Group Goal Game' in smaller groups with 'leaders of the group' and 'play-makers' identified how to carry out the planning of different goals that were relevant to these young women. i.e. developing a community project for Eastside or developing a final graduation for RTR. Presentating back to the whole group on plan to achieve such a goal.
- Discussion on attitude towards achievement – empowering the young women to choose an attitude that will support their success.

Objective 2: Develop a positive peer group for support and encouragement.

Module: Positive Peer Group

Output: Relationship Development

Different types of peer groups – breaking down the types, meanings, influences and impact within peer groups and peer pressure (positively and negatively). Who's doing the thinking for you and your role in the peer group?

Sessions 18, 22

Breakdown of Delivery:

- Use of video to portray an extreme example of peer pressure through a popular movie. Discuss this type of peer pressure and the young women's own experiences of peer pressure.
- Role-playing a positive peer pressure example and discussing the difference between 'empty' and 'full' peer pressure.
- Breaking into smaller groups and devising scripts for positive and negative peer pressure examples. Discussing these different examples and how each of the young women felt about playing certain roles.
- Giving space to discuss personal peer pressure experiences that the young women have experienced in the past and are experiencing now.
- Discussing techniques that the young women can use to avoid 'empty' peer pressure and encourage 'full' peer pressure within their own peer groups.

Objective 3: Provide opportunities to gain life skills through directed and self directed learning and critical thinking.

Module: Critical Thinking

Output: Transition Skills

Understanding the importance of thinking critically through questioning perceptions. Key points being: What are peoples perceptions, what are yours and how do they differ? What action can be taken to change people's perceptions? Who's doing the thinking for you?

Also Goal Setting and Planning & Eastside Project

Sessions 19, 22

Breakdown of Delivery:

- Playing 'The Match the Quotes Game' with the young women and discussing how different perceptions can be created depending on the context surrounding statements made.
- Playing 'The Different Perceptions Game' on different views of common and present conflicting topics. Discussing how each of our different views are made up and what influences we had to think like that.
- Expanding the young womens' view of how they create their opinions to include influences from their whānau/ family, peers, community, society, and mass media.
- Utilising debates to learn how to challenge others opinions and hold ground on personal views.

Objective 4: Empowering the young women to design elements of, and, have ownership of the programme.

Module: Ownership

Output: Relationship Development

What it means to have ownership of something, the processes involved and who this impacts.

Also, Eastside Project

Sessions Intro, 15, 22 & ongoing

Breakdown of Delivery:

- Discussing the concept of Ownership and what different meanings it holds for the young women.
- Allowing the young women to take ownership of this programme and giving them the means to relay their views and thoughts to the facilitators about what they feel would help them have equal ownership to this programme.
- Discussing related words to ownership and expanding on ownership depending on different settings. I.e. someone having control over something or someone versus belonging to a group.
- Brainstorming different positive elements within the young women's lives that they feel some form of ownership with.
- Connecting this positive ownership with the community and contributing to the

environment that we live within.

Objective 5: Encourage and support active participation within their families and in the community of East Auckland.

Module: Eastside Project

Output: Community Contribution

Develop a project on Peoples Perception of East Auckland using the knowledge gained from different modules covered - Critical Thinking, Positive Female Perception and Ownership.

With the aim of informing the East Auckland community of the current perception and the young people's desired perception.

*Also, **Personal Well-being***

Sessions 13, 14, 22 & ongoing

Breakdown of Delivery:

- Giving space and time to the young women to take the 'ownership' learnings to another level of 'giving back to the community'
- Focusing on Self-Directed learning for the young women to create, develop and implement ideas and initiatives for the Eastside community.
- Supporting the initiatives with time, encouragement, advice and finance so that it is a learning experience for the young women on how to implement successfully their own ideas.
- Encouraging full ownership from the young women to any initiatives they develop and therefore encouraging any appropriate initiative – no matter if out of the scope of this programmes learnings or large or small.

Objective 6: Expand knowledge of the working sector and how they can participate in this.

Module: Exploring Career

Output: Transition Skills

What is a career in comparison to a job? Why a career is important. The process of making a job into a career.

Sessions 23 & 24

Breakdown of Delivery:

- Discussing what a career is and separating the difference between a career and a job.
- Brainstorming on how someone would get a career and where careers come from.
- Giving real life examples of what a career path would look like by showing each of the facilitators own career paths visually.
- Encouraging the young women to develop their own visual career path and including elements that they wish to complete within a career and how they would do it.
- Discussing with the young women different pathways to the same goal and how important attitude is as opposed to access to 'suggested' pathways to their own careers.
- Access given to the internet for searching different key career websites within a 'Treasure Hunt Game' and finding information that related to their personal careers.
- Access given to a website chat room to discuss with a career advisor their personal career choices.

Objective 7: Exploring the perceptions of females in the East Auckland and surrounding areas, providing alternative female identities to aspire to.

Module: Positive Female Perception

Output: Relationship Development

Exploring Media perceptions of females and how this impacts on them. Encouraging the young people to be independent and have pride in this. Exploring being a young women in East Auckland and what this means.

Sessions 12 & 22

Breakdown of Delivery:

- Brainstorming with the young women what their own thoughts are of females. Personalising a second brainstorm by what they think others think about females in East Auckland.
- Expanding the young womens' views of females by introducing concepts of Mass Media views through TV, Radio, Music, Internet and Stereotypes in advertisements. Bringing to light different feminist thoughts on certain use of women within Mass Media and allowing discussion on these thoughts.
- Reframing female perception by discussing what the young women would like people to think about females and in particular females in East Auckland.
- Challenging the young women on their own actions to help change the way young women are portrayed in their community.

Objective 8: Understanding the value of education/learning and the opportunities available to the young women.

Module: Education

Output: Transition Skills

Advocating and supporting the young women's decision within education. Providing options available for education, exploring needs to achieve educational goals, and implementing tasks to meet these needs.

Sessions 8, 10, 16, 22 & 24

Breakdown of Delivery:

- Discussing what education is for these young women and breaking down stereotypes of high school/ college being the only element of education within young people's lives.
- Discussing general goals within education and what the young women want to achieve within education.
- Connecting the young women's interests with different elements of education and showing how important education is for them to achieve their aims.
- Utilisation of different education and career articles chosen for each of the young women for individual learning and delivering their findings back to the whole group to explain information within their article and relevance to themselves.
- Connecting the young women's career maps made in a separate session with education. Showing case examples of the facilitators' career maps and where education supported the career path. Discussing where the young women feel education will support their own career paths.

Objective 8: Expanding alternative education knowledge (for example the Wider Arts) as possible options to explore.

Module: Exploration of Wider Arts

Output: Personal Development

Providing with an opportunity to speak and learn with a professional musician, artist, actor and dancer. Discussions of the accessibility of involvement within the Wider Arts and the reality of possible participation.

Sessions 9, 11, 17, 20 & 27

Breakdown of Delivery:

- 9 different artists visited the young women over 5 sessions and explained their own art, what they have done, do, how they got there and what they would like to do in the future. The young women were shown different art through photos, videos, cd's and live displays.
- These artists experienced different struggles through their lives and career journeys, we were very privileged to have each of our artists explain their life journeys and the struggles that they experienced when beginning life and through their careers. The discussions provided a good insight for the young women to understand the hard work and dedication that it takes for artists to fulfil their dreams.
- The young women were given opportunities to ask questions, talk with, and learn from these artists.

Objective 9: Develop an understanding of wellbeing – spiritually, physically, mentally and within the community.

Module: Personal Wellbeing
(Health and Hygiene)

Output: Personal Development

Developing and understanding of personal wellbeing within 'Te Whare Tapa Wha Model'. Addressing a broad spectrum educationally of physical health and hygiene, spiritual and emotional wellbeing. Also looking at their social environment and the links they have.

Sessions 1, 2 & 10

Breakdown of Delivery:

- A break down of 'Te Whare Tapa Wha' was given to the young women and discussions on this model were developed to encourage understandings on what it is and how it can help us understand what is incorporated within our 'make up' as people in a community.
- Brainstorming the 4 different elements of 'Te Whare Tapa Wha' and what they liked and didn't like about their personal elements.
- Brainstorming on what Health and Hygiene was and the importance of this for our well-being. Connections were made between 'Te Whare Tapa Wha' and where Health and Hygiene fitted.
- Expanding well-being within the social contexts of households and community. Re-connecting this back to 'Te Whare Tapa Wha'.
- Guest speakers from the community to discuss Alcohol and Drugs and its affect on well-being and another guest speaker to discuss Sex and Sex Work and its affect on the well-being.
- Handouts were given to the young women on several different topics.

Part Two

Evaluations of the programme
& Peoples views

Section A) Evaluation of this programme
Section B) Types of evaluation completed
Section C) The views of the young women
Section D) The views of the facilitators

Section A:

Evaluation of This Programme

It was decided that it would be important to evaluate this programme to ensure that it is effective in achieving its desired affect and a positive element within these young women's lives. Massey Universities' SHORE section (Social and Health Outcomes Research and Evaluations) was instrumental in the development and support for creating evaluation for this programme. Lanuola Asiasiga was the key connection that we had with SHORE and she was invaluable in showing us how to foresee ultimate outcomes and long-term goals through a system of intervention and changes. Teaming up with Lanuola, we developed maps on different types of intervention we would set in motion to achieve the desired short-term, intermediate-term and long-term goals. We then developed the evaluation techniques that we would put in place to measure our progress and allow feedback from the young women themselves.

Below, are the outlines of the different types of evaluation we completed, this is then followed by the feedback we collected from the young women and ourselves.

Section B:

Types of Evaluation Completed

There were 4 different types of feedback and evaluation that we conducted within this programme. These being;

- Per Module feedback within session time
- Per Block feedback at the end of each grouping of 10 sessions
- Overall feedback at the end of the programme
- Per Module feedback from the facilitators.

Per Module feedback within session time

Our original technique for collecting evaluation and feedback was to collect the young women's views after every module. This proved to become difficult, not only because we ran out of time to encourage the young women to fully complete the feedback questionnaires, but also because the young women did not like to complete the questionnaires and avoided this element of our programme at all costs. The data that we were collecting from these questionnaires began to look very similar and it was easy to notice that because the young women did not wish to complete the questionnaires, they would simply regurgitate the same answers over and over for every question.

Therefore, keeping to the theme of equal ownership and flexibility to the young women's needs; we decided to adapt our evaluation and feedback techniques by removing this technique completely and begin collecting feedback at the end of each block.

Per Block feedback at the end of each grouping of sessions

These 'end of block feedback' sessions were developed with youth friendly techniques. Because of this, the young women's enthusiasm on feeding back to us their views and experiences grew and we received more in-depth and useful feedback.

These sessions marked the completion of each of the blocks, which was a symbolic success for these young women and normally accompanied an outing to celebrate this completion. This meant that the 'end of block sessions' were filled with fun and heightened expectancy.

We drew on this energy and created little projects for the young women to give us feedback in different ways. These different ways are now explained below;

- Booklets were given out to each young woman with felts and scissors. They filled out different sections of the booklets which covered what they thought was good about each module and what they thought could be improved. After each of the sections were filled, they then cut them out and added them to big posters on the walls. These posters matched in colour the sections within the booklets. When each of the young women completed this, the end result was a big display of different posters for each module the young women had completed within that block and what they all thought about them. The young women loved doing this and thrived on a self-directed individual activity that resulted in the visualisation of the whole groups' work. This was also a very productive way of receiving valuable feedback on what the young women liked and disliked about each of the modules.

During block 2, it became apparent to us that the young women thrived on verbal communication and any 1-on-1 attention given to them. This therefore led to us utilising these techniques within the block 2 & 3 'end of block feedback' sessions.

- A video camera was set up in a small room with a question list. The young women were given a timeframe of approximately 5 minutes to go into the small room individually or as pairs and to answer the questions on the question list in any way they would like, to the video camera. This was not only fun, but also the young women seemed to be a lot more honest on the camera. The young women were very excited about the prospect of having a video camera on them all for themselves. The only concern of this data collection was that if they did not understand a question, they would either not answer it, or make up what they thought we were asking and

sometimes give us feedback on a completely different topic. In hindsight, the questions could have been explained in detail before the young women began.

- The facilitators also split the young women into two smaller groups and asked them for verbal feedback on set topics. The young women also appeared to enjoy this, as it was a group task to give feedback to us verbally. The young women would talk between themselves and discuss what they learnt, what they did and didn't like about what we had covered in the block. There was not much that the young women discussed which they thought could need improvement, however; this could have been to do with the fact that the facilitators were a part of the group and asking the questions.

Over All feedback at the end of the programme

At the very end of the programme, SHORE supported us to have an external evaluator meet with the young women and discuss what they thought about the programme and all that they had learnt. Lanuola Asiasiga met with the young women in the Glen Innes Police Station where the programme had been conducted. This was to give the young women space to discuss what they did and didn't like about the programme and the modules individually without the impediment of the facilitators being involved in the direct feedback of this information.

Per Module feedback from the facilitators

For every module that was learnt within this programme, the facilitators wrote down their combined feedback on several different elements;

- How the session/s went.
- What went well.
- What didn't work.
- What they would liked to have changed.
- What their feelings were at the beginning of the session and then at the end.

This was to give a clear picture on what the facilitators views were in regards to; group development through out the programme, the lessons that the young women learnt; how the lessons were delivered, how they adapted each of the modules throughout the programme and any programme changes they would have liked to have done.

Section C:

The Views of the Young Women

The views of the young women that participated within this programme were the most important feedback we could collect. We attempted to maintain an 'open door policy' with the young women so that they could feedback at any time to us about the programme and about what we were doing. It was also important to collect feedback in a more formal way to ensure that we were able to obtain the young women's views officially. Below is a break down of all of the different ways that we obtained this 'official' feedback and what the young women have actually stated they think about this programme.

Per Module Feedback Through Questionnaires

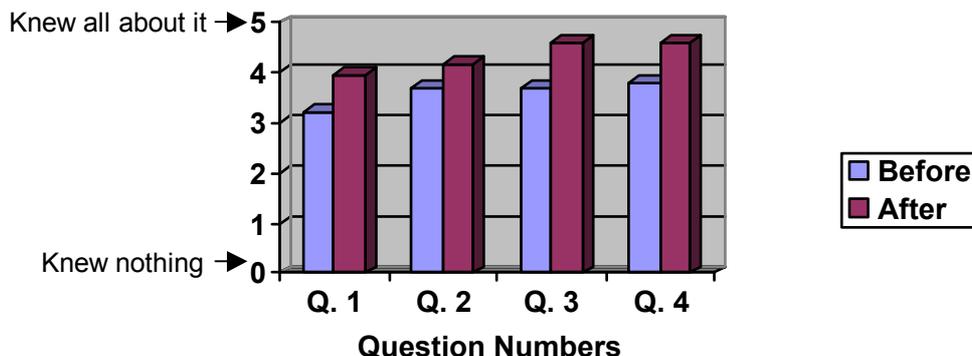
This was the original feedback format that we had developed to receive the young women's views on each module. This feedback format only lasted for the first 3 modules - or 6 sessions. The young women did not like to complete the questionnaires and they stated so to us during the second module. We persevered for 2 more sessions, but not all of the young women would fill out the forms and those who did, were not completing them effectively. There was also quite a bit of difficulty in explaining to the girls how to use the 'before the session' and 'after the session' continuums. Some of the young women had difficulty in understanding the difference between the two and could not differentiate their knowledge of the module content between before and after the session. Originally, we had anticipated that these 2 page questionnaires would give us a clear picture on what they had learnt before and after the modules as well as space to write down what they liked, would like more of and their opinion on what we covered. However, it is important to analyse this information briefly as the first type of feedback we received.

The questionnaires that were filled out covered the modules;

- Personal Wellbeing
- Self Esteem
- Confidence and Communication

There were 4 continuum questions asked about knowledge before and after the sessions. On the left end of the continuum, 1 was stated as being "knew/ know nothing". On the right end of the continuum, 5 was stated as being "knew/ know all about it". The data from these questions are below. There were also three short-answer questions asking the young women; what highlights they had about the module, what they would have liked to learn more about, and what they would tell someone about this module. The main themes for each module are detailed below as well.

Graph 4. Personal Wellbeing



Questions asked

1. Concept of Te Whare Tapa Wha.

2. Health & Hygiene.
3. Alcohol & Drug Safety.
4. Sex & Sex workers.

Highlights

- The access to and type of food was mentioned by several young women.
- Guest Speakers
- Finding out things they didn't know and having fun.

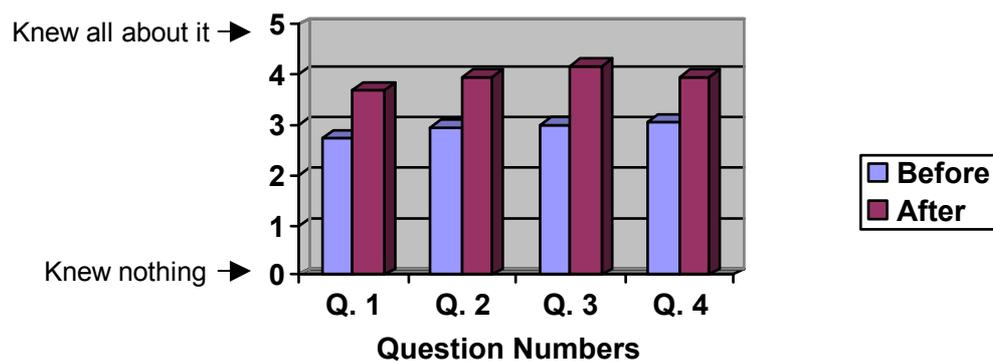
Would like to learn more about

- More sex and health information.
- Interesting information on New Zealand.
- Have more fun like Rainbows End or Waiwera Hot Pools.
- Go to visit a prison.

What they would tell people about this Module

- Had a great time and are learning new things.
- About the sex and health.
- The whole thing and things they have learnt.
- That it keeps you out of trouble and gives a better focus of life.

Graph 5. Self Esteem Session 1



Questions asked

1. What Self Esteem is?
2. Defining your own Self Esteem?
3. Importance of Self Esteem.
4. Influence of others on your Self Esteem.

Highlights

- Food.
- Making the posters.
- Learnt more about personal wellbeing but also learnt more about myself.
- Find out a lot of things I didn't know about.

Would like to learn more about

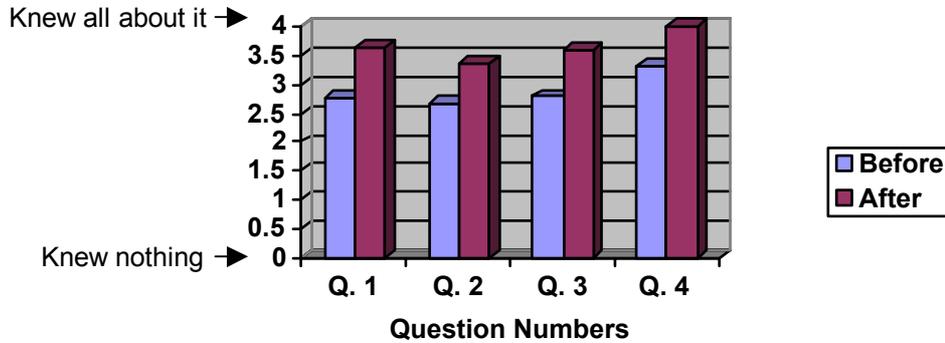
- Don't know/ nothing much.
- More on Self Esteem.
- How to be really good and to behave.
- I would like to learn about my own personal feelings and what I like and dislike about me.

What they would tell people about this Module

- Pretty helpful.
- That I learnt a lot and it was fun doing to poster and glitter.
- I would tell them how well my Self Esteem has improved.

→ That it was okay, I learnt more of me and not what I want to know. But I still have to face them, I found that I have good things about me and had little bit of bad things.

Graph 6. Self Esteem Session 2



Questions asked

1. What Self Esteem is?
2. Defining your own Self Esteem?
3. Importance of Self Esteem.
4. Influence of others on your Self Esteem.

Highlights

- Knowing more about the importance of Self Esteem.
- That we were able to see how what others opinions effect your self esteem and how you think effects your images & actions.
- Writing some positive and negative Self Esteem.

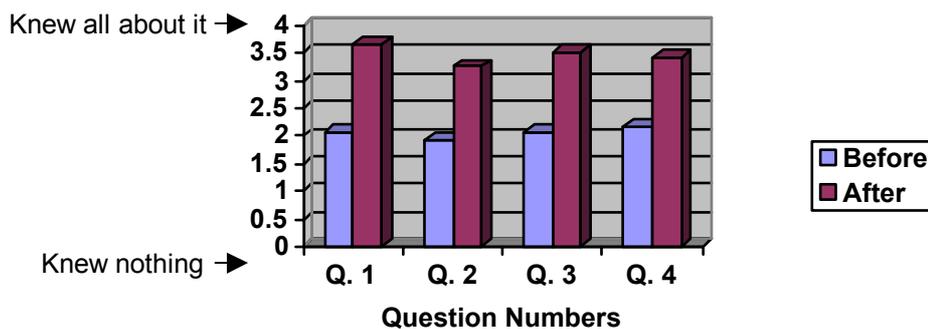
Would like to learn more about

- More food.
- More on self confidence.
- How to overcome things.
- Other things about Self Esteem

What they would tell people about this Module

- About the eating
- Very educational.
- It's something - a place to gain more of what you need improvement on.
- It will be easy for other people.

Graph 7. Confidence & Communication Session 1



Questions asked

1. What Confidence is?
2. Defining your own Confidence?
3. Importance of Confidence & Communication.
4. Influence of others on your Confidence.

Highlights

- My understanding has grown more and more and also have great ability of talking and also gain understanding of myself.
- Learning about confidence and communication because I knew nothing about it.
- Food and talking in the group.

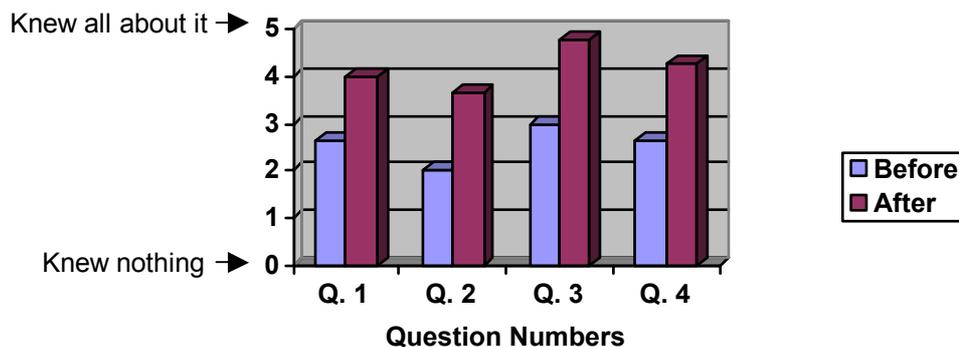
Would like to learn more about

- How to control your confidence and how to gain confidence.
- Heaps more

What they would tell people about this Module

- My confidence has grown a long way and I know how to stand my ground and how to evaluate my issues and confidence.
- Backstabbing and how to sort things out.
- It's cool, and you can get confidence.

Graph 8. Confidence & Communication Session 2



Questions asked

1. What is Communication?
2. Defining your own Communication?
3. Importance of Confidence & Communication.
4. Influence of others on your Confidence & Communication.

Highlights

- Learning the communication concepts
- Food
- The activities
- Talking
- Everything such as listening to what everybody had to say and showing what we were trying to say.

Would like to learn more about

- Confidence.
- Can we change the setting/ the scenery.
- The hearing, seeing and talking.
- Gaining more confidence with strangers.

What they would tell people about this Module

- Great! It's easy to hear, see and talk
- How important communication is in life
- It was cool and exciting, fun and we learnt a lot.

Questionnaire Overview

Unfortunately, this data cannot be read straight forward due to the amount of resistance to filling the questionnaires out, lack of understanding about how to fill them out and what information we were asking for the young women to give us. An example of this is some of the answers that the young women gave about what more they would like to learn about. The young women would consistently put down what we had actually covered, or suggestions that were off the module subject completely. The young women were very relieved when we agreed not to continue with this type of feedback.

Per Block Feedback through End of Block Sessions

The type of feedback that we adapted to for the remainder of the programme was 'end of block feedback' sessions where we spent one whole session discussing what the young women thought about the modules that we had covered in the block they had just completed. The ways we collected this information was through several different means;

- As discussed earlier, booklets were given to the young women with different sections to write in what they liked and what could be improved on for each module they had completed over the block. These different sections were then cut out and added to posters that were the same colour and had the same headings on them. The young women could then see what they and their peers liked in each module and what everyone thought could be improved on.
- In 'end of block 2 feedback', we decided to gather the young women into two smaller groups and receive some verbal feedback on what they thought about the programme over all so far.
- In 'end of block 2 and 3 feedback', we also included a 'video room' for the young women to go into and talk to a camera individually or as pairs. This proved to be very popular and well enjoyed. The feedback covered what the young women thought about the programme individually and what they personally had gotten out of the programme.

Thoughts on Individual Modules

This part will cover what the young women thought about each of the modules, through the posters of feedback they developed.

Module: Personal Wellbeing

What went well

- Meeting new people.
- How to respect yourself.
- Learning more about yourself.

Wanted to learn more about

- Learn more on cooking, safe sex, arts and people skills.

Module: Self Esteem

What went well

- Role playing.
- This session helped lift my spirits.
- Self esteem was made up of thinking, feeling and acting.
- Recognising the things or people that helps build self esteem - for example family, dancing, sport and art work.

Wanted to learn more about

- More information about how one could open up their feelings a bit

more and more role-plays.

Module: Confidence & Communication

What went well

- Built up confidence.
- Confidence helped deal with a lot of other problems.
- Enjoyed the role play acting.
- Group work and communicating in a group.
- Understanding the importance of communication.

Wanted to learn more about

- How to do role play on confidence.
- A bit of guidance on improving confidence for day to day life activities.
- The communication game.

Module: Goal Setting and Planning

What went well

- Management of time and future thinking.
- To set short and medium term goals.
- Making your own goals.
- Planning of goals properly.

Wanted to learn more about

- How to do and complete goals.
- How to find a more practical way of learning.
- To find a study technique that allows retention of information.

Module: Artists Visit (Exploration of Wider Arts)

What went well

- Creative.
- Hands on experience.
- Listening and learning from invited guests.
- Making clay pots.

Wanted to learn more about

- More information on further courses.
- More information on scholarships for art courses.
- While studying in year 14 what could do to get further into art.

Module: Positive Female Perception

What went well

- Great advice and useful for the future.
- Well explained.

Wanted to learn more about

- Food and cooking.
- How to defend yourself.

Module: GI/ Eastside project

What went well

- Input of ideas from the group.
- Being a part of a group by sharing ideas and implementing them.
- Everyone working together.

Wanted to learn more about

- Learning about the roles different individuals play in a community.

Module: Ownership

What went well

- Good group discussions.
- Learning about co-operations.
- Having pride and belonging to certain groups.

Wanted to learn more about

- How to control other things.

Module: Education

What went well

- Talking about future plans.
- Wanting to become a better person and to actually see what you want to be.

Wanted to learn more about

- Cooking.
- Rhythms & Melody.
- Employment skills.

Module: Actors Visit (Exploration of Wider Arts)

What went well

- Role play.
- Entertaining and inspiring.
- Answering questions.

Wanted to learn more about

- How to further a career in acting.

Module: Positive Peer Groups

What went well

- Relating to other peoples experiences.
- Role play .

Wanted to learn more about

- How peer groups influence us.

Module: Critical Thinking

What went well

- Learning to research about something before saying it.
- The debate between the two leaders.

Wanted to learn more about

- Good and positive thinking.

Module: Musicians Visit (Exploration of Wider Arts)

What went well

- Cool and interesting.
- Inspiring.
- Darren and Tyra's stories as musicians.

Wanted to learn more about

- Other ways of expressing music.
- How to use the turn tables.
- More about the way they compose their music.

Module: Revisiting Education in Block three

What went well

- I focused on what career path I wanted.
- I found I had different options and not just one for my career.
- Finding out about more information.

Wanted to learn more about

- Nothing else!

Module: Dancer Visit (Exploration of Wider Arts)

What went well

- It was alright.
- I loved dancing! Ana was a really good teacher.
- We learnt some new moves even though I wasn't good at it - but all goodies!
- Everything! I had a good time and I think everyone did.
- Learning some dance moves.
- Don't know.
- Dance moves and having fun.

Wanted to learn more about

- Backgrounds on different kinds of dance.
- Other dancing - not just the three styles we did.
- Nothing, it was pretty straight forward!
- The backgrounds to the type of dancing e.g. krumping, breaking etc.

Module: Exploring Career

What went well

- The Chat online.
- We found out lots of places to do with finding or looking up careers.
- Not much to be honest.
- Everything.
- I had fun looking up careers.
- Getting information straight away.

Wanted to learn more about

- Cheffing because I love food.
- The careers on the East Side.
- What my back up career is?? I should really plan that!
- The courses about East and the jobs available around East.
- Nothing else.
- Nothing, you guys explain everything really well and told us heaps of options.
- How I can get more information.

Module: GI/ Eastside Project in Block three

What went well

- Everything.
- The planning is giving some good skills.
- Planning and commitment.
- All of it.
- The clean up down at the park went well, we all did great!! Our plans are going well so far for the mural and night event.
- Organising the venue and team work.

Wanted to learn more about

- Everything.
- It's all pretty much all there.
- Nothing at all, this was a good challenge.

Sessions: Where to from here

What went well

- We went over a lot of things - gonna miss this!
- Education, East Side Project, food and the group.
- We found out some things where we can go after this.

Wanted to learn more about

- How to be committed to your goals.
- School and also catch ups with Alayna.
- How to stay motivated when you know you'll slack off.

Thoughts on the Programme Overall

Feedback that overviewed the programme as a whole and the young women's own personal growth, were gathered from;

1. The Posters Overall Feedback
2. Small Grouped Verbal Feedback
3. Personal Video Feedback
4. External Evaluation

1. The Posters Overall Feedback

Over all Feedback from Block one:

Highlights

- The activities were fun and educational.
- The food!
- Going on trips and eating in a group.
- The basketball game.

Anything wanted to discuss not in modules covered

- Music.
- Cooking.
- Jobs and Preparing for them.
- Dancing.
- Fun Games that could be played with each lesson.

Being a part of a group was quite important to the young women and appeared to be the most important aspect for the young women. A lot of suggestions from the young women on what they wanted to learn more about were actually covered in block 2 and 3.

Over all Feedback from Block two:

Highlights

- Wonderful.
- Great Work.
- Magnificent.
- Awesome.
- The music was cool.
- Critical thinking.
- Peer pressure.

Anything wanted to discuss not in modules covered

- No, you guys are good.

The young women were all very happy with how block two progressed. They did not have much feedback on what else they would like us to cover or address at this stage.

Over all Feedback from Block three:

Highlights

- Thanks for the food and the advice.
- Loads of fun and skills learnt.
- The food! Gonna miss that too!
- Thanks for the food and the free outings.
- Everything, I like our uniforms and we learnt lots!
- Pretty good. All well and good fun, I cool fun all round.
- Thanks for the rides, thanks for the outings, that's for the help with baby!
- A lot! Woop woop!

Anything wanted to discuss not in modules covered

- Jobs and careers.
- More career website jobs.

Because 'end of block 3 feedback' was also one of the last sessions, the young women took advantage of the session to say goodbye and thank us for what they liked. The further points on wishing to cover more on careers and jobs were addressed within 1-on-1's over the month following the ending of the programme with key young women whose desire was to begin working.

2. Small Grouped Verbal Feedback

The young women were divided into 2 different groups. These groups were made up of about 4 young women and one facilitator. The discussions were taped with a dictaphone to be typed up later on. The main questions we asked the young women were;

- What was block two about and what they think they have learnt?
- The difference between what they knew before the block compared to what they know now?
- Whether they think that they have actually changed much themselves and how?
- If there is anything in the programme which has been boring or needs to be re-worked?

The discussions on these 4 different questions were interesting and fun. Over all, the young women had positive views on the programme and had some valid points on what they would like added or changed. Below are some of the views of the young women on each question.

What Block two was about and what they have learnt

The young women listed some of the modules that we covered over the module. Other learnings that the young women stated were;

- Teenage growth
- Past experiences

- Job Projects
- How to get a uniform
- Heading up GI
- Making new friends
- New relationships
- Aspects of life
- Dinner and movie night was fun!
- The kayaking was good!

Some key thoughts that the young women felt were important to have learnt were;

"Thinking about what you want to say when you're gonna say something, they might be right and I might be wrong"

"Forming your own opinion... I do it in the weekends! e.g. Everyone else was having spots and then my mate was like, didn't want any and they were like 'have a spot' but she doesn't smoke weed and she was like 'no' and then we go, in front of the boys, 'have a puff of a cigarette' and he goes 'nah' and then everyone was telling him to have a puff... and he felt what it was like for her to feel peer pressure!"

*[about critical thinking] "like walk away from it until you find the facts - like me and *****. I heard that she got a new phone, but then I went and asked *****, I got the facts. Do more research".*

[about a guest speaker] 'She inspired us, because mostly with parents like that, they could turn out like their parents. But she chose to go a separate direction and you she... lives a different life - and look at her!'

The difference between what they knew before the block compared to what they know now:

The young women generally felt that they had changed in some way since they have been on the programme.

"Before I was lost"

"I didn't know my way"

"I'm feeling better now"

"yep, like before, I never used to do my homework, now I'm doing my homework and offering to help my brother"

*"I probably wouldn't have met ***** if I wasn't in the group, I probably would have done my own thing and she probably would have thought I was a bitch or something"*

Whether they think that they have actually changed much themselves and how:

The majority of the young women have felt that they have personally changed within themselves.

"I was never home, I was pretty much a bad chick, doing crime and stuff"

"... made me understand that, when mum told me not to go out something, it was because of a reason, not just because she doesn't want me to go out and I think..."

"It makes me feel different as well"

"I think about things a lot, like think about going around and I'd stop and I'd think and then I'd try and find a solution I had..."

"Yep, cause like I used to not go to school, but now I'm actually getting into school"

"This year, I actually want to become a prefect..."

"Yeah, I'd feel like I was shy and quiet. I wouldn't say anything until, like I actually had to - was pushed into it..."

"My friends and my family have seen my changes"

*"A lot of my friends are surprised... like I know she's [another young women in the programme] done drugs but um she doesn't really smoke drugs anymore... and then we used to drink at my house... but now we've started to go out with ***** and like, we're not drinking anymore - we're just hanging out"*

When asked why school didn't help before, the young women answered with;

"All the teachers at school and stuff are like old and they've forgotten what it's like to be young!"

"No, practically all the teachers practically not talking to one person but one class and then the next class and the next class and you get sick of the way they talk to one person... and then you come here and you practically relate to them like - relate to everyone that's here"

"Teachers at school don't understand what we're trying to say"

"It not personal eh, cause you's know what it's like, it's just not like anyone, it's like, we've got a relationship with you now, like you're just friends, friend listening to a friend and just gaining more stuff, more knowledge".

"Our school is only there from what, 9 to 3 and that's the only time they can like, look after us - support us. But once we get home, shit cracks then it's back to reality..."

When further asked if this 'stuff' or new knowledge was information that they didn't know about at all or whether it was from within and that we had helped them develop it, one young women responded with;

"It's stuff that I know, but I didn't want to know because it was coming from the wrong person. Like if it came from my teacher and I would have just been "yeah, whatever" but now, it's like because it came from someone else and it makes me want to listen - especially when you hear something you already know, 'oh yeah, all ears on that!' "

If there is anything in the programme which has been boring or needs to be re-worked?:

"Everything's been helpful"

"Cause, whatever you've told us and like, you've asked us if we've already told it before and we'd be like, tell you yes or not or if we wanted to know more about it, so you's been pretty good"

"It's cool that if we've learn it but then to re-learn it again because sometimes we only just forget - yea because you know we only use 10% of your brain"

"Need more people" "Not more people because we like change our attitudes, go from bad to good, good to bad" "More people will see how like they react on the outside and how we react to here like I act the same to when I'm here when I'm at home"

"I think it should continue to the end of the year" "We keep in going, I don't want to go home!" "There's more things we can learn about as a group!"

When asked further if there was anything they would like to change, the young women told us;

"More music"

"Get some chefs" "Get people who are of inspiration" "People in Careers!"

"Can we have boys here?"

"I think you've covered"

"... sometimes I get bored just sitting here and then it's just all talking"

One last additional question: What do you think you've been getting out of this group?

"Laughter"

"Friendship"

"Just knowing that I've got friends that that I get along with"

"I know that you're there"

"I never knew how easy it was to trust someone. I never used to trust anyone"

The young women enjoyed giving us back this feedback and beamed at their voices being recorded. The feedback that they gave to us about Block two and the programme overall in these groups was generally all positive with some requests that we could deliver on and some we couldn't. One of the more important outcomes of these discussions was a clarification for the young women themselves on how they felt about the programme and what they did and didn't like.

3. Personal Video Feedback

This was one of the most favoured forms of feedback. The young women jumped at the chance of being in a private room with a camera all for themselves - even just to play the clown for a little bit. The feedback again was mainly positive. Some of the young women used this 'private talk to the facilitators' to point out a few group relationship dynamics; which we dealt with over sessions following the feedback session in discreet ways.

The video feedback sessions were conducted twice; at the end of block 2 and at the end of block 3. Similar questions were asked in both feedback sessions and are stated below;

1. Has coming every Wednesday and being a part of a youth group helped you as a person?
2. Has there been any subjects of discussions that have changed your thoughts? If yes what and why...
3. What parts did you enjoy in regards to Tara and Jolene's presentations?
4. Highlights?... any and what??
5. What could be worked on regarding content or the facilitators for the future?

The young women's responses to each of these questions will now be summarised below with any notable changes between block two and three examined.

Has coming every Wednesday, and being a part of a youth group, helped you as a person?

All of the young women stated that they felt the programme and Wednesday night sessions helped them in varying ways. A few young women in block two had responded to this question in that the programme had only helped them a little bit. These same young women responded in block three as the programme over-all definitely having a positive impression on themselves individually.

→ *"It's helped me a lot, look forward to coming, have changed a lot of things, a lot of ways"*

→ *"It's has like, opened my eyes to a lot of things that goes on around GI – I've become more responsible, organising, time management. It's fun, hard working, makes you think, and... make good friends".*

Has there been any subjects of discussions that have changed your thoughts? If yes what and why...

All of the young women stated for this question particular sessions that they enjoyed or felt that had impacted their views. A common statement that the young women mentioned was that the programme had made them think. Common discussions that the young women felt had changed their thoughts were Critical Thinking, Positive Female Perceptions, Self Esteem and Confidence and Careers.

- *“Positive Peer Pressure made me realise some stuff – I wouldn’t have thought of before”*
- *“Critical Thinking – thinking about something before you actually say it”*
- *“Yes! The exploring the goals and careers. I have more options”*

What parts did you enjoy in regards to Tara and Jolene’s presentations?

A lot of the young women were not specific with what they liked about the actual presentations of the sessions. They simply stated that they liked everything and enjoyed what we did. One presentation tool that several stated they enjoyed, was Role Playing when the facilitators acted out scenes to portray varying personalities or behaviours.

- *“... Everything’s been really, really helpful. I’ve liked everything that’s happened, especially the food...its been good”.*
- *“They made it easier for us to understand” “They always make it easier for us to understand, always because they don’t have to. It’s just the way they teach us”.*
- *“I think they’ve all been really good. I especially like when you acted out that stuff”*

Highlights?... any and what?

Many of the highlights were the trips and reward events that we supported the young women to do when they were doing well. A few of the young women also talked about the skills they had learnt and developed. The access to food that they chose as a group was also a highlight that was consistently raised as an appreciation of the group.

- *“Well kayaking, that was really cool. Going to the movies, going to that restaurant, Oh [the musicians] was cool – I like the music”*
- *“The people, the foods nice, you should try it”*
- *“The main highlight is actually learning stuff from here, taking it home, putting it into my own social life or like introducing it to my friends”*
- *“There’s a lot aye, But I feel that I’m a leader of this group aye, because I’m the oldest... Doing the extra work in the office, The night event is a really good one – it’s really challenging...”*

What could be worked on regarding content or the facilitators for the future?

Majority of the comments over both of the blocks was simply that they didn’t feel there was much to work on. They enjoyed the programme and everything that the programme had offered. A few more honest feedbacks on discipline for misbehaviour was given in block three feedback session – possibly because the programme had been completed and wouldn’t be acted upon.

- *“Nothing, it was awesome”*
- *“Don’t think they need to improve anything”*
- *“If they were Tara and Jolene, that would be good. That’s all”*
- *“They should be a bit more harsh. They shouldn’t go easy on people. Like we’ve got the easy people and if they – the facilitators were a bit more harsh, they maybe they’d respect them more”*
- *“I think that, just to have more determination, and have more days. Would make the group much better in the future”.*
- *“Having more people in here – not like bad people, you know people from school could be good in youth groups like this too”.*

Some of the young women’s feedback varied from block two to block three with what appears to be a realisation that the sessions and this group was not only about getting ‘a free feed’ or ‘catching up with mates’ but more so about bonding with people that can support each other

and learning skills that can be utilised elsewhere in their lives. This was a positive turn around from at times kidding around in the block two feedback to their sincerity in the block three feedback.

Overall, the young women felt positive about their experience within this programme. There was a general consensus that the programme was positive, educational, fun and their own. The young women did not highlight major changes to the content or delivery of the programme and felt that they had been supported through out the programme to learn new skills. The minor changes that were suggested are valuable points that should be taken into consideration if this programme was to run again in the future.

4. External Evaluation

The External Evaluation was conducted at the very end of the programme outside of the session times with the young women. It was a designated night when all of the young women were free and willing to come and share their views with an external evaluator. The young women chose what they wanted to eat on the night and where they wanted it to be held – within certain options being given. They chose to meet at the Glen Innes Police Station in the room where they had completed all of their sessions as this would be most comfortable. Neither facilitator was present in the room throughout the External Evaluation but one was based in the office next door. Before the evaluation was conducted, discussions were held with the evaluator on what types of feedback we wanted from the evaluation – specifying clarity on what they actually did enjoy (as opposed to a general ‘it was good’), a focus on the different modules and the young women’s views on each, what really did work and what really didn’t in the programmes approach. At the end of the evaluation, the feedback was given to the facilitators via posters and charts that the young women had written on and communication from the evaluator. A support person known to the young women was also involved in the evaluation and written and verbal feedback was given to the facilitators via her comments as well.

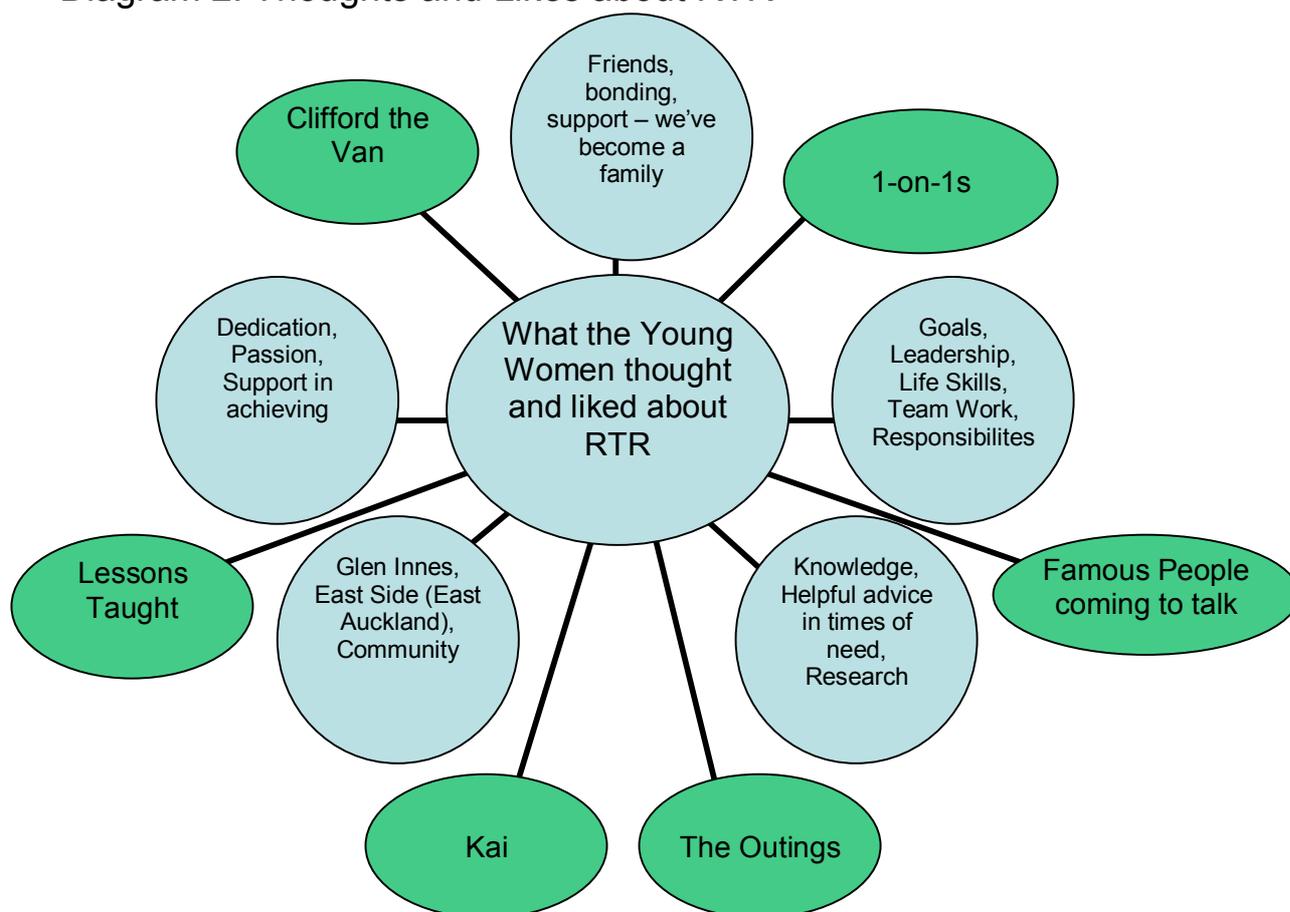
Below will be a breakdown on the feedback that was received from this external evaluation. Generally, the evaluation mirrored our feedback that we had conducted throughout the programme. There were no surprises or differences in the young womens views.

Meanings of RTR

The young women were asked what was important about RTR and what they liked the most. Responses and common themes were;

- Bonding with others in the group.
- Being together and the “importance of being together as a group: doing group activities, having fun as a group, wearing a uniform” (Asiasiga. L, 2007).
- Learning.
- Having fun.

Diagram 2. Thoughts and Likes about RTR



Favourite Modules

A chart was given to the young women to place stickers on the modules that they enjoyed. Their choices are displayed below.

Table 2. Favourite Modules

Personal Wellbeing (health and hygiene)	* * *
Self Esteem	*
Confidence and communication	* *
Exploration of Wider Arts	* * *
Education	* *
Exploring Careers	
Goal Setting and planning	
Critical thinking and context of situation	* * * * *
Positive Female Perceptions	* *
Ownership	*
Positive Peer Groups	*
GI Project/ Eastside project	* * * *

The key modules that the young women felt were their favourites were;

→ Critical Thinking

“Those who picked this topic discussed how it taught them to think before they acted and to be prepared for the unexpected. They spoke of how they had a tendency to act on impulse and that something got them into trouble” (Asiasiga. L, 2007).

→ Eastside Project

- “The Eastside project was also a favourite because they enjoyed organising and doing it on their own and most importantly it was fun” (Asiasiga. L, 2007).
- Exploration of Wider Arts

“Some young women also enjoyed Exploration of the Wider Arts because of the people who came in to visit. The young women who selected this module said the artists inspired them and helped them think about their own careers” (Asiasiga. L, 2007).
 - Personal Wellbeing

“...Personal Wellbeing module as being important for them because it allowed them to identify and acknowledge emotional feelings. One young woman spoke of learning about the important aspects of a relationship. Another one spoke of learning to express her feelings instead of always bottling up how she felt” (Asiasiga. L, 2007).

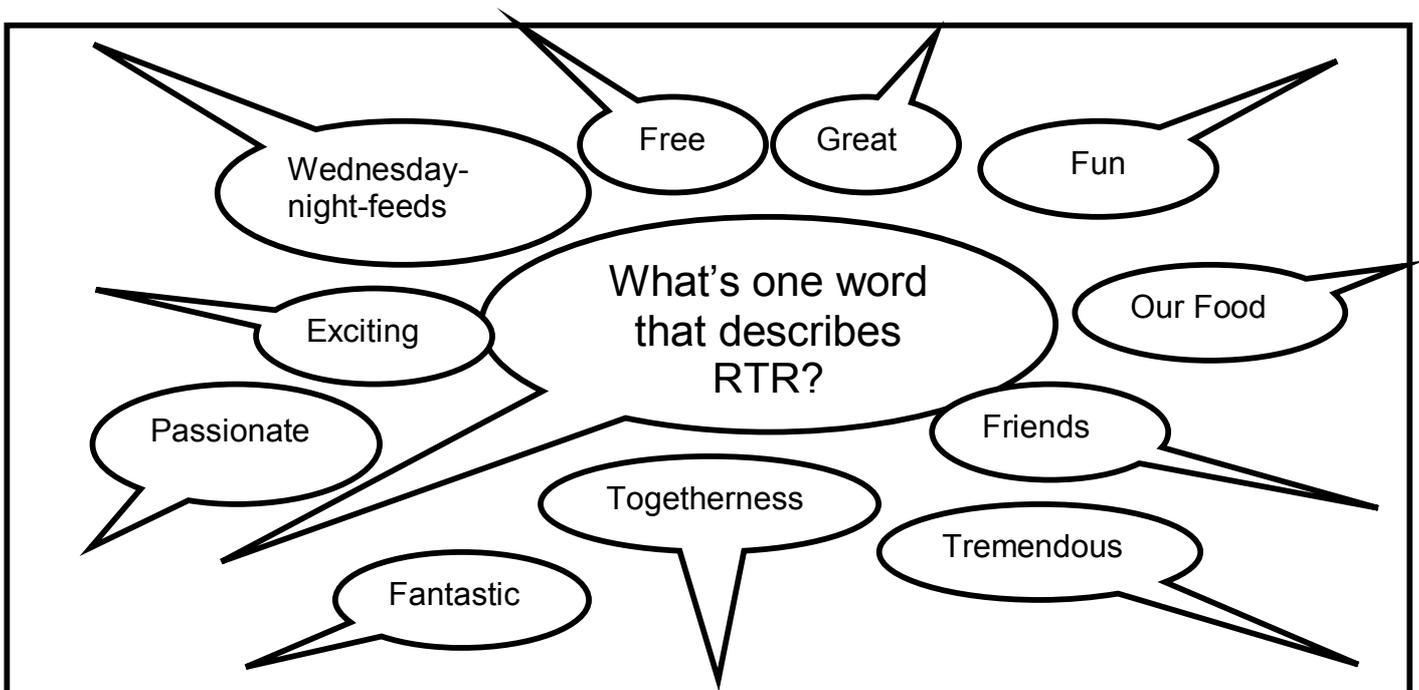
Key Changes

Each of the young women were given an opportunity to talk about the key changes that they felt they had experienced due to the programme. These key changes were;

- Changing from being the rebel to caring about her family and community
- Changing her perspective on life and using rules that she learned through RTR at school and at home
- Boost of self esteem
- Now attending school
- Realisation of self responsibility
- Thought about things differently

The evaluator noted that the main focus was on being together and connecting to each other. It appeared to the evaluator that it was very important to belong to the group. Active participation was also highlighted as a key-learning tool for the young women who enjoyed actively learning and connecting. Over all, the evaluator noted that “the feedback was positive and they feel they’ve made significant changes in their lives” (Asiasiga. L, 2007).

Diagram 3. Describing RTR



Section D:

The Views of the facilitators

Over all, the facilitators felt that the programme was successful; the modules chosen and delivery of all of the intervention was purposeful, effective and productive. The facilitator's feedback focuses on the key learnings that the programme aims to teach the young women. The feedback for the facilitators have been organised through their combined views on each module;

- Personal Wellbeing (Health and Hygiene)
- Self Esteem
- Confidence & Communication
- Exploration of Wider Arts
- Education
- Exploring Career
- Goal Setting and Planning
- Critical Thinking and Context of Situations
- Positive Female Perception
- Ownership
- Positive Peer Group
- Glen Innes/ Eastside Project
- Revisiting the Modules
- Where To From Here Sessions

Each of the modules have been broken down to analyse three elements that show the progress of the group, their learning and the evolving nature of the programme;

→ Group development over the duration of the programme

Group development attempts to focus on the changing relationships that the young women experienced from being a part of a group that cares for each other and aims at encouraging 'independence together'.

→ Effectiveness of lessons delivered and learnt

Effectiveness of lessons addresses what the facilitators actually delivered to the young women and how effective these lessons were in delivering key life skills and progress in the young womens' growth of thought.

→ The ongoing adaptations of the programme

Ongoing adaptations shows the flexibility of the programme and the amount of changes that was made to ensure the programme focused on best practice for these young women.

There were also some key criticisms to the programme that the facilitators believe would have developed the programme to the next level of intervention. These will be discussed at the end of this document within Part Three – Section C; Key Criticisms and Recommendations. Below are each of the modules with their breakdown.

Module: Introduction and Ownership

Group Development

- There was low attendance of the young women.
- The young women who did attend were not shy with each other and enjoyed learning different connections they held with each other in the 'get to know each other game'.
- The young women bonded well and began developing good connections to facilitators.
- It was a definite positive to have met all of the young women individually before the programme.

Effectiveness of Lessons

- Development of ownership to the programme established.
- Development of rules and expectations were easy to accomplish as the young women were all well-rehearsed in this process.

Adaptation to Programme

- Organised to pick up these young women and decided to send out reminder notes to begin with due to the lack of attendance.

Module: Personal Wellbeing

Group Development

- New participants joined the group and the incorporation of these new young women into the mix was unsettling. Also meant having to go over rules that the other young women had already made and discuss them again.
- The young women enjoyed the facilitators' style of delivery and participated with each other well.

Effectiveness of Lessons

- The young women enjoyed being encouraged to feed into topics their own experiences and views.
- Introduction of Te Whare Tapa Wha theory and discussions on relevance to them. The young women understood the meaning of the Whare metaphor and relevance of the different elements. They also developed the technique to utilise the theory for their own purposes.

Adaptation to Programme

- We realised that the timing of the sessions were too late and that they needed to be pulled forward to maintain the attention of the young women before they got too tired and lost energy.
- The evaluation forms were not being filled out effectively or at all and the young women did not enjoy completing the task of filling them out.
- We had set tasks for the young women to complete last session. These tasks were not completed and were too critical to be left out. It was decided that because these tasks were too important to the success of a session that they would be handed back to the facilitators with the young women's input.
- We still needed to chase up some young women's attendance and the timing of pick ups needed to be sorted out.

Module: Self Esteem

Group Development

- Working in groups to develop posters on self-esteem proved not only fun but also team building.
- The young women are beginning to build relationships with each other.

Effectiveness of Lessons

- Full and Empty approaches replaced the common terms of Positive and Negative. This change in perception encouraged growth and prevented the labelling of actions or events. These new terms were embraced by the young women with the incorporation of the term 'In-between'.
- Role playing was well received and enjoyed by all and decided to be incorporated as a core teaching skill to gain the interest of the young women and easily portray key problems and skills.
- Utilisations of different resources from different youth organisations for hand outs and discussion.
- Re-use and incorporation of Te Whare Tapa Wha theory - connecting the concept of Self Esteem and self to other elements within the young women's lives.
- The use of visualisations being very important to connecting to the young women and portraying the meaning of concepts. A teaching technique definitely to be re-used.
- The use of individual work introduced to the young women, the young women lacking a long attention span and difficulty in completing tasks – a skill to continue working on.

Adaptation to Programme

- Timing to pick the young women up is still unsettling to the beginning of the session and so needs to be re-worked.
- Interactive activities required a lot more time that we had originally anticipated and therefore the timing for the whole session needed to be re-worked.
- There was too much that we were trying to cover over these two sessions. Information needed to be more concise to focusing on the key points.
- The 'Check In' time at the start of sessions needed to be managed more appropriately - there was a lot of gossiping and bragging.

Module: Confidence & Communication

Group Development

- The young women bonded well together through actively learning alongside us via their brainstorming on the white board.
- The use of smaller group work was important to divide already forming 'clicky groups' that were preventing whole group interaction.
- Giving the group further information on each other when they 'rated themselves' about their different levels of confidence.

Effectiveness of Lessons

- Use of brainstorming together was well received and a lot more positive communication developing.
- The utilisation of personal stories from the facilitators to give examples and connect with the young women, followed by the young women's own stories.
- The 'Rate Yourself' on different levels of their confidence to complete certain tasks gave us a clear understanding on how the young women want themselves to be portrayed as.
- Types of communication was explained, brainstormed and driven home with a 'senses' game, which was well received by the young women.
- Another role-play on communication was well received - it becoming clear that visualisation was a key teaching skill for these young women.
- Joining together several different theories and concepts that had been taught through out the previous sessions.
- The utilisation of the young women's experiences brought realism of the use of skills

being learnt.

Adaptation to Programme

- Time is still precious within these sessions causing us to have to limit our original intended programme.
- Important for us to be aware of the difference between what the young women want people to think of them as opposed to what they are actually like. Therefore limiting the types of activities that will cause the young women to display themselves as they are not.

Module: Exploration of Wider Arts

Group Development

- These were the key sessions that involved visitors coming in from other areas to present their knowledge to the young women.
- The young women's response was more distant than we had anticipated, and yet they responded well to all of the artists.
- It was interesting to see how the young women reacted to other adults within their space and group. The young women were intrigued with the fields covered and excited about the visitors.

Effectiveness of Lessons

- The feel of the sessions were that they were laid back, open and friendly.
- The sessions were predominantly flowing and relevant to the young women and focused on what the young women found interesting.
- The interaction and communication between the young women and the artists was productive and fun.

Adaptation to Programme

- In one of the sessions, there was a technological failure in the sound of a video. This could not have been prevented, and yet it would have been good to have had the right equipment for showing videos.
- There was real difficulty in confirming artists and several backed out, or never showed. This meant that we needed to have back up plans for the sessions and also go back to searching for a new artist within that field.
- It would have been better to have further investigate the young women's passions and accommodate for these. The four fields that we delivered to the young women were the 'core' fields of Art, Acting, Dance and Music. However these were assumed to have been relevant to the young women. We were lucky that most of the fields were.
- We ran out of time in every session for these artists to have enough time to work with these young women at any depth.

Module: Education

Group Development

- Due to education being a 'basic' discussion that the young women appear to have regurgitated over different teachings in previous programmes or within the education system itself, we needed to challenge the young women's perception of education and shake things up a bit. This took the dynamics of the group away from the 'normal experiences' of discussions about education and brought uniqueness about their own experiences as a group.

Effectiveness of Lessons

- Use of 'goals' to being a plan for education became key, not only for pre- 1-on-1 intervention but also to create continual discussions on the utilisation of goals to achieve a desired outcome.
- Key to these discussions were to challenge the routine answer of "I want to become

a....." without a plan or thought on present actions in education and how that will affect their long term goal.

→ The use of personal experiences and pictorial tools to show educational paths.

Adaptation to Programme

→ Intervention needs to be refocused from 'how to achieve these goals' to 'lets plan how to develop education goals that can be achieved'.

→ Originally, we did not connect goals and planning with achieving in education. Education was seen to be a simple 'lets get back into it' task, but the young women needed support to learn how to reframe what education was and how it could be helpful to them before we could even discuss what education they needed.

Module: Exploring Career

Group Development

→ The use of personal stories from the facilitators set the scene for openness and personal thought for the young women. The group is now easily able to work as a team or individually and can switch between the two when needed.

Effectiveness of Lessons

→ The use of pictorial tools to encourage the young women to develop the skills of foresight for individual goals within career planning.

→ Encouraging personal growth to develop desire for the young women to achieve within fields of their passions and strengths.

→ The discussion on the difference of job versus career discussed through brainstorming what they are and what they could be. The differentiation between these two different concepts was a new thought for the young women and one that they struggled with.

→ The incorporation of education to drive home the importance of continual growth within careers.

→ The use of games and worksheets to combine education with career and connect the similar skills needed for education and career.

→ A lot of role modelling behaviour and examples of different paths were taken to show that there is not necessarily one path that everyone walks to achieve in education and in their careers.

Adaptation to Programme

→ There was an inclination for some of the young women to copy from others because it was easy to do so and required less thought. Challenging and active facilitation prevented this from happening to any great extent however.

Module: Goal Setting & Planning

Group Development

→ Small group work was again encouraging to see with the mixing of pairs and 'clicky groups' of people.

→ We ensured the young women that any planning we actually completed within this module would actually be utilised later on in tasks. This ensured that the small groups knew they were not completing a pointless task and what they planned was important.

Effectiveness of Lessons

→ Use of brainstorming and team work again.

→ The integration of several learnings they have had into goal setting & planning - for example the use of communication, ownership and Te Whare Tapa Wha.

→ Small group work and the process of planning with different roles of leaders and group players assigned.

Adaptation to Programme

→ The pre-emption of all young women attending the sessions was misjudged and a let

- down for the facilitators. We had originally planned to allocate certain leadership roles to young women, but had to alter the small groups to accommodate absences.
- Timeframe is still tight to address all concepts that would help the young women.

Module: Critical Thinking

Group Development

- The three new young women had fitted into the group so well, that it appeared they had been a part of the group since the beginning. It was important to remember to re-check with them in-between tasks to ensure that they were aware of what was going on.
- The new young women had altered the dynamics of the group somewhat and required some facilitation on rules and processes.
- The group now has the strong ability to hold open discussions with each other with out restricting what they say.

Effectiveness of Lessons

- There was a high level of energy within this module due to the amount of games and challenges going on.
- The use of new thought frames to challenge people on views, instead of instant acceptance. And yet, discussions were also held about the best way to portray those variations in thought to people.
- Re-incorporation of mass media and global perspective of views.
- Use of debates to put the new found challenging thought frame into practice. There were interesting reactions to debating and the young women found it difficult to accept that it was okay to 'argue'.
- Team competitions were a real attraction for the young women who were very keen to be the first finished or to get all correct answers.

Adaptation to Programme

- There was not enough time within this module to cover all of the concepts and discussions we had planned.
- We underestimated for the first time the level of understanding that the young women would understand and how in-depth the young women would like to go.

Module: Positive Female Perception

Group Development

- Brainstorming on their own perceptions of women in East Auckland grouped the young women together in a surprising way. The young women gathered their views as a knowledgeable group informing us, the outsiders, of what women were like here in East Auckland.

Effectiveness of Lessons

- Introducing concepts of mass media and the utilisation of different communication (internet, TV shows, music, radio) to show the young women some examples of female perceptions in the wider society.
- Introduction of the concepts of femininity and expectations of gender.
- Personalising to the young women's own brainstorming of what they like and not about being a female.
- Creating discussions on how to change people's thoughts.

Adaptation to Programme

- This could have been re-discussed later on in depth to rehash the heavy learning of mass media criticism and feminism. This was requested by the young women in their feedback and delivered in the 'revisiting' sessions.

Module: Positive Peer Groups

Group Development

- The incorporation of three new young women meant that the group was a little bit ruffled. However the new young women fitted in well and there were no problems.
- The use of personal stories and sharing eased the new young women into learning a lot about the different personalities and experiences this group of young women have had. This showed the new young women how comfortable this group is with each other and also the confidence that the young women have developed in sharing a piece of themselves with others.
- The young women also role played themselves within this module - planning the topic of the role play and how they would do it by themselves.

Effectiveness of Lessons

- The use of visualisation tools; videos that were interesting to the young women and pertinent to the topic of peer pressure as well as role plays to characterise typical peer behaviour.
- The use of discussions about the core topic of peer groups and communication therein. The young women are now used to discussing themes, their views and learning what our perceptions are.
- Development of the action model to think independently without subsiding to pressure and choosing own actions even if these actions are against the group consensus.
- The use of small groups to fulfil tasks were important to maintain full activity by all young women.

Adaptation to Programme

- Nothing was adapted from the planning of this module.

Module: Glen Innes/ East Side Project

Group Development

- As this module was focused on self directed learnings, it was paramount at this stage that the young women were bonded and felt as one group. Fortunately, this was the case and the young women worked well together in developing this module into what they wanted to give back to their own community.
- The group showed true ownership to this programme and to the community that they call home.

Effectiveness of Lessons

- Self directed, the young women decided to develop an initiative with the set goal of "cleaning up Eastside". With the support of the facilitators, the young women participated in or developed several events.

Adaptation to Programme

- A lot more facilitation was needed in this module than we had originally anticipated.
- The timeframe of two sessions with the rest of the work to be completed outside of RTR time was unrealistic. The young women required the use of the programmes resources - for example the use of rooms to plan and develop initiatives, computers, printing, and support from adults to fully complete this module. This meant that this module ended up taking a lot more of the facilitators' time outside of the set hours originally set aside for RTR work.

Module: Revisiting the Modules

Group Development

- This module was the beginning of the end of this programme. With discussions about this, the group began to ask questions on 'what will happen now?' and 'where now?'
- There were feelings of sadness that the group was coming to an end, but also a lot of pride at how far they had come and what they had learnt along the way.

Effectiveness of Lessons

- We covered all modules through booklets that included worksheets on different models and theories learnt. Certain modules that the young women requested to re-cover were addressed in more detail.
- The introduction of "The RTR Workbook" and expanding all of their learnings from RTR into a tool box that they can use outside of the programme was well received by the young women. Further examples, games and worksheets were utilised with the unpacking of this tool box.
- These sessions were very open and warm with self directed learning coming from the young women for the different parts of the booklets and workbook. These sessions were owned by the young women to query on any knowledge they had learnt over the programme and clarify concepts.

Adaptation to Programme

- There were no alterations to these sessions except for further development of the booklets and workbook.

Where to from here sessions

Group Development

- These were the last three sessions of the programme and were focused on directing the young women to other youth groups and activities along with the ongoing development of their own plans. This interaction signalled a true 'moving on from RTR' feel to the group. The young women began to ask 'why finish' and 'what are we going to do' so space and time were given accordingly to allow closure for these questions.
- These sessions were very sad for the young women and a lot of times, the young women told us that they couldn't believe that we were actually going to finish. Even though we had discussed the ending of the programme over previous sessions, the young women were still reluctant to accept that we would not be catching up with each other any more. In a sense, this group of young women will continue to be friends and will catch up without the programme, so the co-facilitators are the only people that are leaving the group.

Effectiveness of Lessons

- These sessions were a combination of self directed by the young women and directed exiting elements by the facilitators. This created the foundation for developing plans for 'post RTR'.
- Creation of openness for the young women to branch out their thoughts on 'what next'.
- Transitioning activities were developed - for example the development of a netball team for the young women to partake in on the same night they were meeting for this programme.

Adaptation to Programme

- The GI/ Eastside project took over all of the young women's activities for a while and this included time that was originally intended for planning 'where to from here'.

Part Three

Conclusions

Section A) The Progress of the Young Women

Section B) Our Experience as facilitators

Section C) Key Criticisms and Recommendations

Section A:

The Progress of the Young Women

All of the young women who participated in this programme, were experiencing difficulties in interacting positively with their surroundings. Considering that the majority of the young women scored high in all of the 'at risk' lists from the research evaluated; giving an average of 80 – 90 % 'at risk' of deviant and anti-social behaviour; the progress of the young women who graduated was exceptional. Of the 6 young women who didn't graduate, 1 was referred to a more appropriate programme and 1 was pulled out of the programme by the caregiver at the expressed disagreement of the young woman herself and the facilitators of the programme. There were a total of 4 failed participants out of 14, which is a percentage of 28% failure of the programme.

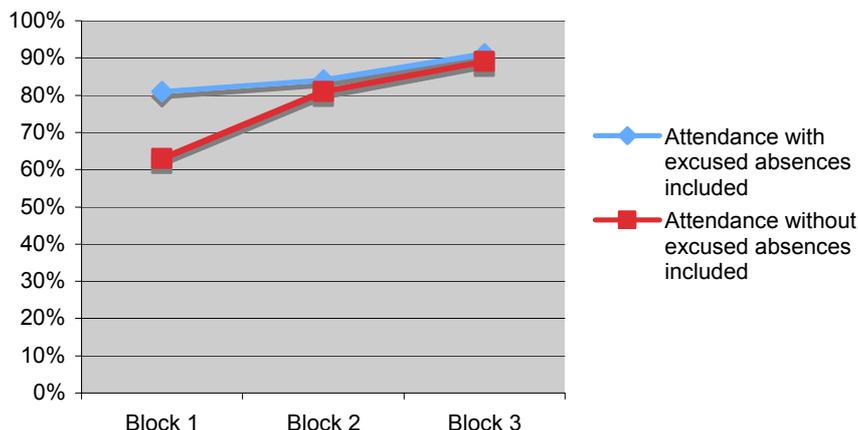
Of these 4 participants, they all chose, either verbally or physically to exit from the programme within weeks of the programme starting. Empowerment of the young women within the programme was maintained throughout - including their choice to be involved with the programme at all. These 4 participants were very aware of that choice and the consequences of not being a part of the programme when they left. Of the 4 participants, 3 of them had expressed regret at exiting the programme after they did so to the other participants in the programme. The progress of these 4 young women was limited. They all displayed positive attitude, behavioural and attendance changes to a certain extent whilst attending the programme, but after they left, there does not appear to be many changes in their activities that could be contributed to this programme. All 6 of the young women were known by Child, Youth and Family and upon exiting and for a period after, we maintained communication and support for Child, Youth and Family to intervene in their lives. This resulted in some positive changes in 3 of the young women's lives. Of the other 3 young women, further crimes have been committed, lack of attendance in positive activities and abuse of drugs and alcohol have been noted by colleagues working with them.

Of the remaining 8 participants who maintained their participation in the programme until graduation and completion, their progress was positive and ongoing. This evaluation is unable to analyse any long term or 'after the programme' changes in the young women's lives, however I will discuss the progress of these 8 young women throughout the programme.

Attendance at the Programme

Attendance of the participants at the programme was high throughout the whole duration. Below is a graph that breaks down the participants attendance.

Graph 9. Attendance at the Programme



As you can see, the young women were dedicated to the programme and very eager to attend as much as possible. It was a requirement of the programme that attendance to the Wednesday night sessions was a necessity. When the young women did not attend a session, we followed up with them immediately and then over the following week to clarify whether the absence was valid or not. There were also incentives for attending, aside from the sessions themselves and the food and fun, we rewarded the young women with the 'most attendance award' every block – this appeared to be envied by all of the participants not only for the prize and award but for the dedication it proved to the group. These incentives and rules in place, had resulted in a very high attendance rate.

This shows however, that these young women are capable of attending programmes that are of interest to them and which has adequate support in place to ensure they attend. Majority of these young women have had trouble maintaining attendance at positive activities in the past, and would challenge what supports and incentives had been put in place with those programmes to encourage attendance.

Attendance at Positive Activities outside of the Programme

While the young women were participants of this programme, one of our requirements was that they were to maintain attendance at their respective activities – school, course or employment. The young women were aware that we would sporadically check on their attendance at these places either by checking with their course or school, talking to family members, or frequenting common hang out spots they went to when avoiding their commitments.

Majority of the young women became very committed to maintaining their attendance at their positive activities and some even joined further activities – youth and dance groups, while on our programme. Some of the young women were supported into beginning further positive activities while on our programme and we attempted to maintain their involvement and attendance at these. Of the 8 participants who graduated, all of them were involved in some positive activities while being on this programme. 5 of the participants maintained high attendance for the majority of time that this programme was running. The other 3 participants fluctuated in their attendance and commitment to courses and employment. For these 3, at least 2 opportunities to begin courses or employment were given with ongoing support to maintain their involvement. It was also made very clear to them that it was their choice to attend and commit to any positive activities.

Attitude Changes

Over the duration of the programme, the attitude of all of the participants changed for the better. Attitudes towards self-ability, doubt and mistrust were common in the group at the beginning of the programme, but as we continued, the continuity of our support and lessons learnt through the sessions appeared to develop a trust between the facilitators and participants. This seemed to lead onto a desire to apply the Cognitive Behavioural Theory skills we were teaching the young women and learn to approach situations positively. Instead of claiming that they couldn't, the young women began to claim that they didn't know how they could. Instead of what we termed "looking down the stairs at how far they might fall" they began to "look up the stairs on where they could go".

This was not only observed by the facilitators, but other people within the young women's lives – family members, Social Workers and people at school. It was commented on several times how positive the young women's attitudes were.

Behavioural Changes

All of the young women also actively attempted to change behavioural patterns within their lives. Whether the challenges were taking drugs or alcohol, arguing with family members, getting into fights, offending, breaking rules at home or at school/ course; the attempt to change was present in all participants. Some of the young women succeeded in achieving large behavioural changes and began new paths without some of their historical negative behavioural traits. The majority of them however slide back to their normal habits at times over the programme and needed to be reminded of staying on track. This could be attributed to several factors; this programme was low level intensive intervention – that is we were not available to the young women fulltime and were unable to fully intervene with behaviour that

did require further support, the lack of other support in the young women's lives – family members unwilling to change or be supportive, and the young women's personal resistance to fully change some of their behaviour at this time. In stating this, all of the young women did still alter their behaviour positively to varying degrees.

Group Highlights over the three blocks

Over the three blocks, we kept a record per block on what we felt were the highlights that the group had progressed through. Here's a summarisation of those lists;

Block One

- 8 out of 12 girls have been regular attendees and highly motivated to partake in this programme.
- As facilitators, we have seen a strong bond form between the key 8 girls.
- As facilitators, we have also seen a clear integration of the knowledge that we are exploring with them, and are observing the actual use of this knowledge.
- It is clear to us, that we are seeing progress with these girls, verbally, emotionally and mentally.
- We have successfully completed the first block of our programme and have been able to adapt changes when needed to perfect our facilitation process – especially on Wednesday night (timing, content).
- We both work very well together as facilitators – in planning, organising the girls, running the session and even in crisis situations. This is a major highlight, as without us working together, the programme would have failed.
- Having the extra support volunteer helping us out – especially in the administration of the programme.
- We have made a plan – with the support of S.H.O.R.E., on how to evaluate and assess this programme. This ensures clear reporting and research information.

Block Two

- 5 out of 8 girls have been regular attendees and highly motivated to partake in this programme.
- As facilitators, we have seen a strong bond form between the key 5 girls.
- As facilitators, we have also seen a clear integration of the knowledge that we are exploring with them, and are observing the actual use of this knowledge.
- It is clear to us, that we are seeing progress with these girls, verbally, emotionally and mentally.
- We have now successfully completed the first two blocks of our programme.
- We have been able to adapt changes when needed through feedback from the girls.
- We continue to work very well together as facilitators – in planning, organising the girls, running the session and even in crisis situations.
- Having the option to employ an administration support person to assist in the paper work of the programme will shed some relief and time for us as facilitators.
- The extra funding received to obtain uniforms, has strengthened the group's bond.
- The taxi service that returns the girls to their homes after the sessions, which we were able to initiate due to the extra funding, was a huge relief of our time as facilitators.

Block Three

- Retaining all 8 girls with regular attendance and high motivation to partake in this programme.
- As facilitators, we have an ongoing integration of the knowledge that we have installed in them, and are observing the actual use of this knowledge.
- We have now successfully completed all three blocks of our programme.
- Having the access to a student placement to support us in assisting in the paper work of the programme and contact with the young women.
- Implementation of the learning's from the modules to the night event being the Eastside Clean Pride.
- Transitioning the young women into independence i.e. Ownership for own future and joining other youth groups in their area.
- Several block outings with all 8 young women present and extremely well behaved.
- Graduation of all 8 young women.

This listing of these highlights for each block over the duration of the programme shows a natural progression of attendance, group formation, and programme development.

Section B:

Our Experience as Facilitators

"...it's like, we've got a relationship with you now, like you're just friends, [a] friend listening to a friend and just gaining more stuff, more knowledge..."

(One of the participants comments about the facilitators, 2007)

Halfway through the first block of sessions, we were feeling;

"...exhausted. These sessions were loaded with information and upbeat activities. This is a positive element of our programme and yet we also have no energy by the end [of the session]." (Facilitators Evaluation of Module Sheets, 2007).

Although we had underestimated the amount of work and energy that this programme would require and we were struggling with maintaining the expectations of the programme, we were happy with how the programme was unfolding and developing.

Over the duration of the programme, the group developed into a team - supporting each other in their approach and outlook on life. At the beginning of the programme, they were young teenage girls that had been grouped together. At the end of the programme, they were a group of young women that had formed a way of communicating and supporting each other throughout 10 months of their adolescents. The young women even decided to maintain close contact with each other even after the programme to continue to help support each other.

Our experiences of contributing to and observing this change as facilitators was second to none and we both thoroughly enjoyed the challenge and privilege of teaching these young women 'the finer things in life'. What follows is a taste of what we enjoyed and believe to be important to the success of the programme.

It was a lot of hard work, but it was also very rewarding.

This programme was meant to only be a 'once a week with occasional additional days'. It was far from it. We found ourselves juggling our own full time caseloads alongside an additional group of young people that required as much attention to address their needs as our main clients. This meant that the stress levels went through the roof at times and we would be completely exhausted by the end of each block. But it was worth it. To see the young women start from timid and shy or defiant and loud girls to communicative, self assured young women was the best outcome we could have hoped for.

We succeeded in what we had set out to do.

We had begun the programme to give an opportunity to some youth in the area whose needs were not being catered to. We successfully delivered not only the original 30 sessions on the different modules of life skills, but we were also able to cater for other needs that they presented and support them into maintaining hope for the future. There was room for this programme to expand into high level intensive intervention, and recommendations for the programme to develop into a fulltime social work case load with additional support workers would be ideal, but for what we had intended, it far exceeded our expectations.

The relationship between the participants and the facilitators was key to the progression of group dynamics.

The group dynamics of this particular group of young women were so that it encouraged a lot of support between each other to succeed in their task of carving out new paths for them to follow. The young women really believed that they owned the programme and that each of them and us were vital for the group to be successful. They felt that they owed it to

themselves and the group as a whole to do well within it. This was vital to developing and maintaining a successful programme.

Individual work may be key to changing 'at risk' young peoples lives, but group work has it's own place as well.

Individual 1-on-1 intensive casework has been recognised as the key to making true changes with 'at risk' or deviant young people, but group work also has it's very own place in teaching young people the importance of working with other people, learning how to trust and communicate. We consistently want to reach young people at their level and on their grounds but we then pull them into a 1-on-1 situation where they are uncomfortable and mistrusting. There are not many teenagers that like to be learning something by themselves. A combination of the two within this programme has led to very rich learning – both by the facilitators and young women alike.

Repetition of tools learnt within varying settings

The young women's learning of skills and concepts within this programme to deal with some of life's hurdles as an adolescent, began in the very first session and continued to progress right throughout the programme. The ongoing utilisation and reference to previous skills learnt meant that all of the concepts and tools we gave the young women intertwined with each other and resulted in a toolbox that the young women can utilise when needed. This progression of lessons from session to session was used depending on what worked well with the young women and what didn't. Therefore we developed a lot of pictorial tools and visual aids when realising this teaching method worked well for the young women. Another common teaching method we utilised was the use of our personal stories and the young women's own experiences to show a realism of the use of the concepts we were teaching the young women.

Adaptability

The programme continued to be evolving in adaptation over the whole duration. At the end of block three, there ceased to be as many changes which is what we had anticipated in happening once we had developed the programme to cater for the needs of these particular young women. And yet we continued to reflect on our practice to learn how we could work better with the young women and were always open to feedback from anyone attached to our programme on what to change. This helped to keep the programme flexible and effective for the young women.

Youth Choice and Flexibility

Because it was important for this programme to maintain equal ownership with the participants, it became common practice for our sessions and content to be flexible to the needs and desires of the young women – within reason. This meant that if a session triggered different key discussions that were important to the young women, we allowed flexibility within the session time to cover these discussions and incorporate the young womens' views. Because our modules covered some core life skills, it was normally easy to incorporate some core programme learnings into the discussions and utilise the young women's views or experiences as examples for 'how to use what you've learnt'. This did mean however that our original tight and structured timetable on what we would be covering was not followed as we had planned. We did cover all of the modules that we had intended, but in a different format of working.

As explained, it was important for the young women to have equal ownership of this programme. A part of this was the ability for the young women to choose to a certain degree what we covered. None of the young women ever challenged our choice of programme content, however the incorporation of their choice on what to cover was regarded as significant and always taken into account when assessing what activities would be included or not.

If the young women told us that they did not wish to partake in a certain activity or lesson; they needed to be able to express to us their reasons for not wishing to partake. If the facilitators felt the need to rebut the young women's reasons, they would - with justified reasons given and explanation on importance of the activity or lesson. It was very rare for the young women to outright refuse to partake in any activity, even though it was made clear to them that everything in this programme was by choice.

Section C:

Key Criticisms and Recommendations

Some key criticisms to the programme from the facilitators are simply ones that could have taken this programme to the next level of intervention. The aims of this programme have been met to a high standard in the view of the facilitators. We have over delivered all that we had originally intended on completing with these young women. However, there is always room for improvement and if there was the ability to re-develop this programme into high intensive intervention designed to not only assist these young women on learning skills to achieve but taking them to the next step of actually successfully achieving to a high level; then these alterations to the programme would be recommended;

- Time frames were an ongoing theme within a lot of the sessions. There was simply too much information to be given to the young women and not enough time to give it. This could have been to do with the lack of knowledge on how much to deliver to a group of young 'at risk' women, or it could have been that the delivery timeframe was too small for the amount of information. *For this programme, the constant lack of time was inevitable and could not have been helped.*
- That this programme should not be perceived as a consequence for a youth justice matter. Some young women were referred to this programme as a part of youth justice plans of action for prevention. Although this might hold good intentions of assisting a young female offender to develop the skills to prevent re-offending; this programme was designed for young people who want to change and want to become a part of a group of young women that want to learn new skills to change their life. Without that desire, forced young women can pull the whole groups vibrancy down and not be committed to the full process of the group.
- Appropriate supervision and support is required to run this programme. This should include a basic plan on 'what to do in crisis' and immediate support that could be in place. There were two incidences where the facilitators and young women were 'at risk' within this programme and there was no 'crisis plan' that could have been implemented. Verbally, debriefing was given, and then later on in the week there was further supervision; however pre-discussions and plans could have been developed before the programme began to create an awareness of the possibility of crisis and steps learnt on how to deal with a crisis.
- For initiatives and outings that sat outside of the core intervention of group work and 1-on-1 work, the young women required further support (a separate youth worker). The lack of time and support available for the completion of The GI/ Eastside project was a disappointment. Access to a further youth worker would have been most desirable.
- These young women were essentially a full time caseload and could have been treated as such. There was no allowance for the amount of needs that these young women displayed to us. This programme was designed to assist through low level intensive intervention, but these young women all displayed needs for high level intensive intervention and it would have been preferable for one social worker to be assigned them as a full time caseload for true intervention to commence while the programme was running.

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