

**Exploring the Implementation of Positive Youth Development in a New Zealand
Youth Development Programme Context**

A thesis submitted in partial fulfilment of the requirements for the degree
of Masters of Science in Child and Family Psychology
in the University of Canterbury

by Anna K. Smit

2016

Table of Contents

Abstract.....	i
Acknowledgements	iii
Chapter 1: Introduction	4
Changing views on adolescent development	5
Overview and background of Positive Youth Development	7
Chapter 2: PYD as a developmental process.....	10
Developmental assets.....	10
Stage-environment fit.....	11
Resilience and positive development.....	12
The Five Cs Model of Positive Youth Development.....	14
Key external assets.....	20
Key internal assets.....	21
Aligning internal and external assets.....	22
Summary.....	29
Chapter 3: Positive Youth Development as an approach to youth programmes.	30
Programme components that promote positive development.....	36
Chapter 4: Youth Development in New Zealand.....	47
The youth development strategy in Aotearoa (New Zealand).....	48
Research on PYD in New Zealand	49
First review.....	50
Second review.....	51
Youth programmes in New Zealand.....	53
Youth Work in New Zealand.....	54
Chapter 5: The present study	57
24-7 YouthWork in New Zealand.....	57
Study objectives.....	59
Chapter 6: Method.....	62
Study design.....	62
Deductive qualitative analysis (DQA).....	63
Sampling strategy and recruitment	65
Participants.....	66
Interview procedure	67
Phase 1	74
Phase 2	75
Phase 3	76
Phase 4	77
Phase 5	79
Phase 6	79
Trustworthiness.....	79
Chapter 7: Results chapter	82
Rating exercise results	82
1. Assets associated with individuals.....	93
Presence-based.....	93
Relationship skills (easy to relate and open up to)	94

Role model.....	95
Genuine care and passion for youth.....	96
Well-rounded people.....	97
Adults who are not school professionals	97
2. The promotion of positive adult-youth relationships.....	98
Relationship-building contexts	99
At-risk focus.....	99
Relationship as central to youth work.....	99
3. Opportunities for life skill development.....	101
4. Incorporating resources from the family, the school and the community	102
Community resources	102
School resources	103
Family resources	104
5. Opportunities for self-determination or youth empowerment.....	104
6. The promotion of belonging and connection.....	106
Belonging in community.....	106
Connection.....	107
7. The provision of a psychologically and physically safe environment.....	108
School	108
Out of school.....	109
8. The promotion of positive social norms	109
School and community engagement.....	110
Relationship skills.....	110
9. Opportunities for leadership	111
10. The inclusion of out-of-school activities	113
11. The promotion of intentional self-regulation.....	114
12. The promotion of hopeful expectations for the future.....	116
13. The programme runs long-term	116
14. The programme is adaptable to the developmental needs of each youth ..	117
Additional components.....	119
Guided by faith	119
Positive school reception	120
Challenges for the school and the youth worker.....	120
Usefulness of youth worker training.....	121
Chapter 8: Discussion.....	123
24-7 YouthWork	124
New Zealand context	128
24-7 YouthWork and key youth programme frameworks.....	131
Framework one	131
Framework two	133
Framework three	136
Individual PYD programme evaluations and the research	138
Evaluation one	138
Evaluation two	140
Strengths and limitations.....	144
Implications and future research.....	146
Conclusions.....	147
References.....	149
Appendices.....	165

Appendix A: The Search Institutes 40 Developmental Assets	165
Appendix B: Information and consent forms.....	167
Appendix C: Flyer for potential young adult participants	182

List of Figures

Figure 1. The Five Cs Model of PYD.....	15
---	----

List of Tables

Table 1. PYD indicators and their empirical support	35
Table 2. Studies that identified youth programme components promoting positive development.....	37
Table 3. Youth programme components that promote positive development.....	45
Table 4. The Aims and Goals of the Youth Development Strategy Aotearoa.....	49
Table 5. Participant details.....	67
Table 6. PYD indicators and indicator cards	70
Table 7. Semi-structured interview questions according to each participant's role	71
Table 8. Participants ratings of 24-7 YouthWork outcomes based on a Positive Youth Development framework	83
Table 9. 24-7 YouthWork outcomes based on a Positive Youth Development framework with a mean rating of equal to or greater than 3	85
Table 10. 24-7 YouthWork outcomes based on a Positive Youth Development framework: Category Means and Standard Deviations	86
Table 11. Inter-rater reliability of 24-7 YouthWork outcomes based on a Positive Youth Development framework according to participants' roles.....	89
Table 12. Inter-rater reliability across participants' school affiliations assessing consistency of PYD indicator ratings	89
Table 13. Components, subcomponents, additional components and their open code percentage	92

Abstract

Positive Youth Development (PYD) comprises three interrelated aspects: (1) a developmental process, (2) an approach to youth programmes, and (3) specific instances of organisations or youth programmes that aim to promote positive or healthy development among adolescents. New Zealand has committed to a PYD approach to youth development; however, there is yet to be any research exploring the implementation of PYD in New Zealand youth programmes. The present study explored the application of PYD in 24-7 YouthWork, a nationally implemented New Zealand youth development programme. More specifically, the objectives of this study were to (1) evaluate whether a PYD approach is reflected in the 24-7 Youth Work programme; (2) examine if stakeholders in different roles within 24-7 and across different schools concur about the PYD programme components that 24-7 is promoting; and (3) explore additional strengths and potential challenges that 24-7 Youth Work has that are outside of the PYD framework. An in-depth review of the key PYD theoretical and applied literature was conducted to establish an integrated PYD programme framework. Using Deductive Qualitative Analysis (DQA), this PYD programme framework was then applied in an evaluation of three Christchurch-based 24-7 YouthWork programmes. Nine participants (3 from each programme) representing three important roles in the 24-7 programme (former participant, youth worker, and school professional) were interviewed about their experiences with 24-7 YouthWork and their perceptions of the programme's objectives, accomplishments, and challenges. Substantive individual differences in participants' perceptions of the facilitation of PYD through 24-7 were evident. However, the results strongly confirmed that 24-7 facilitates a number of outcomes of positive development through the assets associated with the youth workers, the promotion of positive adult-youth relationships, incorporating resources from the school and the community, opportunities for

life skill development, and creating opportunities for self-determination or youth empowerment. The findings suggest that this approach is a feasible alternative when experimental evaluation approaches are not practical due to the variability commonly present in youth development programmes. Overall, the current study has contributed to best-practice youth development in New Zealand, as evidenced by the identification of a distinct PYD approach in 24-7 YouthWork. Further, this research has provided a platform for future research in this area, to use this integrated PYD programme framework in the evaluation of other youth development programmes.

Acknowledgements

I would like to express my sincere thanks to my supervisors, Susan Besley and Dr Myron Friesen. Your guidance, support and knowledge were invaluable throughout this process. I would also like to thank the young adults, youth workers and school professionals that participated in this study. Your openness to sharing your experiences, and your support of my research was truly appreciated. I would also like to thank the key staff of the 24-7 YouthWork organisation. Without your willingness to be a part of this research, and your help to recruit participants, this research would not have been possible. Further, I would like to acknowledge the youth work managers of 24-7 YouthWork who assisted me in the recruitment of participants. Finally, I would like to thank my husband, family, and friends, your constant support and encouragement were instrumental in the completion of this thesis.

Chapter 1: Introduction

Adolescence, spanning the second decade of life, is a unique period of development marked by increased potential for change (J. V Lerner et al., 2012; R. M. Lerner, 2009). This increased potential for change is due to the multiple interrelated changes that occur cognitively, biologically, psychologically and socially. These interrelated developments have sparked considerable interest among researchers, as adolescence may be a unique transformative developmental period, therefore providing a “natural ontogenetic laboratory” for exploring general life-span development (R. M Lerner, 2005b, p. 10).

Several typical developmental tasks occur over the course of adolescence as the crossroad between childhood and adulthood (Eccles & Gootman, 2002). As an adolescent becomes increasingly autonomous, spending more time with peers and less time with family, they begin to adapt to their new social settings. Social adaptation occurs, in part, through socialisation, as peers inform desirable behaviour, which the individual learns through modelling, imitation, social comparison, and behaviour approximation (Brechtwald & Prinstein, 2011; Brown, Bakken, Ameringer, & Mahon, 2008).

Due to the physical changes occurring through puberty, adolescents must also come to terms with their sexual identity. Physical changes that necessitate this change include the development of primary and secondary sex characteristics, shifts in body shape, and increased libido (Eccles & Gootman, 2002; Susman & Rogal, 2004). Physical changes coincide with the pressure to eventually become a part of reproductive society (i.e., forming a family and raising children), which requires the ability to form intimate and romantic relationships (Nurmi, 2004). Additionally, in western cultures, school demands and the pressure to consider and engage with a potential career path increase. These pressures occur

as adolescent's face the broad challenge of becoming a part of productive society (i.e., gaining economic independence) (Nurmi, 2004).

Important neurological changes undergird the navigation of these developmental tasks. For example, there are increases in the interconnectivity of multiple brain regions and the arousal of the socio-emotional system, which are followed by changes within the prefrontal cortex (J. V Lerner et al., 2012; Steinberg, 2010). This development increases vulnerabilities to risk in early adolescence while also providing opportunities for increasing cognitive control, including metacognition, abstract thinking, and self-regulation well into early adulthood. These abilities enable skills such as self-evaluation, understanding of human motivations, and the capacity to plan long-term and prioritise goals (Larson & Hansen, 2005; Li & Lerner, 2013). As adolescents experience these many individual and contextual changes they become more equipped to actively contribute to their development, leading to an increasingly integrated personal identity (J. V Lerner et al., 2012).

Recent research on adolescent development that has considered the complexity of these cognitive, biological, psychological and social changes, has inspired new theoretical perspectives on this developmental period. These evolving perspectives led to the emergence of Positive Youth Development (PYD), the focus of this study.

Changing views on adolescent development

For much of the twentieth century, adolescence was understood as a time of upheaval and stress (Hall, 1904; R. M. Lerner, 2009). This resulted in youth being described as broken, or as problems to be fixed. Positive adolescent development, if discussed, was described as the absence of negative or undesirable behaviours (Benson, Scales, Hamilton, & Sesma, 2006; Hall, 1904; R. M. Lerner, 2005, 2009). However, in the 1980's research by comparative psychologists and biologists began to uncover the plasticity of human

development, as they identified the relations between contextual and biological levels of organisation (J. V Lerner, Phelps, Forman, & Bowers, 2009; R. M. Lerner, 2005). This research flourished, causing a shift in thinking about human development from split conceptions, such as nature and nurture, to developmental processes occurring through the mutually influential connections among all components of a person's ecology. This new conceptualisation of development is captured within Developmental Systems Theory, which guides PYD theory (R. M. Lerner & Overton, 2008; R. M. Lerner, 2005). Therefore, some elaboration on Developmental Systems Theory is required to understand PYD.

Developmental Systems Theory is predicated on a relational meta-theory of human development by which the components in the ecology of human development are synthesised or integrated (J. V Lerner et al., 2012; R. M. Lerner, 2009). Consequently, all levels of developmental organisation, including biological, cognitive, social, cultural and historical, are fused. Therefore, development is regulated through the reciprocal interactions between humans, who have an active influence on their environment; and the multiple levels of context in which they are embedded, which shapes their growth. These “developmental regulations” that comprise human development are often represented as a bi-directional interaction between the individual and their context relations (individual \longleftrightarrow context; R. M Lerner, 2009; J. V Lerner et al., 2012). Further, these developmental regulations are termed “adaptive” when they consist of individual \longleftrightarrow context relations that benefit both the individual and their ecology.

The innumerable bidirectional relations occurring within and across developmental systems requires that across the lifespan all humans have a certain degree of relative plasticity, and, therefore, some potential for systematic change (R. M. Lerner et al., 2005). The coupling of relative plasticity with the diversity of developmental regulations, suggests that it should be possible to align individual characteristics with developmentally appropriate

contexts in a manner that would increase the probability of beneficial outcomes (J. V Lerner et al., 2012; R. M. Lerner & Overton, 2008). Hence, adolescence is now conceptualised as a period of increased potential for systematic changes that may result in enhanced functioning (J. V Lerner et al., 2012; R. M. Lerner, 2009). This underpins the PYD perspective, which describes the process of positive adolescent development.

Overview and background of Positive Youth Development

Positive Youth Development emerged in the 1990's through the coalescence of relational developmental systems, and theory and research on strengths and resilience pertaining mainly to adolescence (R. M. Lerner, 2005). Developmental scientists interested in life span development and developmental systems theory were drawn to the adolescent period as the research began to build in support for this time of life as an ontogenetic laboratory, leading to the elaboration of the PYD perspective (J. V Lerner et al., 2009). Consequently, PYD can be understood as comprised of three interrelated aspects: (1) PYD as a developmental process, (2) PYD as an approach to youth programmes, and (3) PYD as instances of organizations or youth programmes aiming to promote positive or healthy development (J. V Lerner et al., 2012).

The focus of the current study is the third aspect of PYD, specifically, how a New Zealand based youth programme incorporates a PYD approach and how key stakeholders experience this. There are thousands of youth programmes worldwide that seek to facilitate positive development. These programmes are often called youth development programmes in the literature. Some of these programmes state this objective outright, such as Boy Scouts or Girl Scouts, and Big Brothers/Big Sisters, while many youth programmes pursue this objective more implicitly (J. V Lerner et al., 2012). For those youth programmes seeking to align themselves with the PYD model, the design of their programmes should reflect the

characteristics of the PYD programme approach and PYD as a developmental process. However, where and how these two aspects of PYD should overlap within youth development programmes so they could be considered exemplars of the PYD model is not specified (J. V Lerner et al., 2012).

One of the strengths of a relational developmental systems perspective is its ability to account for the plasticity of individual development and the diversity of potential developmental pathways evident in both equifinality and multifinality (J. V Lerner et al., 2012). However, this presents a considerable challenge for any youth programme that attempts to incorporate a PYD approach, and also a challenge for evaluation. Since there is great diversity in the pathways towards positive adolescent development, there is no single approach to youth programmes that will universally facilitate positive development. Instead, the facilitation of positive development is unique to the individual and the dynamic contextual factors in their life. In light of this, the broad elements of PYD, described in the following chapters, inform a set of guidelines that allow youth programmes to be adaptive to the considerable individual differences among adolescents (J. V Lerner et al., 2012).

To further optimise the promotion of positive development in youth programmes, research needs to be conducted in specific populations. This research would highlight whether PYD is reflected in particular youth programmes and contribute to a refined set of guidelines for youth programmes within these populations. New Zealand is one such context that has committed to PYD-based policy, programmes, and research (Ministry of Youth Affairs, 2002). To explore the presence of PYD in New Zealand youth programmes, the following chapters will review the research related to PYD as a developmental process and PYD as an approach to youth programmes, extracting the key elements of PYD. These elements will inform a PYD programme framework consisting of a broad set of best-practice

guidelines for youth development programmes. This framework will then be used to explore the presence of PYD in a New Zealand youth development programme, 24-7 YouthWork.

Chapter 2: PYD as a developmental process

Currently, there are many models of PYD as a developmental process. These models describe the processes involved in positive adolescent development and reflect the ideas associated with relational developmental systems theory. Therefore, the processes described within each of the models are largely synonymous. Due to the vast scope of the literature in this domain, this chapter will only review a selection of the most influential models as seen in their frequent citations in the literature. Particular emphasis will be placed on the Five Cs model of PYD which seems to have the most extensive empirical support (J. V Lerner et al., 2012).

Developmental assets

Research on the strengths of adolescents has led to the emergence of “developmental assets”, which are similar to the concept of protective factors from developmental psychopathology (Benson, Scales, & Syvertsen, 2011). These can be characteristics of the individual and/or their environment that are associated with preventing risk, increasing thriving (i.e., positive developmental outcomes), and enhancing resilience. The Search Institute, who have led the research on developmental assets, define individual or “internal” assets, as the “skills, competencies, and values” of youth (Benson, Scales, & Syvertsen, 2011, p. 201). Further, contextual, or “external”, assets are the “environmental, contextual, and relational features of socialising systems” (Benson et al., 2011, p. 198).

The Search Institute’s Developmental Assets Framework was created based on research investigating the nature of individual and contextual strengths. This research led to the selection of elements that were identified as key predictors of thriving for young people (Benson et al., 2006, 2011). The resulting framework is comprised of 40 developmental

assets; 20 external, and 20 internal. External assets are grouped according to four categories: *support, empowerment, boundaries and expectations*, and *time use*. Internal assets are also grouped into four categories: *educational commitment, positive values, social competence*, and *positive identity* (see Appendix A) (Benson, 2006).

Several large-scale studies indicate that there is a positive association between the number of internal and external assets an individual has, and an increased likelihood of positive behaviours and outcomes (Scales, Benson, Roehlkepartain, Sesma, & van Dulmen, 2006; Scales, Leffert, & Vraa, 2003; Scales, 1999). For example, Scales et al. (2006) examined the association between developmental assets and academic achievement through a longitudinal study. This study recruited a sample of 370 students from grades seven to nine, which were followed for three years through to grades 10 to 12. Findings indicated that the greater the number of developmental assets reported in grades seven to nine, the higher the reported GPA in the following three years. Further, students with asset levels that remained stable or increased reported significantly higher GPAs by the third year than those students whose asset levels had decreased (Scales et al. 2006). Benson, Scales, and colleagues at The Search Institute, posit that it is the alignment of internal assets with external assets that promotes thriving (Benson, 2008; Scales, Benson, Leffert, & Blyth, 2000).

Stage-environment fit

Research by Eccles and colleagues (Eccles & Wigfield, 2002; Eccles, 2004; Eccles et al., 1993; Gutman & Eccles, 2007) points to the importance of stage-environment fit: social contexts that "fit" the developmental stage of the adolescents therein. In other words, youth are more likely to develop positively in environments that are responsive to their developmental needs and are less likely to develop positive behaviours and attributes in an unresponsive environment. For example, Gutman and Eccles (2007) illustrated stage-

environment fit through their study, which examined the trajectories of family relations to the trajectories of adolescent outcomes concurrently and longitudinally with 1,472 families. Further, they examined the moderating effects of gender and ethnicity within these associations. Results indicated that family relations contributed to at least one adolescent mental health or behavioural outcome either concurrently or longitudinally. Moreover, gender and ethnicity were found to influence the rate and level of change in adolescent outcomes and family relations. These findings support the theory of stage-environment fit as developmentally appropriate family relations (i.e., environment) relate to positive development, with appropriateness determined by gender and ethnicity (i.e., stage).

Overall, the research by Eccles and Gutman illustrate that when adolescents interact with environments reflecting stage-environment fit, positive development is predicted to occur (Eccles & Wigfield, 2002; Eccles, 2004; Eccles et al., 1993; Gutman & Eccles, 2007). This fit implies mutual reciprocity between individual and contextual relations, which, as earlier described, indicates adaptive developmental regulations.

Resilience and positive development

Resilience has been identified in research studies as a characteristic of youth who, when exposed to multiple risk factors, are able to adapt in positive ways and then use the learning from this adaptation to achieve successful outcomes (Hawkins et al., 1992; Masten, Best, & Garmezy, 1990; Masten & Coatsworth, 1998). Accordingly, Masten and colleagues' work on resilience involves understanding the processes of adaptation within at-risk populations, focusing on competence in age-salient developmental tasks (Masten & Coatsworth, 1998; Masten, 2001; Masten et al., 1999; Masten, Obradović, & Burt, 2006). According to Masten, resilience is a dynamic construct, as salient developmental tasks can vary greatly depending on the age and characteristics of the individual, and the context and

culture in which they are embedded (Masten, 2001). Within this framework, adaptive development is viewed as competence in the domains of socially expected development. Conversely, maladaptive development is failure in several of these domains, or in one major domain of socially expected development (Masten, 2001).

Masten's framework of resilience is in line with a relational developmental systems perspective, as resilience is described as occurring through mutually influential individual \longleftrightarrow context relations (Masten, 2001). Therefore, resilience can be identified not only through competence in age-salient tasks but also through the individual and contextual resources available to them (Masten, 2001). This view of resilience led Masten to explore developmental cascades: the cumulative consequences of many interactions between the individual and their context, on the many levels of the developing individual (Masten & Cicchetti, 2010).

Masten (2001) claims from her work on developmental cascades, that resilience is a common phenomenon. This claim emerged due to the identification of a short list of global factors that were identified consistently throughout the research as associated with resilience. These factors included connections to caring and competent adults in the family and community, cognitive and self-regulation skills, positive views of self, and motivation to be effective in the environment (Luthar, Cicchetti, & Becker, 2000; Masten & Coatsworth, 1998; Masten, 2001; Masten et al., 1999). For example, Masten and Coatsworth (1998) reviewed the research on competence and resilience, finding that three factors were consistently identified as necessary for the development of competence: self-regulation skills, parenting, and cognitive functioning. These results were further corroborated by Masten's (1999) longitudinal study of resilience, which examined competency in late adolescence in relation to antecedent competence, adversity over time and psychosocial resources. 205 primary school aged children were followed over 10 years, with multiple methods and

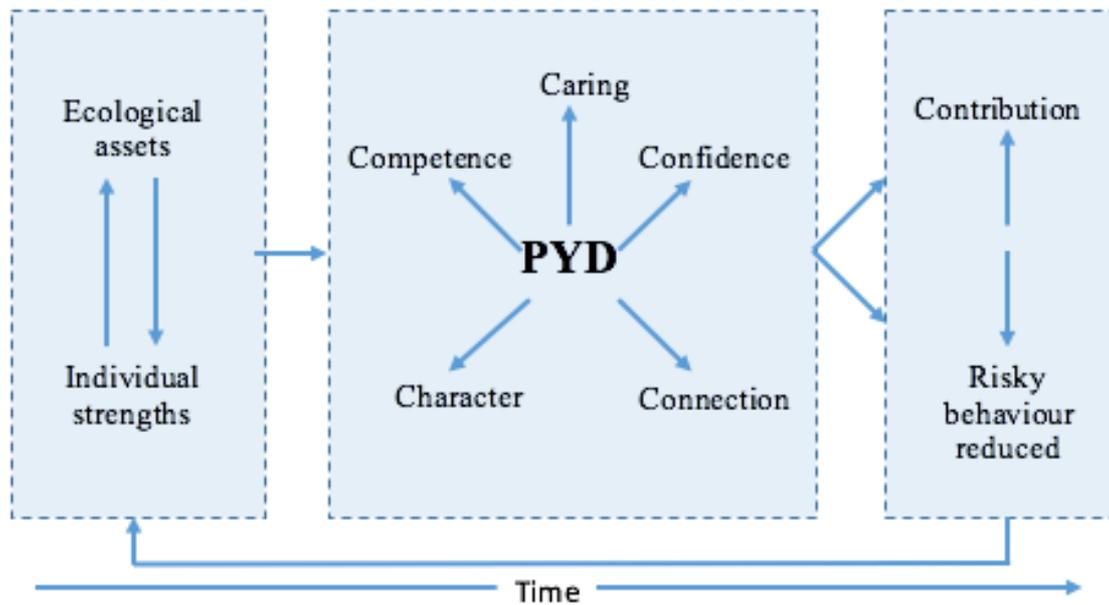
informants assessing three salient domains of competence (conduct, peer social competence, and academic achievement), major psychosocial resources, and various aspects of adversity. Analysis using a variable focused approach identified intelligence quotient (IQ) and parenting as related to positive outcomes across all three domains. Further, these factors specifically provided a protective barrier against antisocial behaviour, even for those exposed to higher levels of adversity (Masten et al., 1999).

Masten (2001, p. 227) terms these global factors associated with resilience “adaptational systems”, as they are the systems underlying the processes of adaptive development: individual \longleftrightarrow context relations that benefit the individual and their ecology. Therefore, according to Masten (2001), these systems are fundamental to the adaptive development of all youth. Overall, Masten’s findings suggest that resilience is a common phenomenon, most often arising as a result of basic human adaptational systems; and that adaptive development can occur in all youth, as long as these systems are not compromised (Masten & Coatsworth, 1998; Masten, 2001).

The Five Cs Model of Positive Youth Development

Lerner, Lerner and colleagues (J. V Lerner et al., 2012) synthesised a model of PYD as a developmental process by drawing on relational developmental systems theory, and additional theory and research related to PYD (see Figure 1). According to this model, PYD is comprised of the Five C’s: *competence, confidence, character, connection* and *caring*, which are promoted through the alignment of individual strengths (internal assets) and ecological assets (external assets). According to this model, as positive developmental functions increase, maladaptive functioning decreases. Two hypotheses, each with two associated subsidiary hypotheses, describe this process of PYD and are discussed below.

Figure 1. The Five Cs Model of PYD



Note. Adapted from “The positive development of youth: Comprehensive findings from the 4-H study of positive development” by R. M. Lerner and J. V. Lerner, 2013, p. 11. Retrieved from www.4-h.org

A large longitudinal study funded by the 4-H network, a positive youth development and youth mentoring organisation in the United States, has examined the Five Cs model of PYD with numerous publications in the peer-reviewed literature (for reviews see R. M Lerner & J.V. Lerner, 2013). Research with the 4-H data set has examined the diverse developmental pathways occurring within the second decade of life. Participants were recruited through 4-H programmes, which include a range of PYD-based clubs, camps, and in-school and after-school programmes implemented throughout the United States. These programmes aim to facilitate healthy development through experiential learning. The research began in 2002, with a cohort of fifth graders (10-11 years old). A new cohort of fifth graders was added to all subsequent waves of the study, with each cohort followed longitudinally until the completion of the study in 2010, when the first cohort were turning 18 years old. Overall, eight waves of data were collected from more than 7,000 adolescents from diverse socioeconomic and ethnic

backgrounds, and 3500 of their parents, across 42 states in America (R. M Lerner & J.V. Lerner, 2013).

Student and parent questionnaires, as well as data from the census, web-based, and school district administrators were gathered to measure context variables, and individual variables and characteristics (R. M Lerner & J.V. Lerner, 2013; J. V Lerner et al., 2012). Self-report measures included information pertinent to contribution and the Five Cs of PYD, problem behaviours, developmental assets, developmental regulation, the current stage of pubertal development, activities participated in, and demographics. The parent questionnaire was administered to cross-validate the information given by the adolescent.

The following paragraphs review several of the key studies from this 4-H data set that have examined the Five Cs model of PYD as a developmental process. These paragraphs are organised according to the hypotheses of the Five Cs model from Figure 1 above.

Hypothesis 1 posits that PYD is comprised of the Five Cs mentioned above. These Five Cs were identified as the key indicators of positive adolescent development, and were established through reviews of the literature on adolescent development and the observations of youth professionals (R. M. Lerner, Fisher, & Weinberg, 2015; R. M. Lerner, Napolitano, Boyd, Mueller, & Callina, 2013; R. M. Lerner, 2005; Roth & Brooks-Gunn, 2003).

Competence can be defined as the ability to succeed or have efficiencies in a particular area, such as health or academics. *Confidence* is a positive internal sense of overall self-efficacy and self-worth. *Connection* is comprised of reciprocal positive bonds with people and institutions, such as school and community organisations. *Character* is having integrity, morality, and respecting the norms of culture and society. Lastly, *caring* or *compassion* is having sympathy and empathy for others (Lerner, 2005).

In support of this first hypothesis, studies by Bowers et al. (2010) and Phelps et al. (2009) with data from the 4-H study assessed the structure of PYD in relation to the Five Cs.

Phelps et al. (2009) used data that was gathered from grades five to seven (10-13 years of age) to assess the structure and development of PYD in relation to the Five Cs. Using confirmatory factor analysis, the authors found that PYD was a robust latent construct across grades five to seven. Further, findings indicated that PYD is operationalised by the Five Cs, which were lower-order latent constructs. Bowers et al. (2010) built on these findings by assessing the PYD structure in grades eight to 10 (13-16 years of age). Confirmatory factor analysis models of second-order latent constructs were used to evaluate the accuracy of a PYD measure across middle adolescence. The same measures of PYD, which were identified in early adolescence (i.e., the five C's), were identified across grades 8 to 10. Overall these studies suggest that PYD is comprised of the Five Cs across early and middle adolescence (Bowers et al., 2010; Phelps et al., 2009).

Hypothesis 1a posits that ‘*contribution*’ is the sixth C. This hypothesis states that when a young person exhibits the Five Cs over time, otherwise termed as thriving, that the individual will be on the path towards an “ideal adult life” (R. M Lerner, 2005c, p. 32). Adaptive adulthood is theoretically distinguished by integrated and mutually reinforcing contributions to self, family, community, and society (Lerner, 2005; Lerner et al., 2013).

Zaff et al. (2010) suggested that *contribution* may show developmental transformation from early to middle adolescence due to socio-emotional, cognitive and behavioural changes. They proposed that *contribution* transforms from civic participation to an integrated construct of civic engagement, which incorporates a more intrinsic motivation to contribute based on social and emotional contextual connections. Zaff et al. (2010) termed this more intrinsically based *contribution*: Active and Engaged Citizenship (AEC). Zaff et al. (2010) used 4-H study data from 909 participants in grades 8 to 10, to assess the structure and measurement invariance of AEC. AEC was indexed as a second-order latent construct encompassing four first-order latent constructs: Civic Skills, Civic Duty, Neighbourhood Social Connection, and

Civic Participation. Findings support the presence of AEC with strong invariance of the construct found across time and between sexes. The identification of this deeper level of citizenship highlights the dynamic nature of *contribution*. However, more research is required to understand how the development of AEC is related to other elements of positive development.

Hypothesis 1b postulates that across development there should be an inverse relationship between indicators of PYD and behavioural indicators of both internalising and externalising problems (R. M. Lerner, 2005). This hypothesis suggests that, as an individual's internal and external adaptive functions increase, maladaptive functions will decrease (R. M. Lerner et al., 2013; R. M. Lerner, 2005; Pittman, Irby, & Ferber, 2001).

Phelps and colleagues (2007) used data from the first three waves of the 4-H study (i.e., fifth, sixth and seventh grade) amongst 1,118 youth to assess the patterns of change associated with both PYD and risk/problem behaviour indicators. Findings indicated that approximately one-sixth of the youth manifested the hypothesised inverse relationship of increases in PYD coupled with decreases in risk/problem behaviour. The remaining youth presented with varying developmental trajectories including coupled increases in PYD and contribution, and risk/problem behaviours (Phelps et al., 2007). Zimmerman et al. (2008) used a person-centred approach to examine the patterns of change associated with PYD, contribution, and problem behaviour indicators, amongst 1,909 youth in grades five to eight, involved in the 4-H study. Results were consistent with Phelps et al. (2007) findings, as multiple developmental trajectories were identified in each group of indicators.

Lewin-Bizan et al. (2010) examined intraindividual change in indicators of positive and problematic development, as well as the links between these developmental trajectories, among 2,516 participants in grades five to ten. Person-centred analysis was conducted, and again results were consistent with previous research, as an overlap was found between

positive and problematic trajectories (Lewin-Bizan, Lynch, et al., 2010). In a similar fashion, Arbeit et al. (2014) investigated the concurrent relationships between the Five C's: competence, confidence, character, connection and caring; and latent profiles of problematic behaviours, including depressive symptoms, delinquency, sexual activity, substance use, bullying, and disordered eating behaviours. Latent profile analysis was conducted on data from 4,391 participants in grades six to twelve. Findings were consistent with the previously discussed research, as a complex relationship between positive and problematic behaviours was identified. However, higher scores on PYD were found to be generally associated with less risk/problem behaviours (Arbeit et al., 2014).

In each of the four studies, researchers identified multiple trajectories for each group of PYD indicators, as positive and problem trajectories were often conjoint. Although higher scores of PYD were found to be generally associated with fewer problem behaviours, even some of the youth with the highest levels of PYD were seen to additionally show increases in problem behaviour (Arbeit et al., 2014). These findings suggest that although higher PYD scores are associated with fewer problem behaviours, there does not appear to be a general inverse relationship between PYD indicators and maladaptive development indicators, as originally hypothesised. In other words, the relationship between positive development and maladaptive development is more complex than originally hypothesised, as the promotion of PYD does not necessarily prevent risk or maladaptive development. The complexity of this relationship is further illustrated by the 4-H research related to hypothesis two.

Hypothesis 2 posits that an alignment between individual assets and external assets promotes an adolescent's positive development (R. M. Lerner, 2004, 2005). This hypothesis was formed due to the plasticity of human development and, therefore, the potential for systematic intraindividual change. Therefore, it was hypothesised that an alignment between internal and external assets would mean that positive development could occur at any point in

time (R. M. Lerner, 2004, 2005). *Hypothesis 2a* posits that external developmental assets exist across family, school, and community contexts (R. M. Lerner, 2005). As previously explained, external developmental assets are the ecological and relational aspects of socialising systems that enhance the positive growth of the young person (e.g. family support, or a community that values young people) (Benson et al., 2011). Research using the 4-H data contributes to these hypotheses through the identification of several internal and external assets that are particularly strong predictors of PYD.

Key external assets. Theokas and Lerner (2006) examined the relationship between ecological assets that could be observed in the family, school and neighbourhood, and the developmental outcomes of 646 4-H study participants in grade five. Ecological asset indicators in each context were comprised of four categories: accessibility, human resources, collective activity, and physical and institutional resources. Developmental outcomes included PYD, contribution, depression and risk behaviours. Different categories of assets within each setting had the most impact on the four developmental outcomes, including the family's collective activity, accessibility in the school, and human resources in the neighbourhood. However, the most consistent predictors of PYD across the three settings were the assets associated with individuals, which include the strengths and abilities of people within their given role (Theokas & Lerner, 2006). This study also highlights the complex relationship between external assets and development, as the context of external asset categories moderated their effects on developmental outcomes (Theokas & Lerner, 2006).

Participation in extracurricular activities has been identified in three studies using the 4-H data as significantly contributing to the process of positive adolescent development (Agans et al., 2014; Mueller et al., 2011; Urban, Lewin-Bizan, & Lerner, 2010). For example, Agans et al. (2014) examined trajectories of participation in extracurricular activities on

developmental outcomes, using 4-H data from 927 participants in grades seven to 12. Results support extracurricular activities as a key external asset, as higher amounts of participation in such activities were consistently associated with higher scores on measures of PYD and contribution, and fewer problem behaviours, as compared to those who participated less in such activities (Agans et al., 2014).

Key internal assets. Intentional self-regulation is a key asset facilitating positive adolescent development, as it enables youth to contribute intentionally to adaptive developmental regulations (Gestsdottir, Bowers, von Eye, Napolitano, & Lerner, 2010; Gestsdottir, Lewin-Bizan, von Eye, Lerner, & Lerner, 2009; Zimmerman, Phelps, & Lerner, 2007). Intentional self-regulation is the process by which an individual regulates their relationship with the environment, and manages their resources, to enhance self-development (Gestsdóttir & Lerner, 2007). More specifically intentional self-regulation can be understood through three interrelated processes: the *selection* of goals, the *optimisation* of resources to attain these goals, and *compensatory* behaviours when goal-directed behaviours are deterred (SOC) (Gestsdóttir & Lerner, 2007).

Intentional self-regulation, as enabling intentional contributions to adaptive development, provides, in part, the cognitive and behavioural basis of PYD. This can be seen in the research conducted by Gestdóttir, Lerner, and colleagues who explored the relationship between the strengths of youth, which was instantiated by intentional self-regulatory skills and indexed through the Selection, Optimisation, and Compensation (SOC) measure, and PYD (Gestsdottir et al., 2009, 2010; Zimmerman et al., 2007). These three studies used data from participants in grades five to 10 (cumulative participant sample), examining the covariation between intentional self-regulation and indicators of PYD, instantiated by the Five Cs; and problematic development, instantiated by depression, risk and problem behaviours. All three studies found that, within and across grades, intentional self-regulation

positively predicted PYD, while it negatively predicted problematic development (Gestsdottir et al., 2009, 2010; Zimmerman et al., 2007).

Research derived from the 4-H study data also suggests that hope for the future is a fundamental internal asset within the process of positive adolescent development. Schmid, Phelps, Kiely, et al. (2011) used data from 1,273 participants in grades seven to nine to assess the role of hopeful future expectations in predicting positive and negative developmental outcomes. Developmental outcomes were measured by trajectories of positive development, instantiated by PYD and contribution; and problematic development, instantiated by depressive symptoms and risk behaviours. The SOC measure was included to predict developmental outcomes, as intentional self-regulation is a covariate of PYD. High levels of both hopeful future expectations and SOC significantly predicted trajectories of positive development, after controlling for gender and socio economic status. However, hopeful future expectations was found to be a stronger predictor of each of the developmental trajectories measured (Schmid, Phelps, Kiely, et al., 2011). Schmid, Phelps and Lerner (2011) conducted a follow-up study to examine the relationship between hopeful future expectations and intentional self-regulation in the prediction of positive developmental outcomes. Findings indicated that hopeful future expectations apparent in early adolescence might influence the presentation of later intentional self-regulation (Schmid, Phelps, & Lerner, 2011).

Aligning internal and external assets. Hypothesis 2 is not only focused on internal and external assets facilitating PYD but also on the alignment between these assets as resulting in positive development. Many 4-H studies explored how assets interact to inform development (Bowers, Gestsdottir, et al., 2011; Bowers, von Eye, et al., 2011; Lewin-Bizan, Bowers, & Lerner, 2010a; Li, Lerner, & Lerner, 2010; Mueller et al., 2011; Napolitano et al., 2011; Urban, Lewin-Bizan, & Lerner, 2009; Urban et al., 2010). Several of these studies

identified a cascade of relations between intentional self-regulation and external assets leading to PYD (Lewin-Bizan, Bowers, & Lerner, 2010b; Mueller et al., 2011).

For example, Lewin-Bizan et al. (2010) used regression analysis to examine the relational cascades between parenting warmth and monitoring, and intentional self-regulation (SOC measure), and their impact on positive and problematic outcomes. Outcomes included PYD, contribution, depressive symptoms, substance use and delinquency. This study was conducted using data from 1,994 youth in grades five through eight from the first four waves of the 4-H study. Findings confirmed a cascade of relations, as positive parenting predicted subsequent intentional self-regulation, intentional self-regulation predicted subsequent PYD, which, in turn, predicted later scores of youth contribution. Further, in line with previously described research, they found that PYD was not associated with later scores of youth problematic behaviours (Lewin-Bizan, Bowers, et al., 2010a).

The remaining five studies described below highlight the complexity of asset alignment, as evidence of diverse pathways to positive development, and context, gender and assets moderating the impact of an asset on development, were identified. Urban and colleagues (2009, 2010) conducted two studies that focused on the effects of extracurricular activities and neighbourhood assets on development. Urban et al. (2009) examined the relationship between neighbourhood assets and extracurricular activities on positive and problematic outcomes. Four categories of neighbourhood assets were specified: physical or institutional resources, collective activity, accessibility, and human resources. Data was gathered from a diverse group of 626 youth from grades five to seven (10 to 13 years of age) in the 4-H study. In general, the sample exhibited low levels of problematic outcomes and high levels of positive outcomes. Boys and girls displayed a varying relationship between extracurricular activity involvement and neighbourhood assets. Moderate to high levels of extracurricular activities predicted lower levels of PYD and higher levels of risk behaviours

in boys from lower asset neighbourhoods. In contrast, increased extracurricular activity participation in boys from high asset neighbourhoods was associated with increased levels of PYD and lower levels of risk behaviours. These relationships were opposite for girls, with extracurricular activities predictive of increased PYD and lower depression and risk behaviour levels in girls from lower asset neighbourhoods. While higher levels of extracurricular activities were associated with increased risk behaviours in girls from high asset neighbourhoods. These findings suggest that gender and neighbourhood assets moderated the impact of extracurricular activities on development (Urban et al., 2009).

Urban's et al. (2010) study added to this research by exploring intentional self-regulation, an additional asset, and participation in extracurricular activities on PYD and problematic outcomes among youth from low asset neighbourhoods. Data were collected from among 545 4-H youth at fifth grade and then seventh grade and were analysed using hierarchical multiple regression. Findings indicated that, in general, youth with the highest levels of intentional self-regulation benefited the most (i.e., higher PYD outcomes) from participation in extracurricular activities when compared to their peers with lower levels of intentional self-regulation. Interestingly, although data from girls in the study was generally consistent with these findings, a second pattern of results was found for girls. Girls with higher levels of intentional self-regulation living in neighbourhoods with fewer physical resources and human resources exhibited higher levels of risk behaviours when participating in higher levels of extracurricular activities. However, these girls showed the lowest levels of risk behaviours when participating in low to moderate levels of extracurricular activity involvement. Girls with high levels of intentional self-regulation in neighbourhoods with less accessibility displayed the highest levels of PYD when participating in low to moderate levels of extracurricular activities. Conversely, they exhibited lower levels of PYD when participating in higher levels of extracurricular activities (Urban et al., 2010).

Urban's et al. (2010) findings do not explain the gender differences in the relationship between extracurricular activities and neighbourhood assets identified by Urban et al. (2009). However, they do suggest that intentional self-regulation may moderate the impact of extracurricular activities on development. Consistent with Urban et al. (2009), Urban's et al. (2010) findings identified a difference in the effects of assets on development according to gender. Unlike the boys, extracurricular activities and neighbourhood assets moderated the effects of high levels of intentional self-regulation on positive and problematic outcomes in girls (Urban et al., 2010).

Bowers et al. (2011) used growth mixture modelling to examine the trajectories of intentional self-regulation (SOC measure) amongst 1574 4-H youth from grades five through 11. Additional variables included grade five parenting characteristics (warmth, monitoring and school involvement) and familial factors (maternal education, household income and structure), and grade 11 outcomes of positive and problematic development.

Four trajectories of intentional self-regulation were identified (Bowers, et al., 2011). The majority of youth reported a *Steady Decline* in intentional self-regulation (N= 1293), however, at around grade 8 (age 13-14) two groups departed from this trend. One group showing *Elevated* intentional self-regulation over time (N= 120), while the other group displayed a *Pronounced Decline* over time (N= 86). Finally, the last group of youth (N= 75), *Late Onset*, reported very low intentional self-regulation in earlier grades; however, in later grades reported near-average intentional self-regulation.

Bowers et al. (2011) found that youth in the *Elevated* and *Steady Decline* groups in grade five reported significantly higher levels of parenting characteristics and in grade 11 reported higher levels of PYD and contribution than other groups. As expected, the *Elevated* group reported the highest levels of parenting characteristics, PYD and contribution at grade 11. Interestingly, although youth in the *Late Onset* Group reported significantly lower levels

of parenting characteristics in grade five compared to youth in the *Elevated* and *Steady Decline* groups, there was not a significant difference in the positive outcomes reported in grade 11. Conversely, no significant difference was found between grade five parenting characteristics of youth in the *Pronounced Decline*, *Elevated*, and *Steady Decline* group. However, the *Pronounced Decline* group reported significantly lower levels of PYD and contribution at grade 11. Overall, these results suggest a complex relationship between intentional-self regulation, parenting characteristics and positive outcomes of PYD and contribution. This complexity is apparent in the heterogeneity of the results, which particularly highlight the principles of equifinality and multifinality within development (Cicchetti & Cohen, 2006). The disparate intentional self-regulation groups represent these principles, with different levels of grade five parenting characteristics reporting similar positive outcomes in grade 11. Conversely, several of these groups had similar levels of initial intentional self-regulation (*Steady Decline*) and parenting characteristics, however, reported dissimilar levels of positive outcomes (Bowers, Gestsdottir, et al., 2011).

A second study published by Bower's and colleagues (Bowers, von Eye, et al., 2011) also assessed trajectories of development by examining the relationship between ecological assets in the family, school and community; and positive and problematic developmental trajectories. Person-orientated analysis of data from 626 youth in the 4-H study across seven years, from grades five to 11 (11 to 17 years of age), was conducted. The indicator of positive development was goal-optimisation, the second component within the SOC measure of intentional self-regulation. Goal-optimisation is to pursue a specific goal through the utilisation of surrounding resources. Findings were consistent with Bowers, Gestsdottir, et al. (2011), as diverse trajectories of positive and problematic indicators were found. School-based assets most often differentiated the trajectories of delinquency, while assets within the family, school and community differentiated the trajectories of goal-optimisation. However,

they were not able to identify one asset or a group of assets that consistently differentiated both developmental trajectories (Bowers, von Eye, et al., 2011).

Finally, Napolitano et al. (2011) used a person-centred approach to examine the relationship between parenting warmth and monitoring as predictors of school involvement, goal selection (which is the Selection aspect of the SOC measure), and PYD in a sample of 510 4-H youth from grades nine to 11. Results indicated that the most common path to PYD included having a combination of a consistently high-level of goal selection scores and above-median levels of parenting characteristics. However, equifinality was found, as having consistently low-level goal selection scores was also associated with PYD. Additionally, no relationship was found between these consistently low levels of goal selection scores and any of the parenting characteristics. Napolitano et al. (2011) suggest that consistently low goal selection scores may be associated with thriving due to the identity exploration process during adolescence. Therefore, these youth may have numerous active goals, with no clear hierarchy or overarching long-term future goal; however, they are actively exploring identity, which leads to thriving.

Overall, the 4-H research suggests that internal and external asset alignment is complex, and includes the principles of multifinality and equifinality. Potentially contributing to this complexity, these studies also suggest that gender, context and other assets can moderate the impact of an asset on development.

Hypothesis 2b states that youth development programmes are a fundamental source of external developmental assets for youth (R. M. Lerner, 2005). An example of youth programme assets that promote positive development in youth programmes is the “Big Three” identified by R.M. Lerner (2004): opportunities for participation in, and leadership of, family, school and community activities; relationships between youth and adults that are caring and sustained (i.e., for at least a year); and skill building activities. Only two studies

were identified that related specifically to the relationship between youth development programmes and PYD using 4-H data.

R. M. Lerner et al. (2005) examined the relationships between participation in youth development programmes, PYD, and contribution. Data from 1,700 fifth graders and 1,117 of their parents from the first wave of the 4-H study were used. The 4-H study included a measure of the depth of participation in four kinds of youth development programmes, which were selected due to each emphasising a PYD perspective in their mission statement: 4-H, Boys and Girls Clubs, Boy Scouts and Girl Scouts, and YMCA or YWCA programmes. Participation was indexed by the amount of activity in that programme per month. Results indicated that PYD and programme participation were both significantly related to contribution. However, the relationship between programme participation and PYD was not significant. These findings suggest that programme participation and PYD are both independently related to contribution (R. M. Lerner et al., 2005).

R. M. Lerner et al. (2005) concluded that the programmes selected for the study were not related to PYD but were associated with contribution. However, Mueller and colleagues (2011) countered this conclusion. Their study examined the relationship between intentional self-regulation (SOC measure) and participation in youth development programmes (those described above) using data from 6120 youth in the 4-H study across grades eight and nine in predicting PYD and contribution in grade 10. Results indicated that only intentional self-regulation skills predicted PYD. However, youth development programme participation in grade eight positively predicted intentional self-regulation, which, in turn, predicted PYD and Contribution in Grade 10 (Mueller et al., 2011).

Compared to the study undertaken by R.M. Lerner et al., (2005), Mueller's et al. (2011) study used a larger participant sample and was conducted across three grades, as opposed to one. Therefore, Mueller's et al. (2011) study findings more strongly suggest that

the links between programme participation, PYD, and contribution may need time to develop. Further, research using all four waves of data from the 4-H study, and including intentional self-regulation, are required to better understand this relationship.

Summary. Much of the research reviewed above appears to support the claim that PYD is comprised of the Five Cs and that higher PYD scores are generally associated with fewer problem behaviours (Bowers et al., 2010; Phelps et al., 2009). However, it was found that the promotion of PYD does not necessarily prevent risk and maladaptive development, as positive and maladaptive developmental trajectories were found to concurrently occur (Arbeit et al., 2014; Lewin-Bizan, Lynch, et al., 2010; Phelps et al., 2007; Zaff et al., 2010; Zimmerman, Phelps, & Lerner, 2008). These concurrent trajectories reflect the complex and varying relationship between internal and external assets and development. Evidence from the research reviewed suggests that the alignment of assets which lead to either positive or problematic outcomes are diverse (Bowers, Gestsdottir, et al., 2011; Napolitano et al., 2011; Theokas & Lerner, 2006; Urban et al., 2010). Gender, context and assets contribute to some of the complexity in this relationship, as they were at times seen to moderate the effects of internal and external assets on positive and problematic development in several 4-H-based studies (Bowers, von Eye, et al., 2011; Urban et al., 2009, 2010). Therefore, research based on the 4-H study data reveals more complex patterns of associations between PYD and maladaptive development, and internal and external assets and development than hypothesised in Lerner's original model (R. M. Lerner & Lerner, 2013).

Chapter 3: Positive Youth Development as an approach to youth programmes

An extensive amount of research has explored how to facilitate positive development within youth programmes. As such, a number of researchers have reviewed the literature on positive development and/or reviewed youth programme evaluations, constructing frameworks on the components of youth programmes that facilitate positive development. According to key articles on PYD (e.g., J. V Lerner et al., 2009; 2012), these frameworks comprise PYD as an approach to youth programmes. These key articles were read and relevant frameworks were identified. Further, a review of the literature was conducted to identify any additional frameworks not identified in these two reviews. The following databases were employed: PsychInfo, Google Scholar, and the University of Canterbury Multisearch database. Databases were searched using the following terms in various combinations: positive, youth, development, PYD, programmes, adolescent, adolescence, assets, indicators, thriving, evaluation, review, and framework. This strategy identified 15 frameworks related to positive development within youth programmes, from a variety of sources including authored books, journal articles, published reports, and government reports. These frameworks were based on reviews of the theory and research related to PYD, and/or reviews of youth programme evaluations. Within the studies selected, the elements identified as facilitating positive development within youth programmes were examined. One of the 15 frameworks described elements required within communities at the planning and policy level, rather than focusing on actual youth programmes (Connell & Gambone, 2002). Therefore, this study was removed.

The remaining 14 frameworks will be described in this section. Interestingly, many of these frameworks focus on the outcomes, or the indicators, of PYD that adolescents exhibit which suggest positive development. Researchers explain that these indicators, as the

outcomes of positive development, inform programme implementation (Eccles & Gootman, 2002). This chapter will first describe the PYD indicators compiled from the literature, followed by the components of youth programmes that facilitate this positive development. Together, these two aspects comprise the integrated programme framework for the evaluation of the youth development programme employed in this study.

Positive Youth Development Indicators

PYD indicators inform youth programme policy makers, funders, evaluators and implementers on the developmental outcomes they should facilitate (Eccles & Gootman, 2002). Six youth programme frameworks were identified that incorporated PYD indicators (Benson et al., 2006; Brendtro, Brokenleg, & Van Bockern, 1990; Dukakis, London, Mclaughlin, & Williamson, 2009; Eccles & Gootman, 2002; Hendricks, 1996; R. M. Lerner, 2005). Several of these frameworks were multifaceted, with aspects related to PYD indicators and other aspects related to programme components. Only the aspects of these frameworks related to PYD indicators will be described in this section.

Frameworks that focused on internal assets were also included, as internal assets not only contribute to positive development, but also appear to be indicators of positive development, and are incorporated into frameworks for youth programmes. As previously described, assets, or developmental assets, are characteristics of the individual and/or their environment that are associated with preventing risk, increasing thriving, and enhancing resilience. Further, the alignment between internal and external assets is described as the driving force of positive development. Therefore, internal assets are the individual's contribution to the process of positive development. However, within the literature internal assets are also described as indicators of positive development. For example, one of the frameworks described within this section constructed a list of 'wellbeing indicators', which

are described as internal assets that are believed to represent health and wellbeing in adolescence (Eccles & Gootman, 2002). There does not appear to be a difference between internal constructs that are predictive of PYD, and constructs that indicate its presence in an individual. The ambiguity around these constructs was addressed by Lerner (2005), who states that there is currently a question around whether at the theoretical or measurement level, there is a difference between internal developmental assets and constructs that are labelled indicators of PYD. Further, he points out that if there is no difference, then the question remains as to the process through which youth contribute to their development. Due to the ambiguity around developmental assets and indicators of positive development, and the use of both as frameworks for youth programmes, it was decided that both constructs would be integrated into this section on PYD indicators.

The Committee on Community-Level Programmes for Youth, consisting of 15 members, completed a two-year project evaluating and integrating the theory and research on adolescent development and community youth programme implementation. This project led to the establishment of a youth programme framework for facilitating positive development that consists of two parts, 'wellbeing indicators' and a list of setting features that facilitate positive development. Wellbeing indicators are individual assets that represent health and wellbeing in adolescence. The committee identified 28 wellbeing indicators, which can be described in four categories: physical development, intellectual development, psychological and emotional development, and social development. These indicators were selected based on the congruence across three data sources: practical wisdom, theory, and empirical research on adolescence and development. The second part of the committee's framework, setting features that facilitate positive development, will be described in the next section.

Dukakis et al. (2009) also created a list of 'PYD indicators'; however, this included key emotional and social assets at three ecological system levels. Individual-level indicators

were described as constructs that demonstrate the individuals PYD progress and outcomes. Setting-level indicators were the resources and opportunities provided by a youth programme that supports positive development. Finally, system-level indicators were described as specific actions within policy and practice at a community, state and national level, that support a PYD approach. Only the PYD indicators at the individual level were included, as the ‘indicators’ identified at the setting and system levels were external assets that supported positive adolescent development. PYD indicators at the individual level included connectedness, hope, and efficacy.

Four of the six frameworks related to PYD indicators were identified in a review by Heck and Subramanian (2009). These frameworks were widely used to inform youth programmes in the United States. Two of these frameworks, the Five C’s, and The Search Institutes 40 developmental assets, have already been described in the above chapter on PYD as a developmental process (Benson, 2006; R. M. Lerner, 2005). A third framework is the Targeting Life Skills Model, which is used by many of the 4-H programmes in the United States (Heck & Subramanian, 2009; Hendricks, 1996). This model is comprised of 35 specific skill-based outcomes that assist positive functioning, which were established based on a review of the literature on youth programme evaluations, resilience, and youth development. These 35 skills pertain to six skill categories: managing, thinking, living, being, giving and caring (Heck & Subramanian, 2009; Hendricks, 1996).

The remaining framework, the Four Essential Elements, previously known as the Circle of Courage, is used as an approach to PYD, and consists of four broad internal assets that children require to develop positively: belonging, mastery, generosity and independence (Brendtro et al., 1990; Heck & Subramanian, 2009). The Four Essential Elements was established through Native American wisdom on child rearing, which was focused on the education and empowerment of children as “sacred beings” (Brendtro, Brokenleg, & Van

Bockern, 2005, p.131), and psychological research (Jackson, 2014). Brendtro and Larson (2006), further reviewed the evidence base for the Circle of Courage, finding that each of the assets is validated by research related to resilience and by studies related to self-worth in children (Heck & Subramaniam, 2009; Peterson et al., 2001).

All the PYD indicators identified from the authors above were considered together and consolidated into a list of 25 indicators across four categories (see Table 1 below). To be included in this synthesised list, the PYD indicator had to be included in at least three of the PYD programme frameworks reviewed above. Eccles and Gootman's (2002) wellbeing indicator framework was used as the exemplar as it included all 25 indicators. However, three indicators were removed from Eccles and Gootman's (2002) original framework, as they were not identified by other frameworks. These included an in-depth knowledge of more than one culture, knowledge of skills needed to navigate through multiple cultural contexts, and the ability to navigate multiple cultural contexts.

This list of PYD indicators provided a starting point for interviewing participants in the present study on their experiences of the 24-7 YouthWork programme. More specifically, the indicators were used in a rating exercise, in which participants had to rate how 24-7 promoted each indicator.

Table 1. PYD indicators and their empirical support

Physical development	
1. Good health habits	Eccles & Gootman, 2002; Hendricks, 1996; R. M Lerner, 2004)
2. Good health risk management skills	Benson et al., 2006; Eccles & Gootman, 2002; Hendricks, 1996; R. M Lerner, 2005
Intellectual development	
3. Knowledge of essential life skills	(Benson et al., 2006; Eccles & Gootman, 2002; Hendricks, 1996; R. M. Lerner, 2005)
4. Knowledge of essential vocational skills	(Benson et al., 2006; Eccles & Gootman, 2002; Hendricks, 1996; R. M. Lerner, 2005)
5. School success	(Benson et al., 2006; Eccles & Gootman, 2002; Hendricks, 1996; R. M. Lerner, 2005)
6. Rational habits of mind: critical thinking/reasoning skills	(Benson et al., 2006; Eccles & Gootman, 2002; Hendricks, 1996)
7. Good decision-making skills	(Benson et al., 2006; Eccles & Gootman, 2002; Hendricks, 1996)
Psychological and emotional development	
8. Good mental health including positive self-regard	(Benson et al., 2006; Dukakis et al., 2009; Eccles & Gootman, 2002; Hendricks, 1996; R. M. Lerner, 2005)
9. Good emotional self-regulation skills	(Benson et al., 2006; Dukakis et al., 2009; Eccles & Gootman, 2002; Hendricks, 1996; R. M. Lerner, 2005)
10. Good coping skills	(Benson et al., 2006; Dukakis et al., 2009; Eccles & Gootman, 2002; Hendricks, 1996; R. M. Lerner, 2005)
11. Good conflict resolution skills	(Benson et al., 2006; Eccles & Gootman, 2002; Hendricks, 1996; R. M. Lerner, 2005)
12. Mastery motivation and positive achievement motivation	(Benson et al., 2006; Eccles & Gootman, 2002; Hendricks, 1996; R. M. Lerner, 2005)
13. Confidence in one's personal efficacy	(Benson et al., 2006; Dukakis et al., 2009; Eccles & Gootman, 2002; Hendricks, 1996; R. M. Lerner, 2005)
14. "Planfulness": planning for the future	(Benson et al., 2006; Eccles & Gootman, 2002; Hendricks, 1996; R. M. Lerner, 2005)
15. Sense of personal autonomy/responsibility for self	(Benson et al., 2006; Dukakis et al., 2009; Eccles & Gootman, 2002; Hendricks, 1996; R. M. Lerner, 2005)
16. Optimism coupled with realism	(Benson et al., 2006; Dukakis et al., 2009; Eccles & Gootman, 2002; R. M. Lerner, 2005)
17. Coherent and positive personal and social identity	(Benson et al., 2006; Dukakis et al., 2009; Eccles & Gootman, 2002; Hendricks, 1996; R. M. Lerner, 2005)
18. Pro-social and culturally sensitive values	(Benson et al., 2006; Eccles & Gootman, 2002; Hendricks, 1996; R. M. Lerner, 2005)
19. Spirituality or a sense of a "larger" purpose in life	(Benson et al., 2006; Eccles & Gootman, 2002; R. M. Lerner, 2005)
20. Strong moral character	(Benson et al., 2006; Eccles & Gootman, 2002; Hendricks, 1996; R. M. Lerner, 2005)
21. A commitment to good use of time	(Benson et al., 2006; Eccles & Gootman, 2002; R. M. Lerner, 2005)
Social Development	

Table 1. PYD indicators and their empirical support

22.	22. Connectedness- perceived good relationships and trust with parents, peers and some other adults	(Benson et al., 2006; Dukakis et al., 2009; Eccles & Gootman, 2002; Hendricks, 1996; R. M. Lerner, 2005)
23.	23. Sense of social place/integration- being connected and valued by larger social networks	(Benson et al., 2006; Dukakis et al., 2009; Eccles & Gootman, 2002; R. M. Lerner, 2005)
24.	24. Attachment to pro-social/conventional institutions, such as school, church, non-school youth programmes	(Benson et al., 2006; Dukakis et al., 2009; Eccles & Gootman, 2002; R. M. Lerner, 2005)
25.	25. Commitment to civic engagement	(Benson et al., 2006; Eccles & Gootman, 2002; Hendricks, 1996; R. M. Lerner, 2005)

Note. Indicators adapted from Eccles and Gootman (2002, p. 74)

Programme components that promote positive development

Ten PYD frameworks that included components of youth programmes that facilitate positive development were identified through the literature review (Blum, 2003; Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004; Dryfoos, 1990; Dukakis et al., 2009; Eccles & Gootman, 2002; R. M. Lerner, 2004; Ministry of Youth Development, 2009; Peterson et al., 2001; Roth & Brooks-Gunn, 2003). Table 2 lists these compiled components of youth programmes and the studies from which they were identified in chronological order. Three of these ten frameworks seem to be most influential based on their use in the literature (Eccles & Gootman, 2002; R. M. Lerner, 2004; Roth & Brooks-Gunn, 2003) and are reviewed below.

Table 2. Studies that identified youth programme components promoting positive development

Studies	Programme components identified
Dukakis et al., 2009	<ul style="list-style-type: none"> • Opportunities and support for participation (safety, attendance, environment) • Positive and caring adult relationships • Intentional pathways (competency and problem-solving activities) • Professional capacity of an organisation (PYD stance, training, relatable staff) • Opportunities for youth leadership (share in the organisations decisions and power)
Ministry of Youth Development, 2009	<ul style="list-style-type: none"> • Implement a range of activities, while considering appeal to youth, needed experiences, and the provider’s ability to facilitate positive developmental outcomes • Conduct activities that cultivate connection between participants and positive people, with these connections enduring beyond the programme • Requiring providers to conduct activities that facilitate the participant’s identification of and steps toward long-term goals • Requiring providers to conceptually and practically demonstrate how included activities offer developmental opportunities that are meaningful. Particularly in terms of increasing aspirations, facilitating connections that are enduring, and increasing competency to engage in positive activities beyond programme duration • Requiring providers to conceptually and practically demonstrate how the community benefits from their service projects • Require that providers incorporate features of activities and settings that relate to effective practice demonstrably in their programmes • Require that providers articulate and incorporate a model of learning and engagement practice to optimise the growth and learning youth gain from activities • Consider potential variations to the present standard programme model: near full-time activity, 20 weeks with 8 to 12 young people, as there is no evidence supporting this structure over others • Consider the inclusion of a programme component supporting youth who, post programme, will not have positive adult support
Catalano et al., 2004	<ul style="list-style-type: none"> • Promote competence, self-efficacy, prosocial norms, positive identity, self-determination, belief in the future, resiliency, and spirituality • Opportunities for pro-social involvement • Opportunities for bonding • The inclusion of a structured curriculum or structured activities • Duration of programme is nine months or longer • Measuring the level and reliability of programme implementation • Combining resources from multiple settings (family, school, community)
R. M. Lerner, 2004	<ul style="list-style-type: none"> • Youth participation in, and leadership of, family, school and community activities • Life skills development emphasised within activities, specifically intentional self-regulation • Youth-adults relationships that are caring (competent adult) and sustained (at least a year)

Table 2. Studies that identified youth programme components promoting positive development

Studies	Programme components identified
Roth & Brooks-Gunn, 2003	<ul style="list-style-type: none"> • Programme goals consisting of the five C's • Atmosphere: a) empower youth, (b) foster supportive relationships between youth and adults and between peers, (c) convey positive behaviour expectations, (d) provide leadership opportunities, (e) the provision of stable and relatively long-lasting services • Activities that are: (a) skill building, (b) challenging, (c) new, (d) and increase developmental supports in other youth contexts (i.e., family, school and community)
Eccles & Gootman, 2002	<ul style="list-style-type: none"> • Physical and psychological safety • Appropriate structure • Supportive relationships • Opportunities to belong • Positive social norms • Support for efficacy and mattering • Opportunities for skill building • Integration of family, school and community efforts
Peterson et al., 2001	<ul style="list-style-type: none"> • Opportunities to value and practice service to others • Opportunities for self-determination • An environment that is inclusive • Opportunities for thoughts on future aspirations • Learning engagement, opportunity for mastery • A positive and caring adult relationship • An environment that is both physically and emotionally safe
Blum, 1998	<ul style="list-style-type: none"> • A caring connected adult; and the involvement of a network of adults in an adolescent's life • Opportunities to contribute to wider society • School and community activities, which provide belonging/connection • A place where youth can hang out, have fun and make friends with adult supervision
Roth et al., 1998	<ul style="list-style-type: none"> • Programme runs for a long period of time • Programme includes positive and warm adult-youth relationships • Opportunities for life-skills development
Dryfoos, 1990	<ul style="list-style-type: none"> • Intensive individualised relations with a competent adult • Communitywide multiagency collaborative approaches • Located in schools or communities • Early identification and intervention • Programmes in schools administered by outside agencies • Staff training • Social skills training • Peers, often older, engaged in intervention • Parent involvement (education and support) • Opportunities to link youth to the world of work

R. M. Lerner (2004) examined the literature on effective youth programmes, including the two frameworks discussed below. Further, he evaluated the research on the skills necessary for adaptive relationships as adults, which are fundamental to positive development (Bornstein, 2002; R. M. Lerner, 2004; Rhodes, 2002). From this research, Lerner devised three broad components, termed the “Big Three”, which he identified as essential for youth programmes to promote positive development. These components are:

1. Opportunities for participation in, and leadership of, family, school and community activities.
2. Life skills development emphasised within activities, specifically intentional self-regulation skills.
3. Relationships between youth and adults that are caring and sustained (defined as a competent adult who is caring towards an adolescent, and available continually for at least a year) (R. M Lerner, 2004, p. 137).

R. M. Lerner (2004) acknowledged that there were other important components of youth programmes that promote positive adolescent development; however, he proposed that the “Big Three” should be the foundation from which to build effective youth development programmes.

Roth and Brooks-Gunn (2003) also identified three defining characteristics of youth development programmes, which were based on the literature describing the potential benefits of a PYD approach to youth programmes. This literature used research on adolescent development and the weaknesses of traditional intervention and prevention programmes to convey the effectiveness of a youth development approach. Additionally, Roth and Brooks-Gunn illustrated the presence of these characteristics by drawing on two qualitative studies that reviewed a variety of youth programmes which were identified by adolescents and leaders in the field of adolescent development as “the best of their kind” (Roth & Brooks-

Gunn, 2003, p.172). The first characteristic was the inclusion of programme goals that aligned with R.M. Lerner's Five Cs of PYD. The second characteristic is a programme atmosphere of hope, defined by the belief that youth are resources to be developed. Indicators of such a programme atmosphere include goals to empower youth, foster supportive relationships between youth and adults and between peers, convey positive behaviour expectations, provide leadership opportunities, and provide stable and relatively long-lasting services. The third characteristic identified by Roth and Brooks-Gunn is programme activities that contribute to the development of competencies and identity. Features of such activities include skill building opportunities, challenging opportunities, new experiences, and support in other youth contexts (i.e., family, school and community).

Roth and Brooks-Gunn (Roth & Brooks-Gunn, 2003) then identified 48 evaluations of diverse youth programmes that successfully facilitated positive development, using this as a database to assess the presence of the three identified characteristics in these programmes. Further, Roth and Brooks-Gunn (Roth & Brooks-Gunn, 2003) explored the programme characteristics that differentiate successful PYD-based youth programmes from other successful youth programmes. Twenty-one of the 48 programmes were deemed PYD-based, as they successfully addressed at least three of the Five Cs, and as such were seen to be broadly promoting PYD. The authors also found that PYD-based youth development programmes were more successful in enhancing youths' confidence, connections and competency than youth programmes that were not PYD-based. Further, the research showed that atmosphere, rather than the opportunities provided by programme activities, differentiated successful PYD-based youth programmes from other successful youth programmes (Roth & Brooks-Gunn, 2003).

As already described, the Committee on Community-level Programs for Youth established a framework for youth development programmes consisting of two parts,

wellbeing indicators and setting features that facilitate positive development (Eccles & Gootman, 2002). The second part of this framework consists of eight features of daily settings (i.e., home, school and community) that facilitate positive adolescent development: psychological and physical safety, suitable structure, opportunities for belonging, supportive relationships, positive social norms, support for efficacy and mattering (i.e., having an important and active role in the setting), opportunities for skill building, and integration of family, school and community efforts. The committee based this list on theories of the process of positive development, empirical research that has been conducted on youths' home, school, and community contexts, and lists of setting features that facilitate positive development created by practitioners and researchers. It is difficult to know the extent of this literature review, as only representative theories and studies were included within the text as empirical support for each feature. The committee then extrapolated this list, applying it to community programmes for youth (Eccles & Gootman, 2002).

The committee then sought to understand the application of their list of eight features to dimensions of community-based youth programmes. First, the committee reviewed findings from non-experimental and small scale quasi-experimental studies of community programmes for youth. Further, various methods, such as observations and reviewing programme documentation, were used to collect information on these programmes. They then mapped the eight features of settings that facilitate positive development to these various programme illustrations. The number of programmes incorporated into this review was not specified; however, it was described as "only a small sample of the many innovative programmes for youth" (Eccles & Gootman, 2002, p. 123). Many effective youth programme strategies were identified that incorporated the list of eight components, indicating that community youth programmes have the potential to provide setting features that facilitate positive development. Further, the committee concluded that a single youth programme can

not necessarily promote all eight setting features or serve all youth populations, as there was considerable variation in the approach, design, and focus of each youth programme. This led to the recommendation that communities need to include a diverse range of opportunities to sufficiently promote positive development (Eccles & Gootman, 2002).

Finally, the committee examined seven reputable meta-analyses and reviews of large-scale quasi-experimental and experimental evaluations of programmes for youth ages 10 to 18 in various fields, including violence prevention, teenage pregnancy prevention, youth development and mental health (Eccles & Gootman, 2002). Objectives included discovering whether the eight programme features were important components of youth programmes and whether these features facilitated positive development or prevented maladaptive development. The committee found that each youth programme within the reviews and meta-analyses included at least two of the eight programme features and that many youth programmes can effectively facilitate positive development (e.g., increases in academic performance and self-esteem outcomes were found) and prevent or decrease the instances of maladaptive development (e.g., decreases in depressive symptoms and violent behaviour were found). However, the committee found it difficult to ascertain why programmes were effective, as measures of programme features had little overlap with the measurement of positive youth outcomes. Therefore, conclusions were not made as to which programme features promoted positive development or prevented maladaptive development (Eccles & Gootman, 2002).

Framework components. Youth programme components that facilitate positive development were compiled from the literature to form the second part of this integrated PYD programme framework for youth development programmes. These components are listed in Table 3 and are ordered from those that have the largest empirical base to those with the least. The first nine of the youth programme components that facilitate positive

development were derived from the components identified across at least three of the ten PYD programmes reviewed. The last four programme components represent those assets identified as playing a key role in PYD by the 4-H related research.

Further, the PYD programme framework established in this study represents the four themes of PYD as a developmental process. Two of these themes, *adolescents as resources* and a *strengths-based approach*, are broadly reflected across all the elements of the framework. This is due to the focus of all framework elements on the optimisation of assets, or presence of internal assets that indicate the presence of PYD. The third theme, *the effective alignment of assets to promote thriving*, is represented as the tenth programme component in Table 3 (*the programme is adaptable to the developmental needs youth*). Finally, the Five Cs were not directly included within the framework as they are broad constructs which are difficult to identify in individuals. Instead, the Five Cs were included within the PYD indicators in Table 2.

Table 3 also categorises the programme components according to the types of programme foci – personal, interpersonal, and external. Programme components that are personal represent those internal assets that a youth programme is attempting to promote and foster in young people, including life skills development, self-determination/empowerment, positive social norms, intentional self-regulation, and hopeful expectations. Programme components that are interpersonal are those aspects of a programme that promote social skills, a collective identity, and healthy relationships. Youth acquire these components by learning to relate to others in a variety of contexts (one-on-one or a group) and roles (leader or follower). Finally, the external focus represents those programme components that are external to individual youth, but provide the context (e.g., safe environment, leadership opportunities, out-of-school activities), or resources (e.g., assets from family or community or those individuals working with young people) that are necessary to support the other

components in the framework. Taken together, the compilation of key elements of PYD as a developmental process and PYD as an approach to youth programmes establishes an integrated PYD programme framework from which to evaluate a New Zealand youth development programme.

Table 3. Youth programme components that promote positive development

Components derived from frameworks	Focus	Frequency of inclusion across frameworks	References
1. The promotion of positive adult-youth relationships	Interpersonal	8	(Blum, 1998; Dryfoos, 1990; Dukakis et al., 2009; Eccles & Gootman, 2002; R. M Lerner, 2004; Ministry of Youth Development, 2009; Roth et al., 1998; Roth & Brooks-Gunn, 2003)
2. Opportunities for life skills development	Personal	6	(Blum, 1998; Dukakis et al., 2009; Eccles & Gootman, 2002; R. M Lerner, 2004; Ministry of Youth Development, 2009; Roth & Brooks-Gunn 2003)
3. The promotion of belonging and connection	Interpersonal	4	(Eccles & Gootman, 2002; Ministry of Youth Development, 2009; Peterson et al., 2001; Roth & Brooks-Gunn, 2003)
4. Incorporating resources from family, school and the community	External	4	(Dryfoos, 1990; Eccles & Gootman, 2002; Roth et al., 1998; Roth & Brooks-Gunn, 2003)
5. Opportunities for self-determination or empowerment of youth	Personal	4	(Catalano et al., 2004; Eccles & Gootman, 2002; Peterson et al., 2001; Roth & Brooks-Gunn, 2003)
6. The promotion of intentional self-regulation	Personal	4	(Gestsdottir et al., 2010, 2009; Ministry of Youth Development, 2009; Zimmerman et al., 2007)
7. A psychologically and physically safe environment (psychological and physical)	External	3	(Blum, 1998; Dukakis et al., 2009; Eccles & Gootman, 2002)

Table 3. Youth programme components that promote positive development

Components derived from frameworks	Focus	Frequency of inclusion across frameworks	References
8. The promotion of positive social norms	Personal; Interpersonal	3	(Catalano et al., 2004; Eccles & Gootman, 2002; Roth & Brooks-Gunn, 2003)
9. Opportunities for leadership	External; Interpersonal	3	(Dukakis et al., 2009; R. M Lerner, 2004; Roth & Brooks-Gunn, 2003)
10. The programme is adaptable to the developmental needs of each youth	External	3	(Bowers et al., 2011; Theokas & Lerner, 2006; Urban et al., 2010)
11. Programme runs for a long period of time (i.e., nine months to one year or more)	External	3	(R. M Lerner, 2004; Roth et al., 1998; Roth & Brooks-Gunn, 2003)
12. The promotion of hopeful expectations	Personal	3	(Ministry of Youth Development, 2009; Schmid, Phelps, & Lerner, 2011; Schmid, Phelps, Kiely, et al., 2011)
13. The inclusion of out-of-school activities	External	3	(Agans et al., 2014; Mueller, Phelps, et al., 2011; Urban et al., 2010)
14. Assets associated with individuals present in the lives of youth	External	3	(J. V Lerner et al., 2012, 2009; Theokas & Lerner, 2006)

Chapter 4: Youth Development in New Zealand

New Zealand youth face a myriad of challenges that are reflected in various statistics. In regards to education, in 2012 22.8% of 18-year-olds in New Zealand did not receive NCEA level two or equivalent qualifications (Ministry of Education, 2013). In 2010 one out of every four children in New Zealand were living in households of medium to high risk, defined as exposure to three or more risk factors (e.g., a low economic standard of living, poor mental health and a victim of crime in the last 12 months) (Statistics New Zealand, 2012). Further, the rate of youth suicide in New Zealand is particularly high compared to comparable countries and is the second leading cause of death for youth in New Zealand (Fortune, Robinson, Fleming, Merry, & Denny, 2010; Ministry of Social Development, 2010).

The Youth '12 Overview (Clark et al., 2013) and The Social Report 2010 (Ministry of Social Development, 2010), highlight the difficulties and strengths, as well as the potential positive and negative social outcomes for youth in New Zealand. The Youth '12 Overview (Clark et al., 2013) is the most recent report of the results of a national survey on the health and wellbeing of New Zealand secondary school students. Some marked progress in adolescent health and wellbeing was reported. This included a reduction in tobacco, alcohol and drug use; improved school support systems to keep youth engaged in education; and most students reporting a caring and supportive home environment. However, New Zealand continues to have high numbers of secondary school students who are bullied, inconsistently using contraception, and are emotionally distressed, overweight, or exposed to violence (Clark et al., 2013).

The youth development strategy in Aotearoa (New Zealand)

The Ministry of Youth Affairs (2002) acknowledged a number of challenges for youth in the current post-modern climate including a kaleidoscope of increasing social change, globalisation, new technologies, and increasingly competitive training and vocational opportunities. This report attributes the rising mental health issues for youth to the challenges that youth face today. These challenges led to the formation of The Youth Development Strategy Aotearoa (i.e., New Zealand), which outlines a vision for a “country where young people are vibrant and optimistic through being supported and encouraged to take up challenges” (Ministry of Youth Affairs, 2002, p. 7-8). Table 4 below describes the aims and goals of the strategy, which clearly reflect a PYD approach to youth development. R. M. Lerner’s “Big Three” (2004) is reflected in the goals and aims, as seen through the emphasis placed on youth forming positive connections with competent adults, specifically in the youth’s key contexts, and an emphasis on all youth being given opportunities to actively engage in their key contexts. Lastly, the strategy directly states that youth development in New Zealand is to be consistently strengths-based and that a PYD approach is reflected in government policy, and practice surrounding youth (Ministry of Youth Affairs, 2002).

While this strategy was quite forward looking in 2002, it would appear that it has not been updated or reviewed in the following fourteen years. The Ministry of Youth Affairs has not released any updates on their website, and a database search for publications related to the Youth Development Strategy did not yield any results. Thus, the degree to which youth programs have adopted this strategy and any impact this may have had on youth development has largely been neglected.

Table 4. The Aims and Goals of the Youth Development Strategy Aotearoa

THE AIMS

1. All young people have opportunities to establish positive connections to their key social environments.
2. Government policy and practice reflect a positive youth development approach.
3. All young people have access to a range of youth development opportunities.

THE GOALS

Strengths based approach

1. Ensuring a consistent strengths-based youth development approach.

Quality Relationships

2. Developing skilled people to work with young people.

Youth Participation

3. Creating opportunities for young people to actively participate and engage.

An Informed Approach

4. Building knowledge on youth development through information and research.

Note. Adapted from The Ministry of Youth Affairs (2002, p. 8)

Research on PYD in New Zealand

Research has only just begun to touch on the positive development of youth in New Zealand. The literature review identified two review articles related to PYD in New Zealand and several evaluations of youth programmes. However, these evaluations did not have a PYD focus and those that were quantitatively based were most often methodologically weak with small participant samples, little consideration of culture, and no follow-up (Farruggia, Bullen, Davidson, et al., 2011; Ministry of Youth Development, 2009). One exception is Deane's (2013) evaluation of Project K, a New Zealand based programme that claims to be PYD based. While Deane's evaluation did not have a PYD focus, she used a comprehensive mixed-method approach, combining a qualitative approach, Programme Theory-Driven Evaluation

Science (PTDES), with a quantitative randomised control trial, which included a one-year follow-up.

First review. The Ministry of Youth Development (MYD) released a review in 2009, which looked at best practice for MYD youth programmes aiming to support adolescent development in New Zealand (Ministry of Youth Development, 2009). The review provides an overview on aspects of youth development research, including a brief discussion on PYD, and the different aspects of youth development programmes including participants, goals, characteristics and activities. The review focuses on the balance between standardisation and flexibility, as youth programmes should reflect the current knowledge on effective practice, yet should be adaptable to the population (Ministry of Youth Development, 2009).

This overview provided a basic platform for understanding best practice from which recommendations were made in regards to policy change within the MYD (Ministry of Youth Development, 2009). However, the review did not specify what these changes would be. Recommendations on the application of best practice in the MYD youth programmes were also made, and reflect some of the research described within the previous sections on PYD as a developmental process and PYD as an approach to youth programmes. These recommendations included:

- Encouraging providers to implement a range of activities, while considering the appeal to youth, needed experiences, and the provider's ability to facilitate positive developmental outcomes.
- Requiring providers to conduct activities that cultivate connection between participants and positive people, with these connections enduring beyond the programme.

- Requiring providers to conduct activities that facilitate the participant's identification of, and steps toward, long-term goals.
- Requiring providers to conceptually and practically demonstrate how included activities offer developmental opportunities that are meaningful. Particularly in terms of increasing aspirations, facilitating connections that are enduring, and increasing competency to engage in positive activities beyond programme duration.
- Requiring providers to conceptually and practically demonstrate how the community benefits from their service projects.
- Require that providers incorporate features of activities and settings that relate to effective practice demonstrably in their programmes.
- Require that providers articulate and incorporate a model of learning and engagement practice to optimise the growth and learning youth gain from activities.
- Consider potential variations to the present standard programme model: near full-time activity for 20 weeks with 8 to 12 young people, as there is no evidence supporting this structure over others.
- Consider the inclusion of a programme component supporting youth who, post programme, will not have positive adult support (Ministry of Youth Development, 2009, p. 68-69).

Second review. The Youth Advisory Group (YAG) created a framework for youth programmes aiming to promote positive development called Positive Youth Development in Aotearoa (i.e., New Zealand) (PYDA) (Wayne Francis Charitable Trust, 2010). The PYDA framework was developed for The Wayne Francis Charitable Trust (WFCT), with the aim of enabling them to allocate funding based on

a programmes alignment with the PYDA framework. The PYDA framework is derived from various youth development approaches described internationally and locally, with contributions from both the PYD literature and from those who work with youth or youth policy in New Zealand (Wayne Francis Charitable Trust, 2010). The PYDA framework outlines that youth programmes in New Zealand should strive to develop the whole person and connected communities. This development is described as best done through three key programmatic aspects: a strengths-based approach, respectful relationships, and building ownership and empowerment. Overall, Jansen and colleagues' framework reflects a PYD approach to youth programmes with aims and key approaches capturing some of the main aspects of PYD as a developmental process and PYD as an approach to youth programmes.

Two components within Jansen's et al. (2010) review are distinct to New Zealand, therefore adding to the understanding of PYD in this context: Te Whare Tapa Whā and Rangitahi. Te Whare Tapa Whā is a Māori (i.e., indigenous people of New Zealand) model of wellbeing, which is comprised of four dimensions: hinengaro, mental and emotional health; wairua, spiritual health; whānaungatanga, the health of relationships with family and peers; and tinana, physical health. This model is important to consider as a part of PYD in New Zealand as is well-known, considered important to the Māori population and is a part of many New Zealander's unique view of the self (Wayne Francis Charitable Trust, 2010). Second, Rangitahi is the Maori word for young person, which Jansen et al. (2010) uses to illustrate a young person's life as woven into the collective, as rangi means weave and tahi means one (Wayne Francis Charitable Trust, 2010). This is a great New Zealand illustration of youth as developing within a wider ecology, which is central to PYD.

Overall, research on PYD in New Zealand includes frameworks that reflect the

PYD literature described in the current study. However, there is yet to be any research on whether youth development programmes in New Zealand reflect the PYD literature or the way in which such programmes implement PYD.

Youth programmes in New Zealand

Within New Zealand, there are many different types of youth programmes that aid in the development of adolescents. Programme types include those that are based on intervention, prevention and promotion, which are present within the context of school, education and the community (Farruggia, Bullen, Solomon, Collins, & Dunphy, 2011; Ministry of Youth Development, 2009). In 2009, the MYD contracted 45 providers to deliver 131 structured youth programmes across 68 locations (Ministry of Youth Development, 2009). The MYD further provides funding for youth programmes of varying types ranging from highly structured intensive programmes for youth ‘at risk’, to mentoring programmes, and programmes that are led by youth to contribute back to the community (Ministry of Youth Development, 2009). However, there are many other youth programmes in New Zealand that access funding from churches, schools, local government authorities, work and income, the Ministry of Social Development, and the Department of Internal Affairs. While it is difficult to quantify the number of youth programmes in New Zealand, it is known that mentoring and youth-work-based programmes are largely popular based on research that has been conducted in New Zealand (Farruggia, Bullen, Davidson, et al., 2011; Fouche, Elliot, Mundy-McPherson, Jordan, & Bingham, 2010).

Youth Work in New Zealand

Martin and the National (New Zealand) Youth Workers Network (2006) define youth-work-based programmes as support services pertaining to education, social, recreational, cultural, employment and identity that assist youth in their transition to adulthood. Research on youth work in New Zealand has further refined this definition through the identification of several factors that distinguish youth work from other youth services (Fouche et al., 2010). The first and most fundamental factor is relationships, as youth workers deliver a programme to build a relationship, whereas other youth services build a relationship to provide a programme (Fouche et al., 2010; Martin & National Youth Workers Network, 2006). The second factor is partnership, as youth work is in partnership with youth and with other community services to promote positive development (Bruce, Harrington, & Williams, 2009; Fouche et al., 2010). These two factors reflect several key aspects of PYD as an approach to youth programmes: promotion of positive adult to youth relationships, and supporting youth in other key contexts through partnership with community (Eccles & Gootman, 2002; R. M. Lerner, 2004; Roth & Brooks-Gunn, 2003).

The effectiveness of youth work is not yet empirically established; however, the emerging research suggests that youth work has the potential to have a positive impact. Fouché and colleagues (Fouche et al., 2010) attempted to investigate the impact of youth work through a systematic review of all evaluations of youth work programmes. However, they found that no studies were sufficiently rigorous enough to draw conclusions. Although there is a lack of rigorous assessment, theory and research suggest that youth-work-based programmes have the potential to impact youth and communities positively; however, it seems difficult to adequately assess this.

Merton (2004) evaluated the impact of youth work in England through an investigation on related research and theory while also conducting a survey on the impact according to youth involved in such programmes. This evaluation included five primary sources of data: a survey conducted among 630 youth in youth work programmes, 30 case studies of youth work programme practice, analysis of numerical data on local youth work services (i.e., funding and resource patterns), 15 reviews of youth work services, and a documentary review of 50 youth work programmes. Merton (2004) found that youth workers particularly focus on education and work as part of a group or community. More specifically youth workers build relationships of mutual respect and trust with youth, taking on the roles of mentor, guide and social educator, as they provide support, learning, and encourage as well as challenge youth's decisions. Two-thirds of youth who completed the survey reported a considerable positive difference in their lives due to youth workers, including attaining new skills, an increased ability to seek help when required, increased confidence, an ability to make decisions by themselves, and making new friends. The case studies of youth work practice reflected these findings. Case studies additionally identified several youth worker characteristics that contribute to this positive impact, including connections with local services and communities that allow increased accessibility to resources within these settings for youth and their families; building sustained relationships of mutual respect and trust with youth; empowering youth to make decisions; helping youth holistically, rather than compartmentalising needs; and, finally, mediating on behalf of youth. Overall, these findings suggest that youth work has great potential to contribute to sustained positive youth impact through the concurrent development of the connection between youth and community, and life skills (Merton, 2004).

Overall, youth-work-based programmes are popularly used in New Zealand, often reflect a PYD approach in their objectives, and have the potential to promote positive development. Therefore, a youth-work-based programme, whose objectives reflect PYD, would be a great start point for the exploration of how PYD might be promoted. Such research is important, as it is particularly difficult to compare and contrast youth work programmes with standard techniques such as randomised control trials. This difficulty is due to the diversity of youth work programmes as they seek to be adaptive to the youth they serve and their environmental contexts. The PYD programme framework established in this study, consisting of PYD indicators and PYD programme components, provides a context for evaluating youth work programmes. By comparing the framework to such programmes, one can determine how much a youth work programme reflects a PYD approach.

Chapter 5: The present study

New Zealand has committed to a PYD approach to youth development; however, there is yet to be any research exploring the implementation of PYD in New Zealand youth programmes. The current study sought to begin such research by exploring the presence of PYD, through the PYD programme framework established in this study, within a youth-work-based youth development programme: 24-7 YouthWork.

24-7 YouthWork in New Zealand

24-7 YouthWork is a national organisation that places youth workers in schools and communities based on the connection between the school and their local church. This programme is implemented in 64 schools and communities nationally, with these programmes targeting the general youth population (24-7 YouthWork Trust, 2009, 2015). The church provides the youth workers for the programme, who are accountable to a manager, and a school-based professional who serves as a liaison for the school. Youth workers are required to complete at least 10 hours of work in schools, at least 10 hours of work in the community per week, and commit to doing youth work for three to five years (24-7 YouthWork Trust, 2009, 2015).

Overall the vision of 24-7 YouthWork is: “To see 24-7 YouthWork contributing to vibrant local communities which develop our young people into healthy individuals and vital contributors” (24-7 YouthWork Trust, 2009, p. 5). The five aims for 24-7 youth workers while in school are supporting students, building positive relationships, cultivating school spirit, developing leadership skills in students, and integrating students into suitable out-of-school activities. The aim for

24-7 youth workers while in the community is to focus on creating a safe, fun and influential youth community of genuine positive relationships that encourage the optimisation of youth potential, leadership development, and a sense of purpose and meaning (24-7 YouthWork Trust, 2009, 2015).

The aims and vision of 24-7 YouthWork reflect several of the key aspects of PYD as a developmental process and PYD as an approach to youth programmes. Youth as resources to be developed is clearly reflected in the overall aim of developing holistically healthy and contributing adolescents. Further, a strengths-based approach is reflected within the aims and vision, which focus on optimising the strengths of schools, youth, and community for the benefit of youth. Moreover, three of the four youth programme components that facilitate positive development, identified across the key studies described earlier, are 24-7 youth worker aims. These components are supporting relationships between youth and adults, leadership opportunities, and providing support for youth within their various other contexts.

Two impact studies of 24-7 YouthWork have been conducted by The Collaborative Trust and provided preliminary evidence that the programme supports youth development within schools. Turner, Schroder, and Mckay (2014) used survey data from 1,308 students at 51 secondary schools nationwide. The vast majority of students rated their experience with youth workers positively, as 74% of participants rated their life as “a little better” or “much better” than when they had first started spending time with a youth worker. Further, 1215 comments were made on aspects of youth’s lives that had changed for the better since hanging out with a youth worker, which were coded into 11 categories such as increased positive behaviour and increased confidence (Turner et al., 2014).

In a follow-up study, Turner and Schroder (2015) surveyed 170 school staff from across New Zealand where 24-7 YouthWork was operating. Within the survey, participants were asked to rate how well 24-7 achieves its five primary aims in schools and how well 24-7 contributes to curriculum objectives, which included student achievement and well-being. Participants could choose from very poorly (0), to very well (7), with a rating of 3 indicating no impact. Participants were also asked to indicate whether they would recommend 24-7 to other schools with five options including definitely, probably, possibly, unsure, and probably not. Additionally, participants could comment on how to improve 24-7. Overall, answers were very positive, and there were minimal comments on how the programme could improve. For example, three-quarters of participants gave 24-7 a rating of 7 for cultivating positive student-student relationships, assisting student well-being, and supporting students. Additionally, 90% of participants indicated that they would definitely recommend 24-7 to others schools, while 5.7% indicated that they would probably recommend 24-7. Overall, these vastly positive results conveyed that school staff perceived 24-7 YouthWork as beneficial in schools, reflecting Turner's et al. (2014) results (Turner & Schroder, 2015).

Overall, 24-7 YouthWork provides a platform to begin the exploration of PYD within a New Zealand context, as its objectives reflect those of a PYD approach and research shows evidence of being well-received by students and school staff.

Study objectives

To summarise, according to developmental systems theory, there is potential within human development for positive systematic change (J. V Lerner et al., 2012; R. M. Lerner, 2009). This potential for adaptive change is increased within adolescence

as a time of multiple interrelated changes that take place across domains. PYD describes the process of positive development within adolescence, operationalizes this process as an approach to youth programmes, and can also be understood as specific instances of youth programmes (S. Hamilton, Hamilton, & Pittman, 2004; J. V Lerner et al., 2012).

Thus far, the literature highlights some of the key elements of PYD as a developmental process and PYD as an approach to youth programmes. These elements provide a broad set of guidelines which were compiled in the present study to create an integrated framework for youth development programmes consisting of PYD indicators and programme components that facilitate PYD. As numerous variations of programmes that address the diverse developmental regulations (i.e., individual \longleftrightarrow context relations) of young people are possible (J. V Lerner et al., 2012), adequately evaluating these programmes poses a significant challenge. This challenge was alluded to by J. V. Lerner et al. (2012) with these rather probing questions, “What interventions, with what components, of what duration, with what youth, at what age or developmental levels, in what communities, at what historical time, will result in what positive individual psychological, social, cognitive, and physical outcomes?” (J. V. Lerner et al., 2012, p. 387).

New Zealand is one such context that has committed to a PYD approach to youth development; however, there is yet to be any research exploring the presence of PYD in current New Zealand youth development programmes. Therefore, the present study explored the presence of PYD in 24-7 YouthWork, a nationally implemented youth work-based youth development programme. To explore the presence of PYD in 24-7 YouthWork, the integrated framework (indicators and programme components) established in this study were compared to the experiences of key 24-7 YouthWork

stakeholders. The PYD indicators provided a starting point for interviewing participants about the 24-7 programme that they were involved with and discussing which indicators were most relevant to their programme. The programme components were the key criteria in analysing the interview data through Deductive Qualitative Analysis (DQA), evaluating the extent to which participants' experiences and judgements of 24-7 YouthWork reflected a PYD approach. More specifically, the aims of this part of the study included the following: (1) to evaluate whether a PYD approach is reflected in the 24-7 Youth Work programme; (2) to examine if stakeholders in different roles within 24-7 and across different schools concur about the PYD programme components that 24-7 is promoting; and (3) to explore additional strengths and potential challenges that 24-7 Youth Work has that are outside of the PYD framework.

Chapter 6: Method

Study design

To facilitate the aims of this study, it was necessary to gather the experiences of those who implemented and participated in the 24-7 YouthWork programme. Therefore, a qualitative study design was chosen, as it enables participants' perspectives and experiences to be explored in more detail and depth than is typically possible with a quantitative design (Johnson & Christensen, 2013). This study also sought to examine the elements of PYD in the 24-7 Youth Work programme as related to participants' experiences, therefore requiring a methodology with a deductive approach.

There is some controversy surrounding the use of a deductive paradigm in a qualitative study. Inductive and deductive reasoning are the two general approaches to reasoning that result in new knowledge (Gilgun, 2014; Hyde, 2000). Inductive reasoning is a bottom-up approach to new knowledge, as it builds theory through the generalisation of a phenomenon based on specifically observed instances. Deductive reasoning is a top-down approach to the acquisition of new knowledge, as the researcher begins with a theory, testing whether the theory applies to specific instances (Gilgun, 2014; Hyde, 2000). Qualitative researchers most often use an inductive approach to reasoning, while quantitative researchers tend to use a deductive approach. Often researchers question when to use an inductive or deductive approach, aligning these with their typical qualitative and quantitative partners. However, this often leads to qualitative and quantitative researchers using deductive and inductive approaches without recognition (Hyde, 2000).

Both deductive and inductive approaches can be used in qualitative research, with deductive reasoning providing some advantages (Gilgun, 2014; Hyde, 2000). Beginning with a theoretical perspective provides a framework that can sensitise the researcher to the desired content, allowing guided analysis (Gilgun, 2014). This method is balanced with negative case analysis which re-examines the data to identify additional or contradictory evidence to the framework or hypotheses. *A priori* theory also provides a structure that is often lacking in qualitative approaches, such as grounded theory, as the potential focus is often limitless or difficult to establish (Gilgun, 2014).

Deductive qualitative analysis (DQA)

Deductive qualitative analysis (DQA) was chosen as the most appropriate methodology for this study, as it allows a conceptual framework, in this case the PYD-based programme framework, to guide the research. DQA is a hybrid of two approaches: analytic induction and grounded theory (Gilgun, 2005, 2014). Analytic induction involves researchers developing an initial theory, consisting of hypotheses, prior to fieldwork. Findings are then analysed throughout the research against the initial hypotheses, as the researcher looks for contradictions or exceptions within and across the emerging data (i.e., negative cases). A refined theory is generated as the preliminary theory is continually revised throughout the analysis of findings (Gilgun, 2005, 2014). The lack of flexibility within analytic induction is a major limitation, as it does not allow the theory to guide the research without building on the theory (Gilgun, 2005, 2014).

In contrast, there is no preliminary conceptual framework in grounded theory. Rather, a theory is built from the data (Gilgun, 2014). Glaser and Strauss (1967) and

Glaser (1978) expressed concern about qualitative research that started with a theory, believing that this would cause the researcher to force data into the preconceived model. They instead advocated that theory emerge during the research process discovered within the data (Glaser & Strauss, 1967; Glaser, 1978). While there are a variety of approaches to the analysis of qualitative data, Glaser and Strauss's grounded theory has been very influential and qualitative research has increasingly been viewed as an inductive research approach (Gilgun, 2014).

Deductive qualitative analysis (DQA), a term coined by Gilgun (2014), provides a set of guides for conducting qualitative research that includes *a priori* theory (Gilgun, 2005, 2014). This hybrid of analytic induction and grounded theory is forthright in its mainly deductive approach to research and is flexible in its use. DQA most often begins with a theoretical framework, which is then tested, refined or refuted throughout the research (Gilgun, 2005, 2014). A vital part of this process is negative case analysis, which ensures that data are not made to fit the conceptual framework. Although there is a general structure, DQA is flexible, as the initial conceptual framework can be tightly or loosely defined. Further, this framework can be used in multiple ways within the research such as: to build open-ended hypotheses that focus the study, using theory to do pattern matching between the theory and the data, or using theory as a guide to explore new areas of research (Gilgun, 2005, 2014). The current study was guided by theory, in the form of the earlier established PYD-based programme framework, as the researcher sought to examine how PYD is exhibited within the 24-7 YouthWork programme.

Sampling strategy and recruitment

A sample of participants who represented different roles in their relationship to 24-7 YouthWork were recruited for this study: three young adults, three youth workers, and three school-based professionals. These participants were recruited from three schools, with the three different roles represented within each school (student, youth worker, school professional). This strategy helped reduce the effects of sampling bias and allowed the data to be triangulated within and across schools and roles.

Several criteria guided participant sampling to ensure participants could reflect on their 24-7 YouthWork experiences. Young adults were required to be former participants of 24-7, who had regular contact with a youth worker for at least a year while at one of the three identified schools. The young adults were required to have left school and be between the ages of 16 and 21. School professionals were required to be a regular point of contact for youth workers in the school and to have been in this role for at least a year. Finally, youth worker participants were required to be in the role at the time of the interview and to have served in the role for at least one year.

Before the recruitment of participants, the proposed study was reviewed and approved by the University of Canterbury Human Ethics Committee and the national manager and board of 24-7 YouthWork. 24-7 YouthWork facilitated this study by allowing access to those involved in the programme. However, it is important to clarify that this research was not conducted on behalf of 24-7 YouthWork, nor was it commissioned by them. Managers of 24-7 YouthWork in the Canterbury region were asked whether they would assist in the recruitment of participants. Several managers agreed, giving information and flyers (Appendix B and C) about the study to youth workers and young adults who met the criteria. Potential young adult and youth

worker participants then contacted the researcher if they were interested in being involved. The school professional was contacted once a youth worker and young adult from a given school had agreed to participate (Appendix C). When participants representing each of the three roles within one school consented to participation, consent for the research from the school principal was sought (Appendix C).

Participants

Overall, nine participants were selected from schools of varying decile ratings within the Canterbury region. Participants were chosen from the Canterbury region, as although the 24-7 YouthWork programme is disseminated nationwide, the majority of schools that have this programme are in Canterbury (24-7 YouthWork Trust, 2009). Table 5 provides the pseudonym, role, and a brief description of the school context to inform the reader. Deciles are a measure of the socio-economic rating of a school's student body, relative to schools throughout the country. Decile ratings range from 1 to 10. 1 represents the 10% of schools with the largest proportion of students from low socio-economic communities, and 10 represents the 10% of schools with the largest proportion of students from high socio-economic communities. In order to protect confidentiality, detailed profiles of these nine participants have not been included. Further, to better understand the young adult demographic, it is important to note that all three of these participants were of New Zealand/European ethnicity, graduated from high school after completing year 13, were 21 years of age when the research was conducted, and were presently enrolled at a New Zealand university.

Table 5. Participant details		
Pseudonym	Role	School context
Jack	School professional	School 1 is co-educational, and has a decile rating of nine
Sarah	Youth worker	
Hannah	Young adult	
Matthew	School professional	School 2 is co-educational, and has a decile rating of three
Joel	Youth worker	
Andrew	Young adult	
Kate	School professional	School 3 is co-educational, and has a decile rating of six
Emily	Youth worker	
Lauren	Young adult	

Note. Decile ratings were retrieved from <http://www.education.govt.nz/school/running-a-school/resourcing/operational-funding/school-decile-ratings/>

Interview procedure

Interviews sought to gather data on the purpose, methods, and outcomes of 24-7 YouthWork, as well as the reception and response to the programme. Semi-structured interviews were chosen as the primary form of data collection as they are in accordance with a DQA approach (Gilgun, 2005). The guided but flexible nature of semi-structured interviews ensured that information relevant to the *a priori* theory was gathered whilst at the same time allowing rich data to be gathered from participant-directed responses. Additionally, a rating exercise was added to interviews, which included the PYD indicators, enabling participants to reflect on what it is that the programme is trying to achieve.

Rating exercise. Interviews began with the rating exercise which utilised the 25 indicators of PYD (Table 6). The primary aim of the rating exercise was to prime the participants thinking about 24-7 YouthWork. It was particularly important to orientate the participants thinking to the potential PYD outcomes of the programme, as this ensured that each had the opportunity to be discussed in relation to

programme components (addressed in the semi-structured interview). Further, it was important to standardise the beginning of the interview, due to the participants representing three distinct roles in their experiences with 24-7 YouthWork.

Each of the 25 PYD indicators was slightly revised for the context of the interview (Table 6) and written on small cards, one indicator for each card. The participants were asked to sort the cards into five piles ranging from those indicators that youth workers promote the least (scored as 0), to those indicators the youth workers promote the most (scored as 4), and an additional pile for those indicators judged as not applicable (although no one used this category). The three other ratings, 1, 2 and 3, did not have descriptive anchors. Furthermore, the participant was able to place any number of cards under each of the five columns. A verbal explanation and a physical example of how to complete the rating exercise were completed before the exercise began. Participants took approximately 5 to 10 minutes to complete the rating exercise. None of the participants found the exercise difficult; however, all participants spent some time reconsidering their answers as they applied more cards.

Interview Questions. Several broad questions guided the interview according to each participant's role (young adult, youth worker and school professional; see Table 7). The questions were objective and neutral, designed to explore the aims, implementation and outcomes of the programme, as well as the youth's and school's response to 24-7. The sequence of questions asked in the interview was flexible, with the researcher marking each off as it was addressed. Further, questions served as prompts, with the researcher forming primarily open-ended questions that fit with the discussion and addressed the question. Overall, this approach ensured that the

interview covered the desired topics, while allowing for in-depth, fluid, participant directed discussion.

PYD indicators	PYD indicator's cards
1. Good health habits	Good health habits
2. Good health risk management skills	Ability to think about and manage risks to health
3. Knowledge of essential life skills	Essential skills to manage life
4. Knowledge of essential vocational skills	Essential skills for when in a work setting
5. School success	School success
6. Rational habits of mind- critical thinking and reasoning skills	Critical thinking and reasoning skills
7. Good decision-making skills	Good decision-making skills
8. Good mental health including positive self-regard	Good mental health, including a positive view of them self
9. Good emotional self-regulation skills	The ability to manage their emotions
10. Good coping skills	Good coping skills
11. Good conflict resolution skills	The ability to sort out a disagreement
12. Mastery motivation and positive achievement motivation	Motivation to master a skill and to achieve in areas that will have a positive impact.
13. Confidence in one's personal efficacy	Belief in their ability to do tasks well
14. "Planfulness"- planning for the future and future life events	The ability to plan ahead
15. Sense of personal autonomy/responsibility for self	A belief that they can look after and are responsible for themselves
16. Optimism coupled with realism	A positive attitude toward life balanced with a realistic outlook
17. Coherent and positive personal and social identity	A stable and positive identity as an individual as well as in social settings.
18. Pro-social and culturally sensitive values	Values that reflect a want to see positive outcomes for others, and are sensitive to others beliefs and culture.
19. Spirituality or a sense of a "larger" purpose in life	Spirituality or a sense of a "larger" purpose in life
20. Strong moral character	Strong moral character
21. A commitment to good use of time	Commitment to good use of time
22. Connectedness- perceived good relationships and trust with parents, peers and some other adults	Good relationships with parents, peers and some other adults
23. Sense of social place/integration- being connected and valued by larger social networks	A sense of belonging in a larger community where they are valued
24. Attachment to pro-social/conventional institutions, such as school, church, non-school youth programmes	Positive relationships with regular or traditional organisations, such as school or church, or with organisations that strive to assist in the wellbeing of others
25. Commitment to civic engagement	A commitment to participating and helping in the functioning of society
<i>Note.</i> Subsidiary assets adapted from Eccles and Gootman (2002, p. 74)	

Table 7. Semi-structured interview questions according to each participant's role

School professional	Youth worker	Young adult
<ol style="list-style-type: none"> 1. Comment on a few of the statement cards that you have decided youth workers promote the most with youth, and several of the cards that you believe youth workers promote the least. 2. Tell me about the role you play with the 24-7 youth workers here at your school? 3. Tell me about the role you see the youth workers playing with youth, in your school and the local community? 4. Tell me about what the youth workers do with youth, in school and in the community and what you think they are hoping to achieve through these activities? 5. What do you think is guiding the youth worker in their work/approach? 6. Tell me about the changes you've seen in the school and community from having 24-7 present? <p><i>Prompts:</i></p> <ul style="list-style-type: none"> • What changes have you seen in the youth that youth workers engage with? • What have been the benefits of having 24-7 present in your school and community? • Have there been any challenges associated 	<ol style="list-style-type: none"> 1. Comment on a few of the statement cards that you have decided youth workers promote the most with youth, and several of the cards that you believe youth workers promote the least. 2. Tell me about your role as a youth worker? 3. What types of activities do you engage in with the young people and what are you hoping to achieve through these activities? 4. Tell me about some of the changes that you've seen in youth through your work and what you think helped bring about that change? <p><i>Prompts:</i></p> <ul style="list-style-type: none"> • What do you think you did to help bring about this change? • What was important about you that made a difference in your interactions? • How did the youth, school and community react to you? <ol style="list-style-type: none"> 5. Tell me about the highs and lows of being a 24-7 youth worker? <p><i>Prompts:</i></p>	<ol style="list-style-type: none"> 1. Comment on a few of the statement cards that you have decided youth workers promote the most with youth, and several of the cards that you believe youth workers promote the least. 2. Tell me about your experiences of involvement with 24-7 YouthWork?" <p><i>Prompts:</i></p> <ul style="list-style-type: none"> • Tell me about the kinds of things you did with your youth worker? • What did they focus on the most in their time with you? • What kind of environment did they create? <ol style="list-style-type: none"> 3. What was it about the youth worker that made them helpful/unhelpful? 4. You've described lots of the things that you did with the youth workers, what role do you think they played in your life? <p><i>Prompts:</i></p> <ul style="list-style-type: none"> • Prompt for effects in the present and effects in the past • How do you think they effected your thoughts and feelings? • How do you think they effected your

Table 7. Semi-structured interview questions according to each participant's role

School professional	Youth worker	Young adult
<p>with the presence of youth workers in school?</p> <ul style="list-style-type: none"> How have the youth, the school and the community reacted to the presence of 24-7? <p>7. What do you think are the characteristics that make youth workers effective?</p>	<ul style="list-style-type: none"> How have you benefited from your involvement in the 24-7 YouthWork programme? What has been the highlight for you of working in the 24-7 YouthWork programme? What has been challenging for you? What were the factors that helped you to be successful? <p>6. If you had the opportunity to talk about 24-7 YouthWork to people who are considering training in youth work, how would you describe...</p> <ul style="list-style-type: none"> What do you do in your role and why you do these things? What do you strive to achieve? How do the 24-7 beliefs and principles guide your own work with young people? What impact do you think 24-7 has on young people and the school community? What are the beliefs and principles that guide the work of 24-7 youth workers? 	<p>behaviours?</p> <ul style="list-style-type: none"> Were there any benefits/opportunities that arose from your relationship with a youth worker? <p>5. What role do you think they played in the wider school and the community?</p> <p><i>Prompts:</i></p> <ul style="list-style-type: none"> How did the school/community react to 24-7? How did other students react to the youth workers? What impact do you think the programme had on the wider school and community? Were there any challenges that arose from having the programme present in your school or community?

Procedure. Participants were given the choice of interview location; however, the room was to be private and within a public building, such as a library, school or church. These parameters ensured confidentiality and a sense of safety for the participant. Participants chose several interview locations, including library discussion rooms, and church and school offices.

Interviews began with an introduction and space for rapport-building, followed by information on the research and the interview, including confidentiality. This phase was included to ensure the participant felt comfortable and safe, enabling increased responsiveness within the interview. The information provided in this phase was also clearly outlined in the information sheet and consent form given before the interview (Appendix B). The rating exercise and then the semi-structured interview followed the introductory phase. Interviews concluded with the researcher thanking the participant and giving them a small gift. Overall interviews were approximately 60 to 90 minutes long. A pilot interview was completed with a young adult who was previously a 24-7 youth worker. The interview sequence was tested with this young adult, and was recorded using a video and audio recording device. This pilot interview was then viewed by the researcher's two supervisors, who accepted the overall interview structure and style as acquiring the required information effectively.

A digital audio-recording device was used to record the interviews. These recordings were then transcribed verbatim. The researcher conducted the majority of transcribing (n=7) to become familiar with the data. Two of the interviews were transcribed using a transcription service due to time constraints.

Data analysis

Rating exercise. Participants' ratings of the 25 PYD indicators were recorded in a Microsoft Excel™ spread sheet. Mean rating scores and standard deviations were calculated for each PYD indicator to provide a rough estimate of which indicators were judged as most relevant to 24-7 YouthWork. Also, mean ratings and standard deviations were calculated across indicators for each participant to provide a general feel for individual differences across participants in their aggregated ratings (see Table 8). This analysis was followed with further descriptive statistics examining differences across participant roles and individual schools. Due to the small sample size and considerable heterogeneity in the ratings (particularly for two participants), further inferential statistics were not conducted with the PYD indicators rating data.

Interview. There is no particular data analysis method that one must follow in DQA (Gilgun, 2014). However, Gilgun (2014) suggests using several grounded theory data analysis procedures, including open coding, selective coding, negative case analysis, axial coding and comparative analysis. To meet the aim of the current data analysis, to compare the data to the *a priori* framework, three of these procedures were used: open coding, selective coding, and negative case analysis. Overall, there were six phases within the analysis of interview data.

Phase 1. First, the researcher fully engaged with interview content by transcribing the majority of interviews (n=7) and reading through each transcript. As the researcher read through the finished transcripts, she wrote notes on some of the key themes and quotes that she believed were particularly important. This process allowed the researcher to enter into what each participant was experiencing, therefore assisting in more accurate interpretations of the data within later data analysis (Howitt, 2013; Willig, 2013).

Phase 2. The second phase of data analysis was the open coding of interview transcripts. Open coding stays close to the data, as these codes summarise small segments using the words of the participant and without abstraction (Charmaz, 1996; Gilgun, 2005). Therefore, open codes build analysis from the ground up, as the integrity of data is ensured. This step in the analysis transformed the data into code form, allowing the researcher to further analyse the data.

There were several steps involved within the open coding of data. First, segments of data, either line by line, or several sentences at a time, were read and key words were highlighted. Key words included the topic of the sentence or sentences and the points being made about that topic. For example, within the sentence, "...their willing to listen to you because of the relationship that you've got with them...", *willing to listen* would be the topic, and *the relationship that you've got with them* would be the point being made. This then led to the establishment of a code, which consisted of the topic first, and then the point: *willing to listen; because of the relationship that you've got with them*. Each point related to a topic was given a separate code. If the researcher felt that a code's meaning was not clear, she would write the context or add a clarifying note to codes within brackets. This ensured that codes represented the data, and increased the accuracy of later code interpretation. Each code was then recorded within transcripts, in a column adjacent to the segment of data from which it was established. Some segments of data were too difficult to code without losing data integrity. These segments of data were copied directly into the open coding column.

A reliability check was then conducted with the researcher's supervisor, who open coded a large proportion of a youth worker transcript and a school professional transcript. These open codes were then compared with the researcher's open codes across the same sections of the two transcripts. 92% similarity across the first transcript and 89% similarity

across the second transcript were found between the researcher and her supervisor.

Discrepancies were discussed and resolved by returning to the original full transcript.

Phase 3. Open codes were then transferred onto a Microsoft Excel™ spread sheet. Each open code was labelled according to the participant's role and school. These labels were recorded in a column adjacent to open codes, and consisted of the first letter of the school, followed by an abbreviated version of the role, for example, *HYW*. The placement from which open codes were derived within each transcript was also recorded, with open codes numbered according to their descending order within transcripts. These numbers were also recorded in a column parallel to open codes.

Additionally, open codes were assigned code numbers representing their wider interview context, which were derived from the interview questions. These numbers were included to ensure that the researcher accurately interpreted each open code. Moreover, these numbers allowed the researcher to determine the differences in discussion context between participant types (role and school) within the interviews. The numbers representing wider interview contexts were recorded in a column next to the open codes, and included:

1. The role of the youth worker
2. Characteristics of the youth worker that made them effective
3. Youth worker activities
4. Positive impact of youth workers
5. Negative impact of youth workers
6. The youth worker's guiding approach
7. Challenges for the school related to 24-7 YouthWork
8. How the students, school and community responded to 24-7 YouthWork
9. Benefits of being a youth worker
10. Challenges of being a youth worker

11. The role of the school professional within 24-7 YouthWork

Phase 4. Selective coding is the coding of data according to the *a priori* conceptual framework (Gilgun, 2014), which in this study was the 14 PYD-based programme components identified in chapter three. In a column parallel to the open codes, each open code was coded numerically according to the 14 programme components that promote positive adolescent development:

1. The promotion of positive adult-youth relationships
2. Opportunities for life skills development
3. Incorporating resources from family, school and community
4. Programme runs for a long period of time (i.e., nine months to one year)
5. The promotion of belonging and connection
6. A psychologically and physically safe environment
7. The promotion of positive social norms
8. Opportunities for self-determination or empowerment of youth
9. Opportunities for leadership
10. The programme is adaptable to the developmental needs of each youth
11. The promotion of intentional self-regulation
12. The promotion of hopeful expectations
13. The inclusion of out-of-school activities
14. Assets associated with the programme implementers

Open codes that did not represent one of the 14 components were not initially given a code.

Open codes that represented two programme components were allocated primary and secondary selective codes. For example, the open code, *Youth worker's; relatable* would be categorised with the fourteenth programme component (*Assets associated with the programme implementers*) as the primary code; in addition to the first programme component

(The promotion of positive adult-youth relationships) as a secondary code. One of the researcher's supervisors then went through the selective codes related to the three youth worker transcripts with the researcher to ensure the trustworthiness of selective codes. There were minimal disagreements; however, when these occurred the researcher and her supervisor went back to the original transcript for clarification.

Two of the 14 components significantly overlap with other components.

Opportunities for life skills development is a particularly broad component that overlaps with four other components including more specific life skills such as *intentional self-regulation*, *hopeful expectations*, and *self-determination or empowerment*. Further, *opportunities for leadership* and *out-of-school activities* could be viewed as instances when life skills are particularly promoted. Due to the uncertainty around overlap, and the number of components associated with life skills, it was decided that these components would be kept separate. Therefore, selective codes were allocated based on the component that most closely described the open code. Subsequently, only life skills additional to those mentioned within other components were categorised within the broad life skills component. *Positive adult-youth relationships* also overlaps with *belonging and connection*. Therefore, open codes that described the nature or focus of positive adult-youth relationships were categorised as *positive adult-youth relationships*, whereas open codes that focused on the provision of a wider sense of connection or belonging were categorised as *belonging and connection*.

Two of the 14 components were inferred as present within 24-7 YouthWork through evidence related to other components. These components included *the promotion of intentional self-regulation* and *the programme as adaptable to the needs of each youth*. Although there were instances of open codes that explicitly described each of these components, accumulative evidence from other components also infers their presence within

24-7 YouthWork. The evidence for each of these components is described in the results section.

Phase 5. Following selective coding, negative case analysis was conducted, as the researcher sought out open codes that added to, or contradicted the PYD-based programme framework. No open codes meeting these criteria were identified, however, 12% of open codes were identified as not fitting within the 14 components. These codes did not refute or add to the 14 PYD components, rather they addressed additional strengths and challenges of 24-7 and are discussed in the results.

Phase 6. Once the open codes were categorised, the researcher was able to identify those that related to each of the 14 programme components. The researcher viewed the open codes within each of the 14 components to understand the participants' individual and collective experiences of each component. A component and its subsequent subcomponents were only included in the results when at least three participants described it in detail, or if the component was dominant within one or more interviews (i.e., one or two participants talked in depth about a particular component).

Trustworthiness

Trustworthiness is a term used within qualitative research to describe the quality and rigour of the research being conducted. Quantitative researchers often question the trustworthiness of qualitative research as their concepts cannot be applied to naturalist research (Shenton, 2004). Guba (1981) proposed four constructs that should be addressed within qualitative research to convey reliability and validity in the pursuit of trustworthiness. These four constructs correspond with the criteria that a positivist investigator employs (Shenton, 2004): credibility pertains to the consideration of internal validity, transferability to the external validity or generalisability of a study, dependability to reliability, and

confirmability to objectivity.

Credibility within a qualitative study considers the congruence between findings and reality (Shenton, 2004). Credibility was addressed in this study through the use of informed consent, semi-structured interviews, digital recording of interviews, transcription and coding checks, and triangulation. The process of consent gave the participant ample opportunity to pull out of the research, ensuring that data gathered was not given reluctantly. Semi-structured interviews were chosen so that although participants were guided by the researcher, answers were participant directed. Therefore, the data collected was a closer reflection of the subjective perception the participant was trying to convey. Digital recording enabled the researcher to revisit and transcribe, rather than relying on interview notes, decreasing the possibility of human error. Once recorded and transcribed the participants were also given the transcriptions to check that data was correct. Rigorous supervision around coding, including reliability checks, further ensured the credibility of the data analysis. Triangulation of participants data across roles and schools allowed data from different sources in the same context to be compared. Subsequently, a richer picture of the 24-7 YouthWork programme and the way it reflects PYD was captured.

Transferability is concerned with the generalizability of findings from the research (Guba, 1981; Shenton, 2004). The findings of a qualitative study are specific to the population from which they are sourced, which means that findings can only be compared to similar populations and contexts. Due to the variability of youth work programmes, the findings of this study are not generalisable to other youth work programmes and may not be generalisable outside of the three specific 24-7 programme affiliates. However, the PYD-based programme framework could be used by other youth programmes to evaluate their programmes, as was done in this study.

Dependability addresses the issue of reliability, of which there are many forms (Shenton, 2004). The current study addresses reliability in the form of internal consistency and repeatability. Repeatability is strengthened through the description of the process in the discussion, allowing a researcher to repeat the work. Internal consistency is addressed through the coding reliability checks and the continual process of reflection and refinement within the phases of data analysis.

Confirmability in qualitative research is the equivalent of objectivity in quantitative research (Guba, 1981; Shenton, 2004). Neutrality is not possible in naturalistic inquiry, with the researcher involved in collecting and interpreting data. Instead, confirmability is achieved through transparency in the presentation of the research process, and presenting data in an objective manner. The researcher was previously a 24-7 youth worker, meaning that interests and assumptions had to be constantly checked. This was achieved through close supervision, with supervisors checking each stage of the research, as evidenced in the methodology. Further, the analysis of data from the ground up ensured that the researcher was not interpreting findings through preconceived beliefs. Negative case analysis was particularly important in this process, as it ensured that data was not made to fit the PYD-based programme framework through seeking out open codes that added to or contradicted the framework.

Chapter 7: Results chapter

Rating exercise results

Table 8 displays the data from the PYD indicators rating exercise that each participant completed at the beginning of their interview. The table displays participants' raw data in addition to the mean and standard deviations for each PYD indicator and each participant. There were several individual differences in mean ratings worth noting. Matthew tended to rate the PYD indicators particularly high ($M=3.76$) while Joel tended to rate them quite low ($M=1.76$). The seven other participants tended to rate the indicators highly, with very few zeroes and ones (14.29%). 11 of the 25 PYD indicators were rated particularly high by participants ($M \geq 3.00$). These results suggest that these participants felt that 11 indicators, out of the 25, were promoted the most by 24-7 YouthWork. Refer to Table 8 for a list of the 11 indicators, their mean rating, and the frequency of participants who rated each indicator 3 or 4.

Three of the 25 indicators were rated particularly low ($M=1.70$): good health habits, good health risk management skills, and knowledge of essential vocational skills. However, two of these indicators, good health habits and good health risk management skills, had the highest standard deviation out of the 25 indicators ($SD=1.41$), showing that there is some controversy around how much 24-7 YouthWork promotes these. Overall, these findings highlight that participants believe youth workers tend to promote the vast majority of PYD indicators. However, it is important to note that there was considerable variability, with 12 of the 20 PYD indicators having a standard deviation ≥ 1.0 (refer to Table 8).

Table 8. Participants ratings of 24-7 YouthWork outcomes based on a Positive Youth Development framework

PYD indicators	Andrew (YA)	Lauren (YA)	Hannah (YA)	Joel (YW)	Emily (YW)	Sarah (YW)	Matthew (SP)	Kate (SP)	Jack (SP)	M	SD
1. Good health habits	3	0	3	0	1	3	3	2	0	1.7	1.41
2. Good health risk management skills	0	0	1	1	2	3	4	1	3	1.7	1.41
3. Knowledge of essential life skills	4	1	3	1	4	2	4	3	2	2.7	1.22
4. Knowledge of essential vocational skills	2	1	1	0	2	2	3	2	2	1.7	0.87
5. School success	2	0	3	2	3	4	4	3	2	2.6	1.24
6. Rational habits of mind- critical thinking and reasoning skills	1	0	2	2	2	4	3	2	1	1.9	1.17
7. Good decision-making skills	3	1	4	3	3	3	4	3	3	3	0.87
8. Good mental health including positive self-regard	3	3	3	2	4	4	4	2	4	3.2	0.83
9. Good emotional self-regulation skills	3	3	3	3	4	4	4	2	3	3.2	0.67
10. Good coping skills	2	2	4	1	4	4	4	2	2	2.8	1.2
11. Good conflict resolution skills	2	3	2	2	3	3	4	2	3	2.7	0.71
12. Mastery motivation and positive achievement motivation	1	2	3	2	1	2	4	2	3	2.2	0.97
13. Confidence in one's personal efficacy	3	3	3	2	4	4	4	2	2	3	0.87
14. "Planfulness"- planning for the future and future life events	1	1	2	2	1	2	3	4	1	1.9	1.05
15. Sense of personal autonomy/responsibility for self	4	3	3	1	3	3	4	2	4	3	1
16. Optimism coupled with realism	4	4	4	3	3	3	4	3	3	3.4	0.53
17. Coherent and positive personal and social identity	4	4	2	2	3	4	4	3	4	3.3	0.87

Table 8. Participants ratings of 24-7 YouthWork outcomes based on a Positive Youth Development framework

PYD indicators	Andrew (YA)	Lauren (YA)	Hannah (YA)	Joel (YW)	Emily (YW)	Sarah (YW)	Matthew (SP)	Kate (SP)	Jack (SP)	M	SD
18. Pro-social and culturally sensitive values	3	4	4	2	2	3	3	4	2	3	0.87
19. Spirituality or a sense of a “larger” purpose in life	4	4	3	2	3	1	3	2	1	2.6	1.13
20. Strong moral character	4	4	4	3	3	2	4	3	2	3.2	0.83
21. A commitment to good use of time	2	1	1	1	2	1	4	3	1	1.8	1.09
22. Connectedness- perceived good relationships and trust with parents, peers and some other adults	1	3	2	2	3	4	4	2	4	2.8	1.09
23. Sense of social place/integration- being connected and valued by larger social networks	3	4	4	1	4	3	4	3	3	3.2	0.97
24. Attachment to pro-social/conventional institutions, such as school, church, non-school youth programmes	3	4	4	3	2	3	4	3	3	3.2	0.67
25. Commitment to civic engagement	3	4	2	1	3	1	4	2	1	2.3	1.22
Mean & Standard Deviation	2.60 (1.15)	2.36 (1.52)	2.80 (1.00)	1.76 (0.88)	2.76 (0.97)	2.88 (1.01)	3.76 (0.44)	2.48 (0.71)	2.36 (1.11)		

Note. Subsidiary assets adapted from Eccles and Gootman (2002, p. 74)

Table 9. 24-7 YouthWork outcomes based on a Positive Youth Development framework with a mean rating of equal to or greater than 3

PYD indicator	Mean rating	Frequency rated 3+
Optimism coupled with realism	3.4	7
Coherent and positive personal and social identity	3.3	7
Attachment to pro-social/conventional institutions, such as school, church, non-school youth programmes	3.2	8
Good emotional self-regulation skills	3.2	8
Good mental health including positive self-regard	3.2	7
Strong moral character	3.2	6
Sense of social place/integration- being connected and valued by larger social networks	3.2	7
Confidence in one's personal efficacy	3	6
Good decision-making skills	3	8
Pro-social and culturally sensitive values	3	8
Sense of personal autonomy/responsibility for self	3	7

The 25 PYD indicators are also part of five larger categories: physical development, intellectual development, psychological and emotional development, and social development (see Table 10). Psychological and emotional development, and social development had somewhat higher mean ratings (>2.80) across participants, indicating that participants believe youth workers promote these areas of development the most. The mean rating for physical development, 1.67, was substantially lower than all other categories. However, this category also has the highest standard deviation of 1.41, indicating considerable variation across the participants in their perception of this category.

Table 10. 24-7 YouthWork outcomes based on a Positive Youth Development framework: Category Means and Standard Deviations

	M	SD
Physical Development	1.67	1.37
Intellectual Development	2.36	1.15
Psychological and Emotional Development	2.81	1.01
Social Development	2.89	1.04
Total categories	2.64	1.12

The data was also aggregated across participants' roles and school affiliations. There were several discrepancies in the ratings of particular indicators across the participants' roles and school affiliations. Discrepancies were identified as when the participants of a particular role or school type gave an indicator a low mean rating while another set of participants of a particular role or school type gave that same indicator a high mean rating. A rating of 2 is the midpoint of the scale, indicating a neutral stance on the amount that the indicator is promoted by 24-7. A rating of less than two is below the midpoint, and is, therefore, a low rating; and a rating of more than 2.99 is above the midpoint, and is, therefore, a high rating. Across the three participants' roles (young adults, youth workers and school professionals), three of the 25 indicators were given discrepant mean ratings. Young adults gave school success a low mean rating (M=1.67), while youth workers and school professionals gave it a high mean rating (M=3.00). Youth workers gave mastery motivation and positive achievement motivation a low mean rating (M=1.67), while school professionals gave it a high mean rating (M=3.00). Finally, young adults gave commitment to civic engagement a high mean rating (M=3.00), while youth workers gave it a low mean rating (M=1.67). Across the three schools with which participants are affiliated, there was only one indicator that was given discrepant mean ratings. School 1 gave 'spirituality' or a sense of larger purpose in life a mean rating of 1.67, while schools 2 and 3 gave it a high mean rating (M=3.00).

It is also important to look at the level of agreement within and across the participants' roles and school affiliations. This could be considered a type of inter-rater reliability and was estimated through intra-class correlations and corrected item-total correlations for each group of participants according to their roles and the schools from which they were affiliated (see Table 11 and 12). According to Fleiss, Cicchetti and Sparrow (as cited in Barrett, 2001), an intra-class correlation less than 0.40 is poor, between 0.40 and 0.59 is fair, between 0.60 and 0.74 is good, and above 0.74 is an excellent degree of agreement. Table 11 shows that amongst school professionals there was a poor level of agreement. Kate largely informs this poor level of agreement as a negative corrected item-total correlation was found, indicating a slight trend for her ratings to increase as the other school professional's ratings decrease. Amongst the youth workers, there was a fair level of agreement, which is reflected in the positive corrected item-total correlations, which are in the lower range, indicating moderate agreement between youth worker participants. Finally, there was an excellent degree of agreement between the young adults, which is also reflected in the higher corrected item-total correlations for each participant. Given the nature of 24-7 YouthWork, as adapting to the needs of the school, a high level of agreement across schools is not necessarily expected, as each school is likely to implement the programme differently. This is reflected in the school professionals' poor level of agreement and youth workers fair level of agreement. Further, as expected the school professionals had the lowest level of agreement as they are the most removed from the programme, in a liaison role, and therefore there is likely to be more variability in their perceptions. Surprisingly, there was an excellent level of agreement between young adults, indicating that as these participants reflect back on their experiences in the programme, there are some key assets that they take away or view others involved in the programme as taking away. Some of these assets included a sense of optimism coupled with realism, a strong moral character, a sense of social place/integration –

being connected and valued by larger social networks, and spirituality or a sense of larger purpose in life.

A higher level of agreement is expected within schools, as each of the three participants experience the same programme implementation, although this is perceived through the lenses of their role. Table 12 shows that School 1 and School 3 had a fair level of agreement. Kate, in School 3, again portrayed a view that was unique to those in her school, with a particularly low corrected item-total correlation. School 2 had a poor level of agreement, which is reflected in the low positive corrected item-total correlations for all three participants. Some of this variability in agreement may be due to both the youth worker and the young adult from this school having particular involvement in the church and community aspects of 24-7 YouthWork. Further, the youth worker in this school had previously been involved in the wider running of the 24-7 YouthWork organisation. Therefore, the poor inter-rater reliability in School 2 may reflect the different positions from which each participant is viewing 24-7 YouthWork.

Participant and Role	Corrected Item-Total Correlation	Intra-Class Correlation
Jack, School Professional	.23	.21
Matthew, School Professional	.46	
Kate, School Professional	-.14	
Sarah, Youth Worker	.26	.51
Joel, Youth Worker	.34	
Emily, Youth Worker	.39	
Hannah, Young Adult	.66	.75
Andrew, Young Adult	.58	
Lauren, Young Adult	.53	

Participant and School Affiliation	Corrected Item-Total Correlation	Intra-Class Correlation
Jack, School 1	.40	.54
Sarah, School 1	.48	
Hannah, School 1	.21	
Matthew, School 2	.25	.36
Joel, School 2	.26	
Andrew, School 2	.21	
Kate, School 3	.07	.41
Emily, School 3	.29	
Lauren, School 3	.46	

Interview results

As described in the methods chapter, the data were analysed according to codes that fit the 14 programme components of the PYD-based programme framework. This analysis was followed by a negative case analysis of the data, identifying codes that did not fit the conceptual framework. All of the 14 components were discussed across the nine participants with some of these components including subcomponents (i.e., the features discussed by participants that comprise the component). As described earlier, components and subcomponents were only included in the results when at least three participants described it in detail, or if the component was dominant within one or more interviews (i.e., one or two participants talked in depth about a particular component). Also included were aspects of components that were mentioned by three or more participants. These aspects were not discussed in detail by participants and, therefore, were not described as a subcomponent. Components, subcomponents and aspects of components are organised within this section from those described by the most participants, to those components described by the fewest participants.

Two of the 14 components dominated most interviews: assets associated with the programme implementers and the promotion of positive adult-youth relationships. Components that were discussed little by the participants included the promotion of intentional self-regulation, the promotion of hopeful expectations for the future, the programme running long-term, and the programme as adaptable to the developmental needs of each youth. Youth worker participants discussed components in a different context compared to the other participant types, with much more focus on the role of the youth worker, and much less on their positive impact. Further, there were some differences in the amount that participant and school types discussed particular

components, represented by the percentage of open codes allocated to the components. These differences will be explained within each component.

During the negative case analysis of the data, 12% of open codes were identified as not fitting within the 14 components. However, these codes did not add to or refute any of the 14 PYD components. Rather, these codes covered four themes that provide more information about the implementation of the 24-7 YouthWork programme. These additional themes included youth workers as guided by faith, a positive school reception, challenges for the school and youth workers, and the usefulness of youth worker training. The 14 components, their subcomponents, and the additional components, can be viewed in Table 13. This table also includes the percentage of open codes attributed to each component through selective coding. These percentages included the primary and secondary selective codes assigned to open codes. Therefore, these percentages add to more than 100% due to the overlap.

Table 13. Components, subcomponents, additional components and their open code percentage

Components, subcomponents, additional components	Percentage (%) of codes
1. Assets associated with individuals	28
a. Presence-based	
b. Easy to connect with and open up to	
c. Role model	
d. Genuine care and passion for youth	
e. Well rounded people	
2. The promotion of positive adult-youth relationships	22
a. Relationship-building contexts	
b. At-risk focus	
c. Relationship as central to youth work	
3. Opportunities for life skill development	12
4. Incorporating resources from the family, the school and the community	11
a. Community resources	
b. School resources	
c. Family resources	
5. Opportunities for self-determination or youth empowerment	11
6. The promotion of belonging and connection	8
a. Belonging in community	
b. Connection	
7. The provision of a psychologically and physically safe environment	6
8. The promotion of positive social norms	6
a. School and community engagement	
b. Relationship skills	
9. Opportunities for leadership	5
10. The inclusion of out-of-school activities	4
11. The promotion of intentional self-regulation	3
12. The promotion of hopeful expectations for the future	3
13. The programme runs long-term	2
14. The programme is adaptable to the developmental needs of each youth	1
Additional components	12
a. Guided by faith	
b. Positive school reception	
c. Challenges for the school and the youth worker	
d. Usefulness of youth worker training	

Note. Percentages add to more than 100%, as open codes were often given primary and secondary selective codes.

1. Assets associated with individuals

In the context of the 24-7 YouthWork programmes, the assets associated with individuals applies to the youth workers. Assets associated with the youth worker was the most discussed topic across participants, with 28% of all open codes attributed to this component. Consequently, several main youth worker assets were identified across participants. In order of frequency, these assets included the presence-based role of youth workers', relationship skills (easy to relate and open up to), acting as role models, genuine care and passion for youth, well-rounded, and able to support youth well as adults who are not teachers.

Presence-based. Participants described youth workers as presence-based in their role. Participants described youth workers as being present in youth's lives inside and outside of school, in school break times (i.e., morning break and lunch break), at important school events, and in small groups. For example, Kate (SP) described the youth workers as embedded in the school due to their significant presence:

Well obviously the YWs are in umm assemblies and that as well, so they make sure their presence is in both the formal and informal settings... And ya know they work on the student council, they come to the junior council meetings at eight a.m. on Monday mornings and they come to the prefect meetings at 7.45 on umm Friday mornings, so they're part of lots of groups amongst the school as well... they're just embedded in the school.

Further, Hannah (YA) described youth workers as being very present in her life, explaining that this presence provided her with support:

Yeah, they were always there but not necessarily like just in school. They would support you outside of school and they came to my dance concerts. So really,

really supportive, like getting behind you, encouraging you at things and actually just being present at kind of important things in your life.

Being consistently present is also described by youth worker and school professional participants as important for building relationships, trust and having an influence on youth. Example comments included:

...they have to show these people, and have sufficient contact and pull with them, to show them that there is actually a different way of living your life, you don't have to be on that path. (Matthew, SP)

Yeah so [being present at break times] is all about showing face, building connections, again building trust, so connections and trust with the young person. I mean you might have a good conversation at interval or you might have a follow-up conversation about something that's happened so that may happen naturally through that, but you're mainly building trust and connections really. (Joel, YW)

Relationship skills (easy to relate and open up to). All of the participants described youth as finding youth workers easy to connect with and open up to. Participants discussed this in many forms, describing youth workers as approachable, friendly, and as someone youth feel comfortable around. As described by Emily (YW), participants particularly emphasised the way youth can talk to and get advice from the youth worker:

I imagine if you did have issues that they're like a safe adult essentially. Like they're a safe adult to talk to if you've got no one else to talk to, and if you don't have a very great group of friends or anything like that and there's something you need to talk about, then you could always like talk to them.

Several of the participants also discussed the way that youth could relate to youth workers. This is described by Andrew (YA), who when asked what was helpful about the youth workers' personality explained that youth workers are easy to relate to:

I guess it was just like they're nice and they're quite relational, they're quite easy to relate to... the more I talk to [the school YW] the more it's like 'oh man, everything I went through you went through', like I'm going to be you in six years' time.

Again, Jack (SP) described youth as being able to relate to youth due to their sporty and cool persona:

And the cool thing about the boys is they're sporty looking guys, they're trendy ya know and that makes a big difference. Ya know, they see me walk up in my school clothes, teacher outfit, you just can't get the connection that those guys can get. I think a lot of the barriers are broken down because they're in the same clothes the kids would wear on the weekend.

Role model. All of the participants described youth workers as role models to youth. Participants primarily discussed youth workers as modelling how to be a healthy person, and how to behave and manage oneself well. Jack (SP) explained this well when he describes the youth workers' role modelling as playing a key role in the positive transformation of one particular student:

And as a result, and I think this is a big... the result is of the work that was going in through the youth workers, is that he's far calmer, he's smiling, he's happier around the school. I haven't dealt with one conflict situation where he's flown off the handle this year, umm and I think a big part of that is he's seeing what positive older young people behave like, and how they manage situations.

Emily (YW) also described what youth workers are trying to role model to youth, focusing more on health, compassion and community:

I think health within yourself, umm both physically, emotionally, and mentally. Compassion for other people, umm and a, a partnership with the local community. Um, yeah I think those would probably be the three, the big ones. The ones that we want them to see, and we want to have integrity around that stuff.

Genuine care and passion for youth. Participants described youth workers as genuinely caring for youth and doing their job out of passion. All of the youth workers described the way they care for youth. Sarah explained this in response to a question concerning why a youth worker's presence in the community is helpful:

Umm, and also like the job isn't about like a job. It's about I actually care about these young people and so if I see them in the street, heck yeah, I'm going to stop and have a conversation. I think they're awesome.

This is again described by the young adult participants who recognised youth workers as genuinely passionate about their role. Andrew explained this when asked what makes a youth worker effective in their role:

I guess it's that they're genuine and they actually want to do what they're doing... like I did a programme with [name of a programme], which was a leadership development programme and it seemed like they were just doing it for the funding, cos they just seemed like they were doing it cos they have to. Where the youth workers seem like they're doing it because they genuinely want to do it... and so umm that was a really positive thing.

School professional participants and several youth worker participants also explained that youth workers are focused on making a difference, rather than on being

paid to do a job. Kate (SP) explained this, emphasising that youth workers are the ‘glue of society’:

I’m just so amazed... they live a very frugal life, they don’t get paid a lot of money, and yet they do the most, they are so much the glue of society in all of the best ways... and that I always admire people who um, it’s not about what you have but what you do.

Again, this is expressed well by Emily (YW) who explained that being a youth worker is a lifestyle rather than a job:

It’s not just a job but we’re financially released to live a life of loving young people and being able to meet those needs... that they have... I think if you’re just in it for the money then you picked the wrong job.

Well-rounded people. School professional participants particularly emphasised that youth workers were well-rounded people. This is seen in the way that these participants listed off the youth worker’s many positive attributes. Example comments included:

What makes them a good youth worker... they’re calm, they’re relationship builders, they’re problem solvers,... they’re humble, they’re fit... they are good brothers and sisters, wives and husbands and ya know... big hearts... resilient. (Kate)

I just think we are a very very lucky community to have a group like that who are ya know driven, committed, moral, upright. (Matthew)

Adults who are not school professionals. Six of the nine participants explained that youth workers are able to support youth well as they are not school professionals. Participants explained that youth workers are less authoritative, have more time, and are less intimidating to youth than school professionals such as

teachers and counsellors. Therefore, having youth workers provides the students with an approachable and available adult for support. This is explained by Jack (SP) who described the helpfulness of youth workers being in quite an informal role when mentoring:

I think for a lot of the kids that I've put through onto that course... it's real intimidating to come and sit in my office, or talk to a teacher after class, or even go to the school counsellor to open up, or to explore why they might be struggling in the classroom. But being able to talk to somebody, while shooting some hoops or with the girls group they might go to the mall and get their nails done, or whatever it is. I dunno, I think it just breaks down the barriers a little bit. I guess it's umm, a more comfortable environment for some students.

Again, in response to a question regarding the purpose of youth workers attending senior council, Lauren (YA) explained that it was good to have an adult involved who was not a teacher:

I guess to have an adult involved that isn't necessarily a teacher is quite a beneficial thing, as there's a lot of things you don't want to say in front of the teachers but you'll say it in front of them, cos they're... Yeah, I almost feel like the youth workers are more on your side than the teachers... because they're there for the students.

2. The promotion of positive adult-youth relationships

The promotion of positive adult-youth relationships was present in the form of youth worker to youth relationships throughout all nine interviews. Participants described the youth workers as forming positive relationships with youth in various contexts, and with a focus on at-risk students. Further, participants emphasised

positive relationships between the youth worker and youth as central to effective youth work.

Relationship-building contexts. According to all of the participants, youth workers connect with youth in various contexts. Examples included at school break time or during class time; through sports teams, activities, or games; and through hanging out both during and outside of school hours. School break time was the primary youth worker-youth relationship-building context that participants described. Sarah (YW) explained this well in response to a question concerning what youth workers do: *“Just walking around, just building relationships, umm, having a whole heap of fun, umm, bringing in fish and chips and just having a mean feed with some young people.”* Lauren (YA), when asked what her involvement with 24-7 YouthWork was, also discussed her experience of connecting with the youth workers at lunchtime: *“...like you could almost always find them walking around at lunchtimes which was pretty cool and they were always like real easy to chat to.”*

At-risk focus. All nine participants also emphasised that youth workers focus on building relationships with youth who find life difficult. Youth workers are described as looking out for and hanging out with youth who are having social, emotional or cultural difficulties. Example comments included: *...they do a great job, a great job of picking those kids who are probably more troubled... that may not be academically, that may be socially, like me. (Andrew, YA)*

...a lot of the students that we get to work with [youth workers] are students who have usually complex issues, quite complex students who have mental health issues... that are affecting many parts of their lives... (Kate, SP)

Relationship as central to youth work. The youth workers, school professionals and one of the young adults (seven participants) described building

relationships with youth as central to a youth worker's role. Joel's (YW) words represent the kind of comments participants made, as he described youth worker's building relationships with youth as "...key [to youth work]..." and as "...first and foremost what [youth workers] do..." The centrality of positive relationships with young people is also portrayed through the description of this relationship as enabling youth workers to support youth. Participants explained that this relationship enables youth workers to speak into, and make a difference in the lives of youth. Kate (SP), when discussing the purpose of 24-7 YouthWork, explained that youth learn new skills through a relationship with a youth worker:

They're very relationship based people... and what builds off that are things like, how to be successful in school and umm, how to have good relationships with other people and umm, how to make good decisions... and you know, those sorts of things come in, seem to come in behind the relationships that come in first.

Participants further explained that it is the trust and respect built through this relationship that enables youth workers to support youth. Joel (YW) described this well when he was asked what his role as a youth worker involves:

I guess you're there to connect with the young people, build a trust relationship so with that you can speak into their lives, challenge their thinking, their emotions, they respect you if they tell you tell them off ya know. So building a relationship is really key.

Emily (YW) provided an excellent example that represents the potential positive effects of a trust relationship. Emily discussed forming a relationship with a young person at school through a sports team that she coached. This relationship enabled the young person to share a deeply personal, life-changing crisis occurring in her life with Emily. This, in turn, led to Emily being able to holistically support this young person,

which contributed significantly to the youth's continued school engagement and wellbeing: *"...she stayed engaged in school, she's doing really well... and no one else has ever known but to be able to continue to walk that out..."*

3. Opportunities for life skill development

Participants explained that youth workers provide opportunities for four types of life skills. These included: good decision-making skills, understanding and managing thoughts and emotions, mastering a sport, mentoring relationships, and small groups for youth. This broad component (life skills) was one of the most discussed topics; however, each of the individual life skills identified were not discussed in great detail.

Four of the nine participants mentioned that youth workers support good decision-making skills. For example Matthew (SP), when explaining what youth workers do, stated that they: *"...try to encourage the kids to make good decisions: to eat well, be healthy, stay safe, and to not sort of indulge in unsafe [behaviours]..."*

Four of the nine participants also mentioned that youth workers challenged thoughts and emotions. For example Sarah (YW) explained the conversations she has around interpretation with youth in the girls groups she helps to run: *"...sometimes these girls, there will be a really small interaction, it will be interpreted totally wrong and so being, yeah, just being able to have conversations around that kind of thing..."* The majority of participants mentioned that youth workers coach sports teams, such as rugby and touch, therefore helping youth to master a specific sport. Lastly, all of the participants mentioned that youth workers run mentoring and small interest groups for youth, which equip youth with life skills. Emily (YW) explained this in response to a question regarding the purpose of a girls group: *"...To create an environment where*

girls can umm talk about some of the things going on in their world and also equip them with some skills to handle the things that life throws at them...”

4. Incorporating resources from the family, the school and the community

Youth worker and school professional participants informed the majority of the discussion related to youth workers incorporating resources from the family, the school, or the community. Overall, participants commented on youth workers contributing to the development of communities, working alongside the school staff to improve student and school wellbeing, and working with the family. In this way, youth workers contribute to positive family, school and community environments for youth. Participants from School 3 discussed this component significantly more (47% of the component’s codes) than the other schools, while young adults commented on this component significantly less (8% of the component’s codes) than other participant types.

Community resources. Youth worker and school professional participants described youth workers as contributing to the positive development of their surrounding communities. This can be seen through Matthew’s (SP) response to a question concerning what guides the youth workers in their approach: “...*I think to overall develop their community and just make their own community more resilient and positive, ya know sort of keep the kids busy and off the streets, those sorts of things...*” Further, Joel (YW) describes 24-7 YouthWork as incorporating the church, a community resource, in their work as the school and church work together for the benefit of the community:

...and I think there are two aspects of umm... in a community that are family orientated, built around young people and are family orientated. One is the

church and one is the school because that's where families congregate around. So I just think that those two entities working together is quite a powerful thing for the community because that's where families come together. Yeah, so I just think that's had a huge impact in communities...In our communities...working together for the benefit of the community.

School resources. Youth worker and school professional participants described youth workers as working alongside and supporting the school to improve school and youth wellbeing. All of the youth worker participants described this as a central part of their role, including Joel who explained this in response to a question concerning the role of a youth worker:

...sometimes it's about offering the school what you do have, and sometimes it's about the needs of the school. So, in a nutshell, it's about loving and serving the school, how they see the best use of your time, and it's about the young people benefitting. So we're not teachers, we're not teacher aids, we're there to support.

The participants primarily discussed this support as youth workers working alongside staff to support students who are having difficulties. Working alongside staff in this capacity is described as a two-way interaction, as youth workers and staff utilise one another to better support troubled students. Kate (SP) described this well when asked about her role with 24-7 YouthWork in school, commenting on the interaction between youth workers and the school's pastoral support team:

So our deans meet every week and we put on the table students who are having some issues at school that the dean hasn't been able to resolve in the normal way. So people feed in and say what they know, and strategies that might work for that student. And often one of those strategies is to pair them with a 24-7 person, so there is that. And then, of course, there is feeding back to us as well, so they

might know something going on, so they can feed that back to us discretely, so then we can follow that through with someone. Um, so... yeah, once again it's a two-way thing.

Family resources. Emily (YW) was the only participant who discussed the incorporation of family resources within 24-7 YouthWork. Emily explained that youth workers incorporate the family, a youth resource, positively within the school, enabling advocacy for youth across these environments and the establishment of positive relationships between families, youth and school. Emily explained this in her description of how she supports the youth that she coaches within a sports team:

You become an advocate between their home world and school world, and the pressures they have in both of those, helping them to navigate through...

Creating environments where the parents can come into school for positive reasons, for stuff that they can be really proud of their daughters, ya know not coming in because they are bunking but coming in because their daughter is getting a most improved player in rugby or whatever... Ya know, it's creating those positive relationships... Chatting with families when they come down on the sidelines to support them...

5. Opportunities for self-determination or youth empowerment.

All of the participants, particularly those from School 1 (49% of the component's codes), described youth workers as providing opportunities for self-determination and as empowering youth. Participants discussed the way that youth workers successfully nurture and build up youths' confidence in their abilities, identity and self-worth, across all spheres of youth work. Jack (SP) illustrated this

well when he explained the purpose of a girls group and gave an example of several girls who consequently have increased agency:

There's the girls group that they have on a Friday. Umm, there's been a lot of stuff in that, on that positive self-image and a sense of self-worth I think is what has been a focus of that group. So the girls are confident to go into classes and things. It's been really successful actually, we had a couple of girls who started at the start of year nine who just almost couldn't even get into the classroom because they were so anxious and self-conscious, for no reason really. A look here and there and "oh, they're staring at me", type thing. But they've really come out of their shell in the last two years of [the youth workers] working with them.

Participants further described youth workers as empowering youth with a sense of self-worth or increasing agency through being present and engaging. For example, Lauren (YA), in response to a question concerning how youth workers create a positive environment, explained the time and effort youth workers invest:

I guess with just the pure amount of time, involvement and effort, the actual like talking to the students and engaging with them, making them feel, like when you actually spend time and engage with a student, you're actually giving... ya know, you're showing them that they're valuable and you're willing to give up your time to talk to them and stuff.

Sarah (YW) also provided some good examples of being present at tasks which youth find challenging, resulting in youth having more agency within these tasks. For example, Sarah describes accompanying a young person to the counsellor, at the students request, until the student felt comfortable attending on her own: "...going to

the counsellor and I'd just sit there, and then over time she got okay with being there and I could kind of peel back, and then I spent heaps of time at lunch time with her."

6. The promotion of belonging and connection

All of the participants, particularly those from School 1 (47% of the component's codes) talked about youth workers promoting connection and belonging within the school and community. Participants discussed the promotion and provision of belonging and connection through many different spheres, such as at youth group, through sports teams, and in one-on-one sessions and group sessions with youth workers. As already mentioned, break time is a particular period when youth workers build connections with the students. Young adult and youth worker participants discussed the promotion of belonging and connection more extensively throughout their interviews than the school professionals.

Belonging in community. The youth worker and young adult participants described the way that belonging outside of school provides a space where youth can feel safe and accepted. This is seen through Sarah's (YW) response to a question concerning the changes she had seen in youth, and the youth worker's contribution to this change:

I think a place of belonging for some people as well, so we have kids coming to youth group and stuff who otherwise don't have anything else to do in the weekend and they've got a place and a space and umm, feel valued and important... They can... just learn to be themselves. I think that when they find their fit in a place and they know that this place is yours, that they can just start actually being who they are and actually, because people are so scared, they don't actually feel like they fit anywhere. They're just trying all these different

things to try and fit in where actually, somewhere like at youth group is you fit in because you exist.

Connection. Participants emphasised that youth workers create a space that promotes and provides connection. This subcomponent is different to the component positive youth-adult relationships, as it is focused on youth workers creating environments conducive to positive relationships, as opposed to the positive youth worker-youth relationship. Youth workers particularly described youth as having a wider sphere of relationships within the community due to the presence of the youth workers. Emily (YW) highlighted this when she explained the benefits of youth workers being connected to the local community:

And so I think with 24-7 being connected with the local community that there is just kind of that ability to umm have those different kinds of relationships that can often be really lacking in a young person's world and within their family environments often aren't very connected to the community. So just to kind of have a wider sphere of relationships that offer a wider perspective on their world.

Youth worker and young adult participants also explained that youth workers create a space where youth can connect with others. The young adults particularly highlighted the way that youth workers encouraged positive connections between youth, therefore promoting belonging and acceptance within the school. This is seen through Lauren's description of youth workers as trying to: "...make [school] more of a community and ...break down barriers... between age groups and between the nerd class and the cabbage class, and all those kinds of things." Again, Hannah described this breaking down of barriers, as she explained that youth workers "...really influenced people to just, you know hang out with everyone."

7. The provision of a psychologically and physically safe environment

All nine of the participants described youth workers as promoting and providing positive and safe environments within and outside of school. Participants explained that youth workers promote positive, safe, and accepting spaces within the school. Many participants (n=7) also mentioned that the activities youth workers run out of school are positive and safe. It is important to note that there is overlap between components. For example, a positive youth worker-youth relationship would contribute to a psychologically and physically safe environment for youth and vice versa.

School. The participants explained that youth workers create positive and safe spaces where youth can have fun and feel supported within the school. Sarah (YW) described this as the purpose of the girls groups she helps to run:

We're trying to be, give these girls a really supportive environment, a really safe place where they can talk about what's going on. Umm, yeah, I guess that's the, that's the point of it, is they come to, to experience support and care and interest, umm, have a bit of fun along the way too.

Participants particularly highlighted the way that youth workers create a positive break-time environment. Youth workers are described as making break times a positive and safe time for youth through their provision of engaging activities, their ability to prevent and resolve conflict, and their presence as making break times enjoyable. Example comments included:

I think a real positive environment at lunchtime, they're always out doing positive stuff with the kids... so that's really really good. Sometimes the kids come in too hyped up after lunch, but that's better than them coming in after smoking or

vandalising or whatever it is that they could be up to if they are bored at lunchtime. (Jack, SP)

Umm, purpose of it is to, I don't know, I think at lunch time, one part of it as well, is you're trying to create the, the playground's a little bit more of a safer space for some of them. Umm, there's been quite a few times where we've had to break up fights. (Sarah, YW)

Out of school. Seven of the nine participants also mentioned that the activities run by youth workers out of school provide safe and positive experiences. Participants explained that these activities keep youth out of trouble in the community, and provide them with positive opportunities. Example statements include:

...then as I say there are the offsite activities, where the kids go and hang out after school, to keep them off the streets and engage them in positive opportunities, which is again a very cool thing. (Matthew, SP)

...we've got kids who just can come along to [youth group] and they probably find some good benefits, like of making friends... We just provide other spaces and places to engage our young people and, that might otherwise be doing other things (laughs), silly things maybe. (Sarah, YW)

8. The promotion of positive social norms

The majority of participants ($n = 7$), particularly school professionals (66% of the component's codes) and participants from School 1 (57% of the component's codes), described the youth workers as promoting positive social norms. Participants described this as youth workers promoting school and community engagement, and relationship skills. Youth worker role modelling is also described as a primary mechanism promoting positive social norms, represented in one of the quotes below.

School and community engagement. Participants described youth workers as aiming to and successfully promoting positive youth engagement in the school and community. Jack (SP) gave a good example of this in response to a question regarding what youth workers are primarily trying to achieve:

I guess a youth worker's core business is [to promote] positive young people in the community... Umm, yeah I think their aim would be to grow positive young people, and part of that involves being engaged in class and learning, and part of that involves contributing to the wider community and what that might look like.

Kate (SP), when asked about the change she had seen due to the youth workers, described them as contributing to troubled youth successfully engaging in school:

Students who could have easily been bullies or become quite violent people or gone off the tracks are with us [at school], and are good people, so um, I mean there are lots of variables that feed into that... but particularly the relationships that the 24-7 YWs have with those particular students.

Relationship skills. Participants also explained that youth workers promote the skills required to relate well with others. This can be seen through Lauren's (YA) response to a question concerning what youth workers are trying to role model to youth: "*Just all the kind of... be kind and caring, and have time for others.... And don't be a judgy cow pretty much...*" Sarah (YW), when asked what youth workers are trying to achieve within a girls group, relayed several skills that help youth relate well to others: "*...conflict resolution and umm, communication stuff...*" Further, Jack (SP) gave a good example of youth workers contributing to several youths' ability to have positive relationships with adults through mentoring:

I think the relationships with parents and peers and other adults have been good. For a couple of the boys that we have in one on one mentoring, umm start of year

9 were really struggling with their teacher relationships, ya know getting red carded, which is removed from class a lot, lots of conflict in the classroom, also with their peer group as well. But two years sort of working alongside the youth workers, well I've noticed a difference in the way the boys act with myself, it's no longer straight away on the defensive, umm I guess more receptive to what I've got to say.

9. Opportunities for leadership

All of the participants, with the exception of Emily (YW), explained that youth workers support youth leadership, particularly emphasising that they are involved with and run leadership groups. Participants from School 3 discussed this component much less frequently (only 8% of the component's codes), and were the only youth workers that were not described as running a leadership programme. Further, youth workers discussed this component less than participants in other roles (17% of the component's codes). Supporting opportunities for leadership included youth workers getting alongside student councils, prefects, and youth leaders within sports teams. Participants from School 1 and School 2 described youth workers as running leadership development programmes independently. Youth workers from School 1 ran this programme with potential young leaders in school, while youth workers from School 2 ran their programme with community youth adjacent to the youth group (i.e., young people from the youth group empowered to lead aspects of the youth group). Within these leadership contexts, participants explained that youth workers support and develop youth in what it means to be a good leader, and how to better understand and develop as a leader. Joel (YW), when asked what they promote

in the leadership programme he helps to run in the community, described an assortment of life skills:

Yep, so empowering and equipping. Those skills can be transferred to a job and career. Not necessarily building up people to be course co-ordinator but building up confidence, and ability, and um... organisation and stuff like that, which they know they can do now. That's essentially what you're doing. So not so much about the event you're running but the way you do it: teamwork, working together, do they turn up on time, are they loyal to one another, do they do their jobs they say they'll do. So there are a lot of life lessons within the task.

Hannah (YA) described her involvement in a leadership programme, which she was a part of for two years, emphasising that youth workers focused on leadership skills and personal development:

Yeah, umm, so yeah they, it kind of ran skills that you could learn and then implement into the different things that you were doing. Like for me it was mentoring and student council but for others it was like sports coaching and that kind of stuff... And it was like a personal development thing as well...

Participants from School 2 also emphasised the impact of leadership development as they described a stronger sense of leadership evidenced by the school and specific youth. This is perhaps best described by Matthew (SP), who illustrates the school-wide and individual impacts of leadership development. Mathew explained this when he was asked about the changes he has seen within the school as a result of the youth workers:

Umm... probably a much better sense of leadership amongst our own young people... So yeah I think as a school we have benefited from kids understanding better what it is to be leaders, umm confidence that they can be leaders, yeah all

those sorts of things... I mean I've been sort of aware of various kids over the years... yeah the sort of kids that ya know maybe would have slipped by reasonably unseen, are unnoticed, and then you find out that they go to the youth group on a Tuesday night, and that they're a leader down there, and you think how cool is that. Ya know a kid that doesn't sort of stand out quite so much at school, then all of a sudden they're putting their hand up to be a prefect or some other leadership role and you're kind of like 'oh, where did that come from'.

10. The inclusion of out-of-school activities

The majority of participants (n=9), particularly young adults (66% of the component's codes), discussed out-of-school activities. As earlier described, seven of the nine participants explained that out-of-school activities run by the youth workers provide safe and positive experiences for youth in the community. Further, all of the participants described a range of out-of-school activities that youth workers provide, including youth groups, camps, hanging out after school, running a leadership development group, Bible studies, and community sports in the weekend. For example, Andrew (YA) described some of the out-of-school activities he went to:

I remember [youth worker] ran quite a lot of, they do this now too, they obviously ran youth group, they also ran Bible studies, and they had food once a month, at the end of the term we'd go out for dinner... They also ran a leadership development programme outside of school where umm a group of us would run an event at youth group once a term and that would also involve a dinner once a term.

11. The promotion of intentional self-regulation

As described in the introductory chapters, intentional self-regulation is the process by which an individual regulates their relationship with the environment, and manages their resources, to enhance personal development (Gestsdóttir & Lerner, 2007). More specifically intentional self-regulation can be understood through three interrelated processes: the selection of goals, the optimisation of resources to attain these goals, and compensatory behaviours when goal-directed behaviours are deterred (Gestsdóttir & Lerner, 2007). Youth workers promote the foundations required for intentional self-regulation, some of which have already been described, such as good decision-making skills, having self-esteem, and confidence in ability. Further, youth workers support this process by being role models and a present resource for youth to optimise. All of these aspects support a young person's ability to create and achieve positive goals. The promotion of intentional self-regulation was directly mentioned by several of the participants, as they described specific instances when a youth worker supported this process.

Matthew (SP), Emily (YW) and Joel (YW) described specific instances when youth workers supported a youth to formulate positive goals and to then achieve them. This is illustrated well by Emily, who described how she supported the creation of positive goals and provided resources that the young person eventually optimised to attain positive outcomes:

When she started school, she was truant, she was disconnected, she was continually being kicked out of class. Umm and just ya know, just through that relationship, being able to connect her with the school counsellor and stuff. And to start to hear some of her story, but then from that relationship that you're able to have within that wider sense of community and belonging... to continually

...speak hope and to speak purpose in each of those circumstances and then to see her when she actually was ready to turn her life around, she knew where to go... And that when she came back that nothing within who we were had changed from what she had experienced, so we could journey with her through that stuff... So from, from that perspective of seeing the change in a young person who had so much hurt and so much pain, to actually go here is an adult who is passionate about her life, who has her scars but is healed and now loving her young people.

Further, each of the young adult participants explained that youth workers motivate youth to make and achieve positive goals. Lauren, in response to a question concerning how the youth workers have impacted her life states that "...by having people like that in my life it makes me want to give back like they did..." She further explains that she now volunteers for an organisation at University, which is run by one of her old youth workers. In response to a question concerning how youth workers have affected him, Joel mentions that "... [youth workers] also challenge you like ya know keep going, keep getting better..." Hannah, when asked about the content of the leadership programme she was a part of, describes the way that youth workers supported youth in making and achieving positive goals:

There was like, we did a lot of stuff on careers and like development from yourself, from what you are now to what you want to be. Umm yeah, a lot of like changing to make yourself better so that you could then lead others. It's a big thing to pick out your weaknesses and then each week, work on each of those through like the different things.

12. The promotion of hopeful expectations for the future

Four of the nine participants described youth workers as promoting a positive outlook on life. Matthew (SP) explained that youth workers aim to promote a positive outlook through presenting an alternative life pathway to troubled youth:

I just see this group of young people who are doing their best to show these, I have to call them damaged kids, which doesn't sound right, but often that's a fairly good term. You want them to be these normal, wholesome people with a positive outlook on life and feel as though they have a bright future ahead of them. And that they can make decisions that will make a difference in their lives...they [youth workers] have to show these [students]... that there is actually a different way of living your life, you don't have to be on that [negative] path...

Further, Andrew (YA), in response to a question concerning how youth workers have helped him, explained that he now has a positive outlook on life due to youth group, which youth workers provide:

Yeah, there was a place of belonging at youth group, but I didn't really feel, at home, that it was nice and I like being here... It really changed my outlook on life, from like I'm just living life and existing, to actually I have a place where I belong and I enjoy this.

13. The programme runs long-term

As stated within the description of 24-7 YouthWork, youth workers commit for three to five years in this role. In line with this, all of the interviewed youth worker participants had been in this role for four years or more. Further, 24-7 Youth Work had been operating in each of the schools, from which participants were derived, for more than five years. This information supports the 24-7 YouthWork programme as

providing long-term commitment and support to youth. The youth worker and young adult participants further discussed a youth worker's long-term commitment to supporting youth. As represented by Hannah, all of the young adult participants discussed continued support from the youth worker once they had left school:

I'm fortunate enough to still, like communicate with them now since I've been away in Dunedin...I still talk to them and hang out and like we go out for coffees and stuff...It's like a good support network from home... And because I know I can talk to them whenever... and it's cool because they still have an interest in what I'm doing.

Further, all of the youth worker participants talked about the way they provide long-term support within and outside of school. Sarah touched on this in response to a question regarding the effect of youth workers:

One of the main things is just that the things that we offer is just consistent. It's like, again, it's ongoing. So I don't think you even see most of the, the fruits or the, the benefits of what we're doing until, like a couple of years later or whatever.

14. The programme is adaptable to the developmental needs of each youth

The adaptability of 24-7 YouthWork to the unique developmental needs of students is apparent in the relationship and presence-based approaches that comprise a large proportion of the programme's structure. Throughout all of the participant's interviews, youth workers are described as supporting youth in a natural capacity, as they support youth through their ongoing presence and relationship. This enables the youth workers to naturally support youth within their unique developmental stage, and also allows youth to access youth workers according to their needs. For example, Kate

(SP) described a youth who was extremely suicidal, however, is still alive today, attributing this outcome to the youth workers. When asked how the youth workers did this, Kate explained that they were able to provide timely support for the young person through their relationship:

Well they build up a relationship of trust, so that when things went wrong she would actually call them... so umm ya know when she took off, or she was about to run off or jump in front of a car ya know... she would actually communicate with them. Umm, so they were able to put some things in place. Yeah so they build up that relationship of trust, ya know, when you're not psychologists, well even psychologists and doctors couldn't help this young person. But it was just ya know, having that, knowing that when anything happened that in time she would contact the, the YW and if the YW put the call out for her then she would come, so there was a really good relationship there.

Several of the participants: Jack (SP), Kate (SP), Sarah (YW), and Emily (YW), directly mentioned that youth workers adapt to the needs of youth. Kate describes this in reference to the youth worker-youth relationship, as through this relationship youth workers promote: “...other skills that they can see that student needs to have on board to help them build up some strategies to work through whatever it is that is going on for them.” Further, several of these participants mentioned that youth workers adapt their groups or mentoring according to the needs of youth. Jack explained this in reference to the girls programmes run by the youth workers at his school:

The girls groups are more about self-worth and they have a programme that they work through and that can touch on different things depending on the group's

needs... So yeah there's the groups that they run through the programmes and things, and I think it depends on the kids as well as to how those groups run.

Additional components

Guided by faith. Youth worker and school professionals discussed the way that youth workers are guided by their beliefs. Five of these participants referred to the youth workers' faith (Christianity) as guiding their approach to the role. School professional participants only mentioned this, while youth worker participants explained how their faith motivates and helps them to effectively support youth. Emily (YW), in response to a question concerning how youth workers provide hope to youth, explained that youth workers do this through their faith:

I think because we come from a faith-based perspective, actually you know that hope we carry is actually significant and that personal belief that we can actually have that healing, that what they have gone through doesn't need to be an experience that is wasted or defines them but there can be purpose within that and there is that hope that they can feel different, there's a hope that they can, that others have worked through this and that they can know that same sense of healing and purpose as well.

Five of the nine participants also clarified that youth workers do not come in with a faith-based agenda. Participants explained that youth workers do not force their faith on others; however, youth are often aware that youth workers are connected to a church and that they are welcome to come along. Example comments included:

...they're connected with church but I wouldn't say that that is their driving force, I've never heard any preaching or things like that, umm, to the kids. I

guess there's that connection there though, this is what we're involved in if you want to come join us. (Jack, SP)''

I think that I've put this one (rating exercise card: spirituality or a sense of a "larger" purpose in life) down here because, although I know they come from quite a strong faith base, you wouldn't know that with the work that they do. (Kate, SP)

Positive school reception. All of the participants commented on the way that staff and students received the youth workers positively. Participants explained that the school was fortunate to have the youth workers and that the staff and students love and enjoy them. Further, some of the participants discussed the way that students and staff trust and respect the youth workers. For example, Andrew (YA), when asked how the youth workers were received by the school and students, explained that they loved them: *"...I think the school loved them... I just think people enjoyed them. There would be those people that would be like, they're cool, you can talk to them..."* Again, Kate (SP), in response to the same question, explains that youth workers are respected by staff and that students enjoy and trust them:

They're really well respected by staff, and they'll even do things like, ya know if they feel like the staff have had a couple of belts of sad news or its report writing time and everyone's pretty stressed out, then they'll put on a breakfast, or do pancakes and bacon... Umm, so school-wide again... staff wellbeing, student celebration of... I mean students they know who they are, they enjoy them, they trust them.

Challenges for the school and the youth worker. School professional and youth worker participants described several 24-7 YouthWork challenges for the school and the youth worker. In regards to youth worker challenges, school

professional participants mentioned that the pay youth workers receive is not great. Two of the school professional participants also mentioned that it can at times be difficult to come up with the school's contribution to the youth workers' pay. Two of the youth worker participants and one of the school professionals also discussed challenges around the workload and time management for youth workers. For example, Matthew (SP) mentioned that "...at the end of the day the job is endless, ya know [youth workers] can never say well I've done this and now I'm all done...". Joel (YW) also discussed the challenge of workload and time management when asked what the challenges for youth workers are. Joel explained that most Trusts which oversee 24-7 youth workers in a school, employ youth workers for 10 hours; however, this makes time management difficult and leads to youth workers over working:

Um... time management... Other trusts only do 10 hours and they just get smashed; 10-hour workers get hammered. So I was like we either employ less 10 hour people and give those hours to the 30 hours or keep this and tell these people that they have to stop working at a certain time, so we need to just protect their health. So I think health is a big one, over working. Umm juggling other roles if you're [only working] 10 hours is tough.

Usefulness of youth worker training. All three of the youth worker participants explained that training helped youth workers to be more effective in their role. Two of the participants particularly mentioned that the level three certificate of youth work better equips youth workers. For example, Emily, when asked about how youth workers have contributed to positive change, commented on the way the certificate of youth work is bringing more experience into the school:

I think the equipping of youth workers with basic counselling skills, the certificate in youth work is actually bringing more experience into the school...YWs are

better equipped to deal with the, the wide range of things that are going on in the young person's world.

Chapter 8: Discussion

The present study explored the application of PYD in 24-7 YouthWork, a nationally implemented New Zealand youth development programme. Through an in-depth review of the key PYD theoretical and applied literature, an integrated PYD framework was developed consisting of 25 PYD indicators, which represent the targeted youth outcomes that youth development programmes aspire to promote, and 14 programme components that facilitate and enable the development of the PYD indicators. This integrated PYD framework was then applied in an exploration of three Christchurch-based 24-7 YouthWork programmes. Nine participants (3 from each programme) representing three important roles in the 24-7 programme (former participant, youth worker, and school professional) were interviewed about their experiences with 24-7 YouthWork and their perceptions of the programme's objectives, accomplishments, and challenges. Although there was evidence of individual differences in participants' perceptions of how PYD is facilitated through 24-7, the results strongly confirmed that 24-7 facilitates a number of PYD indicators primarily through the *assets associated with the individual* youth workers, the promotion of *positive adult-youth relationships, incorporating resources from the school and the community, opportunities for life skill development, and opportunities for self-determination or empowerment*. The following sections of this final chapter will discuss these results in light of PYD theory, youth programme evaluations, and a critical reflection of the strengths and limitations of this approach.

24-7 YouthWork

The first aim of the study was to evaluate whether a PYD approach is reflected in the 24-7 Youth Work programme. As the participants began their interviews, they completed a rating exercise of the PYD indicators. Overall, 11 of the 25 indicators were given a mean rating of 3 or above (scale ranged from 0 = 24-7 promote the least to 4 = 24-7 promote the most; see Table 8). Among these indicators there were several common themes: a strong and positive sense of self, mental and emotional health management, and a wider sense of belonging and connection. In contrast, only 6 of the PYD indicators were given a mean rating below 2.0 (the midpoint of the scale). Among these were outcomes related to health management and vocational skills. The remaining eight indicators were given a mean rating between 2.0 and 2.99, indicating that these were not strongly promoted by 24-7 or there was a degree of disagreement among the participants, as suggested by a number of large standard deviations. Although largely disparate, one common theme, skills to enhance goal-attainment, was identified among these indicators.

Furthermore, during the interview participants discussed all of the 14 programme components as having some relevance to 24-7 YouthWork. This may reflect the findings of Bruce et al (2009) and others, that youth-work-based programmes support youth development from the ground up, as an on-going part of youths daily lives and the community through a presence and relationship-based approach (Fouche et al., 2010; Martin & National Youth Workers Network, 2006; Merton, 2004). 24-7 YouthWork appears to fit this description as of the four components most discussed only one of these was skill focused: *opportunity for life skills development*. The remaining three components focused on 24-7 as supporting the lives of youth and the community through presence and relationship-based

approaches. These components emphasised that youth workers are presence-based role models who are easy to relate to and collaborate with the community, particularly the church and school, to support youth. Further, these components highlighted that the youth worker-youth relationship is central to 24-7, that this relationship occurs in various settings such as the home, school and community, and that youth workers particularly focus on building relationships with youth at-risk.

24-7 YouthWork not only reflects PYD broadly but also aligns with the programme components within the PYD programme framework according to supporting evidence. First, *assets associated with individuals*, the most discussed programme component, were identified by research related to the 4-H study, as the most powerful predictors of PYD across family, school and neighbourhood settings (J. V Lerner et al., 2012; Theokas & Lerner, 2006). Second, the following five components that were emphasised most by participants follow the order of components according to their supporting research evidence (i.e., components with the most evidence in descending order). These five components are listed below along with the number of review-based frameworks from which each was evidenced:

1. The promotion of positive adult-youth relationships (n=8)
2. Opportunities for life skills development (n=6)
3. Incorporating resources from family, school and community (n=4)
4. The promotion of belonging and connection (n=4)
5. Opportunities for self-determination or empowerment of youth (n=4)

The second aim of this study was to examine if stakeholders in different roles within 24-7 and across different schools concur on the PYD programme components that 24-7 is promoting. Substantive individual differences in participants' perceptions of the facilitation of PYD in 24-7 was found; however, there was also much concurrency, as

stakeholders in different roles tended to discuss many of the components with emphasis on the same subcomponents and to the same degree (i.e., the percentage of open codes attributed to each component was similar across stakeholders). Only two of the 14 PYD programme components were described predominantly by two of the three stakeholder roles. First, *incorporating resources from the school and the community* was predominantly described by youth workers and school professionals. Further, only one youth worker discussed the third aspect of this component, *resources incorporated from the family*. Youth workers and school professionals may have focused more on the incorporation of the school and the community due to their role in the process of the programme. Therefore, these participants were more likely to reflect on how the programme was run as a whole, as opposed to young adults who may have only reflected on their specific programme experience. Second, the programme as running long-term was only emphasised briefly in youth worker and young adult interviews. School professionals may not have commented on this, as long-term was described as continued support post school, a context they are not involved in. Additionally, within the component of *assets associated with individuals*, only the school professionals described the youth workers as well rounded (a subcomponent). Although there were some differences between the stakeholder's descriptions of programme components promoted by 24-7, these were minor, with stakeholders and schools in general concurrence.

The third aim was to explore additional strengths and potential challenges that 24-7 has, which are outside of the PYD programme framework. These strengths and challenges are explained in the four additional components described by participants: *guided by faith, positive school reception, challenges for the school and the youth worker, and the usefulness of youth worker training*. These additional components

include two strengths of the 24-7 YouthWork programme. The first is that the programme is well received by the school, as staff and students were described as enjoying the youth workers, as well as trusting and respecting them. The second is the usefulness of the training youth workers receive. Training was described as the completion of a level three youth work certificate, as well as a variety of additional training. Youth workers described this training, particularly the certificate, as helping them to be more effective in their role.

Within the additional component *guided by faith*, youth worker participants explained how their faith motivates and helps them to effectively support youth. Explanations of this varied between youth workers. For example, one youth worker discussed their faith as providing them with the strength to walk alongside youth, and another discussed their faith as the source of significant hope for healthy youth outcomes. The outworking of this component is evident in the PYD programme subcomponent described by all participants, *genuine care and passion for youth*, which was described as an asset of youth workers. This subcomponent suggests that a deeper sense of care and passion for youth motivates youth workers, rather than merely job obligation, the source of which youth workers suggest may be their faith. Further research on the associations between implementer (in this case youth worker) motivations and the characteristics and effectiveness of youth programmes would help clarify the importance of this subcomponent.

Several challenges for schools and youth workers were also described; however, these were not overly emphasised. All of the school professional participants mentioned that the pay youth workers receive is not great; further, two of the school professionals mentioned that it is at times difficult for the school to procure their contribution (\$10,000 per year per youth worker). Two of the youth worker

participants and one school professional also discussed the challenges around workload and time management for youth workers, with the job described as endless and youth workers as often working well beyond the hours they were paid for. This challenge is perhaps due to the nature of 24-7 YouthWork and youth-work-based programmes, which support youth development through a presence and relationship-based approach. As already described, 24-7 youth workers are people who form relationships with youth and support the school and community to promote positive development. This holistic approach to supporting youth and their community is an objective that can never be ‘reached’, unlike other youth programmes that deliver a specific service such as providing a manualized after school programme. Further, this broad objective lends itself to a broad programme structure. This structure is seen within the plasticity of the 24-7 YouthWork programme, which is different in each school and community, as is comprised of various activities stemming from the needs of these contexts and the youth within them. For example, school staff members refer students to the youth workers who they believe would benefit from mentoring or from being a part of interest groups. Therefore, time management and the tendency to overwork may be challenging for youth workers as they can always do more, and are not guided by a specific programmatic structure.

New Zealand context

Identifying the PYD indicators and programme components that help 24-7 YouthWork reflect a PYD approach is an important finding within the New Zealand context. First, this is the only research that has demonstrated the applicability of PYD within New Zealand youth programmes. Second, such research highlights the potential of youth-work-based programmes to align closely with, and effectively

implement a programme that reflects a PYD approach in New Zealand. Lastly, this research suggests that the three 24-7 YouthWork programme affiliates are implementing a PYD approach.

The research results reflect the aims and goals in the Youth Development Strategy Aotearoa. These aims are described as the ‘medium-term’ focus of the Youth Development Strategy Aotearoa:

1. All young people have opportunities to establish positive connections to their key social environments
2. Government policy and practice reflect a positive youth development approach
3. All young people have access to a range of youth development opportunities
(Ministry of Youth Affairs, 2002, p.8)

24-7 YouthWork is described as contributing to the first aim, opportunities to establish positive connections to their key social environments, through two of the most emphasised 24-7 components: *positive adult-youth relationships*, and *belonging and connection*. The research within this study could also contribute to the second aim if the government or other agencies were to adopt a similar approach to this study in the evaluation of New Zealand youth development programmes. This is a strength of the current study, as the integrated PYD programme framework could be used by evaluators, researchers or programme providers. Finally, the study results suggest that the three 24-7 programme affiliates may contribute to the third aim of the Youth Development Strategy Aotearoa, as many of the programme components described provide opportunities for development (e.g., *life skills*, and *leadership development*).

The goals within the Youth Development Strategy Aotearoa were made so that organisations and settings contributing to youth development could apply this approach:

1. Building knowledge on youth development through information and research
2. Creating opportunities for young people to actively participate and engage
3. Developing skilled people to work with young people
4. Ensuring a consistent strengths-based youth development approach (Ministry of Youth Affairs, 2002, p.8)

This research specifically meets the first goal, building knowledge on youth development, as it extends the research by identifying the presence of a PYD approach in a youth-work-based New Zealand programme. The second goal, opportunities for active youth engagement and participation, is evidenced in the participant's descriptions of youth workers as providing engaging opportunities for youth at school and in the community, such as sports teams, interest groups and youth group. The third goal, skilled people working with youth, is evidenced by the description of youth workers as skilled, with all participants describing a variety of youth worker assets. The level three certificate in youth work that 24-7 youth workers are required to have strengthens the skill of youth workers. Although there is evidence of youth worker skill, youth workers are not in a 'professional' role; however, are often interacting with at-risk youth who potentially have clinical levels of mental health or developmental issues. Therefore, it is important that youth workers are managed or supervised by professionals such as social workers, school counsellors or psychologists, which is currently not a formal requirement.

Goal four, ensuring a consistent strengths-based youth development approach, is also addressed in the current research. First, the PYD programme framework is

strengths-based, as all of the elements focus on the optimisation of assets or presence of internal assets that indicate the presence of PYD. As earlier described, organisations could use this framework, as has been done in the current study, to evaluate New Zealand youth development programmes. This research would further ensure a consistently strengths-based approach. Additionally, the results suggest that the three affiliate 24-7 YouthWork programmes reflect the PYD programme framework, which is strengths-based.

24-7 YouthWork and key youth programme frameworks

The introductory chapters discussed three previously established frameworks on the components of youth programmes that facilitate positive development. To further assess the reflection of a PYD approach within 24-7 YouthWork, this section will compare and contrast the results of this study to these frameworks.

Framework one. The most prominent of these frameworks is the “Big Three” by R. M. Lerner (2004). As earlier described, Lerner identified the following three components as essential for youth programmes to promote positive development (R. M. Lerner, 2004):

1. Opportunities for participation in, and leadership of, family, school and community activities
2. Life skills development emphasised within activities, specifically intentional self-regulation skills
3. Relationships between youth and adults that are caring and sustained (he defines this as a competent adult who is caring towards an adolescent, and available continually for at least a year)

The study results highlight the presence of all of the “Big Three”, particularly component three, as participants described youth worker-youth relationships as caring and occurring long-term. Another aspect of this component relates to youth worker competency, evidenced in the youth worker assets described by participants. Further, youth worker competency is strengthened through the required level three youth work certificate. A youth worker asset that was described by all participants was a *genuine care and passion for youth*. As discussed above, this asset is particularly interesting, as it suggests that youth worker’s care and competency stem from a deeper motivation or passion for youth work, rather than just the obligations of the occupation.

Component one of Lerner’s “Big Three”, opportunities for participation in, and leadership of, family, school and community activities, is present within the descriptions of three of the PYD programme components: *the inclusion of out-of-school activities, the incorporation of school and community resources, and opportunities for leadership*. Participants described youth workers as providing a variety of opportunities for participation in school and community activities (e.g., sports teams, interest groups, and youth groups), which included opportunities for youth to get involved in leadership both within and outside of the school context. However, the family leadership aspect of the first component of Lerner’s “Big Three” was not widely described by participants. Only one youth worker explained that youth workers try to facilitate a more positive relationship between family, youth and school. Further, only School 2 described youth workers as providing opportunities for youth leadership in the community, which was likely due to the leadership programme that they ran adjacent to the youth group. A feature that the other two programmes did not have.

The second “Big Three” component, emphasised life skills development within activities. Life skills development is present in many of the PYD programme components and were described as developed in activities such as youth worker run leadership and interest groups; mentoring; youth groups; and school activities such as sports teams and camps, which youth workers helped facilitate. Life skills development in activities was particularly illustrated in *opportunities for life skills development*. In this component participants described youth workers as promoting good decision-making skills, mastering a sport, understanding and managing thoughts and emotions, and promoting skill development in mentoring relationships and small groups for youth. For example, Matthew (SP) described youth workers as promoting good decision making when explaining what they do: “...[youth workers] try to encourage the kids to make good decisions: to eat well, be healthy, stay safe, and to not sort of indulge in unsafe [behaviours]...” Emily (YW) provided an example of youth workers providing small groups for youth that promote skill development: “...To create an environment where girls can umm talk about some of the things going on in their world and also equip them with some skills to handle the things that life throws at them...”

Framework two. The second framework identified was established by Roth and Brooks-Gunn (2003) and consists of three components that promote positive development within youth programmes:

1. Programme goals consisting of the five C’s: competence, confidence, connection, character and caring
2. Programme atmosphere which: a) empowers youth; (b) fosters supportive relationships between youth and adults, and between peers; (c) conveys

positive behaviour expectations; (d) provides leadership opportunities; (e) and provides stable and relatively long-lasting services

3. Activities that: (a) build skills, (b) are challenging, (c) are new, (d) increase developmental supports in other youth contexts (i.e., family, school and community)

In regards to the first of Roth and Brooks-Gunn's (2003) programme components, the 24-7 YouthWork goals broadly reflect the five C's. As described in previous chapters, 24-7 YouthWork outlines school aims for youth workers to support students, build positive relationships, cultivate school spirit, develop leadership skills in students, and integrate students with suitable out-of-school activities (24-7 YouthWork Trust, 2009). Further, the programme outlines community aims for youth workers to focus on creating a loving, safe, fun and influential youth community of genuine positive relationships that encourage the optimisation of youth potential, leadership development, and a sense of purpose and meaning. Lastly, the vision for 24-7 YouthWork is: "To see 24-7 YouthWork contributing to vibrant local communities which develop our young people into healthy individuals and vital contributors" (24-7 YouthWork Trust, 2009, p. 5)

Several aspects of the 24-7 YouthWork aims and vision reflect the five C's. First, the development of youth leadership skills reflects increasing competence, confidence and character. The aim to build positive relationships, particularly in the wider community context, reflects connection. Further, encouraging youth to have a sense of purpose and meaning contributes to the development of the five C's (i.e., an index of PYD), as according to 4-H related research, hopeful future expectations is one of the strongest predictors of positive youth outcomes (Schmid, Phelps, & Lerner, 2011; Schmid, Phelps, Kiely, et al., 2011). Moreover, the community aims and overall

24-7 vision focuses on contributing to communities, which in turn develop “healthy individuals” or “optimis[e]... youth potential”. To more closely reflect PYD, 24-7 YouthWork could define these terms that describe the broad goal of positive adolescent development through the Five C’s.

Four of the five aspects that comprise the second framework component, programme atmosphere, are directly addressed in the interview results: empowering youth, fostering supportive relationships between youth and adults, and between peers, providing leadership opportunities, and providing stable and relatively long-lasting services. One of the five aspects, conveying positive behaviour expectations, was described by participants as implicitly promoted through the component: *promotion of positive social norms*. According to participants, youth workers conveyed behaviour expectations through promoting school and community engagement. Jack (SP) explained this as one of the youth worker’s primary focuses:

“ I guess a youth worker’s core business is [to promote] positive young people in the community... and part of that involves being engaged in class and learning, and part of that involves contributing to the wider community and what that might look like.”

Youth workers were also described as conveying positive behaviour expectations through encouraging and teaching youth to relate well with others. For example, Lauren (YA) explained that youth worker’s role model “...[to] be kind and caring, and have time for others.... And don’t be a judgy cow...”.

Youth workers appear to implicitly convey positive behaviour expectations, through promoting rather than stating what these are in each context. This may be due to the nature of 24-7 YouthWork programmes, which, as previously described, all vary in implementation, as are comprised of many activities stemming from the needs

of their contexts (i.e., school and community groups) and the youth within them. Therefore, behavioural expectations may be conveyed by the school and community groups in their contexts or they may be different dependent on the activity.

Finally, all of the aspects of effective activities, the third component in framework two, are present in participants' descriptions of 24-7 YouthWork. Building skills (aspect a) and increasing developmental supports (aspect d) overlap with component two in framework one, *life skills development emphasised within activities*. These aspects were described above as present in the range of school and community-based activities that youth workers are involved in. It is also clear that youth workers increase the amount of new and challenging opportunities (aspect b and c) for youth, as they provide connections to youth groups, sports teams, new friend groups, leadership opportunities, mentoring, and interest groups. An example of this is the youth group-based leadership programme, run by the youth workers in School 2, which gave youth the chance to run community youth group nights in a team.

Framework three. The third identified framework, established by Eccles and Gootman (2002), consists of eight setting features that are important for positive adolescent development:

1. Physical and psychological safety
2. Appropriate structure
3. Supportive relationships
4. Opportunities to belong
5. Positive social norms
6. Support for efficacy and mattering
7. Opportunities for skill building

8. Integration of family, school and community efforts

Seven of the eight features were directly addressed as evidenced components within the results section.

Feature two, appropriate structure, was not directly addressed by the results. Eccles and Gootman (2002) define appropriate structure as setting predictability and continuity, including clear and consistent boundaries, expectations and rules. As already described, 24-7 YouthWork supports other larger contexts, school and church, and is comprised of various activities stemming from the needs of these contexts and the youth within them. Therefore, there is no one specific structure that can be described across or even within 24-7 YouthWork programmes. As previously explained, it may be that contexts inform structure or that structure may differ depending on the activity.

Participants, particularly youth workers and school professionals, described the youth worker-youth relationship as central to 24-7 YouthWork. For example, exemplar comments of this relationship included that it is “...*key [to youth work]...*” and is “...*first and foremost what [youth workers] do...*”. Participants further emphasised that this relationship enabled effective support of youth due to the respect and trust that it built. Therefore, it may be that structure is present within the assets that youth workers bring to these relationships, as opposed to the structure of programme activities. Four youth worker assets were described by all participants: *presence-based, easy to connect with and open up to, role models to youth, and genuinely caring and having a passion for youth*. Further, all of the youth worker and young adult participants described this relationship as long term, with support often continuing once a youth had left school. Therefore, participants described continuity

and predictability within the youth worker-youth relationship, through the consistency of youth worker assets described.

Individual PYD programme evaluations and the research

This section will further contextualise the current study through reviewing two evaluation studies of youth programmes that claim to be PYD based, and comparing their findings to the current study outcomes.

Evaluation one. Hui Malama O Ke Kai (HMK) is an after school, risk-prevention programme aiming to promote positive development among indigenous and minority youths in fifth and sixth grade in Waimanalo, Hawaii (Hishinuma et al., 2009). The curriculum has a very broad reach focusing on both health promotion and risk prevention working directly with the children and their families in a variety of contexts. Positive development is fostered within the programme through environmental awareness, increasing knowledge on healthy choices, character development, community involvement, academic achievement, career goals, recreational enrichment, and helping youths to reconnect with and develop the skills associated with cultural pride.

Hushinuma et al. (2009) evaluated the HKM programme by gathering data across three programme years, 2004, 2005, and 2006. 110 students were included in the sample, with 102 students completing both year one and two of the programme, and eight joining in the second year. Therefore, eight of the 102 participants did not have first year data. 83% of the sample were of Native Hawaiian decent. Self-report student and parent surveys were completed at the beginning and end of each programme year. Findings indicated that students' knowledge and practice of Native Hawaiian values significantly increased in year one. Enhancement of positive

development for students was also evidenced, with increases in self-esteem, violence prevention strategies, not using drugs, and healthy lifestyle in year one, and increases in violence prevention strategies, school success, and family cohesion in year two. However, as there was no control group there is no way to compare these trends with similar young people not involved or in other programs.

Although HKM was aimed at a very specific population, the indigenous and minority population of Hawaii, this programme still reflected many of the PYD programme framework elements, and showed evidence of impact with increases in positive youth outcomes. First, the assets that HKM endeavour to promote particularly reflect several of the PYD indicators, including good health habits and health risk management strategies, spirituality, connectedness to adults in the family and community, a sense of social place/integration, and commitment to civic engagement. Further, HKM particularly emphasised several of the framework for youth development programme components. First, HKM provides youths with opportunities to increase skills in the areas of culture, academics, peer-communication and antibullying. These skills represent several of the PYD programme components: *opportunities for life skill development, the promotion of belonging and connection, the promotion of positive social norms and incorporating resources from the community*. The programme is also run for two years, meeting the criteria for a long-term programme of nine months to one year (R. M. Lerner, 2004). HKM appears to particularly emphasise belonging and connection, and incorporating the family and community. Family is particularly targeted through the provision of positive parenting classes. HKM also addresses belonging and connection at a wider level, encouraging youth to have a relationship with the land and an awareness of their own spirituality. Overall, there is coherence between the HKM evaluation and

the current study as HKM appears to reflect aspects of the PYD programme framework and enhances aspects of positive development.

HKM is a very different type of youth development programme to 24-7 YouthWork; however, they both appear to reflect a PYD approach and have evidence of positive youth impact. HKM is a much more comprehensive programme than 24-7, with a specific structure and a particular focus on risk prevention and health promotion through providing leadership opportunities and community pride. 24-7 has a much broader focus on building positive communities, and forming positive relationships with youth to support positive adolescent development. HKM is particularly focused on the development of fifth and sixth grade indigenous and minority youths in Waimanalo, Hawaii, whereas a 24-7 YouthWork programme can be aimed at all school ages, as is implemented in primary, intermediate or secondary schools.

Similarities between these programmes include the *incorporation of community resources*, as HKM provides youth with opportunities to help in the community and learn more about culture, and 24-7 seeks to promote positive adolescent development through contributing to positive communities. Another similarity is the relationship-based approach used by both programmes, as HKM particularly focuses on a youth's relationships with family and peers, while 24-7 focuses on building the youth worker-youth relationship.

Evaluation two. Project K is a New Zealand-based programme that claims to be PYD-based (Deane, 2013). Project K targets youth aged 13 to 15 years old who have been identified as having low self-efficacy and a low level of high-risk behaviours. The aim of the programme is to enhance physical, psychological and social functioning. Project K occurs over a period of 14 months, with each

programme instance supporting 12 students, male and female. Over the course of the programme several strategies are utilised to facilitate positive change, including a Community Challenge, a Wilderness Adventure, and one-to-one mentoring (Deane, 2013).

Deane (2013) evaluated Project K using a comprehensive mixed-method approach, combining a qualitative approach, Programme Theory-Driven Evaluation Science (PTDES), with a quantitative randomised control trial (Deane & Harre, 2014; Deane, 2013). The theory-driven approach triangulated and integrated data from multiple sources into a programme theory of change, which is a theory of the processes within Project K leading to the enhancement of positive youth outcomes. Sources from which this theory was derived included: eight programme staff focus groups, 351 open comments from youth participants, four key programme documents, and six previous Project K-based research projects. The plausibility of this theory was then tested using direct logic analysis, which assessed the theory against research literature on youth development, service-learning, mentor-based programming, and adventure. Findings indicated that the theory of change reflected many best practice principles for enhancing positive youth outcomes according to the literature. These findings were largely consistent with the PYD programme framework established in this study (Deane & Harre, 2014; Deane, 2013).

According to the programme theory of change, the process of positive youth change within Project K occurs through experiential learning cycles (Deane & Harre, 2014; Deane, 2013). This occurs as each programme component provides experiences in real-world settings that are challenging and new, including exploring their community and contributing to its functioning, relationship building, goal-setting, leadership, and physical tasks. These experiences were supplemented by

feedback from programme implementers, encouraging reflection, awareness, and the generalisation of new skills and knowledge to other contexts. According to the literature reviewed within the evaluation, this process of experiential learning is supported by best practice. These findings are consistent with the research in the current study, as six of the PYD programme framework components are directly incorporated within the process of experiential learning cycles. These components are *out-of-school activities, integration of community resources, opportunities for life skills development, leadership and empowerment, and belonging and connection*. Further, the *promotion of intentional self-regulation* (i.e., goal orientated selection, optimisation, and compensation) is apparent within goal-setting and the encouragement of reflection and awareness; which would, in turn, encourage individual goal-setting in other contexts. Moreover, with the new skills attained youth can optimise more resources to attain these goals (Deane & Harre, 2014; Deane, 2013).

Deane also identified four programme factors that were assumed to support engagement in the process of experiential learning, which again aligned with best practice (Deane & Harre, 2014; Deane, 2013). These factors also align with the PYD programme components identified in the current study. Factor one was a programme environment that is intense, safe, encourages autonomy and has integrated support. This factor particularly reflects two of the PYD programme components: *the provision of a psychologically and physically safe environment, and opportunities for self-determination and empowerment*. The second factor was the interpersonal dynamics, which included the within-group interactions, and interactions between programme implementers and the participant's school and family (Deane & Harre, 2014; Deane, 2013). This factor, as focused on connection, reflects several PYD

programme components, including *positive adult-youth connections*, *the promotion of belonging and connection*, and *the incorporation of family and school resources*. The third factor, the characteristics of the participants and programme implementers, reflects the PYD programme component *assets associated with individuals*. In the current study, participants only commented on the assets of youth workers, and not the assets of youth involved in 24-7 YouthWork, which may have also enhanced the effectiveness of the programme. Finally, the last factor, ongoing input of implementers over the course of the 14-month programme, reflects the PYD programme component: *the programme as running long-term*, which is defined by Lerner (2004) as nine months to one year (Deane & Harre, 2014; Deane, 2013).

The second part of Deane's (Deane, 2013) study, a randomised control trial, was conducted to determine Project K effectiveness. The trial was conducted using 1092 Project K and control participants across 50 Project K programmes, with measures taken pre and post programme, and a follow-up at one-year post programme. Demographic and school decile ratings were collected, along with measures of school-based academic results, self-efficacy, and career decision self-efficacy. Hierarchical linear modelling was conducted on the data collected. Results indicate that Project K effectively enhanced academic achievement and self-efficacy from pre to post-programme, further effects were sustained at follow-up (i.e., one-year post programme). Overall, this evaluation of Project K is consistent with the findings of the current study, as the process of positive youth change within Project K reflects a PYD approach, and this process is seen to effectively enhance positive youth outcomes.

Unlike Project K, 24-7 YouthWork can not conduct a randomised control trial due to the variation between programmes. However, to show evidence of

effectiveness, 24-7 could conduct a prospective within-group longitudinal study by following a sample of students who are involved in the programme for one to two years and measuring their positive and problematic development at pre and post study. The significant challenge of this study would be in recruiting a heterogeneous sample of students who maintain some type of minimum level of involvement with 24-7.

Strengths and limitations

The present study had a number of methodological strengths. The heterogeneity of the participant sample, coming from schools of varying decile ratings and representing three roles in their relationship to 24-7 YouthWork, ensured that rich qualitative data was collected. Further, the analysis of the data was thorough, and systematic, with several reliability checks conducted. Using an *a priori* theoretical perspective was also a strength of the study, as this allowed 24-7 to be compared to a PYD approach. Finally, interviews did not lead participants to discuss the PYD programme components, rather, the questions were open-ended and neutral, with components spontaneously described by participants in response to queries. Although there were several study strengths, limitations were also present.

Although the participant sample was heterogeneous in terms of role and the school represented, it was also homogenous with participants only selected from the Canterbury region. Further, young adults represented a very specific population as all were New Zealand/European ethnicity, graduated from high school after completing year 13, were 21 years of age when the research was conducted, and were presently enrolled at a New Zealand University. These factors limit the generalizability of the data, which represents a specific region, and a specific young adult population.

The use of managers to recruit young adult participants is also a limitation, as managers most likely recruited young adults who were highly involved and greatly influenced by the programme. In some ways, their reflections may represent the optimal experience of 24-7 participants rather than the general. The researcher of this study initially attempted to recruit young adults through one of the previous 24-7 YouthWork impact studies, however, this proved unsuccessful. The potential positive bias of young adult participants toward 24-7 YouthWork limits the possible programme experiences gathered. However, due to the nature of 24-7 YouthWork as supporting youth and the community through a presence and relationship-based approach (i.e., youth are not forced to have semi-regular contact with a youth worker), it is unlikely that a non-biased young adult participant would be found. Moreover, the several 24-7 YouthWork impact studies that have been conducted on large samples of youth (n=1308) and school professionals (n=170) suggest that those involved in the programme believe that it effectively supports youth development within schools (Turner et al., 2014; Turner & Schroder, 2015). Another issue of a 'biased sample' is that all participants were likely highly invested in 24-7 and want it to be seen in a positive light. In some ways using participants from multiple roles within a single school means that no single voice or experience was preferred; however, this does not completely overcome the potential conflict of interest for these participants.

Finally, the results gathered within the rating exercise were limited by the small sample size and the considerable heterogeneity in the ratings of PYD indicators (particularly for two participants). These factors inhibited the application of further inferential statistics with the PYD indicator rating data, therefore limiting the usefulness of this exercise.

Implications and future research

Many implications stem from the research and findings of the current study, which apply to both 24-7 YouthWork and New Zealand. In regards to 24-7 YouthWork, several challenges were raised. Of these challenges, workload and time management of youth workers was emphasised by three participants. It may be worth exploring whether this challenge applies to the wider 24-7 youth worker population, and implementing systems that could ameliorate this. Another recommendation would be to define 24-7's vision/aims of contributing to "healthy individuals" and "optim[um]... youth potential" in terms of the Five C's. This would further align the vision and aims of 24-7 with a PYD approach, as the Five Cs are the indicators of PYD. Finally, the school's trust in the youth workers places a heavy responsibility on their character and training in terms of working with a vulnerable youth population. There is potentially a need for close professional supervision and risk management.

In regards to future research, to further generalise the finding that 24-7 YouthWork programmes may reflect a PYD approach, the PYD programme framework could be compared to other programme instances. This research is particularly important due to the current study only including three programme instances, and these instances all varying in terms of their implementation. Additionally, as earlier described, a prospective within-group longitudinal study on 24-7 could be conducted to provide evidence of effectiveness. This research would further substantiate the finding that this programme reflects a PYD approach. Finally, the indicator rating exercise would be further improved if a Q methodology were used. This methodology would increase the comparability of data across participants and correct some participant's tendency to get stuck in a response set (e.g., rating

everything high or everything low). Therefore, further inferential statistics could be conducted on the data and more information on the youth outcomes 24-7 aim to achieve would be attained.

Due to the plasticity within youth-work-based programmes, further research comparing the PYD programme framework with these programmes is required to better understand whether they reflect a PYD approach. Also, to further understand the application of PYD in New Zealand and ensure best-practice youth programme implementation, the PYD programme framework could be compared to other New Zealand youth development programmes.

Conclusions

Enhancing the outcomes of developing youth in New Zealand is of great importance. The present study explored the presence of a PYD approach in 24-7 YouthWork, a New Zealand youth programme aiming to promote positive development by placing youth workers in schools in partnership with local churches. Findings indicated that this approach, using a PYD programme framework to evaluate a youth development programme, is feasible where experimental approaches are not. Further, among the three 24-7 programmes, participants showed a moderate degree of consensus on elements of the PYD programme framework reflected in 24-7. More specifically, the results strongly confirmed that the three 24-7 programme affiliates facilitate a number of outcomes of positive development through the assets associated with the individual youth workers, the promotion of positive adult-youth relationships, incorporating resources from the school and the community, opportunities for life skill development and creating opportunities for self-determination or youth empowerment.

This research is important in the New Zealand context, as the government has committed to practice and policy that reflects PYD, research on youth development, and a consistently strengths-based approach to youth development. This study has contributed to these aims as is the first known study to explicitly employ a PYD theoretical framework to examine, and find evidence of, a PYD approach within a New Zealand-based youth development programme. Further research comparing the PYD programme framework established within this study to other New Zealand youth development programmes would extend the knowledge of whether best practice is currently being implemented in New Zealand youth programmes.

References

- 24-7 YouthWork Trust. (2009). *24-7 YouthWork operations manual*. Christchurch, New Zealand.
- 24-7 YouthWork Trust. (2015). *24-7 YouthWork Prospectus*. Christchurch, New Zealand.
- Agans, J. P., Champine, R. B., DeSouza, L. M., Mueller, M. K., Johnson, S. K., & Lerner, R. M. (2014). Activity involvement as an ecological asset: Profiles of participation and youth outcomes. *Journal of Youth and Adolescence*, 919–932. <http://doi.org/10.1007/s10964-014-0091-1>
- Arbeit, M. R., Johnson, S. K., Champine, R. B., Greenman, K. N., Lerner, J. V., & Lerner, R. M. (2014). Profiles of problematic behaviors across adolescence: Covariations with indicators of positive youth development. *Journal of Youth and Adolescence*, 971–990. <http://doi.org/10.1007/s10964-014-0092-0>
- Barrett, P. (2001). Assessing the reliability of rating data. Retrieved from <http://www.pbarrett.net/presentations.html>
- Benson, P. L. (2006). *All kids are our kids: What communities must do to raise caring and responsible children and adolescents*. San Francisco, CA: Jossey-Bass.
- Benson, P. L. (2008). *Sparks: How parents can help ignite the hidden strengths of teenagers*. San Francisco, CA: Jossey-Bass.
- Benson, P. L., Scales, P. C., Hamilton, S. F., & Sesma, A. J. (2006). Positive youth development: Theory, research, and applications. In R. M. Lerner (Ed.), *Theoretical models of human development. Volume 1 Handbook of child psychology* (6th ed., pp. 894–941). Hoboken, NJ: John Wiley and Sons.
- Benson, P. L., Scales, P. C., & Syvertsen, A. K. (2011). *The contribution of the developmental assets framework to positive youth development theory and*

practice. Advances in Child Development and Behavior (Vol. 41). Elsevier.

<http://doi.org/10.1016/B978-0-12-386492-5.00008-7>

Blum, R. W. (2003). Positive youth development: A strategy for improving adolescent health. In R. M. Lerner, D. Wertlieb, & F. Jacobs (Eds.), *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies and programs: Enhancing the life chances of youth and families: Public service systems and public policy perspectives* (Vol. 2, pp. 237–252). Thousand Oaks, CA: Sage Publications.

Bornstein, M. H. (Ed.). (2002). *Handbook of parenting* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Bowers, E. P., Gestsdottir, S., Geldhof, G. J., Nikitin, J., von Eye, A., & Lerner, R. M. (2011). Developmental trajectories of intentional self regulation in adolescence: The role of parenting and implications for positive and problematic outcomes among diverse youth. *Journal of Adolescence*, *34*(6), 1193–1206.
<http://doi.org/10.1016/j.adolescence.2011.07.006>

Bowers, E. P., Li, Y., Kiely, M. K., Brittan, A., Lerner, J. V, & Lerner, R. M. (2010). The Five Cs model of positive youth development: A longitudinal analysis of confirmatory factor structure and measurement invariance. *Journal of Youth and Adolescence*, *39*(7), 720–735. <http://doi.org/10.1007/s10964-010-9530-9>

Bowers, E. P., von Eye, A., Lerner, J. V, Arbeit, M. R., Weiner, M. B., Chase, P., & Agans, J. P. (2011). The role of ecological assets in positive and problematic developmental trajectories. *Journal of Adolescence*, *34*(6), 1151–1165.
<http://doi.org/10.1016/j.adolescence.2011.07.007>

Brechwald, W. A., & Prinstein, M. J. (2011). Beyond homophily: A decade of advances in understanding peer influence processes. *Journal of Research on*

Adolescence : The Official Journal of the Society for Research on Adolescence,
21(1), 166–179. <http://doi.org/10.1111/j.1532-7795.2010.00721.x>

Brendtro, L. K., Brokenleg, M., & Van Bockern, S. (1990). *Reclaiming youth at risk: Our hope for the future*. Bloomington, IN: National Education Services.

Brendtro, L. K., Brokenleg, M., & Van Bockern, S. (2005). The circle of courage and positive psychology. *Reclaiming Children and Youth*, 14(3), 130. Retrieved from http://canterbury.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwrV27TsMwFL2CsnThUV6lRfLEFvAjjZMBIYSoGBkqwRZdvyQESiAUJP4eO40LKoiJMYkSyb7HJ-fa1z4Agp_SZIUTCoeCo0H08tZDBDIFKkzuMs2pzlo3t2-bXiGapHbRjiTZMrepdZg0P-Ms9eLDQ-ji-SUJLIJhtTVaamBntWDOfcJQFOuwwUM9l8e7

Brendtro, L. K., & Larson, R. W. (2006). *The resilience revolution*. Bloomington, IN: National Educational Service.

Brown, B. B., Bakken, P., Ameringer, S. W., & Mahon, S. D. (2008). A comprehensive Conceptualization of the Peer Influence Process in Adolescence. In M. J. Prinstein & K. A. Dodge (Eds.), *Understanding peer influence in children and adolescents* (pp. 17–44).

Bruce, J., Harrington, J., & Williams, A. (2009). Youth work that is of value towards a model of best practice. *Youth Studies Australia*, 28(2), 10.

Catalano, R. F., Berglund, M. L., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. (2004). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. *The Annals of the American Academy of Political and Social Science*, 591(1), 98–124.
<http://doi.org/10.1177/0002716203260102>

Charmaz, K. (1996). The search for meanings- grounded theory. In S. R. Harre & L.

- Van Lagenhove (Eds.), *Rethinking methods in psychology* (pp. 27–49). London, England: Sage Publications.
- Cicchetti, D., & Cohen, D. J. (2006). *Developmental psychopathology*. Hoboken, N. J: John Wiley & Sons.
- Clark, T. C., Fleming, T., Bullen, P., Denny, S., Crengle, S., Dyson, B., ... Utter, J. (2013). *Youth '12 overview: The health and wellbeing of New Zealand secondary students in 2012*. Auckland, New Zealand: The University of Auckland.
- Connell, J. P., & Gambone, M. A. (2002). *Youth development in community settings: A community action framework*. Philadelphia, PA. Retrieved from www.ydsi.org/ydsi/publications/index.html
- Deane, K. L. (2013). Project K in black and white. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- Deane, K. L., & Harre, N. (2014). Program theory-driven evaluation science in a youth development context. *Evaluation and Program Planning*, 45, 61–70. <http://doi.org/10.1016/j.evalprogplan.2014.03.009>
- Dryfoos, J. G. (1990). *Adolescents at risk*. New York, NY: Oxford University Press.
- Dukakis, K., London, R. A., Mclaughlin, M., & Williamson, D. (2009). Positive youth development: Individual, setting and system level indicators. Retrieved from [https://gardnercenter.stanford.edu/sites/default/files/Tri-Level Positive Youth Development Issue Brief.pdf](https://gardnercenter.stanford.edu/sites/default/files/Tri-Level%20Positive%20Youth%20Development%20Issue%20Brief.pdf)
- Eccles, J. S. (2004). Schools, academic motivation, and stage-environment fit. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (2nd ed., pp. 125–153). Hoboken, NJ: John Wiley and Sons.
- Eccles, J. S., & Gootman, J. A. (Eds.). (2002). *Community programs to promote youth development*. Washington, DC: National Academies Press.

- Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., & Iver, D. M. (1993). Development during adolescence. The impact of stage-environment fit on young adolescents' experiences in schools and in families. *The American Psychologist*, *48*(2), 90–101. <http://doi.org/10.1037/0003-066X.48.2.90>
- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, *(53)*, 109–132.
- Farruggia, S. P., Bullen, P., Davidson, J., Dunphy, A., Solomon, F., & Collins, E. (2011). The effectiveness of youth mentoring programmes in New Zealand. *New Zealand Journal of Psychology*, *40*(3), 52–70. Retrieved from http://canterbury.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMw3V1NS8QwEA0iHhZE_Hb9gFz0sITapG2yB4VFFNmDl13PJUmziweraB
- Farruggia, S. P., Bullen, P., Solomon, F., Collins, E., & Dunphy, A. (2011). Examining the cultural context of youth mentoring: A systematic review. *The Journal of Primary Prevention*, *32*(5-6), 237–51. <http://doi.org/10.1007/s10935-011-0258-4>
- Fortune, S., Robinson, E., Fleming, T., Merry, S., & Denny, S. (2010). Youth'07: The health and wellbeing of secondary school students in New Zealand: Suicide behaviours and mental health in 2001 and 2007. Auckland, NZ: University of Auckland.
- Fouche, C., Elliot, K., Mundy-McPherson, S., Jordan, V., & Bingham, T. (2010). *The impact of youth work for young people*. Auckland, New Zealand: New Zealand Ministry of Youth Development and The Health Research Council Of New Zealand Partnership Programme.
- Gestsdottir, S., Bowers, E., von Eye, A., Napolitano, C. M., & Lerner, R. M. (2010).

- Intentional self regulation in middle adolescence: The emerging role of loss-based selection in positive youth development. *Journal of Youth and Adolescence*, 39(7), 764–782. <http://doi.org/10.1007/s10964-010-9537-2>
- Gestsdóttir, S., & Lerner, R. M. (2007). Intentional self-regulation and positive youth development in early adolescence: Findings from the 4-H study of positive youth development. *Developmental Psychology*, 43(2), 508–521. <http://doi.org/10.1037/0012-1649.43.2.508>
- Gestsdottir, S., Lewin-Bizan, S., von Eye, A., Lerner, J. V., & Lerner, R. M. (2009). The structure and function of selection, optimization, and compensation in middle adolescence: Theoretical and applied implications. *Journal of Applied Developmental Psychology*, 30(5), 585–600. <http://doi.org/10.1016/j.appdev.2009.07.001>
- Gilgun, J. F. (2005). Qualitative research and family psychology. *Journal of Family Psychology*, 19(1), 40–50. <http://doi.org/10.1037/0893-3200.19.1.40>
- Gilgun, J. F. (2014). Chicago school traditions: Deductive qualitative analysis and grounded theory. Retrieved from <https://www.createpace.com/4798851>
- Glaser, B. G. (1978). *Theoretical sensitivity*. Mill Valley, CA: Sociology Press.
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago, IL: Aldine.
- Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Communication and Technology*, 29(2), 75–91.
- Gutman, L. M., & Eccles, J. S. (2007). Stage-environment fit during adolescence: Trajectories of family relations and adolescent outcomes. *Developmental Psychology*, 43(2), 522–537. <http://doi.org/10.1037/0012-1649.43.2.522>
- Hall, G. S. (1904). *Adolescence: Its psychology and its relations to physiology*,

- anthropology, sociology, sex, crime, religion and education*. New York, NY: Appleton and Company.
- Hamilton, S., Hamilton, M. A., & Pittman, K. (2004). Principles for youth development. In S. F. Hamilton & M. A. Hamilton (Eds.), *The youth development handbook: Coming of age in american communities* (pp. 3–22). Thousand Oaks, CA: Sage Publications.
- Hawkins, J. D., Catalano, R. ., Morrison, D. M., O'Donnell, J., Abbot, R. D., & E, D. L. (1992). The Seattle social development project: Effects of the first four years on protective factors and problem behavior. In J. McCord & R. E. Tremblay (Eds.), *Preventing antisocial behavior: Interventions from birth through adolescence* (pp. 139–161). New York, NY: Guilford Press.
- Heck, K. E., & Subramaniam, A. (2009). Youth development frameworks [4-H for Youth Development Monograph]. Retrieved from <http://4h.ucanr.edu/files/1224.pdf>
- Hendricks, P. A. (1996). *Targeting life skills model*. Iowa, IA: Iowa State University Extension.
- Hishinuma, E. S., Chang, J. Y., Sy, A., Greaney, M. F., Morris, K. A., Scronce, A. C., ... Nishimura, S. T. (2009). Hui Mālama O Ke Kai: A positive prevention-based youth development program based on native Hawaiian values and activities. *Journal of Community Psychology*, 37(8), 987–1007. <http://doi.org/10.1002/jcop.20344>
- Howitt, D. (2013). Qualitative data analysis: grounded theory development. In *Introduction to Qualitative Methods in Psychology* (pp. 201–228). Harlow, England: Pearson Education.
- Hyde, K. F. (2000). Recognising deductive processes in qualitative research.

Qualitative Market Research: An International Journal, 3(2), 82–90.

<http://doi.org/10.1108/13522750010322089>

- Jackson, W. C. (2014). The Circle of Courage: The socialization of youth 21st century. *Reclaiming Children and Youth*, 23(3), 16–20.
- Johnson, R. B., & Christensen, L. (2013). *Educational research: Quantitative, qualitative, and mixed approaches*. Thousand Oaks, CA: Sage Publications.
- Larson, R. W., & Hansen, D. (2005). The development of strategic thinking: Learning to impact human systems in a youth activism program. *Human Development*, 48(6), 327–349. <http://doi.org/10.1159/000088251>
- Lerner, J. V, Bowers, E. P., Minor, K., Boyd, M. J., Mueller, M. K., Schmid, K. L., ...
- Lerner, R. M. (2012). Positive youth development: Processes, philosophies and programs. In I. B. Weiner, R. M. Lerner, M. A. Easterbrooks, & J. Mistry (Eds.), *Handbook of psychology: Developmental psychology* (2nd ed., Vol. 6, pp. 365–392). Hoboken, NJ: Wiley.
- Lerner, J. V, Phelps, E., Forman, Y., & Bowers, E. P. (2009). Positive youth development. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (3rd ed., pp. 524–558). Hoboken, NJ: John Wiley and Sons.
- Lerner, R. M. (2004). *Liberty: Thriving and civic engagement among America's youth*. Thousand Oaks, CA: Sage Publications.
- Lerner, R. M. (2005). *Promoting positive youth development: Theoretical and empirical bases. White paper prepared for the Workshop on the Science of Adolescent Health and Development, National Research Council/Institute of Medicine*. Washington, DC: National Academies of Science.
- Lerner, R. M. (2009). The positive youth development perspective: Theoretical and empirical bases of a strengths-based approach to development. In C. R. Snyder &

- S. J. Lopez (Eds.), *Oxford handbook of positive psychology* (pp. 149–169). New York, NY: Oxford University Press.
- Lerner, R. M., Fisher, C. B., & Weinberg, R. A. (2015). Toward a science for and of the people: Promoting civil society through the application of developmental science. *Child Development, 71*(1), 11–20. <http://doi.org/10.1111/1467-8624.00113>
- Lerner, R. M., Lerner, J. V., Almerigi, J. B., Theokas, C., Phelps, E., Gestsdóttir, S., ... von Eye, A. (2005). Positive youth development, participation in community youth development programs, and community contributions of fifth-grade adolescents: Findings from the first wave of the 4-H Study of Positive Youth Development. *The Journal of Early Adolescence, 25*(1), 17–71. <http://doi.org/10.1177/0272431604272461>
- Lerner, R. M., & Lerner, J. V. (2013). The positive development of youth: Comprehensive findings from the 4-H study of Positive Youth Development. Retrieved from <http://www.4-h.org/about/youth-developmentresearch/positive-youth-development-study/>
- Lerner, R. M., Napolitano, C. M., Boyd, M. J., Mueller, M. K., & Callina, K. S. (2013). Mentoring and positive youth development. In D. L. DuBois & M. J. Karcher (Eds.), *Handbook of youth mentoring* (2nd ed., pp. 17–28). New York, NY: Sage Publications.
- Lerner, R. M., & Overton, W. F. (2008). Exemplifying the integrations of the relational developmental system: Synthesizing theory, research, and application to promote positive development and social justice. *Journal of Adolescent Research, 23*(3), 245–255. <http://doi.org/10.1177/0743558408314385>
- Lewin-Bizan, S., Bowers, E. P., & Lerner, R. M. (2010a). One good thing leads to

- another: Cascades of positive youth development among American adolescents. *Development and Psychopathology*, 22(4), 759–770.
<http://doi.org/10.1017/S0954579410000441>
- Lewin-Bizan, S., Bowers, E. P., & Lerner, R. M. (2010b). One good thing leads to another: Cascades of positive youth development among American adolescents. *Development and Psychopathology*, 22(4), 759–770.
<http://doi.org/10.1017/S0954579410000441>
- Lewin-Bizan, S., Lynch, A. D., Fay, K., Schmid, K., McPherran, C., Lerner, J. V., & Lerner, R. M. (2010). Trajectories of positive and negative behaviors from early- to middle-adolescence. *Journal of Youth and Adolescence*, 39(7), 751–763.
<http://doi.org/10.1007/s10964-010-9532-7>
- Li, Y., Lerner, J. V., & Lerner, R. M. (2010). Personal and ecological assets and academic competence in early adolescence: The mediating role of school engagement. *Journal of Youth and Adolescence*, 39(7), 801–815.
<http://doi.org/10.1007/s10964-010-9535-4>
- Li, Y., & Lerner, R. M. (2013). Interrelations of behavioral, emotional, and cognitive school engagement in high school students. *Journal of Youth and Adolescence*, 42(1), 20–32. <http://doi.org/10.1007/s10964-012-9857-5>
- Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development*, 71(3), 543–562. <http://doi.org/10.1111/1467-8624.00164>
- Martin, L., & National Youth Workers Network. (2006). *Real work: A report from the national research project on the state of youth work in Aotearoa*. Christchurch, New Zealand: National Youth Workers Network.
- Masten, A. S. (2001). Ordinary magic: Resilience processes in development.

American Psychologist, 56(3), 227–238. <http://doi.org/10.1037//0003-066X.56.3.227>

Masten, A. S., Best, K. M., & Garmezy, N. (1990). Resilience and development: Contributions from the study of children who overcome adversity. *Development and Psychopathology*, 2, 425–444.

Masten, A. S., & Cicchetti, D. (2010). Developmental cascades. *Development and Psychopathology*, 22(3), 491–495. <http://doi.org/10.1017/S0954579410000222>

Masten, A. S., & Coatsworth, J. D. (1998). The development of competence in favorable and unfavorable environments. *American Psychologist*, 53, 205–220.

Masten, A. S., Hubbard, J. J., Gest, S. D., Tellegen, A., Garmezy, N., & Ramirez, M. (1999). Competence in the context of adversity: Pathways to resilience and maladaptation from childhood to late adolescence. *Development and Psychopathology*, 11(1), 143–169. <http://doi.org/10.1017/S0954579499001996>

Masten, A. S., Obradović, J., & Burt, K. (2006). Resilience in emerging adulthood: Developmental perspectives on continuity and transformation. In *Emerging adults in America: Coming of age in the 21st century* (pp. 173–190). Washington, DC: American Psychological Association.
<http://doi.org/10.1037/11381-007>

Merton, B. E. Al. (2004). *An evaluation of the impact of youth work in England*. Retrieved from <http://www.dfes.gov.uk/research/data/uploadfiles/RR606.pdf>

Ministry of Education. (2013). *Education report 2013: Investing in education to raise achievement*. Retrieved from <http://www.education.govt.nz/ministry-of-education/publications/the-new-zealand-education-profile/>

Ministry of Social Development. (2010). *2010 the social report*. Retrieved from <http://socialreport.msd.govt.nz/documents/the-social-report-2010.pdf>

- Ministry of Youth Affairs. (2002). *Youth development strategy Aotearoa: Action for child and youth development*. Retrieved from http://www.youthpolicy.org/national/New_Zealand_2002_Youth_Development_Strategy.pdf
- Ministry of Youth Development. (2009). *Structured youth development programmes a review of evidence ('A report undertaken for the Ministry of Youth Development, September 2009')*. Retrieved from <http://www.youthpolicy.org>
- Mueller, M. K., Phelps, E., Bowers, E. P., Agans, J. P., Urban, J. B., & Lerner, R. M. (2011). Youth development program participation and intentional self-regulation skills: Contextual and individual bases of pathways to positive youth development. *Journal of Adolescence*, *34*(6), 1115–1125. <http://doi.org/10.1016/j.adolescence.2011.07.010>
- Napolitano, C. M., Bowers, E. P., Gestsdottir, S., Depping, M., von Eye, A., Chase, P., & Lerner, J. V. (2011). The role of parenting and goal selection in positive youth development: A person-centered approach. *Journal of Adolescence*, *34*(6), 1137–1149. <http://doi.org/10.1016/j.adolescence.2011.07.008>
- Nurmi, J. (2004). Socialization and self-development: Channeling, selection, adjustment, and reflection. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of Adolescent Psychology* (2nd ed., pp. 85–124). New York, NY: John Wiley & Sons.
- Peterson, B., Gerhard, G., Hunter, K., Marek, L., Phillips, C., & Titcomb, A. (2001). *Prepared and engaged youth serving American communities: The national 4-H impact assessment project*. Retrieved from www.national4hheadquarters.gov/impact.htm.
- Phelps, E., Balsano, A. B., Fay, K., Peltz, J. S., Zimmerman, S. M., Lerner, R. M., &

- Lerner, J. V. (2007). Nuances in early adolescent developmental trajectories of positive and problematic/risk behaviors: Findings from the 4-H study of positive youth development. *Child and Adolescent Psychiatric Clinics of North America*, 16(2), 473–496. <http://doi.org/10.1016/j.chc.2006.11.006>
- Phelps, E., Zimmerman, S. M., Warren, a. E. a, Jeličić, H., von Eye, A., & Lerner, R. M. (2009). The structure and developmental course of positive youth development (PYD) in early adolescence: Implications for theory and practice. *Journal of Applied Developmental Psychology*, 30(5), 571–584. <http://doi.org/10.1016/j.appdev.2009.06.003>
- Pittman, K., Irby, M., & Ferber, T. (2001). Unfinished business: Further reflections on a decade of promoting youth development. In P. Ventures (Ed.), *Youth development: Issues, challenges and directions* (pp. 17– 64). Philadelphia, PA: Private/Public Ventures.
- Rhodes, J. E. (2002). *Stand by me: The risks and rewards of mentoring today's youth*. Cambridge, MA: Harvard University Press.
- Roth, J. L., & Brooks-Gunn, J. (2003). Youth development programs: Risk, prevention and policy. *Journal of Adolescent Health*, 32, 170–182.
- Roth, J. L., Brooks-Gunn, J., Murray, L., & Foster, W. (1998). Promoting healthy adolescents: Synthesis of youth development program evaluations. *Journal of Research on Adolescence*. http://doi.org/10.1207/s15327795jra0804_2
- Scales, P. C. (1999). Reducing risks and building developmental assets: Essential actions for promoting adolescent health. *Journal of School Health*, 69(3), 113–119. <http://doi.org/10.1111/j.1746-1561.1999.tb07219.x>
- Scales, P. C., Benson, P. L., Leffert, N., & Blyth, D. A. (2000). Contribution of developmental assets to the prediction of thriving among adolescents. *Applied*

Developmental Science, 4(1), 27–46.

http://doi.org/10.1207/S1532480XADS0401_3

Scales, P. C., Benson, P. L., Roehlkepartain, E. C., Sesma, A., & van Dulmen, M. (2006). The role of developmental assets in predicting academic achievement: A longitudinal study. *Journal of Adolescence*, 29(5), 691–708.

<http://doi.org/10.1016/j.adolescence.2005.09.001>

Scales, P. C., Leffert, N., & Vraa, R. (2003). The relation of community developmental attentiveness to adolescent health. *American Journal of Health Behavior*, 27(Supplement 1), S22–S34.

Schmid, K. L., Phelps, E., Kiely, M. K., Napolitano, C. M., Boyd, M. J., & Lerner, R. M. (2011). The role of adolescents' hopeful futures in predicting positive and negative developmental trajectories: Findings from the 4-H study of positive youth development. *The Journal of Positive Psychology*, 6(1), 45–56.

<http://doi.org/10.1080/17439760.2010.536777>

Schmid, K. L., Phelps, E., & Lerner, R. M. (2011). Constructing positive futures: Modeling the relationship between adolescents' hopeful future expectations and intentional self regulation in predicting positive youth development. *Journal of Adolescence*, 34(6), 1127–1135.

<http://doi.org/10.1016/j.adolescence.2011.07.009>

Shenton, A. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22, 63–75. <http://doi.org/10.1111/j.1744-618X.2000.tb00391.x>

Statistics New Zealand. (2012). *Vulnerable children and families: Some findings from the New Zealand General Social Survey*. Retrieved from www.stats.govt.nz

Steinberg, L. (2010). A dual systems model of adolescent risk-taking. *Developmental*

- Psychobiology*, 52(3), 216–24. <http://doi.org/10.1002/dev.20445>
- Susman, E. J., & Rogal, A. (2004). Puberty and psychological development. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (2nd ed., pp. 15–44). Hoboken, NJ: John Wiley & Sons.
- Theokas, C., & Lerner, R. M. (2006). Observed ecological assets in families, schools, and neighborhoods: Conceptualization, measurement, and relations with positive and negative developmental outcomes. *Applied Developmental Science*, 10(2), 61–74. <http://doi.org/10.1207/s1532480xads1002>
- Turner, M., & Schroder, R. (2015). 24-7 youthworker in schools programme- phase 2 evaluation: School staff. Christchurch, New Zealand: The Collaborative.
- Turner, M., Schroder, R., & McKay, S. (2014). Evaluation of the 24-7YW programme: “YouthWorker in schools.” Christchurch, New Zealand: The Collaborative.
- Urban, J. B., Lewin-Bizan, S., & Lerner, R. M. (2009). The role of neighborhood ecological assets and activity involvement in youth developmental outcomes: Differential impacts of asset poor and asset rich neighborhoods. *Journal of Applied Developmental Psychology*, 30(5), 601–614. <http://doi.org/10.1016/j.appdev.2009.07.003>
- Urban, J. B., Lewin-Bizan, S., & Lerner, R. M. (2010). The role of intentional self regulation, lower neighborhood ecological assets, and activity involvement in youth developmental outcomes. *Journal of Youth and Adolescence*, 39(7), 783–800. <http://doi.org/10.1007/s10964-010-9549-y>
- Wayne Francis Charitable Trust. (2010). Positive youth development in Aotearoa: Weaving connections- tuhonohono rangatahi. Retrieved from <http://ir.canterbury.ac.nz/handle/10092/6132>

- Willig, C. (2013). *Introducing qualitative research in psychology* (3rd ed.). Berkshire, England: Open University Press.
- Zaff, J., Boyd, M., Li, Y., Lerner, J. V., & Lerner, R. M. (2010). Active and engaged citizenship: Multi-group and longitudinal factorial analysis of an integrated construct of civic engagement. *Journal of Youth and Adolescence*, *39*(7), 736–750. <http://doi.org/10.1007/s10964-010-9541-6>
- Zimmerman, S. M., Phelps, E., & Lerner, R. M. (2007). Intentional self-regulation in early adolescence: Assessing the structure of selection, optimization, and compensations processes. *European Journal of Developmental Science*, *1*(3), 272–299.
- Zimmerman, S. M., Phelps, E., & Lerner, R. M. (2008). Positive and negative developmental trajectories in U.S. adolescents: Where the positive youth development perspective meets the deficit model. *Research in Human Development*, *5*(3), 153–165. <http://doi.org/10.1080/15427600802274001>

Appendices

Appendix A: The Search Institutes 40 Developmental Assets

The Search Institutes 40 Developmental Assets	
External Assets	
Support	<ol style="list-style-type: none"> 1. Family support: the family provides a high-level of love and support. 2. Positive family communication: there is a positive dialogue between the young person and their parents and youth feels safe to seek parental advice. 3. Other adult relationships: at least three adults that provide them with support. 4. Caring neighbourhood: Neighbours are caring towards the youth. 5. Caring school climate: the school is a positive and caring environment for youth. 6. Parental school involvement: parents invest actively in their child's school success.
Empowerment	<ol style="list-style-type: none"> 7. Community values youth: youth perceive adults in the community as valuing them. 8. Youth as resources: useful roles are given to youth in the community. 9. Service to others: one hour or more per week is spent serving others. 10. Safety: home, school and the community are perceived as safe.
Boundaries and Expectations	<ol style="list-style-type: none"> 11. Family boundaries: clear rules, consequences and monitoring are enforced 12. School boundaries: clear rules, and consequences are provided at school. 13. Neighbourhood boundaries: Neighbours monitor youth behaviour. 14. Adult role models: positive and responsible behaviour is modelled by adults. 15. Positive peer influence: best friends model positive and responsible behaviour. 16. High expectations: parents and teachers encourage the young person to do well.
Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities: three or more hours per week are spent practicing a skill of the arts. 18. Youth programmes: three or more hours per week are spent participating in sports, clubs, or school/community organizations. 19. Religious community: one or more hours per week are spent doing activities within a religious institution. 20. Time at home: young person is out with friends or has "nothing to do" two or less nights per week.
Internal assets	
Commitment to Learning	<ol style="list-style-type: none"> 21. Achievement motivation: motivated to do well in school. 22. School engagement: active engagement in learning. 23. Homework: one hour of homework is completed per day.

The Search Institutes 40 Developmental Assets

	24. Reading for pleasure: three or more hours a week spent reading.
	25. Bonding to school: cares for their school.
Positive Values	26. Caring: caring and helping other people is placed as a high value.
	27. Equality and social justice: promoting equality and reducing hunger and poverty is a high value.
	28. Integrity: active in their convictions and beliefs.
	29. Honesty: even when it is not easy they tell the truth.
	30. Responsibility: personal responsibility is accepted.
	31. Restraint: importance is placed on not being sexually active or participating in drug taking.
Social Competencies	32. Planning and decision making: can plan ahead and make choices.
	33. Interpersonal competency: has skills in empathy, sensitivity and friendship.
	34. Cultural competency: young person is comfortable and has knowledge around those of a different culture or race.
	35. Resistance skills: negative peer pressure or risky situations can be avoided.
	36. Peaceful conflict resolution: seeks to resolve conflict without violence.
Positive Identity	37. Personal power: sense of control over their life.
	38. Self-esteem: high self-esteem.
	39. Purpose: has a sense of purpose in their life.
	40. Positive view of personal future: optimistic about the future.

Adapted from www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18

Appendix B: Information and consent forms

Anna Smit
School of Health Sciences, College of Education
University of Canterbury
Telephone: 022 068 5618
Email: anna.smit@pg.canterbury.ac.nz
01/04/2015



Positive Youth Development in New Zealand Information Sheet for School Principal

My name is Anna Smit and I am currently completing my masters in Child and Family Psychology at the University of Canterbury, which is focused on exploring the positive development of youth in New Zealand. To achieve this I am gathering information, in the form of personal experiences, from those who have been involved in a New Zealand programme that aims to contribute to the positive development of youth: 24-7 YouthWork.

The project involves interviewing young adults who have now left school but who were involved in the 24-7 YouthWork programme during their time at school, youth workers in schools, and school staff members who are the key point of contact for the 24-7 programme within the school. I am seeking to match the young adult participants with the school in which they participated in the 24-7 programme. I am inviting your school to be involved in the project as a student who was a former student in your school has offered to participate in the study. The involvement of your school will be limited to my meeting with the person who is the staff member who is the key point of contact for 24-7 YouthWork.

The interview will centre around discussion on the staff member's experiences related to the 24-7 YouthWork programme, their views on how the programme is run and on the impact it has on youth, the school and the community. The interviews will be conducted in a private space with the researcher at your school. The time that each interview takes is flexible, however is estimated to take around 60 minutes. The interview will be audio recorded so that the researcher can transcribe the discussion (write out what was said in the interview).

The participant from your school will receive a copy of the transcribed (written) version of his or her discussion with the researcher to check that it is correct.

Participation is voluntary and your school, or the participant representing your school, has the right to withdraw at any stage without penalty. In the case of withdrawal, I will remove all information relating to your school. Withdrawal will not be possible from a month following the time when interviews occurred.

The results of the project may be published, however the data gathered in this investigation will be kept completely confidential. The identities of participants and participating schools will not be made public. To ensure anonymity and confidentiality, participants and schools names will be replaced with a pseudonym (a made up name), and only snippets of what was said in the discussion will be included within the thesis that may be published.

All data will be kept in a filing cabinet within a locked room, on the locked university server, or on a USB in a locked file, all of which only the researcher has access to. This data will only be seen by the researcher and her two supervisors.

On completion of research all information, including consent forms, interview audios and transcriptions will be kept on the locked university server, or in a filing cabinet in a locked room for five years, after which it will be destroyed. The thesis itself will be a public document and will be available through the UC Library.

The school and participants may receive a summary of the project results by contacting the researcher at the conclusion of the project.

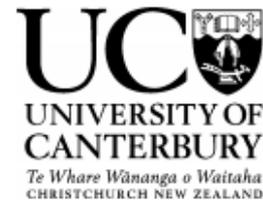
The project is being carried out as a requirement for a Masters of Arts by Anna Smit under the supervision of Susan Besley and Myron Friesen who can be contacted at susan.besley@canterbury.ac.nz or myron.friesen@canterbury.ac.nz. They will be pleased to discuss any concerns you may have about participation in the project.

This project has been reviewed and approved by the University of Canterbury Human Ethics Committee, and participants should address any complaints to The Chair, Human Ethics Committee, University of Canterbury, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz).

This consent form can be scanned and emailed to anna.smit@pg.canterbury.ac.nz. Alternatively, please pass this form to the school office, and the researcher will collect it on Wednesday 24th August.

Anna Smit (Researcher)

Anna Smit
School of Health Sciences, College of Education
University of Canterbury
Telephone: 022 068 5618
Email: anna.smit@pg.canterbury.ac.nz
01/04/2015



Positive Youth Development in New Zealand
Consent Form for the School Principal

Our school has been given a full explanation of this project and have had the opportunity to ask questions. I understand what is required of my school if I agree to take part in the research.

Our school understands that participation is voluntary and the school or participant may withdraw at any time (up until a month following interviews) without penalty. Withdrawal of participation will also include the withdrawal of any information, which has been provided.

Our school understands that any information or opinions the school, or participants from within the school, provide will be kept confidential to the researcher and her supervisors, and that any published or reported results will not identify the participants or their schools. I understand that a thesis is a public document and will be available through the UC Library.

Our school understands that all data collected for the study will be kept in locked and secure facilities and/or in password protected electronic form and will be destroyed after five years. Our school understand the risks associated with taking part and how they will be managed.

Our school understands that they are able to receive a report summarising the findings of the study by contacting the researcher at the conclusion of the project.

Our school understands that they can contact the researcher Anna Smit or supervisor Susan Besley (susan.besley@canterbury.ac.nz) for further information. If I have any complaints, I can contact the Chair of the University of Canterbury Human Ethics Committee, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz)

By signing below, the principal agrees to his/her school participating in this research project.

Name of Principal (please print):

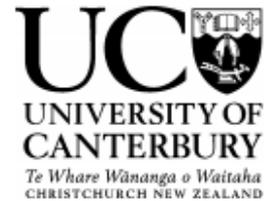
Name of School:

Signature:

Date:

This consent form can be scanned and emailed to anna.smit@pg.canterbury.ac.nz.
Anna Smit (Researcher)

Anna Smit
School of Health Sciences, College of Education
University of Canterbury
Telephone: 022 068 5618
Email: anna.smit@pg.canterbury.ac.nz
01/04/2015



Positive Youth Development in New Zealand Information Sheet for the Key Point of Contact

My name is Anna Smit and I am currently completing my masters in Child and Family Psychology at the University of Canterbury, which is focused on exploring the positive development of youth in New Zealand. To achieve this I am gathering information, in the form of personal experiences, from those who have been involved in a New Zealand programme that aims to contribute to the positive development of youth: 24-7 YouthWork.

The project involves interviewing young adults who have now left school but who were involved in the 24-7 YouthWork programme during their time at school, youth workers in schools, and school staff members who are the key point of contact for the 24-7 programme within the school. I am seeking to match the young adult participants with the school in which they participated in the 24-7 programme. I am inviting you, as the key point of contact for the 24-7 youth workers, to be involved in the project as a young adult who was a former student in your school has offered to participate in the study. Being involved in this research would require you to participate in an interview with the researcher.

The interview will centre around discussion on your experiences related to the 24-7 YouthWork programme, your views on how the programme is run and on the impact it has on youth, the school and the community. The interview will be conducted in a private space with the researcher at your school. The time that the interview will take is flexible, however is estimated to take around 60 minutes. The interview will be audio recorded so that the researcher can transcribe the discussion (write out what was said in the interview).

You will receive a copy of the transcribed (written) version of your discussion with the researcher to check that it is correct.

You may receive a summary of the project results by contacting the researcher at the conclusion of the project.

Participation is voluntary and you have the right to withdraw at any stage without penalty. In the case of withdrawal, I will remove all information relating to you. Withdrawal will not be possible from a month following the time when interviews occurred.

The results of the project may be published, however the data gathered in this investigation will be kept completely confidential. The identities of participants and

participating schools will not be made public. To ensure anonymity and confidentiality, participants and schools names will be replaced with a pseudonym (a made up name), and only snippets of what was said in the discussion will be included within the thesis that may be published.

All data will be kept in a filing cabinet within a locked room, on the locked university server, or on a USB in a locked file, all of which only the researcher has access to. This data will only be seen by the researcher and her two supervisors.

On completion of research all information, including consent forms, interview audios and transcriptions will be kept on the locked university server, or in a filing cabinet in a locked room for five years, after which it will be destroyed. The thesis itself will be a public document and will be available through the UC Library.

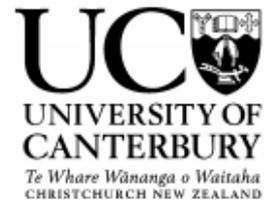
The project is being carried out as a requirement for a Masters of Arts by Anna Smit under the supervision of Susan Besley and Myron Friesen who can be contacted at susan.besley@canterbury.ac.nz or myron.friesen@canterbury.ac.nz. They will be pleased to discuss any concerns you may have about participation in the project.

This project has been reviewed and approved by the University of Canterbury Human Ethics Committee, and participants should address any complaints to The Chair, Human Ethics Committee, University of Canterbury, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz).

This consent form can be scanned and emailed to anna.smit@pg.canterbury.ac.nz.

Anna Smit (Researcher)

Anna Smit
School of Health Sciences, College of Education
University of Canterbury
Telephone: 022 068 5618
Email: anna.smit@pg.canterbury.ac.nz
01/04/2015



Positive Youth Development in New Zealand
Consent Form for Key Point of Contact

I have been given a full explanation of this project and have had the opportunity to ask questions. I understand what is required of me if I agree to take part in the research.

I understand that participation is voluntary and I may withdraw at any time (up until a month following the interviews) without penalty. Withdrawal of participation will also include the withdrawal of any information which has been provided.

I understand that any information or opinions I provide will be kept confidential to the researcher and her supervisors, and that any published or reported results will not identify the participants or their schools. I understand that a thesis is a public document and will be available through the UC Library.

I understand that all data collected for the study will be kept in locked and secure facilities and/or in password protected electronic form and will be destroyed after five years. I understand the risks associated with taking part and how they will be managed.

I understand that I am able to receive a report summarising the findings of the study by contacting the researcher at the conclusion of the project.

I understand that I can contact the researcher Anna Smit or supervisor Susan Besley (susan.besley@canterbury.ac.nz) for further information. If I have any complaints, I can contact the Chair of the University of Canterbury Human Ethics Committee, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz)

By signing below, I agree to participate in this research project.

Name:

School:

Date:

Signature:

This consent form can be scanned and emailed to anna.smit@pg.canterbury.ac.nz.
Anna Smit (Researcher)

Anna Smit
School of Health Sciences, College of Education
University of Canterbury
Telephone: 022 068 5618
Email: anna.smit@pg.canterbury.ac.nz
01/04/2015



Positive Youth Development in New Zealand Information Sheet for Young Adult

My name is Anna Smit and I am currently completing my masters in Child and Family Psychology at the University of Canterbury, which is focused on exploring the positive development of youth in New Zealand. To achieve this I am gathering information, in the form of personal experiences, from those who have been involved in a New Zealand programme that aims to contribute to the positive development of youth: 24-7 YouthWork.

The project involves interviewing young adults who have now left school but who were involved in the 24-7 YouthWork programme during their time at school, youth workers in schools, and school staff members who are the key point of contact for the 24-7 programme within the school. I am seeking to match the young adult participants with the school in which they participated in the 24-7 programme. I am inviting you to be involved in the project as a former student who was involved in the 24-7 YouthWork programme. Your involvement would be in the form of an interview with the researcher.

The interview will centre around discussion on your experiences related to the 24-7 YouthWork programme, your views on how the programme is run and on the impact it has had on you, your school and the local community. The interviews will be conducted in a private space with the researcher at a place of your choosing that has a private space within a public area. Options include, but are not limited to: The University of Canterbury central or education library, Christchurch public libraries, or cafés with small meeting rooms. The time that each interview takes is flexible, however is estimated to take around 60 minutes. The interview will be audio recorded so that the researcher can transcribe the discussion (write out what was said in the interview).

You will receive a copy of the transcribed (written) version of your discussion with the researcher to check that it is correct.

You may receive a summary of the project results by contacting the researcher at the conclusion of the project.

Participation is voluntary and you have the right to withdraw at any stage without penalty. In the case of withdrawal, I will remove all information relating to you. Withdrawal will not be possible from a month following the time when your interview occurred.

The results of the project may be published, however the data gathered in this investigation will be kept completely confidential. The identities of participants and

participating schools will not be made public. To ensure anonymity and confidentiality, participants and schools names will be replaced with a pseudonym (a made up name), and only snippets of what was said in the discussion will be included within the thesis that may be published.

All data will be kept in a filing cabinet within a locked room, on the locked university server, or on a USB in a locked file, all of which only the researcher has access to. This data will only be seen by the researcher and her two supervisors.

On completion of research all information, including consent forms, interview audios and transcriptions will be kept on the locked university server, or in a filing cabinet in a locked room for five years, after which it will be destroyed. The thesis itself will be a public document and will be available through the UC Library.

The project is being carried out as a requirement for a Masters of Arts by Anna Smit under the supervision of Susan Besley and Myron Friesen who can be contacted at susan.besley@canterbury.ac.nz or myron.friesen@canterbury.ac.nz. They will be pleased to discuss any concerns you may have about participation in the project.

This project has been reviewed and approved by the University of Canterbury Human Ethics Committee, and participants should address any complaints to The Chair, Human Ethics Committee, University of Canterbury, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz).

This consent form can be scanned and emailed to anna.smit@pg.canterbury.ac.nz.

Anna Smit (Researcher)

Anna Smit
School of Health Sciences, College of Education
University of Canterbury
Telephone: 022 068 5618
Email: anna.smit@pg.canterbury.ac.nz
01/04/2015



Positive Youth Development in New Zealand
Consent Form for Young Adult

I have been given a full explanation of this project and have had the opportunity to ask questions. I understand what is required of me if I agree to take part in the research.

I understand that participation is voluntary and I may withdraw at any time (up until a month following the interviews) without penalty. Withdrawal of participation will also include the withdrawal of any information which has been provided.

I understand that any information or opinions I provide will be kept confidential to the researcher and her supervisors, and that any published or reported results will not identify the participants or their schools. I understand that a thesis is a public document and will be available through the UC Library.

I understand that all data collected for the study will be kept in locked and secure facilities and/or in password protected electronic form and will be destroyed after five years. I understand the risks associated with taking part and how they will be managed.

I understand that I am able to receive a report summarising the findings of the study by contacting the researcher at the conclusion of the project.

I understand that I can contact the researcher Anna Smit or supervisor Susan Besley (susan.besley@canterbury.ac.nz) for further information. If I have any complaints, I can contact the Chair of the University of Canterbury Human Ethics Committee, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz)

By signing below, I agree to participate in this research project.

Name:

Previous school:

Date:

Signature:

This consent form can be scanned and emailed to anna.smit@pg.canterbury.ac.nz.
Anna Smit (Researcher)

Anna Smit
School of Health Sciences, College of Education
University of Canterbury
Telephone: 022 068 5618
Email: anna.smit@pg.canterbury.ac.nz
01/04/2015



Positive Youth Development in New Zealand Information Sheet for the Youth Worker

My name is Anna Smit and I am currently completing my masters in Child and Family Psychology at the University of Canterbury, which is focused on exploring the positive development of youth in New Zealand. To achieve this I am gathering information, in the form of personal experiences, from those who have been involved in a New Zealand programme that aims to contribute to the positive development of youth: 24-7 YouthWork.

The project involves interviewing young adults who have now left school but who were involved in the 24-7 YouthWork programme during their time at school, youth workers in schools, and school staff members who are the key point of contact for the 24-7 programme within the school. I am seeking to match the young adult participants with the school in which they participated in the 24-7 programme. I am inviting you, as a youth worker, to be involved in the project as a young adult who was a former student and was involved with you as a youth worker has offered to participate in the study. Being involved in this research would require you to participate in an interview with the researcher.

The interview will centre around discussion on your experiences related to the 24-7 YouthWork programme, your views on how the programme is run and on the impact it has on youth, the school and the community. The interview will be conducted in a private space with the researcher at your school. The time that the interview will take is flexible, however is estimated to take around 60 minutes. The interview will be audio recorded so that the researcher can transcribe the discussion (write out what was said in the interview).

You will receive a copy of the transcribed (written) version of your discussion with the researcher to check that it is correct.

You may receive a summary of the project results by contacting the researcher at the conclusion of the project.

Participation is voluntary and you have the right to withdraw at any stage without penalty. In the case of withdrawal, I will remove all information relating to you. Withdrawal will not be possible from a month following the time when interviews occurred.

The results of the project may be published, however the data gathered in this investigation will be kept completely confidential. The identities of participants and

participating schools will not be made public. To ensure anonymity and confidentiality, participants and schools names will be replaced with a pseudonym (a made up name), and only snippets of what was said in the discussion will be included within the thesis that may be published.

All data will be kept in a filing cabinet within a locked room, on the locked university server, or on a USB in a locked file, all of which only the researcher has access to. This data will only be seen by the researcher and her two supervisors.

On completion of research all information, including consent forms, interview audios and transcriptions will be kept on the locked university server, or in a filing cabinet in a locked room for five years, after which it will be destroyed. The thesis itself will be a public document and will be available through the UC Library.

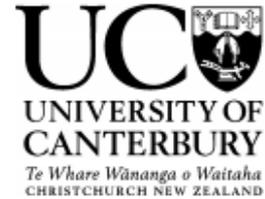
The project is being carried out as a requirement for a Masters of Arts by Anna Smit under the supervision of Susan Besley and Myron Friesen who can be contacted at susan.besley@canterbury.ac.nz or myron.friesen@canterbury.ac.nz. They will be pleased to discuss any concerns you may have about participation in the project.

This project has been reviewed and approved by the University of Canterbury Human Ethics Committee, and participants should address any complaints to The Chair, Human Ethics Committee, University of Canterbury, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz).

This consent form can be scanned and emailed to anna.smit@pg.canterbury.ac.nz.

Anna Smit (Researcher)

Anna Smit
School of Health Sciences, College of Education,
University of Canterbury
Telephone: 022 068 5618
Email: anna.smit@pg.canterbury.ac.nz



Positive Youth Development in New Zealand
Youth Worker Consent Form

I have been given a full explanation of this project and have had the opportunity to ask questions. I understand what is required of me if I agree to take part in the research.

I understand that participation is voluntary and I may withdraw at any time (up until a month following the interviews) without penalty. Withdrawal of participation will also include the withdrawal of any information I have provided.

I understand that any information or opinions I provide will be kept confidential to the researcher and her supervisors, and that any published or reported results will not identify the participants or their schools. I understand that a thesis is a public document and will be available through the UC Library.

I understand that all data collected for the study will be kept in locked and secure facilities and/or in password protected electronic form and will be destroyed after five years. I understand the risks associated with taking part and how they will be managed.

I understand that I am able to receive a report on the findings of the study by contacting the researcher at the conclusion of the project.

I understand that I can contact the researcher Anna Smit or supervisor Susan Besley (susan.besley@canterbury.ac.nz) for further information. If I have any complaints, I can contact the Chair of the University of Canterbury Human Ethics Committee, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz)

By signing below, I agree to participate in this research project.

Name:

School:

Date:

Signature:

This consent form can be scanned and emailed to anna.smit@pg.canterbury.ac.nz.

Anna Smit (Researcher)

Anna Smit
School of Health Sciences, College of Education
University of Canterbury
Telephone: 022 068 5618
Email: anna.smit@pg.canterbury.ac.nz
01/04/2015



Positive Youth Development in New Zealand Information Sheet for the Network Manager and Regional Managers

My name is Anna Smit and I am currently completing my masters in Child and Family Psychology at the University of Canterbury, which is focused on exploring the positive development of youth in New Zealand. To achieve this I am gathering information, in the form of personal experiences, from those who have been involved in a New Zealand programme that aims to contribute to the positive development of youth: 24-7 YouthWork.

The project involves interviewing young adults who have now left school but who were involved in the 24-7 YouthWork programme during their time at school, youth workers in schools, and school staff members who are the key point of contact for the 24-7 programme within the school. I am seeking to match the young adult participants with the school in which they participated in the 24-7 programme. Additionally participants will be completing a card sorting activity. I am inviting you, as the network manager/regional manager of the 24-7 YouthWork programme, to be involved in the project by completing a card sorting activity.

The card sorting activity will require you to look through statements that are based on the 26 outcomes/indicators of PYD. You will then sort the cards into five columns (from +2 to -2), from those that you agree 24-7 YouthWork aims to promote in the youth they work with the most to those that they promote the least. Exemplar statements include: good health habits, school success, good decision-making skills, good coping skills, and good conflict resolution skills. You will then be asked to comment briefly, in written form, on the statements you most agreed and most disagreed with.

You may receive a summary of the project results by contacting the researcher at the conclusion of the project.

Participation is voluntary and you have the right to withdraw at any stage without penalty. In the case of withdrawal, I will remove all information relating to you. Withdrawal will not be possible from a month following the time when the card sorting activity occurs.

The results of the project may be published, however the data gathered in this investigation will be kept completely confidential. The identities of participants and participating schools will not be made public. To ensure anonymity and confidentiality, participants and schools names will be replaced with a pseudonym (a made up name), and only snippets of what was said in the discussion will be included within the thesis that may be published. The card-sorting data from the network

manager and regional managers will be reported on in summation and these participants will be referred to as those in the 24-7 YouthWork organization who oversee youth workers to ensure confidentiality.

All data will be kept in a filing cabinet within a locked room, on the locked university server, or on a USB in a locked file, all of which only the researcher has access to. This data will only be seen by the researcher and her two supervisors.

On completion of research all information, including consent forms, and card sorting data will be kept on the locked university server, or in a filing cabinet in a locked room for five years, after which it will be destroyed. The thesis itself will be a public document and will be available through the UC Library.

The project is being carried out as a requirement for a Masters of Arts by Anna Smit under the supervision of Susan Besley and Myron Friesen who can be contacted at susan.besley@canterbury.ac.nz or myron.friesen@canterbury.ac.nz. They will be pleased to discuss any concerns you may have about participation in the project.

This project has been reviewed and approved by the University of Canterbury Human Ethics Committee, and participants should address any complaints to The Chair, Human Ethics Committee, University of Canterbury, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz).

This consent form can be scanned and emailed to anna.smit@pg.canterbury.ac.nz.

Anna Smit (Researcher)

Anna Smit
School of Health Sciences, College of Education,
University of Canterbury

Telephone: 022 068 5618
Email: anna.smit@pg.canterbury.ac.nz



Positive Youth Development in New Zealand
Network Manager and Regional Managers Consent Form

I have been given a full explanation of this project and have had the opportunity to ask questions. I understand what is required of me if I agree to take part in the research.

I understand that participation is voluntary and I may withdraw at any time (up until a month following the interviews) without penalty. Withdrawal of participation will also include the withdrawal of any information I have provided.

I understand that any information or opinions I provide will be kept confidential to the researcher and her supervisors, and that any published or reported results will not identify the participants or their schools. I understand that a thesis is a public document and will be available through the UC Library.

I understand that all data collected for the study will be kept in locked and secure facilities and/or in password protected electronic form and will be destroyed after five years. I understand the risks associated with taking part and how they will be managed.

I understand that I am able to receive a report on the findings of the study by contacting the researcher at the conclusion of the project.

I understand that I can contact the researcher Anna Smit or supervisor Susan Besley (susan.besley@canterbury.ac.nz) for further information. If I have any complaints, I can contact the Chair of the University of Canterbury Human Ethics Committee, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz)

By signing below, I agree to participate in this research project.

Name:

Role within the 24-7 YouthWork organisation:

Date:

Signature:

This consent form can be scanned and emailed to anna.smit@pg.canterbury.ac.nz.

Anna Smit (Researcher)

Appendix C: Flyer for potential young adult participants

Participate in New Zealand Youth Research!

Ever wondered how to promote positive development in youth within New Zealand?



I am investigating the ways in which positive development is promoted in youth and comparing this to a youth programme in New Zealand: 24-7 YouthWork. In order to complete this research I need those who were involved in the 24-7 YouthWork programme and have now left school to share their experiences of the programme with me.

- This will require you to participate in a semi-structured interview with me, which will take around 60 minutes.
- A **gift voucher** to the value of 20 dollars will be given.

If you are interested and would like to know more, please contact me:

Anna Smit

0220685618

aks68@uclive.ac.nz

This project has been reviewed and approved by the UC Human Ethics Committee.
University of Canterbury, Private Bag 4800, Christchurch 8140, New Zealand, www.canterbury.ac.nz