YWCA Future Leaders Evaluation

A report for the YWCA – Auckland

May 2009

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Executive Summary

The YWCA Auckland wished to evaluate the key strengths of its very successful Future Leaders Programme for young women from Decile 1-4 high schools in the Auckland region. The YWCA also wanted to identify the operational challenges and opportunities of this programme from a variety of perspectives, including current and past young women engaged in the programme, their families, their mentors, and representatives from the schools which they attended so as to reveal a holistic picture of Future Leaders.

All 43 participants spoke frequently and passionately of how the young women’s communication, goal setting, personal organisational skills, confidence, leadership, study skills and public speaking had been profoundly boosted through Future Leaders.

A major strength of the programme was its safety of being women-only, reinforcing cultural and religious mores which a number of families live by. Additionally, families regularly reported that their daughter’s engagement in Future Leaders positively affected the entire family. It was considered important that Future Leaders remains free of charge so that it continues to be a realistic opportunity for families to support their daughter’s involvement. The existing duration of the programme - being 4-5 years - was widely supported by almost all evaluation participants.

Since Future Leaders establishment in 2002, half of the schools (13 of the 24 schools) had a 100% retention rate of Future Leaders - a phenomenal achievement. With the exclusion of one school (where a significant attendance drop occurred), the average retention rate across all 23 participating high schools was 88%.

All Future Leader graduates still undertake extensive community service, which is a wonderful testament to their personal commitment back into their communities which had been nurtured through Future Leaders. More than three-quarters of the graduates have continued a relationship with their mentors. The same number answered that they responded to difficult situations better since being in Future Leaders. Ninety five (95%) of the
graduates and current Future Leaders were smokefree. A number of graduate young women spoke of how university was ‘demystified’ for them through Future Leaders being run at AUT University. The subsequent enrolment of 69% of Decile 1-4 Future Leaders into full-time tertiary study is an excellent educational outcome.

Collectively, these findings are powerful and successfully realise all four programme objectives, namely:

- To increase young women’s self-confidence by providing access to a range of experiences
- To support and encourage young women to achieve their self-defined goals
- To support young women’s educational achievement
- To facilitate opportunities for young women to actively lead

The researchers reviewed current best practice pertaining to youth development and youth mentoring in New Zealand. The principles from the *Youth Development Strategy Aotearoa* (Ministry of Youth Development, 2002), and the *Guide to Effective Practice in Youth Mentoring New Zealand* (Youth Mentoring Trust, 2008) were matched against the existing Future Leaders programme so as to identify potential gains as well as existing strengths. A Participant Assessment Tool was also developed so that YWCA staff can track the development needs of each participant and, following their graduation, celebrate the changes achieved in the four objectives of the programme.

Clear areas for programme improvement emerged through the research.

Cultural safety was identified by many of the evaluation participants as being a significant issue. There is a need for training which acknowledges and addresses cultural safety and understanding poverty for mentors and YWCA staff.

Families are vital and have the power to engage or disengage their daughter’s involvement in Future Leaders. A lot of work needs to be channelled by the YWCA staff into supporting mentor-family relationships and respectfully informing families about the programme’s objectives and activities, with emphasis being given to its leadership and educational merit. Using families’ first language in these communications and utilising the generous support offered by schools would be a very beneficial step.
Other improvements raised during the discussions included the selection and retention of young women in Future Leaders; the programmes’ workshops, activities and events being sharpened for relevancy; and the recognition of the young women’s existing (and extensive) community service towards their overall Future Leaders’ achievements.

Two key recommendations emerged:

- Ensure the programme’s content is age and developmentally-appropriate for the young women participants;
- A clearer future pathway is developed for graduates within and beyond Future Leaders.

In summary, Future Leaders is giving female students from Decile 1-4 high schools a chance to grow, learn, develop, and have new experiences that they would not normally have access to. Future Leaders enhances their self efficacy which in turn is resulting in strong educational achievements, leadership roles and personal confidence.

When you graduated it definitely told me that ‘hey you’re going to be successful’ (Graduate)
Rationale for this evaluation

The YWCA Auckland wished to evaluate their existing Future Leaders Programme, specifically examining the strengths and needs of this programme from a variety of perspectives. The YWCA contracted Shona Ballinger, Consultant Researcher and AUT’s Institute of Public Policy (IPP) – represented by Professor Marilyn Waring Peer Reviewer and Nic Mason, Senior Researcher to undertake this evaluation.

The YWCA Auckland’s key aim for this programme is:

> For young women on the Future Leaders Programme to become capable and confident leaders in many areas of society, acting as role models for other young people and taking their leadership skills back into their communities

Three important YWCA organisational evaluation aims have driven this evaluation, namely:-

- The gathering, analysis and conversion of relevant information into usable social and economic evidence for future funding opportunities
- The development of recommendations to strengthen the programme, and
- The development of a new longitudinal evaluation framework for the programme.

The four Objectives of the Future Leaders programme are:-

- To increase young women’s self-confidence by providing access to a range of experiences
- To support and encourage young women to achieve their self-defined goals
- To support young women’s educational achievement
- To facilitate opportunities for young women to actively lead

The mechanisms which the YWCA uses by which to achieve these objectives are through engaging the young women with:-

- A mentor
- Activities and workshops
- Voluntary community service work
- YWCA staff

In this evaluation, we designed a matrix to assess the four programme mechanisms’ effectiveness in meeting the program’s objectives for the young women. This was done so that connections could be identified between the Future Leaders objectives and the mechanisms and each of the stakeholders could participate in an evaluation. It was felt that this approach would ground the report so as to be optimally useful for the YWCA. The analysis is focused on how participants have experienced the programme.

The target group of Future Leaders is young women from Decile 1-4 high schools from Te Tai Tokerau-Northland and the Auckland region. Other people strongly connected with the programme are the extended family which the young women themselves belong to, the schools which young women attend, the matched mentor with whom a young woman has a relationship for the duration of her involvement in Future Leaders, school liaison staff, and staff of the Auckland office of the YWCA. In this evaluation, we focussed on schools in greater Auckland only as Te Tai Tokerau-Northland Future Leaders programme was still being established.

The structure of the report is as follows: firstly, the Future Leaders’ Assessment Tool is outlined, which is the new longitudinal evaluation framework for the programme.

The evaluation’s Findings are reported in each sub-group of people surveyed and are consistently headlined as Demographic Data, Future Leaders Achievements, Duration of Future Leaders, and Future Leaders Improvements.

The researchers were asked to identify Effective Youth Development Approaches, and these are outlined after the findings, as their meaning has resonance in the following section.

Consequently, the Analysis and Conclusions section draws this quantitative and qualitative data together (triangulation) from across the six groups of participants involved in the evaluation into themes.

The Recommendations section outlines how the Auckland YWCA can advance the aims of the evaluation, namely future funding opportunities; strengthening the programme; and the development of a longitudinal evaluation framework.

Finally, the Appendices outline a sample of the preparatory work done to ensure that a mix of participants was achieved in this evaluation; a sample questionnaire; an overview of three local youth-focussed mentoring programmes; and an outline of the research methods used in the course of this evaluation.
Evaluation Methods and Fieldwork

A broad range of people involved in the Future Leaders programme were participants in this evaluation, specifically; the young women themselves; their families; the women mentors; the school liaison people who facilitate Future Leaders in schools and graduates of the Future Leaders programme. Discussions with YWCA staff gained their views and experiences of Future Leaders and how they experienced the programme. In total, 43 participants contributed to this evaluation. All participants received an Information Sheet about the evaluation and all gave Informed Consent prior to undertaking the evaluation.

A series of quantitative (numbers-based) and qualitative (discussion-based) questions were asked of participants, which were modified so as to be audience-appropriate. All participants - except school liaison staff and YWCA staff - were asked about who they lived with; their age; ethnicity(s) and religious affiliations; languages spoken; health impairments; whether they smoked cigarettes; paid and unpaid work; and their income. The school liaison staff were only asked about their ethnicity(s); languages spoken; gender; and age. The YWCA staff were not asked any demographic questions.

The purpose of gathering the quantitative demographic data was to understand more fully who we were talking with, and the kinds of skills they possessed (for example, many of the families are multilingual) and the challenges they experienced (for example, the high level of unpaid work undertaken by many young women participants and graduates).

Additionally, participants were asked to rate how the four mechanisms used by the YWCA – mentor; activities, workshops and events; community service; and YWCA staff supported their achievement of the four Future Leaders programme objectives, referred to earlier in this report’s Rationale for Evaluation.

The school liaison staff survey emphasised how well the initial YWCA Future Leaders presentations, consequent information and YWCA staff had supported and facilitated their school-based Future Leaders responsibilities.

The mentors survey focussed on how well the initial YWCA mentor training, the quarterly meetings and YWCA staff had supported their young women’s outcomes in relation to the four objectives.

The qualitative semi-structured questions asked of the various participants within the six sub-groups were strengths-based and diverse in breadth and coverage. The transcriptions of the discussions provided an in-depth opportunity to identify consistent themes and new ideas for the successful delivery of Future Leaders.
The interview with each current and previous Future Leaders’ young women participants focussed on her engagement with the programme and how it had affected various aspects of her life including new experiences as a result of her involvement. The young woman was asked how she might handle difficult situations now in light of what she learnt through the programme, and about suggested improvements about the programme from each of the participants. A sample questionnaire utilised by the researchers when interviewing current Future Leaders participants is included as Appendix II.

In home-based interviews, families were asked about what improvements they saw for their daughter / grand-daughter through her involvement in Future Leaders, as well as what program improvements could be made so as to support their ongoing engagement with Future Leaders as a family. Carers were also questioned about any ‘costs’ that the family carried in supporting their daughter through Future Leaders.

In focus groups, mentors were asked about what criteria could be used to select young women and mentors for Future Leaders as well as what improvements they thought would make Future Leaders even better for themselves. Individually, each mentor was asked her opinion about the two or three consistent things that were discussed between herself and the young woman and how ‘able’ she felt in having these conversations.

In school-based one-on-one interviews, liaison staff were asked about each of the four programme goals and what advancement they had observed amongst the young women engaged in Future Leaders from their school. As with the other evaluation participants, programme improvements were asked about, as well as questioning how Future Leaders could more fully be supported and implemented by the school. School liaison staff were also asked about what criteria could be used to select mentees and mentors.

In the office-based meeting with all of the YWCA Future Leaders staff, questions focused upon the programme’s highlights, strengths, challenges and potential improvements.

Thus, a substantial series of graphs, quotes and data was produced from this pool of people which answers the fundamental evaluation question: how good is Future Leaders and what can be improved? Collectively, the findings from the different sub-groups have identified some very useful information for the YWCA in response to this important enquiry.
Assessment of Future Leaders’ Development

Background

Future Leaders currently conduct a survey at the end of the year to gather feedback from participants, families and mentors involved, with approximately 1/3 of these surveys being returned. YWCA management identified that there is no current measure to monitor the young women participants’ growth and development through the programme.

Purpose

The purpose of the participant assessment tool is for Future Leaders staff to monitor areas of growth and identify where the young women needs additional support. With permission from the young women, the staff can then use this information to inform the young women as well as their family, their mentor and possibly the school liaison person as to areas of success and areas of improvement required. All questions are linked to the four objectives of the programme.

Process

This assessment tool should be used throughout the young women’s time on Future Leaders, beginning after the first selection process and then every 6 months with the final assessment being around graduation. Staff can take the assessment tool to the school meeting and have the young women complete it in a group setting. This presents the opportunity for a ‘back and forth’ discussion between all of the young women and staff, and is a chance to ask and answer questions. It is important to make sure they realise it is not a test: no answer is right or wrong. By doing it in a group ensures they will feel relaxed and not as interrogated. It is also important to inform them that the YWCA will use the information to show their development over the forthcoming years.

Outcome

YWCA Future Leaders will be able to track the development needs of each participant and, following their graduation, celebrate the changes achieved in the four objectives of the programme.

Pilot testing

It is critical to pilot test the content, language, and applicability of the assessment tool with a group from each year group prior to implementing the assessment tool and that necessary adjustments are made. The results of the test will only ascertain if the assessment tools questions can be understood.
# Future Leaders Participant Development Assessment

## Resiliency

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<td>I am friends with myself</td>
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<td>2</td>
<td>I can handle many things at a time.</td>
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<td>3</td>
<td>I have self-discipline</td>
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<td>My belief in myself gets me through hard times.</td>
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<td>5</td>
<td>I can look at a situation in a number of ways</td>
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<td>6</td>
<td>Sometimes I make myself do things whether I want to or not</td>
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## Self Efficacy

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<td>My life has meaning to me</td>
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<tr>
<td>8</td>
<td>It is easy for me to stick to my aims and accomplish my goals.</td>
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<td>I am confident that I could deal efficiently with unexpected events</td>
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<td>10</td>
<td>I can usually find several solutions to a problem</td>
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<td>I can remain calm when facing difficulties because I can rely on my coping abilities</td>
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<td>If I am in trouble, I can usually think of a solution</td>
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## Educational Achievements

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<td>13</td>
<td>I have set personal educational goals</td>
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<td>14</td>
<td>I can overcome challenges that slow my educational achievements</td>
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<td>15</td>
<td>I can seek advice when needed to achieve in my education</td>
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16. I have developed study skills to support my learning and achieving in education

Goal Setting

17. I know the importance of having goals and planning to achieve them

18. I know how to set a goal

19. I know how to set goals for different parts of my life

20. I know how to set a goal and work towards it

21. I know how to achieve my goals and am committed to them/my goals

22. I know how to re-evaluate my goals

Leadership

23. I know my own strength areas (what I am good at)

24. I live self-care and responsibility at home with my family

25. I model self-care and responsibility with my friends

26. I have the ability to voice my views to a range of adults

27. I have the ability to work with a team

28. I have the ability to create and communicate a vision

29. I have the ability to motivate others

30. I have the ability to share responsibility and distribute tasks

31. I can manage change

32. I value my ongoing personal improvement
# Future Leaders Participant Development Assessment

Name __________________________ Age __________ Year in at school __________

School __________________________ Date ________________

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<td>I am friends with myself</td>
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<td>I know how to set a goal and work towards it</td>
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<td>Mostly like me</td>
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<td>I have the ability to voice my views to a range of adults</td>
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<td>20</td>
<td>I have the ability to work with a team</td>
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<td>21</td>
<td>I have the ability to create and communicate a vision</td>
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<td>5 6 7</td>
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<td>22</td>
<td>I can look at a situation in a number of ways</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6 7</td>
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<tr>
<td>23</td>
<td>Sometimes I make myself do things whether I want to or not</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6 7</td>
<td></td>
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</tr>
<tr>
<td>24</td>
<td>I can remain calm when facing difficulties because I can rely on my coping abilities</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6 7</td>
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<tr>
<td>25</td>
<td>If I am in trouble, I can usually think of a solution</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6 7</td>
<td></td>
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<tr>
<td>26</td>
<td>I have developed study skills to support my learning and achieving in education</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>I know how to achieve my goals and am committed to them my goals</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>I know how to re evaluate my goals</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6 7</td>
<td></td>
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<tr>
<td>29</td>
<td>I have the ability to motivate others</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6 7</td>
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</tr>
<tr>
<td>30</td>
<td>I have the ability to share responsibility and distribute tasks</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6 7</td>
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<tr>
<td>31</td>
<td>I can manage change</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>I value my ongoing personal improvement</td>
<td>1 2</td>
<td>3 4</td>
<td>5 6 7</td>
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Resiliency
Question numbers
1, 2, 12, 13, 22 & 23

Self Efficacy
Question numbers
3, 4, 14, 15, 24, & 25

Educational Achievements
Question numbers
5, 6, 16 & 26

Goal Setting
Question numbers
7, 8, 17, 18, 27 & 28

Leadership
Question numbers
9, 10, 11, 19, 20, 21, 29, 30, 31 & 32

This Future Leaders Participant Development Assessment has been developed by Shona Ballinger with support from Nic Mason (AUT).

Information was gathered and re modified from the following sources:
Self Efficacy - Matthias Jerusalem & Ralf Schwarzer www.healthpsych.de
Education - VIC Health Intermediate Outcomes; Sarah Finlay Masters Research- Auckland University
Findings

Past Participants (Graduates)

Demographic data
This is a summarised profile of the thirteen young women graduates of Future Leaders whom the researchers met with to discuss the programme:

❂ Six of the 13 are the eldest child in the family, six were the youngest in the family (where there were between 2-9 siblings). One graduate was in the middle of the family
❂ 54% of all Graduates were bilingual
❂ 61% of all Graduates lived with both of their parents
❂ Only 2 Graduates identified themselves as NZ European or Pakeha only, with all others belonging to a number of ethnic identities
❂ 92% of Graduates were smoke-free
❂ Equal numbers of the graduates identified themselves as Christian or of ‘No religion’
❂ 53% graduates undertook a range of unpaid work for people outside of their household, including caring, household chores, fundraising and/or work for an external organisation such as a school, group, church, or marae in the last 7 days. The most frequent unpaid work was work with an external organisation. This work took between 1-14 hours of her time each week.
❂ Additionally, ALL graduates did household work and half (54%) undertook childcare responsibilities within her own household. This work required an unpaid work commitment of between 1-29 hours each week by 68% participants, with a further 23% graduates doing 30-39 hours unpaid household work each week. It needs to be noted that some of these graduates were simultaneously undertaking unpaid work in an external location also, as previously noted, as well as between 1-20 hours of paid work / week.
❂ 69% of Graduates were in full time study and 46% of the sample were doing paid part-time work
❂ 92% earned under $10,000 / annum
❂ 15% of the Graduates surveyed were parenting
When asked “Since being in Future Leaders, do you now handle difficult situations better?”, 10 graduates responded “Yes” and 2 responded “No”, with one graduate not sure.

On average, graduates undertook 25 hours of community work in the previous month – this represents over six hours per week of voluntary work.

Of the sampled group of graduates for this evaluation, 77% are still in contact with their mentor.

*Figure 1: How much did your mentor support you in..*

In this data, the support received by the graduate from the mentor was shown very strongly across all four programme objectives. The highest level indicates that all graduates were supported in being a leader by their mentor as shown by the ‘good’ and ‘very good’ ratings. This data also demonstrates strong support of the mentors’ positive influence and role with the past participants as the results skew towards ‘good’ and ‘very good’. Where the data is more dispersed is in mentors supporting the graduates educationally. There are no ‘poor’ or ‘very poor’ results here.
Eleven out of the 13 graduates ranked activities, workshops and events as being good or very good for developing their leadership skills, and 8 of the 13 graduates rated these activities as supporting them increasing their self confidence. Conversely, 7 out of 13 ranked activities, workshops and events as being poor or OK for supporting them to achieve educationally.

Ten of the 13 graduates ranked community service as being good or very good in increasing their self confidence, and 11 of the 13 believed their leadership skills were supported through their community work. Alternatively, 10 of the 13 ranked community service lowly for supporting their educational achievements.
The graduates felt well supported by YWCA Future Leaders staff. Twelve of the 13 current participants ranked the YWCA staff as being good or very good in their support of the graduates' leadership development. Similarly, eleven of the 13 ranked the YWCA staff as being good or very good in their support of their increase in self confidence.

**Future Leaders Achievements**

The graduates expressed many positive impressions and suggestions about their Future Leaders experiences.

The young women consistently and openly spoke of how their confidence, leadership, listening and communication, goal setting, study skills, public speaking and personal organisational skills had been significantly andmeaningfully enhanced by their engagement in Future Leaders. Many reflected on how they had “overcome shyness”:

I used to be really one-sided but I am more open, I want to listen to what everyone has to say first ... that's a lot of the things that we did with the Future Leaders, mediation type of thing so I'm more calm now, don't lose it... it's given me a voice to speak out (Graduate 10)

Future Leaders encourages you to speak out of your comfort zone, try new things so I became more confident towards the end... It's easier to handle difficult situations because you know how to approach people and communicate with people more effectively instead of losing your cool (Graduate 11)
Some participants gained skills through exposure to new and different facets of life culturally, socially, environmentally and economically:

I was a little lost at the time [of starting Future Leaders] and I was not really sure what I wanted to do... having that support outside of my own home was ... the biggest thing (Graduate 2)

I think [Future Leaders] kept me on track, to be honest (Graduate 11)

Getting to know other people from different cultural backgrounds (Grad 12)... It just broadened my mind about the different ethnicities in New Zealand and how to interact properly, what they don't like, what they don't like to hear (Graduate 5)

I don't need other people to tell me where I'm going and what to do. I've become a lot more independent. I'm just myself really... [Future Leaders has] broadened my horizons (Graduate 8)

I just gained different insights from different backgrounds and from different points of view and that fed me a lot knowledge-wise (Graduate 6)

Involvement in physical activities such as surfing and staying on a marae was also enjoyed:

Through the programme we were introduced to a variety of different experiences, different people, very inspiring women, and all of those activities personally strengthened my leadership skills and confidence level (Graduate 1)

I'd say that was the turning point in my life, that camp (Graduate 9)... The camps were the best times because it's when everyone gets to know each other ...the ladies on Potiki Adventures they were young women themselves and they could inspire us, they understood us as well and we weren't surrounded by the older women (Graduate 10)

Many of the young women felt that the points system\(^2\) was good as it certainly encouraged them to attend activities. Some of the graduates welcomed the chance to still attend some of the activities and events offered for the current intake of young women. Additionally, a number of the graduates spoke about AUT University’s hosting of activities as a really good way to ‘demystify’ a university for them. They literally found out where the university was, walked around the campus grounds, went into the buildings and realised that it wasn’t so

\(^2\) The participants earn points for attending events, workshops, activities; undertaking their community service work; contacting mentors; and are important criteria for attaining Future Leaders awards
strange. This venue was enjoyed by many of the young women, as it introduced the realities of a university into their world for the first time.

Three graduates specifically mentioned the DVD that they received at their graduation which chronologically and visually chartered their development over the duration of the programme. These past participants spoke of how skills learnt in the programme gave them confidence when things were tough and really demonstrated how far they had developed over the four years of Future Leaders participation.

**Duration of Future Leaders**

There was a consistent finding that the programme should be between 4-5 years in duration. Starting the programme at the beginning of Year 10 was the preferred option. The graduates liked that the programme ‘bridged’ the end-of-school transition into future work or study options because leaving school and moving fulltime into the working / studying world was a big step.

**Future Leaders Improvements**

A common theme was the idea that there could be better cohesion across same-year groups i.e., all Year 12 students from different schools on the programme coming together for activities. The graduates suggested that students from within the same school would also benefit from joint activities. At Auckland Girls Grammar, the students would sometimes meet together and share their Future Leaders’ experiences and issues:

More one on one contact within the group... would have made it easier for me... not just mentor and mentee, but as a group, because it would make the girls feel more relaxed (Graduate 5)

All the girls in my group came from different backgrounds. We wouldn’t have hung out with each other if we hadn’t met. That made us really really close and we’re still really close now, so it was something that didn’t just happen at school and was left at school. It was something that developed in school and is still developing now, life-long friendships (Graduate 2)

When they were on the programme, they wanted more workshop-based instruction which was study and career-orientated:

Exam preparation, we had that one every year maybe twice a year I think... it was really good but I think they repeated it a lot (Graduate 8)

For my second to last and last year of the programme [I] was more business-orientated, I wanted to see Maori business women and business owners ... so I could
know that what I wanted to do in my mind ... was the right way ... someone to say this person has done it so I can do it too (Graduate 9)

I had less interest, especially in the last year because I found that they had repeated a lot of the workshops ... [I had] more interest in the first year because I had never been in any of the workshops and it was all new to me and I was very excited (Graduate 10)... I think when it got to the later stages of school [workshops and activities] got harder because we had to stay back to do study and things like that (Graduate 11)

Asking us what we wanted, who we wanted to hear and what sort of things we wanted to improve on (Graduate 9)

Graduates also often spoke of wanting age-appropriate activities with their peers:

Some of the classes that we had needed to be more aimed for our age, some of them were quite high... we didn't understand it all... things didn't really flow with what we were learning and it just became a bit of a pain at times... making the courses a bit more suited to what we are studying (Graduate 8)

The graduates were unclear as to what they could do and said that “even the mentors didn't know that we could actually go back to the Y and say this relationship is actually not working” [Graduate 3]. Additionally, some of the young women graduates were not sure where and how they ‘fitted’ with Future Leaders after the completion of the 5-year programme. There was a noted lack of clarity from the YWCA about this closure.

There was a continued sense during the interviews of missed opportunities by the YWCA in utilising willing graduates’ skills, knowledge and zest, how many young women reported that they would like to remain involved in the programme through supporting the new recruits.

It was difficult for past participants to attend workshops and group activities held on Saturdays and Sundays. As the quantitative data shows, there are many demands on these young women’s time – family, school, church, work, sport etc. There was no consensus view as to the ideal time for events involving graduates. Other ideas were put forward about the personnel who attended the workshops and the content and structure of the learning activities:

I think some of the biggest influence that the activities had on us ... were the long activities, like the camps ... it would be more helpful or better if we had a two day camp instead of two separate activity days... (Graduate 1)

The best turnout [is] the day after the school holidays starts, so that's Saturdays... most tend to turn up for that workshop or activity (Graduate 3)
If you have a two day camp where people stay there for the night … the girls can talk with the mentors about a lot more personal stuff rather than rush, rush, rush (Graduate 1)

Mentor-mentee workshops together could increase both of our knowledge or skills, so both of us could help each other… it would be two way (Graduate 7)

An explicit request that came from a number of the graduates was about increasing the number of Pacific Island and Maori women mentors and speakers in the programme:

[When] Maori women and Pacific Island women did talk to us we tended to take a bit more from them than the others because I suppose we related to them more with our personal experiences (Graduate 9)

I would have loved to see more Pasifika Island schools like out in the Manukau area on the programme (Graduate 5)

For me and for my family it was really hard at first to relate to her [mentor] because we really had no similarities and our cultures were really different and it took a while for my mentor to understand what my culture represented and how my family operated and it took my parents a long time to warm up to her (Graduate 2)

My dad [said] ‘I don't know what you're doing I don't know these people’, and it was really hard for him to let me go to some of the workshops because he thought I was going to town or something or doing something stupid. ... I wasn't joining a cult like he would say... Even if it was some information that parents could come to and someone could talk to them about what we were doing, where I was out, what was my progress. Informing them more, because they're important... [this] would take some stress off my shoulders (Graduate 10)

Communication was raised as an issue by the young women. Some young women spoke of receiving information from the Y, whilst others did not appear to be doing so. In other instances, the school liaison person was singled out as not facilitating the YWCA staff school visits as fully as she might have, and this had been frustrating for the Future Leaders.

The Future Leaders YWCA staff turnover has been noted by many involved in the programme, and not enjoyed. Many past participants felt that there was little continuity, and when new staff came on board, little effort was made in the way of introductions:
All the new staff in the YWCA, it would be better if the students got the chance to meet them personally on an event ... something small ... to make the introduction more personalised... it's quite different when you get to meet them face to face ... it's quite hard to establish a relationship and it's quite awkward when you don't really know the person and you've just read information about them (Graduate 6)

Most graduates spoke positively of the programme and of the personal strength which they gained through their involvement in Future Leaders:

I've got a lifelong friend from it, it's helped me get to know me better, it's helped me realise who I am as a person, where I want to go. The Future Leaders programme has given me the tools to do that (Graduate 9)

It was a really good programme, even my parents loved it, and they are like ‘it helped you a lot through your years at school’ (Graduate 7)

When you graduated it definitely told me that hey you're going to be successful (Graduate 5)

Current Participants

Demographic data
This is the summarised profile of young women interviewed as part of this evaluation into Future Leaders:

- Four of the six current participants surveyed were the eldest child in the family, one was the youngest in the family, and one is the second-born of four children
- The majority of current Future Leaders were non-European / Pakeha
- Five current Future Leaders were bilingual
- Three current Future Leaders lived with both of their parents
- ALL young women surveyed were smoke-free
- Half of current Future Leaders identified themselves as Christians
- One current Future Leader had paid part time work
- ALL of the young women had undertaken unpaid work for people not in their household including caring, household chores, fundraising and/or work for an external organisation
such as a school, group, church, or marae in the last 7 days, with this time commitment requiring between 1-14 hours.

- All current Future Leaders had undertaken housework chores in their own home which, for four of the six participants, took between 5-14 hours each week. One young woman undertook between 15-29 hours unpaid work per week.

- Five of the six participants did not earn any income.

- When asked “Since being in Future Leaders, do you now handle difficult situations better?”, all six responded “Yes”.

All six respondents ranked their mentor support as being good or very good in achieving educationally and in being a leader. This demonstrates strong support of the mentors’ positive influence and role with the current participants. The six students had strong support of the Future Leaders activities, workshops and events’ capacity to positively influence the current participants. All respondents ranked highly the activities, workshops and events in supporting them in all programme objectives. Community service is highly supported by the young women in developing their leadership skills but not convincingly in supporting their education. The YWCA staff capacity to positively influence the current participants is strongly supported.

**Future Leaders Achievements**

In meeting with six current young women participants, a range of impressions and experiences have been gathered. Like the graduates, the current participants spoke often of how their confidence, leadership, communication, and goal setting had been enhanced by their engagement in Future Leaders:

- I’m more out there than being tied up in my shell... I like to talk to people now... I end up smiling at them, I smile a lot ... ... I don’t get into trouble that often (Current Participant 3)
- I learnt leadership skills from the Future Leaders so I know how to put [leadership] into practice and not always lead and let other people lead as well (Current Participant 5)
- More confident... when the teacher asked me questions, sometimes I’d just be real quiet and I’d ask after class was finished but now ...I ask during class... I’ve started setting more goals...even during the day... it’s easier for me ‘cos I’m more organised now (Current Participant 1)

- You might think you’re the only one but actually you’re not. There’s other girls on the programme that have problems with self confidence and stuff (Current Participant 4)
**Duration of Future Leaders**

As with the graduates, there was regular reporting that Future Leaders should be between 4-5 years in duration.

**Future Leaders Improvements**

A number of young women spoke of wanting workshops that were more relevant to their current and future studying commitments and options, and to be more active:

> I think more activity days... making the workshops more interesting rather than just sitting there listening... More like go out there see what they do and actually sort of experience it yourself... going to the actual environment and seeing what that was like (Current Participant 1)

The timing of the Future Leaders workshops and group activities were discussed with no consensus time or day found amongst the current participants. Alternative ideas proffered included a week of the holidays, especially as this could include an overnight ‘camp’ option which many of the young women had enjoyed immensely. Another idea was for activities to be based at school and held possibly on weekdays after school. The current young women were keen for their mentors to be involved in the activities:

> We want them [mentors] to be here... if the mentors came along it would have been much better (Current Participant 5)

Communication was also raised by one young woman as being problematic. The interviews did not reveal why this might have occurred, although the school liaison person was identified as not being helpful in informing the girls of a forthcoming YWCA staff school visit. However, four of the six young women found the Y staff to be very supportive of them as people:

> They always offer support and they do this yearly talk with you and if you ever need anything you just call them and tell them and they’ll sort stuff out for you. Like, if you needed counselling they’ll get you counselling ...if you needed help with your schoolwork or something beside your mentor, they’ll help you with that (Current Participant 4)
Families

Demographic data

Here are the summarised profiles of the six families met with to discuss Future Leaders:

- The majority of respondents were ethnicities other than New Zealand Maori or Pakeha
- 66% of Family were bilingual
- 83% of the participants were non-smokers
- 66% of the families identified as Christians
- There was a wide coverage of income levels in the ‘Family’ sample

Two of the six families rated all of their daughters’ achievements highly or very highly in respect of the mentor, activities, community service and YWCA support. Two families rated most of their daughters’ achievements highly or very highly; ‘OK’ for the leadership component across the four programme mechanisms. One family rated the mechanisms and objectives widely and consistently rated the educational achievement objective poorly. One family rated all of their daughters’ achievements highly or OK in respect of the mentor, activities, community service and YWCA support.

Future Leaders Achievements

The researchers met face to face with six families to discuss a range of issues about their daughter’s involvement in Future Leaders.

Many of the families noted that the best thing about the Future Leaders programme for their family members was that they had gone to programmes, seminars and graduation ceremonies and “met people that we would have never dreamt of meeting” (Family 1). Another family noted that their daughter’s positive experience had ‘infected’ other family members:

I think it is building up confidence for my family and for my kids especially ... the third daughter she is eight ... when she saw what her sister was doing in Future Leaders she was so much interested she was saying ‘I wish there was something like that at our school’ (Family 3)

Some families spoke of the importance of retaining the female-specific focus of the programme as separation of the sexes is critical for cultural and religious reasons. Increased confidence was spoken of consistently about their daughter’s engagement in Future Leaders and this was often coupled with parental surprise at what their daughter had accomplished:
Everyone knows when you’re starting your job ... go for an interview you’re very nervous... having the confidence to get out there and go for it or start a new job... Put it this way, she's got more chance now than she had if she hadn't done that (Family 4)

Given a task or given anything she can just take off and lead from there, which is strange for me, I wouldn't believe that my daughter would go that far (Family 5)

She introduced the Prime Minister to the audience and from that day ... she got her courage ... she's doing anything now ...speaking any place (Family 3)

This accomplishment was also extended to the fuller family:

I think that the Future Leaders programme has done fantastic things for us as a family (Family 1)

It’s good to join the Future Leader because it’s good for us because only three of us and then we help and the Future Leader help us (Family 6)

It was regularly reported by families that time was the largest commitment as a family for their daughter to participate on the programme.

**Duration of Future Leaders**

The families were very comfortable with the current duration of the programme, being ‘4 + 1’ years, especially as it bridged the young women through finishing high school and settling into new work and/or study options.

**Future Leaders Improvements**

Some families expressed some reservations about their daughter’s mentor, and sought a greater connection with the mentor through her making more of an effort to meet with all of the family. There were more serious reservations expressed:

I feel let down on the part of the mentor ... she [is a] lovely person, very nice to interact with, but I think in terms of her commitment to the programme, I mean in terms of just being able to make time, I don’t think she has done any justice to that aspect (Family 1)
Having noted this, many of the families were absolutely thrilled that their daughter had been involved in Future Leaders:

I just think they’re so dedicated, when I went to the prize giving and those mentors are just amazing… the whole thing has been a godsend (Family 4)

Mentors

Demographic data
This is the summarised profile of the eleven mentors who participated in the two focus groups about Future Leaders:

- 82% of Mentors surveyed are NZ European / Pakeha.
- The average age of the mentors surveyed is 50 years
- Only 18% of Mentors were bilingual
- 91% of Mentors were smoke-free
- 27% mentors lived alone
- The majority of mentors (82%) identified as New Zealand European / Pakeha; 18% affiliated as Maori and Pakeha
- None had an impairment
- 55% of Mentors identified themselves as Christians, 45% had no religious affiliation
- ALL but one of the mentors surveyed worked full-time or part-time, with 81% of those in paid employment working between 21-60 hours / week
- 45% of Mentors made over $100,000 within one year, with 36% earning between $40,000-$70,000
- Almost all (91%) mentors undertook household chores in their own home which required 1-14 hours labour per week
A significant cluster of results about how well the initial YWCA training supported the mentors in guiding the young women across each of the four programme objectives are found in the OK, good and very good range. Correspondingly, this data can be read that over half (six) of the mentors feeling that educational achievement was not well supported by YWCA training.

These results cluster around the OK and good range for the effectiveness of the quarterly meetings, although seven of the 11 mentors rated education outcomes as OK or below.
These results are not clustered and reflect that mentors had different experiences of support from YWCA staff when guiding the young women across the four programme objectives. The exceptions to this was how well the YWCA staff supported the mentors in guiding the young women’s leadership opportunities (OK to very good); and how poorly educational achievement and mentees self confidence (both seven of 11 respondents) is advanced by YWCA staff with mentors.

**Future Leaders Achievements**

The researchers held two focus groups which attracted eleven mentors from across Auckland to discuss their engagement in Future Leaders.

The mentors noted that they had met some very interesting women who are also mentors on the programme as well as giving them a wider view of different cultures. It allowed many of the mentors to have an excellent autonomous relationship with a young woman, whilst meeting and connecting with the family was also rewarding for some mentors. The mentors noted that through their involvement in this programme, they now listened more. Other personal gains included an expanded self confidence in public speaking - a theme which was also reflected by the young women participants:

> I really do feel it’s a two-way relationship. I’m learning lots of things (Focus Group)
> I think that I provide her with a role model and that’s how she sees me (Mentor 3)
> I’ve met her Mum and Dad and I’ve had cups of tea with them a couple of times now and they’re really awesome. We all seem to get on and I email her Mum... We never talk about her daughter but we talk about other stuff (Mentor 4)
The issues discussed would often revolve around the young women’s personal, social, educational, current work, future career, health, and/or family responsibilities and activities. The mentors felt confident and comfortable in these discussions. When discussing what the most useful result in their mentoring work was, the mentors spoke of how their young woman mentee gained in confidence so that she was able to make more informed decisions. Others spoke at length of how the mentees’ goal setting had advanced and the pride a young woman felt in having achieved what she set out to do – and having someone to share this with. The mentors spoke with personal pride at how they had connected with the young women by talking issues through and putting things into perspective so that “she goes away with something else to think about”.

**Duration of Future Leaders**

Many of the mentors were comfortable with the current duration of the programme, being ‘4 + 1’ years:

One of the more important things that attracted me to the programme ... is the fact that I could spend these many years with this [young] person and actually see them grow into a great woman (Mentor 1)

One idea was for a ‘trial period’ for the young women and mentors. It was expressed that Future Leaders requires a big commitment from mentors, with some women being able to give two years in specific schools but potentially being unable to remain for a four-year commitment. Flexibility was desired in this sphere of the programme.

**Future Leaders Improvements**

In consideration of the selection criteria for potential young women for the Future Leaders programme, a number of ideas were proffered by mentors such as the young women showing leadership potential and that she was willing to learn. Also, it was thought useful if the young women had goals, values, and/or a vision, and clear intentions about what she wanted personally and of the programme. Mentors also felt that a supportive family would be helpful criteria towards the young women’s success in the programme:

They’ve got huge leadership potential but shitty grades, challenging. Some of the most challenging kids are in fact really good leaders (Focus Group)

In discussing skills the mentors themselves needed to undertake this work, a range of ideas were discussed. These included group management and group dynamic skills, some basic counselling skills and non-judgemental tolerance. It was deemed important for the mentors to
understand confidentiality issues and that the work was undertaken for the right reasons: “for the student, not to make you feel good”.

An understanding of contemporary communication technology such as Bebo, Facebook, texting and other social networking devices was useful. The mentors had to have values; be honest; exhibit perseverance, be able to convey empathy and friendliness; and relate to young people directly. The ability to role model a balanced life was mooted. Cultural diversity amongst the mentors would be valuable. A sense of humour was important.

A significant discussion point was about support and communication between YWCA staff and mentors. Some of the women felt alone a lot of time in their responsibilities as a mentor:

I would also have liked more communication with the YWCA. I haven’t spoken to my mentee for about a year. I still get all the emails from the YWCA ... No-one’s called to say we haven’t seen any reports or anything from you for twelve months (Focus Group)

Regular consistent communication from the YWCA ... I think that is improving but there has been so much staff turnover... things seem to have got lost from our point of view and from the girls’ point of view... the change in management has resulted in a change in the levels of support (Focus Group)

I don’t need to be told I’m great; I just need that contact every now and then that I’m part of the programme (Focus Group)

Seriously, who would know I wasn’t out there creeping around doing terrible things (Focus Group)

The canvassing of physical meeting times and localities was shared, with reflection on monthly verses quarterly meetings, and the earlier or later timing of these meetings:

Perhaps the programme could facilitate a more regular meeting ... I know the monthly ones ... went to quarterly because they were not patronised ... part of the problem for some of us was getting into the central city by six o’clock ... central [location] was great but the time was hideous (Focus Group)

Other ways to connect were discussed, including wiki sites (not blogs as these are publically accessible) where mentors could write about any arising issues for consequent peer guidance. Some mentors sought coaching as a means by which to manage their mentoring responsibilities well. At one focus group meeting, three of the attendees noted that they had established their own peer support network. Another mentor was keen to be upskilled in
group mentoring techniques as a way to mentor other young women from the same school. This would be more compatible with these young women’s cultural preference of working with a group.

Some mentors were unclear about what the YWCA did when a relationship broke down between a mentor and a young woman, and whether there were reserve mentors. This mentor stated that if she’d been approached earlier, she could have tucked another young woman “under my wing” as well as accommodating her existing Future Leader.

Mentors encouraged the inclusion of past Future Leaders to be involved in current Future Leaders’ engagement, including in the promotion of the programme in schools.

School Liaison staff

**Demographic data**

This is the summarised profile of the four school liaison staff who discussed the programme with the researchers. The 20 minute face-to-face interview timeframe was maximised to discuss key elements of Future Leaders. The school liaison staff were not asked personal questions (such as their religious affiliations; health impairments; whether they smoked cigarettes; what unpaid work they undertook; or their income) as it was not considered appropriate to delve into this personal information when we were meeting with them in their professional capacity. The small amount of demographic information gathered is expressed here:

- All liaison staff surveyed were NZ European / Pakeha, and female.
- Two were bilingual. The age of the four women spanned between 39 years to 61 years.
- Three of the four staff met with Future Leaders monthly, one met fortnightly.
- Three of the four had seen the four specified Future Leaders objectives.
These results are very strong and reflect how school liaison staff feel that the YWCA information, presentations and ongoing staff support has been either good or very good.

According the school liaison staff, some or all of the objectives are experienced by current young women Future Leaders participants, except in two instances where the school liaison staff member was unsure.
**Future Leaders Achievements**

The researchers held three face-to-face interviews and one telephone interview with school-based staff who liaised with the Future Leaders programme. The four liaison staff highly praised the programme and its effect on the young women participants from their school. Self confidence, active leadership and the achievement of personal goals were frequently cited as an embodiment of this effectiveness for their students:

> You see each individual [has] reached their educational goals, they have no problems with attendance, they have no issues with dealing with typical teenage problems in the classroom or outside of the classroom, they are very straightforward because they've been given the skills that support them, that enable them, so they are enriched in my view. I mean, you couldn’t get more stunning (School 1)

> I think they're more open to trying new things ... it’s easier for them to relate to a range of people (School 3)

One liaison staff member commented on the profound and new opportunities which her Decile 1 students experienced through Future Leaders:

> Our kids are very sheltered or insular, they do most of their things in this community and they very seldom get out of it... the experiences that those palagi mentors might expose them to will be quite different (School 3)

**Duration of Future Leaders**

When considering how Future Leaders’ retention of young women might be improved, one liaison staff member felt that the programme could be shorter - 2 years and no more than 3 years, with a right of renewal. Other liaison staff felt that four years was a good length of engagement.

**Future Leaders Improvements**

When posed with the question about what criteria could be used to select young women, one staff member reflected on how it would be better to open Future Leaders up to refugees and new migrants. This school spoke of how some smaller ethnic communities are quite disadvantaged, even where they have been in New Zealand more some years, and that a positive outcome from the young women’s engagement in Future Leaders would be that their whole ethnic community could benefit. Another specific comment about ethnicity related to how some young women came from cultural backgrounds where “it's not easy to push yourself forward and to be seen as a leader” (School 3), and that Future Leaders enabled these young women to express their leadership qualities.
Regarding mentors skills, it was felt that being open–minded and flexible in their approach and expectations when working with the young women was necessary. The mentors needed ‘to want to learn and be prepared to read up and be informed about the young women’s home country and customs’ (School 4). Other skills were noted:

From the successful relationships I saw, age didn't seem to matter and the mentor’s background didn't seem to matter but all the girls said a good listener and would try new things... (School 2)

Communication skills for our type of [Pacific Island] girls... They're quite different to a palagi girl, the way that you communicate; non-confrontational, softer, more drawing the girl out (School 3)

Power between the younger and older woman in the mentoring relationship was talked about by one school liaison staff member:

Skills about developing a friendship where it's equal, not one person being the boss or whatever over the other person because they [young women] already have that so much in their lives (School 3)

The capacity to visit the family home and to connect with the whole family was a critical requisite of mentors. The importance of the families being comfortable through understanding what the programme’s purpose and activities were was noted, as was the mentor’s role in putting a human face on the YWCA Future Leaders and demystifying the programme for the whole family. Liaison staff spoke of school colleagues who could help ‘broker’ the programme with families and the YWCA through their own community connections:

Getting the families together one afternoon, cup of tea, have a chat, meet each other, understand each other, you know. That's face to face stuff and trust - relationships are quite important. We [the school] could do that, that wouldn't be a problem at all and you can do it at five o'clock when it suits families, you can do it at six o'clock, or you could do it whenever (School 1)

Whatever culture it is we've probably got someone on staff who can be quite supportive of the family in those meetings (School 1)

A mechanism which schools used to support Future Leaders was to inform school colleagues of students’ achievements. It was noted that staff are interested in this information. Staff spoke of the extra energy needed to get the first year Future Leaders’ recruits organised, and then
how this organisational work diminished over the course of the programmes’ duration. They noted how useful it would be therefore, for the YWCA to renew contact between the programme and the school management – which can change personnel significantly over a 4-5 year period – including information about the programme’s purpose and activities. This would be enormously helpful for the liaison staff throughout the programme’s time:

I’m working in a bit of a vacuum… having someone at school who knows what they’re [young women] trying to achieve, that can help them at that end (School 3)

Buddying of a young woman with another young woman of the same ethnicity was also expressed as a good retention policy. Another aspect was where a student cannot continue in the programme for whatever reasons they and their family are experiencing:

If the kid’s shaky on the ground to begin with, for god’s sake recognise it … give someone else that opportunity, don’t muck around. If it’s not going to work, don’t pursue it for too long … xxx was willing [but] she was always held back by the family no matter what we tried… yyy has developed strongly in school in other ways but I think the family hindered her progress… zzz was wavering and so were the family so that didn’t continue (School 1)

Gendered issues were raised by three of the four schools. Specifically, comment was made on how boys will have their financial needs elevated above their sisters within a family:

The parents will pay the school fee; they’ll pay the rugby fee [at the local Boys school]. Here [at the local Girls school] the parents of the same children won't pay the school fee ... they won't necessarily pay the netball fee because they've decided they haven't got the money for these other things so they'll make that choice (School 1)

This is compounded by the resources which girls’ schools have available to them to provide programmes for their young women students:

Whereas the Boys school can pay for the coaches to come in, we're scrambling around trying to find who can help us on a no-dollar budget (School 1)

There was a strong need for schools to reassure and convince families that there were no boys involved. The answer from the staff was that more education of the parents was also required from the YWCA about this aspect of Future Leaders. The staff went on to discuss how critical it was for a girls-only programme to exist:
Boys get to stuff around and they get babied and the girls often have more responsibility and the parents expect that. The parents expect them to get the better grades but they think the boys are going to get the better job (School 2)

A lot more boys are involved in a lot more sport and they get a lot of their affirmation and teaching about goal-setting and things like that through sport where a lot of girls are not involved in sport... it's also a cultural thing that the boys are the leaders in the cultures that our students are coming from. They are seen more as the leaders and they're developed more as the leaders, except of course in some Tongan families the women are pretty strong (School 3)

In summary, the liaison teachers were very supportive of Future Leaders:

It makes our girls feel very special... and that's great because they need to feel special (School 3)

YWCA staff

Staff numbers at the YWCA Auckland office have increased since the inception of the programme. However the ratio of young women participants to staff has widened significantly. Data was not available for staff retention over these seven years although anecdotally, significant staff turnover has been acknowledged. This has been very challenging for the staff as well as for the mentors and young women with a lot of rebuilding of relationships and trust with mentors and girls being needed. The staff are consequently still becoming familiar with and understanding what their respective roles are.

<table>
<thead>
<tr>
<th>Year</th>
<th># of Future Leaders participants</th>
<th>Staff F.T.E</th>
<th>Ratio : 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>10</td>
<td>1</td>
<td>10.00</td>
</tr>
<tr>
<td>2003</td>
<td>20</td>
<td>1.5</td>
<td>13.33</td>
</tr>
<tr>
<td>2004</td>
<td>56</td>
<td>2</td>
<td>28.00</td>
</tr>
<tr>
<td>2005</td>
<td>75</td>
<td>2.5</td>
<td>30.00</td>
</tr>
<tr>
<td>2006</td>
<td>89</td>
<td>3</td>
<td>29.67</td>
</tr>
<tr>
<td>2007</td>
<td>109</td>
<td>3</td>
<td>36.33</td>
</tr>
<tr>
<td>2008</td>
<td>125</td>
<td>3.25</td>
<td>38.46</td>
</tr>
<tr>
<td>2009 (as at May 09)</td>
<td>129</td>
<td>3</td>
<td>43.00</td>
</tr>
</tbody>
</table>
**Future Leaders achievements**

The staff expressed how they saw the young women really valuing their one-on-one mentoring relationship, and especially valuing the volunteer chosen to be their mentor. The uniqueness of the programme, in that it is specifically for young women, is a strength. The fact that Future Leaders is free for the participants was known to be a huge strength of the programme. The YWCA staff felt that the level of support the young women received from the YWCA, the mentor and through the activities is good. The young women get to do activities which they ordinarily might not have the chance to do. Linking the students outside of school was seen as being a positive aspect of the programme. An underlying value of the programme is its relationship-focus with the range of people supporting the young women, including school staff, families, mentors and the YWCA staff. Staff liked that Future Leaders is quite clearly a leadership programme.

The following table outlines the intake and consequent retention rates for Future Leaders. The findings are very strong. Since 2002, half of the schools (13 of the 24 schools) had a 100% retention rate of Future Leaders which is a phenomenal achievement. With the exclusion of the one school where a significant drop in attendance occurred (23% retention), the average retention rate across the remaining 23 schools participating in the programme since 2002 is 88%. This is a very high retention figure over a seven year period for any community programme.

<table>
<thead>
<tr>
<th>Start Date</th>
<th>School</th>
<th>Intake</th>
<th>Graduated or still on the programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/11/2002</td>
<td>Tamaki College 1</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>17/08/2002</td>
<td>McAuley College</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>1/03/2003</td>
<td>Hillary 1</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>1/08/2003</td>
<td>Massey</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>1/02/2004</td>
<td>Carmel</td>
<td>11</td>
<td>81%</td>
</tr>
<tr>
<td>1/06/2004</td>
<td>AGGS1</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>1/06/2004</td>
<td>Tamaki College 2</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>20/11/2004</td>
<td>Glenfield 1</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>1/08/2005</td>
<td>Mt Roskill grammar 1</td>
<td>7</td>
<td>71.50%</td>
</tr>
<tr>
<td>29/11/2005</td>
<td>McAuley2</td>
<td>9</td>
<td>66.60%</td>
</tr>
<tr>
<td>3/04/2006</td>
<td>Selwyn College</td>
<td>7</td>
<td>57%</td>
</tr>
<tr>
<td>1/08/2006</td>
<td>Kelston</td>
<td>9</td>
<td>23%</td>
</tr>
<tr>
<td>19/10/2006</td>
<td>Hillary2</td>
<td>11</td>
<td>63.50%</td>
</tr>
<tr>
<td>30/07/2007</td>
<td>Massey2</td>
<td>10</td>
<td>90%</td>
</tr>
<tr>
<td>21/08/2007</td>
<td>AGGS2</td>
<td>12</td>
<td>83.30%</td>
</tr>
<tr>
<td>25/11/2007</td>
<td>Onehunga</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

Intake totals:
- In 2002, total = 10
- In 2003, total = 10
- In 2004, total = 36
- In 2005, total = 16
- In 2006, total = 27
- In 2007, total = 30
<table>
<thead>
<tr>
<th>Date</th>
<th>School Name</th>
<th>Students</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>16/06/2008</td>
<td>Tamaki College 3</td>
<td>13</td>
<td>69%</td>
</tr>
<tr>
<td>25/06/2008</td>
<td>Glenfield 2</td>
<td>13</td>
<td>100%</td>
</tr>
<tr>
<td>1/11/2008</td>
<td>McAuley</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>10/11/2008</td>
<td>Waitakere</td>
<td>7</td>
<td>86%</td>
</tr>
<tr>
<td>1/11/2008</td>
<td>Alfriston</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>1/03/2009</td>
<td>Henderson</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>24/03/2009</td>
<td>Mt Roskill grammar 2</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>17/05/2009</td>
<td>Alfriston</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>192</strong></td>
<td></td>
<td><strong>85% retention</strong></td>
</tr>
</tbody>
</table>
Principles for an effective youth development approach

The researchers were asked to gather and analyse relevant external information towards this evaluation. This necessarily included an overview of other youth-specific mentoring systems and programmes. We have chosen contemporary, New Zealand-based literature to substantiate our findings. The following principles are drawn from the Youth Development Strategy Aotearoa (YDSA), 2002, and are matched against the existing Future Leaders programme.

<table>
<thead>
<tr>
<th>Six Principles</th>
<th>Future Leaders in relation to YDSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Youth development is shaped by the ‘big picture’</td>
<td>YWCA is linked to the wider sector in many ways. The Auckland CEO is very active in networking and staff participate in local youth sector groups such as NZAAHD and the ‘Involve’ planning committee. The YWCA frequently celebrates the Future Leaders’ success publically</td>
</tr>
<tr>
<td>2. Youth development is about young people being connected</td>
<td>Future Leaders provides many opportunities for young women to be connected with peers within their schools and from other schools through camps, activities and workshops. Additionally, the young women connect with adults through their mentors, YWCA staff, community service and at celebration events</td>
</tr>
<tr>
<td>3. Youth development is based on a consistent strengths-based approach</td>
<td>This area needs more clarity and focus in the programme. Future Leaders set their own goals which are partly strengths-based. Mentors establish the relationship whilst taking the lead from the young woman</td>
</tr>
<tr>
<td>4. Youth development happens through quality relationships</td>
<td>This is a key strength of Future Leaders. Through Future Leaders young women get to form many quality relationships with their mentor, YWCA staff and with peers</td>
</tr>
<tr>
<td>5. Youth development is triggered when young people fully participate</td>
<td>Recently this area has been strengthened with the Participant Hui ‘Speak up - Be Heard’. Young women do setting their own goals and work towards them. The programme could facilitate greater skill-sharing amongst the young women in the workshops and activities</td>
</tr>
<tr>
<td>6. Youth development needs good information</td>
<td>YWCA is committed to Future Leaders improvement. Further YWCA staff and mentor training is required in youth development, cultural safety and poverty awareness</td>
</tr>
</tbody>
</table>
The following fourteen characteristics outline what constitutes an effective youth mentoring programme. This has been drawn from *Guide to Effective Practice in Youth Mentoring New Zealand* (Youth Mentoring Trust, 2008), and is an adaption of John Newman’s work with KidzFirst, New Zealand. The framework traverses five key elements of an effective youth mentoring programme, namely the mentor; the young person; the relationship between these two people; the interaction or connection of other significant aspects; and the broader programme.

<table>
<thead>
<tr>
<th>Super 14 Characteristics</th>
<th>Future Leaders Programme</th>
<th>Areas of improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Characteristics of the mentor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Trained initially and ongoing</td>
<td>Full days training, quarterly meetings with training component</td>
<td>Content of initial training to be more Youth Development focused and include stages of development; cultural and poverty awareness; and peer sharing from current and past mentors.</td>
</tr>
<tr>
<td>2. Supported, supervised and recognised</td>
<td>Monthly connections through Mentor report, YWCA staff accessible and supportive. Recognition through quarterly support meetings and graduation.</td>
<td>Consistent monthly feedback from YWCA staff who use strengths-based communication that focus on mentor achievements</td>
</tr>
<tr>
<td>3. Consistent, empathetic</td>
<td>Future Leaders establishes a consistent approach for mentors with young women: Fortnightly phone contact; monthly face-to-face meeting; attend activities. Plus attend mentor quarterly meetings. Empathy is a key characteristic in the selection of mentors</td>
<td>This is done well</td>
</tr>
<tr>
<td><strong>Characteristics of the young person</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Wants to be mentored</td>
<td>Future Leaders selection process is based on those who want to be involved and are very clear on the process and commitment involved.</td>
<td>This is done well</td>
</tr>
<tr>
<td>5. Committed, engaged, takes ownership</td>
<td>The young women who are selected are encouraged to take ownership by their participation in the programme through mentor contact; attending activities; undertaking community service and connecting with YWCA staff.</td>
<td>Further youth participation could strengthen this area.</td>
</tr>
<tr>
<td><strong>Characteristics of the relationship</strong></td>
<td></td>
<td></td>
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<td></td>
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<tr>
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</tr>
<tr>
<td>6. Initiated by the mentor, but focused on the needs and goals of the young person</td>
<td>Future Leaders follows this process.</td>
<td>This is done well</td>
</tr>
<tr>
<td>7. Intensive and engaged</td>
<td>All components of Future Leaders ensures an intensive and engaged process</td>
<td>This is done well</td>
</tr>
<tr>
<td>8. Frequent and long term</td>
<td>Four years plus support in first year after the programme.</td>
<td>This is done well</td>
</tr>
</tbody>
</table>

**Characteristics of the interaction**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>9. Activities or skill base enjoyable</td>
<td>Future Leaders provides a good number of activities and workshops.</td>
<td>Activities and workshops need to be more tailored to the age and contemporary needs of participants. More group-work will enable greater learning &amp; involvement</td>
</tr>
<tr>
<td>10. Structured around the young person’s goals</td>
<td>Participant’s goals are a key part of Future Leaders.</td>
<td>More work to ensure that activities, workshops and community service link clearly to participant’s goals</td>
</tr>
<tr>
<td>11. Involves family members</td>
<td>Future Leaders involves family from the outset. Family sign consent forms for participants to take part in all group activities.</td>
<td>Families need greater acknowledgement for their important role in supporting their daughter. They have asked for regular updates on her progress, and strengthening of the mentor-family relationship.</td>
</tr>
</tbody>
</table>

**Characteristics of the programme**

<p>| | | |</p>
<table>
<thead>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>12. Monitoring for effectiveness</td>
<td>Future Leaders conducts an annual questionnaire survey. This external evaluation was commissioned to extend this monitoring.</td>
<td>Whenever staff are talking with young women, mentors, families, schools, they specifically enquire about the programme’s effectiveness</td>
</tr>
<tr>
<td>13. Incorporates evidence of what works</td>
<td>Future Leaders has been operating since 2002 and has four delivery mechanisms and four programme objectives which are monitored for effectiveness</td>
<td>The existing programme mechanisms and objectives are strong; only some changes are required following this evaluation</td>
</tr>
<tr>
<td>14. A theoretical basis</td>
<td>A theoretical basis was not identified in this evaluation for Future Leaders</td>
<td>Youth development, gender and leadership in Aotearoa-New Zealand are the theoretical contexts for this programme</td>
</tr>
</tbody>
</table>
Analysis and Conclusions

Achievements

The past and present Future Leaders, their family, mentors and school liaison staff all spoke frequently and passionately of how the young women’s communication, goal setting, personal organisational skills, confidence, leadership, study skills and public speaking had been profoundly boosted through Future Leaders. This is a phenomenal roll-call of skills for any person to draw upon, and evaluation participants were very articulate in their praise of the programme and its impact in their life. Almost all of the past and current Future Leaders expressed good or very good levels of enhanced self confidence and leadership from the programme. These young women regularly used phrases such as ‘try new things... have support... variety of experiences... inspired... confident’.

That ALL Future Leader graduates still undertake extensive community service is a wonderful testament to their personal commitment back into their communities which had been nurtured through Future Leaders. More than three-quarters of the graduates have continued a relationship with their mentors. The same number answered that they responded to difficult situations better since being in Future Leaders. Only one of the thirteen graduates smoked cigarettes. A number of graduate young women spoke of how university was ‘demystified’ for them through the workshops being run at AUT University. The subsequent enrolment of 69% of Decile 1-4 Future Leaders into full-time tertiary study is an excellent educational outcome for Future Leaders. These retrospective findings are powerful and successfully realise all four programme objectives.

Additionally, the young women, families and mentors spoke of their enjoyment at meeting new people through the programme, and of being exposed to new and different facets of New Zealand’s social, economic, environmental, cultural and academic life.

It is important that Future Leaders remains free of charge so that it continues to be a realistic opportunity for families to support their daughter’s involvement. ‘Time’ was the main ‘cost’ identified by families. To contextualise this statement, it is important to remember that Decile 1-4 families are often ‘time-poor’, so this ‘cost’ is significant as it means that one family member’s activity may need to be forsaken so that another – Future Leaders – can be accomplished.
**Improvements**

**Cultural safety**

Cultural safety was identified by many of the evaluation participants as a significant issue. A major theme was how the mentors were mainly pakeha/palagi, whilst the predominant ethnicities of the Future Leaders were non-European. There are already a range of implicit power dynamics between younger and older women and between low income and high-income women. Young women, their families and school liaison staff expressed their desire for a closer ethnicity-match between the mentor and the Future Leaders.

To accommodate cultural safety there is a need for mentor-focussed training which acknowledges and addresses cultural and poverty awareness and understanding. YWCA staff could also benefit from this training. Mentor training also requires deeper learning and understanding about power-sharing relationships; utilising diverse communication techniques that are strengths-based which engage young women and their families; an exploration of their own identity and values; time management; and working collectively with young women, their families and sometimes with schools and other significant people in the young woman’s life.

**Families**

The other major issue for the YWCA to understand and respond to is that the young women are almost entirely dependent on their families’ ‘approval’ and support when they are recruited into Future Leaders, and remaining on the programme. Families are vital and have the power to engage or disengage their daughter’s involvement in Future Leaders. A lot of work needs to be channelled by the YWCA staff into supporting mentor-family relationships and respectfully informing families about the programme’s objectives and activities, with emphasis being given to its leadership and educational merit. Families were concerned that the programme reinforced their own academic aspirations to their children.

Additionally, young women’s families and schools were focused upon the importance of upholding the female-specific focus of the programme. A major strength of the programme was its safety of being women-only, reinforcing cultural and religious mores which a number of families live by. It was noted that should male instructors or young men be present at any time during the course, a number of young women would be immediately and permanently withdrawn by families. The YWCA needs to make this positive, gendered facet of the programme explicit when communicating with schools and families.

Another positive platform from which to build these messages lies in how families regularly reported that their daughter’s engagement in Future Leaders positively affected the entire family.
Whilst the young women freely acknowledged the mentors support, families had a more mixed appreciation for the mentors’ work with their daughter. Some families expressed a feeling of ‘distance’ from their daughter’s mentor, and from the programme generally, and wished for a closer relationship. It is very important that the YWCA channel significant energy into facilitating continuous and meaningful mentor-family engagement. This may through one-on-one coaching by YWCA staff with mentors in the early months of the new relationship as well as through peer support offered between mentors at their quarterly meetings. The need for more face-to-face, culturally sensitive communication about Future Leaders by YWCA staff with families is clear. Schools have a strong appreciation of this communication style already, and could aid the YWCA in this respect.

**Selection Criteria for Future Leaders**

Regarding the criteria through which to select potential Future Leaders, caution was raised about how prescriptive these can be, as many young women in their early high school years are still consolidating their goals, values and identity: ‘genuine’ cases may be missed if criterion were too stringently applied. However, mentors and schools staff believed that a supportive family would aid the young women’s success in the programme. Some schools were interested in how the YWCA might open up the programme to more refugee and migrant young women. It was noted by a number of participants that a greater involvement of graduates would be beneficial in the recruitment of young women, in terms of making the challenges and rewards feel ‘real’ for the new Future Leaders. Additionally, the graduates’ positive role-modelling within workshops and activities for both young women and mentors was widely suggested. This skill-base might be harnessed by the YWCA for these training needs.

**Retention**

Retention is very strong on the programme. Significant discussion during the evaluation focused upon the retention of the young women once they have been selected. ‘Buddying’ or pairing the new students together within the school was suggested. An extension of this idea came from some graduates who spoke of meeting collectively with and without their mentors at their school and the value they derived through those two different experiences. Other retention suggestions included retaining the ‘points’ system when Future Leaders attended functions and workshops. The development of a year by year level developmental process will ensure the programme is relevant throughout the duration of the four years.

**Workshops, activities and training**

The content of these workshops needs to be sharpened by YWCA staff for the young women, especially those who have been on the programme for more than 2 years, as Future Leaders frequently spoke of content repetition, boredom at content and dull speakers. Some content needs to be Year-level specific for participants. This corresponds with the young women’s request for more age-appropriate workshops being delivered by vibrant (young) women. Many of the young women were brimming with ideas about what they would like to learn more
about through Future Leaders. Plus, each young woman arrives with many skills that they can share with their peers – this leadership opportunity needs to be facilitated by YWCA staff in future workshops and activities. Young women also wanted more Pacific and Maori women trainers and speakers.

One expressed difficulty by past and present young women was the timing of their workshops and school meetings. No consensus time or day was identified during the evaluation discussions which suggest that the current ‘one size fits all’ approach is not working. YWCA staff will need to offer more than one option to the young women for the same workshops if they are to heighten attendance. A number of young women said that they were not always aware of the school-based visits by YWCA staff. To solve this, a schedule of meetings needs to be circulated amongst the school liaison staff with follow-up calls made to staff prior to the meeting to check their progress in advising the young women. This is quite possibly a replication of what is already done, but it needs to be reiterated by YWCA staff. Lastly, the young women wanted more camps. They were novel, a break from their ‘normal’ responsibilities, personally strengthening and fun.

A greater integration of the programme into the host school was important; something as simple as incorporating the school’s logo on Future Leaders’ paperwork that went home to families would assist in building the credibility of the programme.

The mentors expressed a strong desire to meet together; it was the time and central location which hindered many women’s ability to attend. No agreed time or date was identified by these women; therefore YWCA staff need to offer a range of meeting times and locations. The expression of interest by the mentors to meet with the young women, their families and with school staff needs to be facilitated by YWCA staff. The relationship between mentors and YWCA staff needs attention, as mentors rated staff support poorly.

**Community Service**

The evaluation has shown that many Future Leaders have a huge array of pre-existing responsibilities to fulfil including family, school, church, sport, paid and unpaid work: Future Leaders ‘competes’ for space in their lives. YWCA staff need to recognise, connect and count the young women’s existing community service towards their Future Leaders’ achievements when coordinating this mechanism. This would be better than requiring the young women to find a new community service activity and ‘new time’ to undertake this within the context of their already-busy lives. Where new community service activity is begun, it needs to link to the programme objectives and Future Leaders’ personal goals.

**Communication**

Providing information about Future Leaders in families’ first-language would be a very powerful message and commitment by the YWCA. A range of YWCA-specific communication tasks need to be strengthened which include information to families, schools, young women,
and mentors directly about the programmes’ objectives, the young women’s progress and schedules of meetings, training etc. YWCA staff need to respond and follow-up to the monthly reports submitted by mentors.

**Duration of the programme**

The existing duration of the programme - being 4-5 years - was widely supported by almost all evaluation participants. The young women, their families and the mentors were at times saddened and confused at the (supposed) end of the four or five years’ relationship: the young women and mentors were sometimes unsure if they were ‘allowed’ to remain in touch and for the mentors, whether they were to be assigned another young woman. These issues need to be communicated clearly by the YWCA to mentors, the young women and their families.
Recommendations

This section outlines how the Auckland YWCA can advance the aims of the evaluation, namely:

- The gathering, analysis and conversion of relevant information into usable social and economic evidence for future funding opportunities
- The development of recommendations to strengthen the programme, and
- The development of a new longitudinal evaluation framework for the programme.

The authors have specifically focussed upon advancing the past and present young women’s point of view expressed throughout this evaluation as they are the experts and the ‘target’ of the programmes’ four objectives:

- To increase young women’s self-confidence by providing access to a range of experiences
- To support and encourage young women to achieve their self-defined goals
- To support young women’s educational achievement
- To facilitate opportunities for young women to actively lead

We would like to note that overall the programme is very good. Through this Future Leaders investment YWCA is developing strong, confident, capable young women who are contributing to their families and communities. Future Leaders is giving young women a chance to grow, learn, develop, and have new experiences that they would not normally have access to. It is enhancing their self efficacy which in turn is resulting in strong educational achievements, leadership roles and personal confidence.
Recommendation 1: To strengthen the Future Leaders programme we recommend the establishment of a developmental process across the four years of the programme

<table>
<thead>
<tr>
<th>Year</th>
<th>Development Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10</td>
<td>ESTABLISHING RELATIONSHIPS</td>
</tr>
</tbody>
</table>
|       | Establish relationship with self:  
|       | Cultural awareness and identity, values, self care / responsibility (leadership) |
|       | Establish relationship with group:  
|       | School Future Leaders peer group, wider Future Leaders participants in same year level and all year levels. |
|       | Establish relationship with Mentors: Fun, friendly dual sharing. Mostly group environments for first year. Mentors arrange a common space for all to meet with their young women to do fun stuff as a group i.e. meet in a park and play hacky sack, go to the movies, ice skating, book a community centre and do some shared cooking. During these group monthly visit Mentors have min half an hour one on one time. A confident and competent mentor may take the lead in running these activities. |
|       | Establish relationship with YWCA staff:  
|       | Through school recruitment & induction, Future Leaders activities / workshops, one on one catch ups. |
|       | Establish relationship with school liaison person: Form relationship of trust, caring and understanding so young women is comfortable with school liaison to be further involved and provide support in liaising between family-mentor-YWCA staff. |
|       | Develop broad understanding and practicing goal setting.  
<p>|       | Begin to learn the process of developing personal goals. |
|       | Community service linked to programme objectives: Staff work with group at school to run a group project using youth participation facilitation skills. Small project to begin with. This will enhance their relationship with self, group and staff. Invite mentors onto the process. Also recognise, connect and count existing community service they are doing. |
|       | Workshops and activities: Hold a Year 10’s workshop on goal setting and relationship building, cultural awareness and identity, values, self care and responsibility. |</p>
<table>
<thead>
<tr>
<th>Year 11</th>
<th>DEVELOPING GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continue relationship with group</strong> – monthly mentor meetings, 50% time spent with group.</td>
<td></td>
</tr>
<tr>
<td><strong>Mentor Relationships</strong> – Monthly meetings, 50% time spent one on one with mentor.</td>
<td></td>
</tr>
<tr>
<td><strong>Continue relationship with YWCA staff</strong>: through monthly school based meetings, Future Leaders activities / workshops, one on one catch ups.</td>
<td></td>
</tr>
<tr>
<td><strong>Continue relationship with school liaison person</strong>: as needed.</td>
<td></td>
</tr>
<tr>
<td><strong>Implement personal goals</strong>&lt;br&gt;Developing and deepening knowledge around personal goal setting and working towards achieving goals. YWCA develop goal setting criteria that links to programme objectives.</td>
<td></td>
</tr>
<tr>
<td><strong>Community service</strong> – Linked directly to young women’s personal goals.</td>
<td></td>
</tr>
<tr>
<td><strong>Workshop and activities</strong> – hold a Year 11 workshop on implementing personal goals with the focus being NCEA, study skills and career / courses opportunities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12</th>
<th>PROGRESSING GOALS AND LEADERSHIP QUALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mentor relationships</strong> -20% of time in groups, 80% one on one mentor time.</td>
<td></td>
</tr>
<tr>
<td><strong>Continue relationship with YWCA staff and school liaison person</strong>: as needed</td>
<td></td>
</tr>
<tr>
<td><strong>Advancing personal goals</strong>&lt;br&gt;Further detailed goal setting i.e daily goals, goals specific to future career. Ensure goals are still linked to programme objectives and can be actioned and measured.</td>
<td></td>
</tr>
<tr>
<td><strong>Community Service</strong> – linked to leadership development.</td>
<td></td>
</tr>
<tr>
<td><strong>Workshops and activities</strong>: Hold a year 12 workshop on leadership qualities for their developmental stage. Enhance learning and opportunities on leadership qualities. YWCA to provide opportunities for Year 12 students to have a say in the delivery of workshops and activities using a youth participation approach.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 13</th>
<th>ACHIEVING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relationships</strong>&lt;br&gt;Support given from all key Future Leader relationships including staff, school liaison staff and mentors to facilitate the young women to fully achieve her personal goals. This includes the one-on-one mentor support for the young women.</td>
<td></td>
</tr>
</tbody>
</table>
Achieving personal goals

Celebrate these achievements throughout the year and at graduation.

Leadership: Through youth participation approach, Year 13 Future Leaders will be supported by YWCA staff to decide, plan and/or deliver activities:
- In-school workshops for their current and future needs
- External workshops (with other Year 13 Future Leaders schools) for their current and future needs
- One Year 10-13 Future Leaders activity day / camp etc
- Annual family, young women, mentor, YWCA and school staff picnic / activity

To support this

Mentors:
Initial Training to cover;
- Youth Development Strategy Aotearoa (YDSA) - Six principals
- Stages of adolescent development
- Strengths based approach to relationship and communication
- Cultural awareness – Maroī as Tangata Whenua and the Treaty of Waitangi, Pacific, Migrant and Refugees. Mentors should do an exercise of their own culture and how this affects their identity.
- Current year 13 mentor to speak to group of the process, rewards and ideas in their first year.
- Ask a past graduate to discuss what it was like for them in the first year.

Ongoing support meetings
- Bi-Monthly
- Peer support and sharing – Have a 10 min session where mentors peer up with same year level of young women and then a 10 min session where mentors peer up with different year levels e.g. Year 13 mentor with Year 11, Year 12 mentor with Year 10. More experienced mentor to support newer mentor in challenges they are facing.
- Further peer sharing and support opportunities.

Staff to Mentor communication / support
- Staff to give feedback on every monthly report, share information on the school visits and any other information pertaining to mentors young women participant.
- Ensure mentors know the criteria for selection and the process if young women are not engaging or the match is challenging. If this happens staff to stay in close communications with mentor until resolved.
- If young women drop out, match them up again quickly so not to lose enthusiasm.
Family:

- Write guideline on etiquette mentor should have with family. Such as;
  - Meet the family in their home
  - Learn about their culture and what is important to them regarding their family.
  - Ask about their desired outcomes of their daughter being on the programme

- Inform family’s annually of their daughter’s development in the programme highlighting education outcomes. Look at ways this could be delivered to suite the family’s needs e.g in person or written in their first language.

- Hold an annual fun relaxed day for families, young women, mentors, YWCA and school staff to meet and socialise together.

Schools:

- More information to school liaison of young women’s participant’s progress and development. Develop this to be a two way feed so YWCA staff are informed of young women’s development at school.

- With permission from the participants give the school liaison person the participant’s goals for the year so they can assist in providing opportunities to succeed them.

- Send through annual plan of events, workshops, forums etc. Send through requirements of participants i.e community service.

- Share success and outcomes of the programme of young women at their school and across Auckland with the liaison staff and senior school management.

- Request school to provide space for school based workshops.

- Nurture existing relationship with school liaison person, ensure they feel connected and plugged into the programme and YWCA.

General

- Hold an annual overnight camp for all young women participants. Mentors could attend for a day or the night. This could cover an activity day and a workshop. Year 13 participants involved in planning.

- Develop a new visual model that embraces the four groups that support the programme objectives being achieved; Mentor, Family, School and YWCA. All four groups are important to the strength and success of the programme.
Recommendation 2: To enhance the Future Leaders programme we recommend a clearer pathway for graduates

GRADUATE DEVELOPMENT

First year after programme

- A continued mentor relationship recommended: The YWCA may wish to suggest some guidelines although the pair can determine the relationship themselves.
- Mentors invited to mentor evenings.
- 1st year tertiary study, work support programme
  - Peer support from 2nd and 3rd year graduates. Could be a buddy system.
  - 1st year regular group catch up’s with a staff member, peer support group at a central location.
- Opportunity to assist with new intake in their school.

All graduates

- Opportunity to assist facilitators at Future Leaders activities and forums.
- Assist and speak at mentor trainings on what it was like through the years with their mentor especially in the first year.
- Be offered paid positions at YWCA fund raising and profiling events as a way to earn money.
- Opportunities to speak at participant events where they could pass on information about;
  - Putting the effort and commitment in and the results they will get back.
  - Discuss the relationship with mentor.
  - Give as well as receive you’ll get more out.

Young women’s collective

- Establish an Auckland based Young Women’s Collective to organise networks; web site / networking information sites; newsletters –who’s doing what, personal successes, YWCA events and achievements; organise social fun gatherings / network opportunities; inspirational speaker series.
- Link with national and International Young Women’s Collective
Appendix I: Participant Spreadsheet

Spreadsheet with the range of categories for YWCA staff to include when identifying possible evaluation participants. This spreadsheet sample was for identifying possible young women graduates of the Future Leaders programme. A total of 16 graduates were wanted for the interviews.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Year Graduated</th>
<th>School Deciles</th>
<th>School attended</th>
<th>Geographical Spread</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maori</td>
<td>2006</td>
<td>Decile One</td>
<td>5</td>
<td>Central / North</td>
</tr>
<tr>
<td>Pacific Island</td>
<td>2007</td>
<td>Decile Three</td>
<td>5</td>
<td>West</td>
</tr>
<tr>
<td>Pakeha</td>
<td>2008</td>
<td>Decile Four</td>
<td>4</td>
<td>East</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Other Deciles</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

| Key Interest / Hobby - | Marginalised - | Disability | |
| Sport (S), Music (M), Cultural (C), Study (ST), Other (OT) | Sexuality, single parent, mental health, health etc | min 1, Mix | mix, Mix |
Appendix II: Sample questionnaire

Sample questionnaire used when interviewing current young women engaged in Future Leaders Programme
1. What is your School’s name?

2. When were you born?
   Day    Month    Year you were born
   (e.g., 29)   (e.g., 02)          (e.g., 1993)

3. Tick as many circles as you need to answer this question.
   In which language(s) could you have a conversation about a lot of everyday things?
   ○ English
   ○ Maori
   ○ Samoan
   ○ New Zealand Sign Language
   ○ Other languages → Name the language(s) (e.g., CANTONESE; GUJARATI) ↓

4. Tick as many circles as you need to answer the question
   Which of these people live in the same household as you?
   ○ Your mother
   ○ Your father
   ○ Your sister(s)
   ○ Your brother(s)
   ○ Your Grandmother(s)
   ○ Your Grandfather(s)
   ○ Other people → Print who they are (e.g., FLATMATE, AUNTY, MOTHER’S PARTNER)

5. Tick as many circles as you need to show which ethnic group(s) you belong to
   ○ NZ Maori
   ○ NZ European or Pakeha
   ○ Other European
   ○ Samoan
   ○ Cook Island Maori
   ○ Tongan
   ○ Niuean
   ○ Chinese
   ○ Indian
   ○ Other (such as FIJIAN; KOREAN)

6. Tick as many circles as you need to answer this question.
   Does a health problem, or a condition, you have (lasting 6 months or more) cause you difficulty with, or stop you doing:
   ○ Everyday activities that people your age can usually do
   ○ Communicating, mixing with others or socialising
   ○ Any other activity that people your age can usually do
   OR
   ○ No difficulty with any of these

7. Do you smoke 1 or more cigarettes per day?
   ○ Yes
   ○ No
8. Tick as many circles as you need to answer this question.

**In the last 7 days, which of the following have you done, without pay, for people who do NOT live in the same household as you?**

- [ ] Unpaid household work, cooking, repairs, gardening
- [ ] Caring for or looking after any child who does NOT live in the same household as you, unpaid
- [ ] Unpaid caring or looking after another person who is aged, ill or has a disability NOT living in the same household as you
- [ ] Attending committee meeting, or organisation, administration, policy work, etc, unpaid for school, group, church, or marae
- [ ] Unpaid fundraising work, selling, etc, for school, group, church, or marae

OR

9. If you have done any of the things asked about in question 8 above, answer this question.

**In the last 7 days, how many hours did you spend in total doing all those things asked about in question 8**

- [ ] 1-4 hours
- [ ] 5-14 hours
- [ ] 15-29 hours
- [ ] 30-59 hours
- [ ] 60 or more

10. Tick as many circles as you need to answer this question.

**In the last 7 days, which of the following did you do for yourself, or for people living in the SAME household as you?**

- [ ] Household work, cooking, repairs, gardening
- [ ] Caring for or looking after any child who lives in the same household as you
- [ ] Caring or looking after another person living in the same household as you, who is aged, ill or has a disability

OR

- [ ] none of these things

11. If you have done any of the things asked about in question 10 above, answer this question.

**In the last 7 days, how many hours did you spend in total doing all those things asked about in question 10**

- [ ] 1-4 hours
- [ ] 5-14 hours
- [ ] 15-29 hours
- [ ] 30-59 hours
- [ ] 60 or more

12. In total, how many paid hours do you usually work each week? ____ hours

13. From ALL sources of income, what was your TOTAL personal income before tax or anything was taken out in the 12 months that ended on 31 March 2009

- [ ] Loss
- [ ] Zero income
- [ ] $1 - $5000
- [ ] $5001 - $10,000
- [ ] $10,001 - $15,000
- [ ] $15,001 or more

14. What is your religion?

- [ ] no religion
- [ ] Christian
- [ ] Hindu
- [ ] Muslim
- [ ] Buddhist
- [ ] Jewish
- [ ] Other

Which of these, if any, are you?

- [ ] Anglican
- [ ] Catholic
- [ ] Presbyterian
- [ ] Methodist
- [ ] Ratana
- [ ] Other. Print what it is

OR

- [ ] Object to answering this question
Use this rating scale to answer these questions:

<table>
<thead>
<tr>
<th>Program Objectives</th>
<th>Increasing your self confidence?</th>
<th>Achieving your personal goals?</th>
<th>Achieving educationally?</th>
<th>Being a leader?</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. How much has your mentor supported you in ..........</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>16. How much have the activities, workshops and events supported you in .....</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>17. How much has your community service work supported you in ..........</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>18. How much has the YWCA supported you in ........</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Thank you for this information which will be held confidentially by the researchers. It will help us understand better how to improve the YWCA Future Leaders Programme.
<table>
<thead>
<tr>
<th>Time allocated</th>
<th>Method</th>
<th>Participants</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 min</td>
<td>Face to face interview</td>
<td>Current Young Women participants</td>
<td>6</td>
</tr>
</tbody>
</table>

19. Are you the eldest child in your family?
   - Yes
   - No, I am the 2nd 3rd 4th 5th 6th other........... born child to my mother

20. What existing skills have you strengthened through Future Leaders? What else?
   [Prompts: listening / writing / talking / trying stuff out / socialising / organising / confidence / self-understanding (emotional) / focus or concentration / independence / motivation / courage / self control / outgoing / time management / future planning]

21. Since being in Future Leaders, do you now handle difficult situations better?
   - Yes How?
   - No

22. What new opportunities have happened for you since being in Future Leaders?

23. What improvements do you think can make Future Leaders even better for you personally?

24. How many years do you think the Future Leaders program should be?
   - 1 2 3 4 5 6 years

25. What personal aspirations do you have now?

26. Overall, what has the Future Leaders programme done for you so far?
   [Prompts: changed attitudes, behaviours]

THANK YOU
Appendix III: Three Auckland Based Youth Mentoring Programmes

As part of looking into effective youth mentoring practice and to compare delivery and of youth mentoring programmes the researcher spoke with three local youth mentoring programmes

**Affirming Works** – A specific programme for Pacific young people in South Auckland. In the past was Affirming Women.

**MATES** – An established, well recognised and fully evaluated Auckland-based programme supported by Auckland University.

**Project K** – A long standing, well recognised and evaluated nation-wide programme.

Each programme has different delivery mechanisms and objectives. Operational and strategic themes for each programme are identified here, along with comparisons for learning for the YWCA.

**Affirming Works, Tupu’anga - Youth Mentoring**

Affirming Works started as Affirming Women. The organisation began in 2002 with a youth mentoring programme for young women prostitutes in Papatoetoe. Within a year local schools were requesting a mixed-gender mentoring programme in schools. They no longer run a programme specifically for young women.

- Pacific based programme running out of five high schools in South Auckland. 316 students in 2008.
- Programme is delivered in High Schools for groups of 25 students in year 11, 12 and 13.
- Schools select students. Students need to commit and have parental consent.
- Two Affirming works staff, a male and female are mentors for each group.
- Sessions are run in school time during a different period each week so students don’t consistently miss out on a certain subject.
- Two programme objectives:
  1. Stay in school
  2. Transition into work, training or further education.
- Affirming Works staff and mentors work on a term-by-term programme led by groups’ need.
- Other support mechanisms include:
1. Annual camp for all year groups with additional charge of $80 per student. Around 55% of students attend.
2. Team building days to build moral and friendships. Each group has 2 activities annually such as movies or bowling.
3. Guest speakers at school to discuss career options
4. Visits to tertiary institution open days
5. Graduation - all year levels and families invited.

- Volunteers assist with camp, team building days, as guest speakers and at graduation.
- Affirming Works staff meet with students one on one throughout the year to assess, monitor and support goal setting process.
- Affirming Works staff work closely with school liaison teacher. They have access to school records to fully support students in all areas required.
- Schools link programme to education outside the classroom
- Funding through Ministry of Social Development as Affirming Works intention is to decrease unemployment and crime rate. Schools top up $5,000 per year.
- End of 2008 an Alumni was set up to support students post high school. They have 600 young people on their data base.

MATES (Mentoring and Tutoring Education Scheme), Auckland University and Great Potential Trust

Objective 1: That mentees, their families and the teachers of each school will, by the end of the year, report that this contact with MATES has been positive and worthwhile for the students and the school.

Objective 2: That the mentees and the teachers at the school will, at the end of the year, report improved confidence, aspirations and achievement by each mentee.

Objective 3: That the university mentors report at the end of the year that they have an enhanced awareness of social issues, gained valuable personal development and that they have been rewarded financially from this activity.

- Focus on academic achievement with a view to students going into tertiary studies following high school.
- Schools identify students using MATES criteria:
  - making a time commitment
  - wanting to be involved,
  - having the potential to go to university
- MATES is run in ten schools across West Central and South Auckland, with 125 participants in 2009 and an average of 12 students per school group.
- Decile 1-3 schools participate (although some schools have increased their decile rating over the years).
Mentors are second year university students. They are recruited through student job search, and not all are from Auckland University. They undergo an interview and an 8-hour training day before final selection is made. Training includes policy and procedures, best practice, professional expectations, workshop facilitation skills and peer sharing from and current past mentors.

Programme started delivering to year 10 students in 2002. This wasn’t very effective as University students struggled to deal with 14 year olds maturity levels and because the focus on education was difficult for this 14-year old age group. After further trials, the last four years have focused upon Year 13 students and supporting them into university.

An induction day is held for mentees (only) covering expectations of them and others involved in programme, programme processes and goal setting process.

Programme is delivered after school once a week in homework centre at school. Each session is two hours and a co-ordinator from MATES is there for the whole session, with a school liaison person there at the start of each session. Sessions begin with group activities for an hour then one on one time with mentor and mentee doing tutoring or going through goal setting and / or personal barriers to success.

A MATES work book has been developed.

Matching occurs based on self identified and school identified student needs. It is often academic-subject based.

Schools are very involved in the programme, with the designated school liaison person often in Senior Management. Some are on the MATES advisory committee.

Schools celebrate MATES successes in newsletters and staff meetings.

Feedback sessions are held each year with the school and recommendations are actioned and communicated the following year.

A high percentage of students are Pacific Islanders.

MATES holds six large activities each year which involve some university faculties linked to courses of interest for the MATES students. i.e the Maori faculty ran a theatre sports session linked to Te Reo Maori week. MATES also run homework centres on university campus and have students take part in university open days.

End of year dinner held on campus with family and school liaison people invited.

During the holidays MATES students shadow their mentors (university students) to lectures for a day so they get a feel of university life.

Family’s involved at the beginning with a launch and invited to certain activities during the year. MATES Co-ordinator keeps families linked through strong initial contact, with families being comfortable to contact MATES co-ordinator at any time.

Programme is now fully funded by Auckland University on a year by year basis. Initially they received a three year grant from Todd Foundation of $500,000. Programme now costs $300,000 per annum. MATES is part of Auckland University’s strategic goals to support the local community and is the largest outreach programme for the university.

Out of 112 students tracked from 08 MATES graduates, 56 enrolled in Auckland University courses.
Project K, Foundation for Youth Development (FYD)

- 14-month programme for year 10 students. Groups of 12 students are selected.
- Objectives of Project K are:
  - Self-reliance
  - Team building
  - Self-confidence
  - Perseverance
  - Goal setting
  - Good health and life skills
- Tools to achieve this are:
  - Induction and information day following section
  - Three week wilderness adventure camp
  - Community challenge – Youth participation project run as a group.
  - One on One mentoring
- Project K is run in a number of regions throughout New Zealand. Each region has its own trust and staff to run Project K. They get support and resources from FYD National Support Office
- Some schools have more than one programme running.
- Four goals are to be achieved in a year:
  - 1 x academic
  - 1x health and fitness
  - 2x personal
- During wilderness adventure camp, students get an opportunity to lead a day. This strengthens their ability to work in a group and builds self confidence which continues in their group work back at school.
- As part of their community service, student’s work as a group to identify an area and project they want to support in the community. The project is run in a youth participation manner and is often environmentally focused. The project is relevant to their age and their recent experience in the wilderness.
- Families are fully informed throughout the journey. Project K hold caregiver meetings before the wilderness adventure on programme requirements and what can be expected when students return from camp. They also run a ‘meet the mentors’ evenings after the camp.

Mentors are trained and required to form a relationship with the family which is supported by Project K co-ordinator. Mentors are well trained over a 20 hour period – either over a weekend, or over a series of nights. Training is very experimental learning, is focused on a strengths based approach, covers the Youth Development Strategy Aotearoa, and includes;
o Youth issues – stages of development.
o Positive mentor partnership
o Celebrate achievements – goal setting

- Mentors are given a guide as to where they should be with their student at certain stages i.e. relationship built in first three months, goal setting focused in next three months.
- Mentors have monthly 2-3 hour support meetings which cover what’s working, challenges, contact etc with an 80-100% turn out. Mentors are supported by Project K co-ordinator. They call or hold face to face one on one meetings; send out newsletters and organise student and mentor activities.
- Mentors file a monthly report that is acknowledged by the co-ordinator.
- Following the end of year graduation many report they continue the relationship. Some mentors rejoin the process and mentor a new student.
Appendix IV: Research Methods

A three-phase multidisciplinary research approach was used to explore and analyse the YWCA Auckland’s Future Leaders Programme aims, objectives and outcomes through utilising:-

1. Secondary data analysis of the existing information available about the Programme including:
   - Existing evaluation and questionnaire results
   - Relevant YWCA documentation such as policies, budgets, proposals, statistics, reports

2. Structured feedback from:
   - Mentors (group fora and questionnaire)
   - Current young women participants (key informant interviews and questionnaire)
   - Parents and Caregivers (in-home meetings)
   - School liaison teachers (key informant interviews and questionnaire)
   - Graduates (key informant interviews)

3. Met with YWCA staff working on Future Leaders programme.

Representative evaluation participants

Significant time and effort was spent in ensuring that a representative spread of evaluation participants would be contacted by YWCA staff and subsequently by the research team for their possible participation in the evaluation. A spreadsheet (sample attached in Appendix II) was designed with the range of categories (e.g., the participants’ physical location, school decile, and ethnicity) for YWCA staff to ‘tick off’ so as to gather a diversity of participants. The ‘key interests / hobbies’ category sought to identify, for example, young women who were focused in the sports, cultural activities, and/or academia. The ‘marginalised’ category was inserted so as to include young women who may have particular experience(s) that challenged their capacity to engage in the programme. With due sensitivity to privacy considerations, none of these categories were notified. All other categories were met.

Questionnaire

An important task was to consolidate the questionnaire content across the five ‘sub-groups’ of participants (mentors; current young women participants; parents, family and caregivers; school liaison teachers; and programme graduates) being asked for their feedback. Tailored questionnaires (sample attached in Appendix III) were designed for each of these sub-groups.
These questionnaires were very complex, and included consent and information sheets as well as three specific styles of information to be gathered from the participant:

- Personal demographic data (age, ethnicity, household members, income, unpaid and paid work hours, religion, and health status including smoking)
- A self-assessment of the four Future Leaders objectives using a likert scale (very poor – very good);
- A schedule of open-ended questions about the programme

Each of these five questionnaires were pilot tested by the researchers with a small sample of people resulting in alterations being made to the ‘flow’, the content - including language, and the quantity of questions so that the length of time taken to fill in the questionnaire was not prohibitive. Consequently, the questionnaires, including the interviewing questions, worked extremely well in the field amongst the broad diversity of participants who were recruited. The research process is therefore considered to be rigorous and robust.

Different times were allocated for different sub-groups’ participation. For example, school liaison teachers were met with for only 20 minutes, as the researchers appreciated the competing demands on these staff members’ time in the school environment during lunchtime. The young women Future Leaders graduates were ‘allocated’ 30 minutes for discussions, as these were planned to be predominantly telephone interviews, and it was felt that a longer duration would potentially compromise the quantity of participants who would accept to be involved as well as the eventual quality of the participants’ feedback. The mentors focus groups took approximately 1 ½ hours, and included a one-on-one 10 minute interview with a researcher within the group discussion timeframe. The young women engaged in Future Leaders and their families were each allocated one hour to discuss their perspectives. These conversations were largely undertaken in their family home.

We met face to face with almost all of the participants. Specifically there were six current young women engaged in Future Leaders that were interviewed; six family and support people; eleven mentors; and three YWCA staff. We also met with many of the thirteen graduates and with four school liaison teachers when undertaking interviews. Except for the mentors’ focus groups, the location of the interviews was discussed and decided upon by each of the participants, for their convenience. The two mentors’ focus groups occurred at the YWCA offices in central Auckland. In all of these meetings, hospitality was extended to the interviewee(s) by the researcher(s). In a minority of instances interviews were conducted over the telephone. We recorded all interviews using digital recorders and transcribed these discussions for subsequent analysis. The questionnaire’s quantitative demographic and self-assessment questions completed by each of the 43 participants were also analysed.

The triangulation of these three research methods has lead to a strong and complementary base of evidence. Analysis of this evidence has some implications for policy and management decisions in respect of the programme.