



An Exploration of Kiwi Tahiri and Engagement

A secondary Data Evaluation Report prepared for the New Zealand Lottery Grants

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To protect the privacy of the young people and their whanau who have contributed to this research, this report is provided in strict confidence, please contact the authors before disclosing the contents to any third party.

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“Nā tō rourou, nā taku rouroua ka ora ai te iwi”

With your food basket and my food basket, the people will thrive

Executive Summary

This study of the Kiwi Tahi programme, a life-skill development programme for vulnerable young people (aged between 8-12 years old), was a collaboration between a lecturer in Social Practice at Unitec (School of Healthcare and Social Practice) and the Graeme Dingle Foundation. In August 2019, the researchers met with the Kiwi Tahi team to consult on possible research questions and subsequently consulted with a university advisor. Following this process, the co-researcher moved from UNITEC to the Manukau Institute of Technology (MIT), and therefore the project was submitted to the MIT ethics sub-committee (MITEC) and received ethics approval in December 2020 (Appendix).

In February 2021, the primary data collection was scheduled to begin but was delayed due to the COVID-19 public health social restrictions. Subsequently, it was decided to revise the project, as online interviews were not feasible (due to many of the research participants homes not having access to wi-fi and/or devices) the research methodology was revised to an examination of the extensive secondary documents collected by Kiwi Tahi staff for their purposes. The main source was case notes completed by youth workers and social workers that contain data on tamariki attendance, critical personal and family information, observations around behaviour, any issues and/or observations of positive development. Before beginning the analysis, the research team completed a literature review and observed a multi professional meeting that was organised by Kiwi Tahi. These meeting are held to ensure that multiple providers work collaboratively to support the tamariki and their families.

To analyse the secondary data the research team used document analysis i.e., a form of qualitative research where the data is systematically analysed to examine the documentary evidence and answer specific research questions. Altogether, 1029 cases notes were uploaded into NVivo 12 qualitative data analysis software and analysed using thematic analysis and a coding process. The analysis revealed five overarching themes, *positive outcomes*, *protective factors* and *risk factors*, and factors that influenced participant *engagement* and *disengagement*.

The secondary data findings suggest that the Kiwi Tahi programme is beneficial and is a protective factor that provides a caring environment for vulnerable young people. The case notes for this cohort showed that:

- There were significant positive changes in participants interpersonal skills and behaviour.
- Programme staff were role models and kaitiaki, they provided timely mentoring support and set clear guidelines and boundaries. This was especially important for tamariki who did not have adequate parental/caregiver or whānau support.
- Increased programme attendance was linked to engagement with school. However, there are other factors related to health and learning difficulties that impede positive learning outcomes.

- Participants cultural identity and connectedness was enhanced during the programme and was strengthened further by cultural and second language programmes at school.
- Experiential activities (including the holiday programme) increased life skills and pro-social behaviours.
- The STAR model (Stop-Think-Act-Reflect) helped participants to regulate their emotions and behaviour.
- The life skill modules and experiential activities helped the participants to make positive behavioural changes at home and school. They also provided them with skills and strategies that helped them to walk away from negative peers.

Risk factors in the lives of participants include, challenging home environments, learning difficulties and lack of learning support, peer influences and intergenerational disadvantages. The majority of the participants displayed a high level of risk behaviours that required one on one support from programme staff, these behaviours were amplified by various medical conditions, such as attention deficit hyperactivity disorder (ADHD) and undiagnosed comprehension issues. Delays in other service providers can have a negative impact on participants and their engagement in the programme. Protective factors in the lives of participants include connections to cultural identity, supportive whānau, positive school environment, programme staff and individual factors. Additionally, a key factor linked to positive outcomes was the multi professional meetings to help coordinate wraparound services.

Participant engagement increased with staff and participant attunement, mentoring, whānau engagement (Kiwi Tahī staff actively communicated with whānau), programme components (innovative and engaging activities) and individual internal motivation. Disengagement was linked to school transience, behavioural issues (leading to stand-downs and suspensions), lack of whānau engagement, health issues and negative peer influences. Two COVID- 19 lockdowns also disrupted participant engagement with Kiwi Tahī. Although during the COVID-19 lockdowns Kiwi Tahī staff sustained engagement via phone call check-ins and food delivery to the young participants and their whānau. Also, following reports from parents that their children were spending most of their time in lockdown playing online games and on social media, they encouraged participants to watch home learning/Papa Kāinga TV.

Findings from the secondary data show that Kiwi Tahī is a protective factor in the lives of the young participants. It also reveals the positive short-term outcomes achieved due to the exceptional efforts of the staff to maintain engagement, despite the many risk factors in the lives of the participants. It provided a clearer understanding of the issues that influence engagement and disengagement, crucial knowledge to increase the likelihood that the young people will receive maximum benefits from the programme. The findings from the secondary data can be used as baseline data to generate future research-based evidence, to revisit the theory of change model and to inform future programme development.

Introduction

Kiwi Tahī is an early intervention, positive youth development (PYD) programme designed to enhance the life skills of vulnerable young people (aged between 8-12 years old). It enables vulnerable young people to identify their inherent potential, talent, passion, and agency and understands and works with them from a systems and community-engaged perspective (Farruggia & Bullen, 2010). Kiwi Tahī empowers youth by affirming their strengths; collaborates with them to use their assets; and facilitates their sense of belonging (Keelan, 2014; Kerekere 2017; Wayne Francis Charitable Trust – Youth Advisory Group, 2011).

Stephen Boxer is the General Manager of MYND, a life skills programme for high-risk youth offenders that aims to reduce re-offending rates and stop young people from becoming stuck in the youth justice system. Recognising the need for an early intervention programme for vulnerable children, Stephen Boxer developed Kiwi Tahī (previously the MYND Sibling programme). In 2012, the first 12-week trial programme was run with seven siblings of youth offenders. Youth workers supported the young people during experiential life-skill and pro-social leisure activities. MYND social workers worked alongside the youth workers to consolidate learning, identify any service gaps, and ensure the young people were engaged in full-time education. The social workers were also the first point of contact for the families. This trial programme aligned with MSD priorities for vulnerable children. An exploratory evaluation showed that the programme helped the siblings to develop more positive relationships, social skills and strengthened families.

in 2015 and 2016, based on the evaluation evidence, an extended 6-month programme was delivered consecutively to two groups of six young people. The participants were selected in consultation with NZ Police, Oranga Tamariki (previously known Child Youth and Family Services) and MYND staff and based on their knowledge of youth offenders and their families in South Auckland. A comprehensive mixed methods evaluation of the programme examined the participant profiles and programme outcomes. It found that the majority of the young participants lived with extended family and in female dominated households. The mother was the main caregiver and frequently reported being overwhelmed due to the stress of parenting alone. Being a younger sibling of a youth offender there were often fewer family resources available for their needs. The absence of a father figure (many do not live in the home or choose not to actively parent) meant that the most significant male role model in their lives was their older brother. This relationship often had a negative influence on the sibling as the brother could reinforce antisocial behaviour and interact in a way that was aggressive and coercive. Despite the multiple risk factors in the siblings' environment, this evaluation of short-term outcomes showed that the programme supported the younger siblings of youth offenders to increase their resilience, social competence, prosocial behaviour, emotional regulation, positive thinking, and interpersonal skills. The programme also improved school attendance among the young participants (Moore & Antony, 2016).

In 2018, the Graeme Dingle Foundation renamed the programme Kiwi Tahī and conducted a theory of change process to review the programme model. Theory of change models are designed for impact assessment when systematic change is the goal (Weiss, 1995). The process was used to guide programme development, evaluation priorities, and inform decisions about future programme expansion and scalability. The theory of change process suggested that the Kiwi Tahī programme was developed for unmet needs in vulnerable youth who are at risk of becoming involved in the youth justice system. Programme success depended upon quality interactions between the young person and the youth worker, a positive and supportive peer group culture, the engagement of the family, and regular attendance of the young person. Additionally, it suggested gains will be greater where the school the young person attends has knowledge of the programme, and supports and facilitates change (Moore, 2018).

The secondary data provided an opportunity to further examine the protective and risk factors in the lives of participants. In particular, to test the expected outcomes and factors that facilitate or impede programme success as suggested in the theory of change. It also provided an opportunity to look further into the engagement and participation of the young people, an important factor in youth development programmes. For vulnerable young people, engagement can be impacted by the many risk and protective factors in their lives. Greater knowledge around the factors that influence participation will enable staff to understand how to maintain engagement with the programme, promoting more positive outcomes for the young people.



Photos: Mask exercise, used during Kiwi Tahī to help participants explore their identity.

Research Aim and Objectives

Aim:

This project aimed to identify from the Kiwi Tahī case note records the programme outcomes, and the protective and impeding factors that facilitate life outcomes for the vulnerable young participants, their levels of participation was also investigated to understand the key facilitators and barriers to engagement with the programme.

Objectives:

- To identify the protective and risk factors experienced by Kiwi Tahī participants.
- To identify the protective and risk factors that impact levels of participation and engagement with Kiwi Tahī programme.
- To explore outcomes from the Kiwi Tahī programme and describe the factors that facilitate or impede programme success.

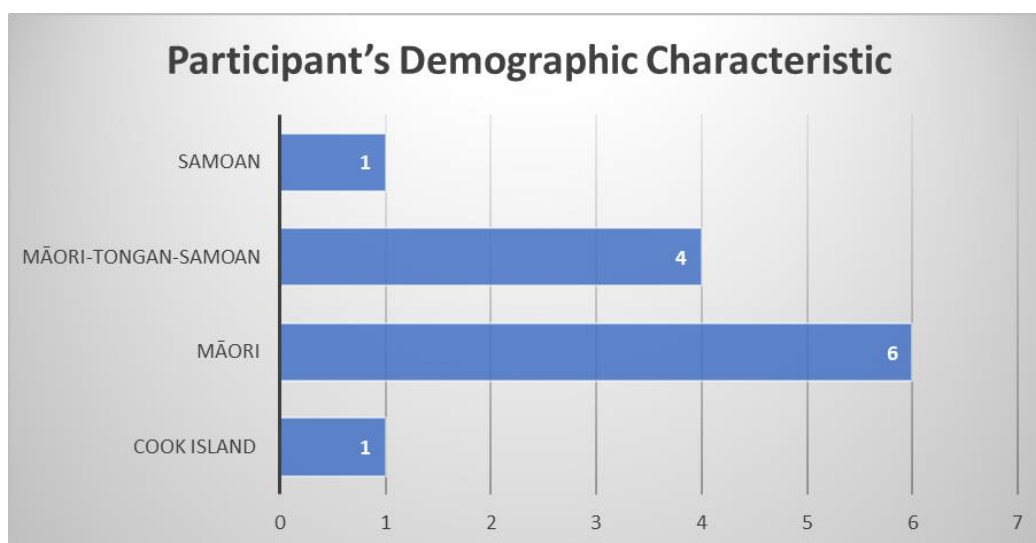
The Participants

Participant's Demographic Characteristics

The secondary data was used to obtain information on the participant's ethnicity and eligibility criteria for the programme

The data indicates that half the participants (6 of 12) identified as NZ Māori, a third (4 of 12) as Māori-Tongan-Samoan, one identified as Cook Islands Māori, and one identified as Samoan.

Graph 1. Number of participants for each ethnicity identified.



Participant Selection

An examination of the secondary data also revealed an overview of the selection process followed by the Kiwi Tahī programme team. Kiwi Tahī programme participant referrals were made by police and Oranga Tamariki social workers as part of the Mana Tamariki programme. The data showed that there were 19 probable participants who were identified by the Kiwi Tahī team and that 12 of the 19 were signed up for the January to October 2020 programme.

Participants were prioritised for inclusion based on the levels of vulnerability and risk factors in their lives. To maintain the quality of the intervention, current resources limit participant numbers to 12 for each six-month programme (i.e., two groups of six). Therefore, 12 participants were selected from the 19 referrals. The seven who were not selected were either excluded because they could not be located by the Kiwi Tahī team (due to the transient nature of their family) or were reserved for inclusion in the next Kiwi Tahī programme. The number of young people who were put forward and could not be allocated a place on Kiwi Tahī indicates the level of need in the community for an early intervention programme.

As part of the selection process the caregiver of the young person provides consent and agrees to the Kiwi Tahī programme conditions. To ensure informed consent and programme safety the programme conditions are carefully explained to caregivers before they sign the document. Programme conditions include:

- Giving authority for Kiwi Tahī to be seen by a medical practitioner in an event where medical attention is needed.
- Agreeing to their child complying with the rules and regulations of the programme to ensure the safety of their child.
- Understanding that rules will be discussed with their child at the start of the programme, and reminders given throughout the programme.
- Understanding that Kiwi Tahī staff or any of its contracted parties accept no responsibility for the safety of any person who blatantly disregards instructions given by programme personnel.

Methodology

Document Analysis

The methodology used for this research project was qualitative document analysis. Document analysis is a systematic procedure for reviewing or evaluating documents, both printed and electronic (computer-based and Internet-transmitted) material. The documents contain text (words) and images that have been recorded without a researcher's intervention. As Merriam (1988) pointed out, "documents of all types can help the researcher uncover meaning, develop understanding, and discover insights relevant to the research problem" (p. 118). Documents that may be used for systematic evaluation as part of a study take a variety of forms. For example, advertisements; agendas, attendance registers, and minutes of meetings; manuals; background papers; books and brochures; diaries and journals; event programmes; letters and memoranda; maps and charts; newspapers (clippings/articles); press releases; programme proposals, application forms, and summaries; radio and television programme scripts; organisational or institutional reports; survey data; and various public records. In this research, the research team gathered the case notes of youth and social workers and analysed these as secondary data.

Heaton (2004) suggests that a strength of secondary analysis of qualitative data is that it relieves the burden of participation from research participants and community partners who collaborate with researchers to identify, access, and recruit research participants. In this way the research team accommodated the COVID situations and the unavailability of the research participants. Another advantage of document analysis is that documents are 'unobtrusive' and 'non-reactive', that is they are unaffected by the research process (Corbin & Strauss, 2008). This counters concerns related to reflexivity, a researcher's awareness of their contribution to the construction of meanings that is attached to social interactions and an acknowledgment of the possibility of the investigator's influence on the research. For example, in observation research an event may proceed differently because it is being observed. Reflexivity, that is inherent in other qualitative research methods is usually not an issue when using documents for research purposes.

Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008).

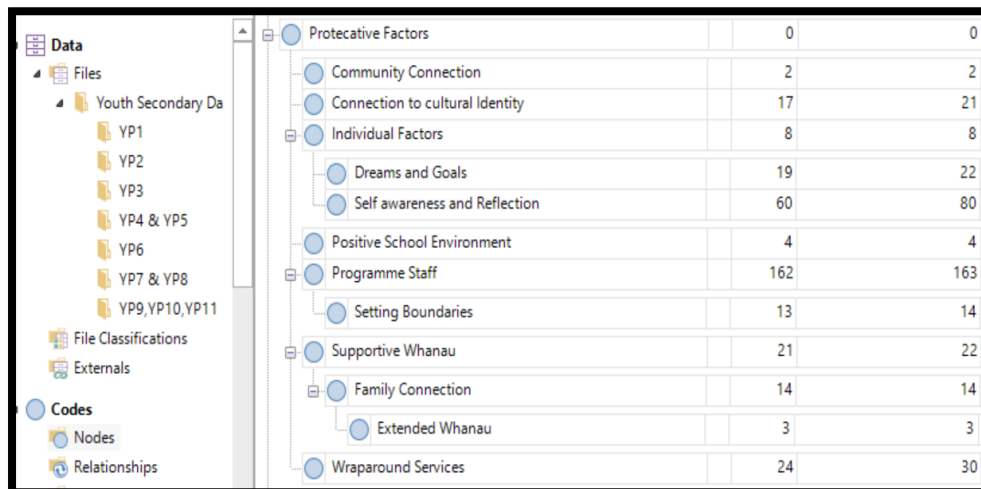
Data Analysis Process

For the purpose of secondary data analysis, 1029 documents shared by the organisation were uploaded into NVivo 12 qualitative data analysis software. Of the 1029 documents, 939 documents were fully reviewed for this research project and 90 excluded due to repeated case note information.

The case notes were first manually examined to enable the researchers to become familiar with the secondary data and were then entered into the NVivo 12 qualitative data analysis software and a comprehensive process of data coding and identification of themes was undertaken. The following diagrams provide an overview of the codes in NVivo for the thematic synthesis of the secondary data.

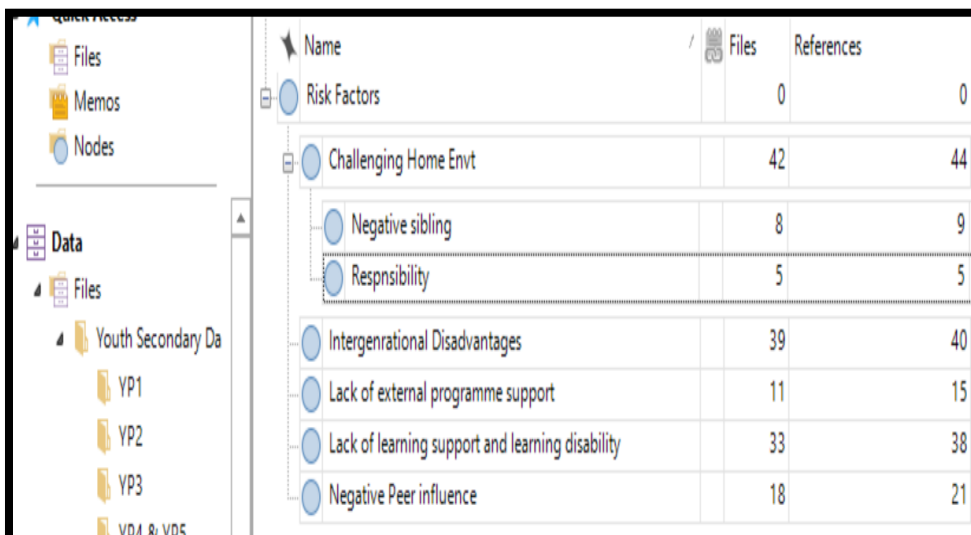
Figures 1-5: Codes identified in NVivo thematic synthesis.

Figure 1- Protective Factors



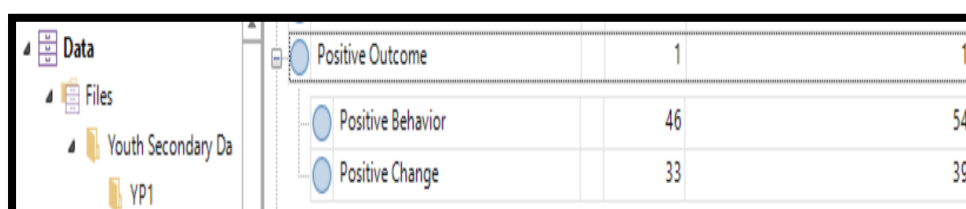
Node	Files	References
Protective Factors	0	0
Community Connection	2	2
Connection to cultural Identity	17	21
Individual Factors	8	8
Dreams and Goals	19	22
Self awareness and Reflection	60	80
Positive School Environment	4	4
Programme Staff	162	163
Setting Boundaries	13	14
Supportive Whanau	21	22
Family Connection	14	14
Extended Whanau	3	3
Wraparound Services	24	30

Figure 2 - Risk Factors



Node	Files	References
Risk Factors	0	0
Challenging Home Env't	42	44
Negative sibling	8	9
Responsibility	5	5
Intergenerational Disadvantages	39	40
Lack of external programme support	11	15
Lack of learning support and learning disability	33	38
Negative Peer influence	18	21

Figure 3 - Positive Outcomes



Node	Files	References
Positive Outcome	1	1
Positive Behavior	46	54
Positive Change	33	39

Figure 4 - Engagement

Engagement	Files	References
Engagement	52	59
Internal Motivation	13	13
Dreams and Goals	17	20
Self awareness and Reflection	71	91
Mentoring	73	83
Programme Component	1	1
Experiential Learning	57	64
Holiday Programme	38	48
Life Skills	30	31
Staff-participant attunement	14	16
Whanau support & engagement	27	28

Figure 5 - Disengagement

Disengagement	Files	References
Disengagement	98	102
Drop Out	4	4
Health Issues and disability factors	13	13
Lack of whanau engagement	49	50
Lock Down due to Covid 19	49	53
Impact	35	39
Negative Peer influence	22	25
Risk Behaviour of young person	117	143
Games	19	20
Social Media	4	4
School transience, stand-downs and suspensions	41	44
Staff Change	15	18

Limitation of the Study

Due to COVID-19 and the resulting community vulnerability and participant inaccessibility, secondary data was used for this research project. The secondary data used were the case study reports produced by Kiwi Tahī staff as part of their documentation and reporting requirements and are therefore created independent of any research agenda. Consequently, the data does not provide all the detail that is needed to answer the research question. Also, the use of secondary data meant that the researchers were not able to employ member checking, a technique used to explore the credibility of research results by re-interviewing participants to clarify the data and thematic findings.

Findings

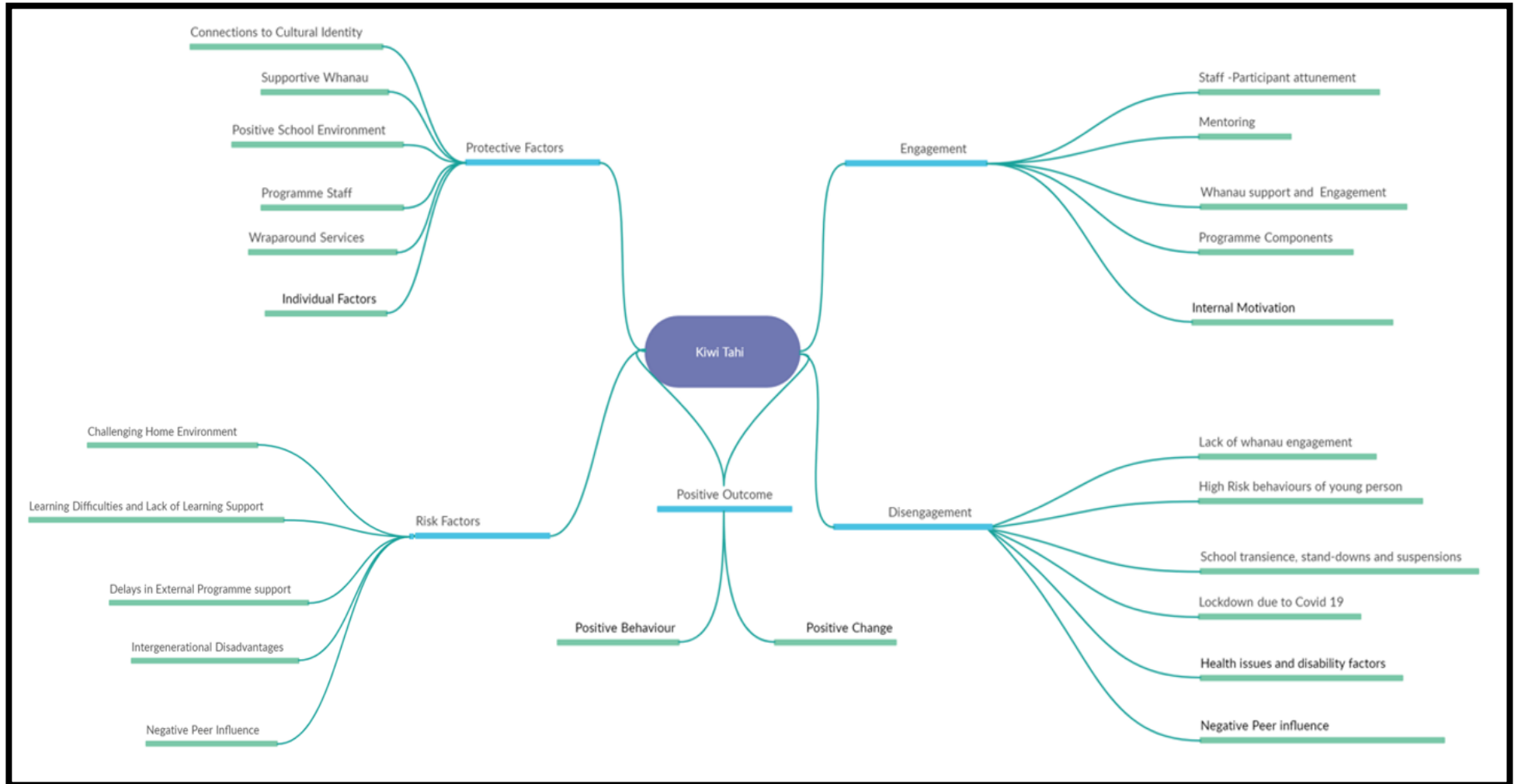
Themes Overview

The document analysis of the secondary data provided codes that were then used by the research team to identify five major themes and 24 subthemes. To identify the different themes an iterative process was used of skimming (superficial examination), reading (thorough examination), and interpretation. An overview of the major themes and subthemes are provided in Table 1 and Figure 6, below.

Table 1. Major themes and subthemes for each major theme

Major Themes	Subthemes
Protective Factors	Connection to cultural identity
	Supportive whānau
	Positive school environment
	Programme staff
	Wraparound Services
	Individual factors
Risk Factors	Challenging home environment
	Learning difficulties and lack of learning support
	Delays in external programme support
	Intergenerational disadvantages
	Negative peer influence
Engagement	Staff - participant attunement
	Mentoring
	Whānau support and engagement
	Programme components
	Internal motivation
Disengagement	Lack of whānau engagement
	High risk behaviours of young person
	School transience, stand-downs and suspensions
	Lock down due to COVID 19
	Health issues and disability factors
	Negative peer influence
Positive Outcomes	Positive behaviour
	Positive change

Figure 6. Pictorial Overview and frame of major themes and subthemes.



Theme Descriptions

The following provides a description of the major themes and subthemes with quotes from the case notes used to demonstrate each theme.

PROTECTIVE FACTORS

Protective factors are the resources, people, relationships, skills, traits, strategies, and wider environmental factors that influence participant wellbeing, development, and positive outcomes. Protective factors can enhance life opportunities and create positive conditions in which young people can thrive. They can also help to mitigate risks by enabling young people to develop skills, connections and strategies that allow them to be more resilient against issues that may threaten their immediate or long-term wellbeing and development.

An evidence review report of the YDSA (The Centre for Social Impact, 2018) identified protective factors for youth in New Zealand and highlighted the individual, family, community, school, and employment domains.

- The individual domain - encompasses individual characteristics including high-quality interpersonal relationships with others, temperament, outlook and personality, self-esteem, self-regulation skills and having one's own hobbies and interests.
- The family domain - highlights the importance of having routine and boundaries, development of cultural identity and values, supportive relationships and open communication, positive parenting, and access to extended whānau (family) support.
- The community domain - outlines the significance of neighbourhood safety, belonging to pro-social or supportive environments such as a marae (the courtyard of a Māori meeting house), youth groups or church, and having close relationships to adults outside of the family, including access to mentors and access to resources and support services.
- The school domain - encompasses opportunities to participate in extra-curricular activities, long-term school engagement and positive school ethos and environment. The employment and vocational setting are also identified as the crucial protective factors for youth development in a New Zealand context (Antony, 2019).

Under the protective factors theme the six subthemes identify the following protective factors in the lives of the Kiwi Tahi participants: 1. Connection to cultural identity 2. Supportive whānau 3. Positive school environment 4. Programme staff 5. Wraparound services and 6. Individual factors.

1. Connection to cultural identity

A strong tie with one's cultural background and/or ethnic identity has been associated with positive outcomes in young people. Kiwi Tahī provides an opportunity for young people to strengthen their cultural identity and connectedness. The following youth worker case notes show how the youth worker creates space for the young people to express their cultural identity and cultural aspirations.

"He is proud of his Cook Island heritage and shared that he wants to go back there and visit one day. His Mother is from the island of Rakahanga and his Father is from the island of Penrhyn" (YW1 case notes on YP1)

"YP2 shared that both of his parents are from the Tainui iwi. YW asked YP2 if he knew much about his family's iwi and if he knew where the iwi is located, YP2 shared that the iwi he is from is in the Waikato region and that he goes down there a lot to see whānau".

The youth worker came to understand the deeper connection of YP1's with his cultural identity, when he mistakenly associated YP1's blue bandana with gang affiliation. YP1's response was recorded as follows in the youth worker case notes:

"The reason why he has the bandana is because "it's blue just like the colours of the Cook Islands" (his heritage). YW understood where YP1 was coming from" (YW1 case notes on YP1)

The Kiwi Tahī programme's life skill module includes an activity-based learning activity to unpack cultural identity. The following case note shows a youth worker's reflection on the activity carried out on the day:

"The Young People are learning more about 'who they are' as individuals and what makes them important and 'unique'. In this exercise they are developing their own 'identity flag' to represent who they are and what they consider themselves to be." (YW2 case notes)

The following quotes and images from case notes evidences the activities carried out by Kiwi Tahī youth workers to strengthen the cultural connection and identity of the youth participants:

"For today's lesson the YW got YP1 to do a draft of a flag that represents who he is as a person and what he identifies himself with and what his goals and aspirations are in the future" (YW1 case notes on YP1)

"The flag YP2 drew represents that he is proud of his Māori heritage." (YW2 case notes on YP2)



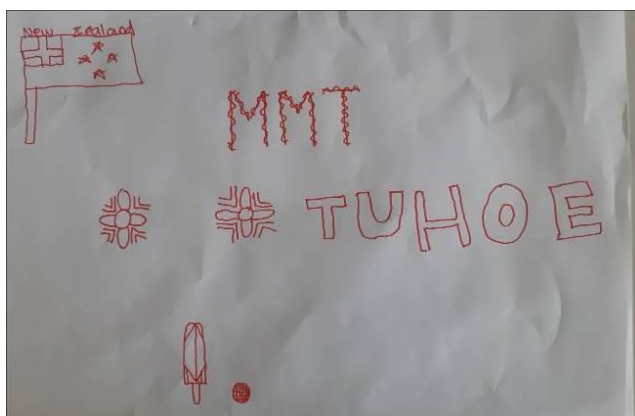
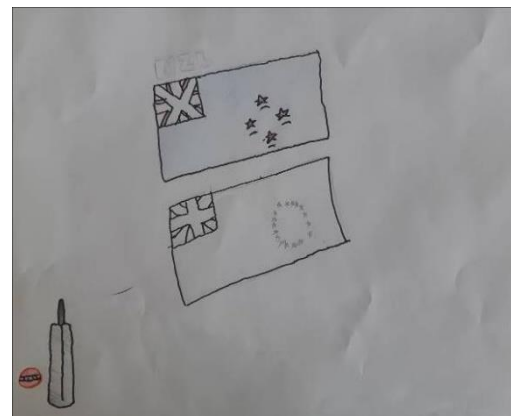
“YW got YP2 to start on a draft of a flag that represents who he is as a person and what he identifies himself with” (YW2 case notes on YP2)

“YP6 also wrote down the culture he identifies with even though he lives in NZ but was born in Samoa. Here are his responses: WHO AM I? - My name is [YP6], I am from Apia Samoa. I am 8 years old; my birthday is on the 9th of October. I was born in Samoa and moved to NZ in 2018”. (YW 3 case notes on YP6)



Four siblings identified themselves as Tongan and Samoan Māori. One of the siblings (YP 9) expressed his cultural connection and disconnection to his multiple ethnicities in the following case notes of the youth worker:

“My name is YP9, I am Tongan, Samoan and Māori. YP9 shared that he is of Māori heritage on his mother’s side and Tongan and Samoan on his Father’s side and said he was proud of his Māori/Tongan heritage but was not into his Samoan side as much. YW asked YP9 what made him feel less connected to his Samoan side, YP9 explained “My dad never taught me how to speak Samoan that’s why I’m not proud of it as much as my Māori and Tongan side”. (YW4 case notes on YP9)



The secondary data also revealed that the youth participants’ cultural identity and connectedness were enhanced by school support and school cultural programmes, as shown in this excerpt from the youth worker case notes:

“YW asked how [YP1’s] day was. [YP1] said “school was all good today” then spoke how he and friends did a cook island dance for the school” (YW1 case notes on YP1)

The following describes how the youth worker learnt about the young participant’s active participation in a cultural programme and supported the young person by attending to observe:

“YW later found out the YP4 was signed up to the Māori Programme that was running in the school on Thursdays. YW sat in and observed the programme.” (YW2 case notes on YP4)

Moreover, one of the social workers used his Samoan cultural knowledge and language to provide mentoring support and unpack the consequences of (YP5’s) negative behaviour at school by making comparisons with the consequences of his behaviour in Samoa. The social worker helped the young participant to understand his behaviour referring to a Samoan word that may translate as ‘nasty or troublesome’. The following cases note shows how the social worker guided the young participant in a culturally appropriate manner:

“I asked YP6 if his actions the previous day describe caring. YP6 said “no”. I asked YP6 if he did that in Samoa what would happen to him. He said the teacher would give the strap and I would get a fa’asi (physical discipline) from my parents. I said to YP6 that the best that he could do when he returns to school is to think more about his actions rather than becoming a uluvale who has no ‘stop’ switch” (SW1 case note on YP6).

2. Supportive whānau

Relationships with family/whānau are critical to children’s development (Munford et al., 2015). Families/whānau constitute the primary context in which children grow up, and parents/caregivers and siblings are the most important people in a child’s life (Munford et al., 2015). Family/whānau are responsible for nurturing and caring for children, providing a sense of identity, and belonging, and guiding the development of social norms and values. The following case notes from youth workers demonstrate the whānau support and connection identified by youth workers and reported in their case notes:

“It was good to spend time with my sister because she was in Raro for a long holiday and just got back.” (YW1 case notes on YP1)

“YP1 shared that his dad is back from his trip to Rarotonga. YP1 was excited because he didn’t get to spend Christmas and New Year’s Day with his dad. His dad made him feel special last night with all the gifts he came back with from Rarotonga” (YW1 case notes on YP1)

“Both YP4 and YP5 said that their relationship with their sister who lives in Gisborne was positive because she always looked after them”. (YW2 case notes on YP4 & YP5).

The following case note shows one of the participant’s experience of maternal love and connection that protected him from the aggressive behaviour within the family:

“YW asked YP1 if he has ever been hurt by these domestics and he mentioned that he doesn’t because his mother always looks out for him” (YW 1 case notes on YP1).

As part of the life skills activity youth worker (YW1) asked young participants to identify five positive things in his life. The case notes below from the youth worker shows how the participant cherished his fond memories of his tipuna:

"I thought about 5 positive things – like my favourite place and who I want to see...I always think of my Papa. He already died of sickness". (YW 1 case notes on YP1).

3. Positive school environment

As children get older external influences (such as peers and school) also begin to shape their experiences and worldviews. Young people who feel supported and cared for in their school environments are less likely to abuse substances, to become involved in violence, and to participate in other problematic behaviours. They are also more likely to develop positive attitudes toward themselves, and prosocial attitudes and behaviours toward others. The previous Kiwi Tahī evaluation by Moore & Antony (2016) showed that supportive school environments increased positive outcomes for participants by promoting school engagement and the young people's sense of 'connectedness' and 'belongingness'. This research confirmed the importance of a positive school environment.

The following are extracted from youth worker case notes and provides evidence of the crucial role played by a teachers:

"She (YP6' mother) said YP6 feels more comfortable with a Samoan teacher who explains to him in their native tongue. Her view is that most of his behavioural problems arise from YP6's lacking in comprehension." (YW3 case notes on YP6).

The following from YP6 validates the above statement made by his mother.

"My favourite subject at school is Samoan language my 'barriers' are not listening; I want to get better at this so I can stay out of trouble." (YW3 case notes on YP6).

The following shows the positive reinforcement that comes from engaging positively with school:

"YP2 shared that he has enjoyed the start of school and for his first day the class learnt how to do a proper introduction to the new students at the school. YP2 mentioned that he likes school this year and enjoys it because of the subjects he does and the sports he is getting into. YP2 also said that as a senior member in his school he is given a list of jobs from the teachers to do around the school which gives him extra responsibility. YP2 is proud of what he is achieving while at school and the YW told him to maintain those standards for the rest of the year and that it would benefit him in the future when he gets older." (YW2 Case notes on YP2)

4. Kiwi Tahi programme staff

Positive youth development (PYD) programmes emphasise supportive adult relationships. Positive relationships between staff and youth are important to creating a supportive programme atmosphere and therefore programme staff play a significant role in determining the atmosphere in PYD. A supportive and nourishing approach by programme staff, who consider youth as resources rather than problems, creates a nurturing atmosphere (Antony, 2019). The following case notes shows secondary data evidence that Kiwi Tahi programme staff are a protective factor for the participants.

In this case, one of the youth participants had severe behavioral issues that were being managed by Kiwi Tahi staff. The staff member, as kaitiaki, created a safe space for the participant, and with the school developed a plan to pick up the participant in event of any behaviour incidents at school.

“The school will ring either YW3 or SW1 from Kiwi Tahi to pick YP6 up from school if his behaviours deteriorate. YW3 will liaise with teacher for download so the behaviours are addressed rather than wait for YP6 to tell YW3 what had happened as he often does not remember. Contact numbers have been provided. SW1 to scan permission form that his mother has signed to school so front office has record of who is allowed to pick YP6 up” (SW1 case notes on YP6).

5. Wraparound services

Wraparound services refer to other social and professional services working with a participant and whānau. Wraparound services:

“is an ecologically based process and approach to care planning. Building on the collective actions of a committed group of family, friends, community, professional, and cross-system supports. Mobilizing resources and talents from a variety of sources resulting in the creation of a plan of care, that is the best fit between the family vision and story, team mission, strengths, needs, and strategies” (Ministry of Education, 2021).

The following are some of the wraparound services that worked with the Kiwi Tahi programme identified in the secondary data: Oranga Tamariki Social Workers and Mana Tamariki Programme; SENCO, School Social Worker (SWIS), NZ Police, Community agencies, Ministry of Education and Health, Kainga Ora.

The Kiwi Tahi programme team initiated efforts to bring multi-service providers together to help ensure holistic support for the Kiwi Tahi participants. These wraparound service coordination efforts helped the participants to receive more comprehensive support to address their multiple needs. The youth and social worker’s case notes provide in-depth evidence of the wraparound services and multi-professional meetings that were held to support the Kiwi Tahi participants.

“YW met with Mum upon arrival for home visit, YW was invited in to meet mums support worker from one of the community agencies and mum’s sister in-law who is also mums support person. YW explained to everyone the purpose of the programme,

and everyone agreed that YP3 is a perfect candidate for Kiwi Tahī. Support Worker from community agency briefly explained her involvement and support with mum, saying 'we will look at ways as to how we could compliment the work that we are doing with the family to find a way forward'. YW also was invited to a school visit with mum; we met with Principal to discuss possible transport and to find out whether YP3 is still on the roll. Fortunately, he was and will start school on Monday but in regard to transport, Principal will be in touch with mum before Monday as her team are looking at possible route changes that might accommodate for YP3". (YW2 Case notes on YP3)

The following (Example 1) shows how Kiwi Tahī coordinated efforts to support a participant after a negative behaviour incident at school.

Example 1. Multi-professional meetings

1. YP6's multi-professional meeting minutes (dated 9th June 2020):

Meeting to discuss YP6 behaviour's at school and the reasons for him being sent home from school to protect the safety of other students in his class.

Present: Social Worker (C&P OT), (SENCO), School Social Worker

General Summary:

Kiwi Tahī

- Provided information of the programme and what Kiwi Tahī has been doing with YP6.*
- Offered solution in regard to sending YP6 home that Kiwi Tahī youth worker is contacted and will come and get YP6 if possible. This is to ensure that YP6 does not use his behaviour as a way out of attending school and also not to get into a habit as it's becoming a trend of YP6 becoming aggressive with his teacher aide and classmates.*

School

- SENCO expressed that the school has tried everything within its power not to stand YP6 down as he has been involved in several incidents where the school has to consider the safety of other students.*
- YP6 has transitioned into another class whose teacher is a female Samoan and can speak Samoan.*
- Will give his teacher aide a notebook to note down incidents.*
- The school do not want YP6 to be excluded from school but will need to seriously consider the safety of other students and their duty of care.*

Oranga Tamariki

- Stated that YP's case will be closed as the medical reason for the original Report of Concern has been addressed with his mother.*
- She is more responsive now to YP6's medical needs and knows what to do in regard to YP6 taking his medication.*
- Father has returned to family house and continues with his programmes as required by Probation.*

6. Individual factors

The five C's (Competence, Confidence, Connection, Character, & Caring) model of Positive Youth Development emphasises the strengths of adolescents and focuses on the plasticity of development (Lerner, 2002; Roth & Brooks-Gunn, 2003). The 5 C's model of PYD posits that positive development can occur if there is an alignment with the strengths of the youth (i.e., the potential for growth) and positive developmental resources in their environment (Bowers et al., 2010). Psychologist Dr Richard Lerner later stated that a young person who is strong in the 5 C's will, over time, be on a pathway to developing the 6th C which is 'contributions' to self, family, community and institutions of a civil society. These 6 C's have been linked to the positive outcomes of youth development programmes and are viewed as describing the characteristics of thriving youth. In this research the anecdotal case note evidence identified strengths related to the first two C's (competence and confidence) coded under the subtheme individual factors.

The following are case notes evidence of the competence and confidence of the Kiwi Tahī participants:

"He wants to become a builder one day so he can build his Family a house. The basketball YP1 drew represents that it is YP1's favourite sport and he enjoys playing it as well as other sports. YP1 also drew a little book on his flag and shared that he wants to become a good reader one day so he can tell stories to other children. Once practice finished YP1 shared to the YW that he wants to keep doing Basketball every Tuesday because his friends are there and he wants to get better at it. YP1 shared that he wants to become a builder one day so he can build his Family a house. YW asked YP1 what would be needed to become a builder, YP1 responded: 'Stay at school' 'Learn how to build stuff'" (YW1 case notes on YP1)

"After working on the Pathway Plan the group walked up to the Mountain as part of the experiential learning, YP2 enjoyed the physicality of the walk and mentioned to the group that this is the type of training he wants to work on to become better at boxing which is one of his main goals. On the way to drop offs YW asked YP2 what would be his 'Dream job' when he gets older. YP2 shared that he like to one day become a Lawyer, YW asked YP2 what would be needed to achieve his dream. YP2 replied: 'You have to be smart' 'I need to stay at school and work hard'. The Boxing gloves YP2 drew represents that he does training at the local Boxing Gym so he can keep fit and healthy and says one day he would like to do it professionally. The microphone at the top of the flag with 'Rapper' written under it represents his aspiration of one day becoming a Musical artist and singing rap songs." (YW2 case noted on YP2)



RISK FACTORS

Risk factors are identified as the second major theme in this research. Risk factors are defined as the conditions, experiences or circumstances that may have a negative effect on Kiwi Tahi participants' wellbeing, development, and positive outcomes. Risk factors that impact a young person's future life outcomes may be experienced during pre-birth or childhood, adolescence and as the young person transitions into adulthood. The presence of multiple risk factors increases the likelihood of a young person experiencing challenges to their health, development, and future wellbeing (Ministry of Youth Affairs, 2002).

Under the risk factors theme the five subthemes identify the following risk factors in the lives of the Kiwi Tahi participants: 1. Challenging home environment 2. Learning difficulties and lack of learning support 3. Delays in external programme support 4. Intergenerational disadvantages and 5. Negative peer influences.

The following provides some of the anecdotal evidence contained in case notes written by youth workers in terms of the multiple risk factors identified among Kiwi Tahi youth participants.

1. Challenging home environment

Among the risk factors identified in the home environment that hinder positive outcomes for Kiwi Tahi participants were lack of parental support and skill, gang affiliation, family violence, older siblings as a youth offender, and carrying adult responsibilities at a very young age.

"On pick up the father came out to let YW know that YP2 wasn't going to be long, YW noticed that the father was wearing a Black Power jersey" (YW 2 Case note on YP2)

"YW spoke to mum; she stated that YP3 was not going to attend today due being over tired. Once YW turned around to leave and mum started crying, YW asked mum if she was okay as she appeared frightened, mum said, 'yeah I'm fine, I've had better days' and kept looking in to the house as if someone was listening" (YW2 case notes on YP3)

"On the way to drop off YW spoke to YP1 about the incident on Tuesday where he could hear screaming inside the house.

YP1 shared that it was his older Sister and Brother having an argument over something. YW asked YP1 how often do these arguments occur and how does it affect him, YP1 mentioned that fights in the home are quite common and that he tries to get involved by breaking it up" (YW1 case notes on YP1)

"YP11 was tired when we got to the address and said that he was up until 2am in the morning with his sister driving around. YW asked where they went, and he said that they just went for a drive around with their aunt. One of the other siblings (YP10) was correcting him about where they went and who but YP11 signalled him not to tell. YW tried to get more information about what happened last night and where they went but he didn't want to disclose anything else. YW didn't press any further" (YW4 case notes on YP9, 10,11 &12).

“YW asked YP1 if he went to school today. YP1 stated: “Yes I did but my mum picked me up early because I was tired. “I was up late last night, couldn’t go to sleep because the baby woke up crying making a lot of noise so I stayed up with baby”. YW encouraged YP1 that he needs his sleep and rest for school. An adult at home should be looking after baby” (YW1 case notes on YP1).

“During pick-ups YW noticed that YP10 was looking after his nephew and feeding him” (YW4 Case notes on YP10).

“YP11 shared that he was at his aunties house “I like going to my aunties house, it gives me a break from these guys, I get to have my own space and just hang out with my cousin instead having to look after these guys” (YW4 Case notes on YP11).

“YP12 stated: “YP9 – he’s always annoying, baby nephew crying and we have to change his nappy, cleaning” (YW4 Case notes on YP12).

“YW was informed by another YP from the program that at his local dairy (Discount convenient store) on the corner of the road, there was a photo of YP12, YP9 and YP10 on the wall caught on camera stealing. The YP that informed YW about this shared that the other YPs told him that they robbed the shop with their father”. (YW4 case notes on YP9, 10,11 &12).

2. Learning difficulties and lack of learning support

Learning difficulties and lack of learning support was identified as a risk factor in the lives of the participants, compromising academic achievement and active school participation. Low language skills, comprehension, and other learning difficulties such as dyslexia, are a barrier to a young person reaching their potential, socially and academically, and can lead to anxiety and frustration. In a previous evaluation of Kiwi Tahī, a comparison with others in their age group across a wide range of language assessment tasks showed that the participants “across all the tests ranged from scores in the average range down to the lowest score possible on the test” (Talking Trouble Aotearoa NZ Ltd, 2016). Difficulties with oral language skills means that in the classroom participants may not be able to understand verbal communication, such as class discussions or instructions and may not have the ability to ask questions to help them understand.

“During this YW noticed that YP5 struggled to spell. YP5 went on to share that this was also one of his barriers. He said that he was fine when it came to reading but struggled to write and spell” (YW3 case notes on YP5).

“YW didn’t get much out of the boys due to their short attention span. YP4 kept mucking around just wanting to ‘play’ and YP5 was copying whatever YP4 was doing”. (YW3 case notes on YP4& YP5)

“Picked up YP6 from home and discussed what happened today at school. YP6 stated: “I swear at a different teacher today (F%\$& you). I didn’t want to listen to the teacher”. YW encouraged YP6 that he needs to stop doing that because he might lose his chance of attending that school soon. YP6 stated: “I’m good at the programme (Kiwi Tahī) but not at school”. YW asked him why, YP6 stated: “I don’t know and I don’t like that school. I like my old school”. (YW3 Case notes on YP6)

“YW asked what happened today at school. YP6 stated: “I was playing with one of the boys and we started pushing each other and got into a fight but not a big fight. The teacher aid came and stopped us but he makes me angry and I swore at him (F%\$& you). He kept saying to me, say it loud and I yelled at him (F%\$# you) so they sent me home”. (YW3 Case notes on YP6)

“The YP12 informed the YW that his younger brother (YP10) who is also on the program has Autism. During the day the YP’s older brother informed the YW that the YP10 has behavioural issues and that he only attends school from 1pm-3pm daily”. (YW4 case notes on YP10)

“YP10 struggles with his writing and walked away but once YW offered to scribe for YP he re-engaged and stayed focus till the end. YP10’s condition dictates how he behaves as he has no social filters”. (YW4 case notes on YP10)

“YP12 is easily influenced by others including his brother’s. There will be work to be done with this family as two of his brothers have behavioural problems. i.e., One is Autistic and the other may have Conduct Disorder” (YW4 case notes on YP8, YP9, YP10 & YP12).

3. Delays in external programme support

Multi-service coordination is essential to meet the multiple needs of the participants, where support is unavailable or there are delays with other services this can have a negative impact on the young person and programme outcome.

“YP2’ grandmother asked if I(YW) was from one of the NGOs as she was waiting for them, but no one has turned up”. (YW2case notes on YP2)

“YW spoke with mum, YP12 and YP10 was picked by YP10’s mentor for the day (Kiwi Tahi do not know any details of this ‘mentor’)” (YW4 case notes on YP10 & YP12)

“Mother came to the door, and she was limping. She said that her leg is getting better but hoha at the moment. She said that they could not do a school visit as the principal was away and could not enrol YP10 at Primary School. YW asked if she had heard from OT about the FGC that was diary in for 15 September. She said that no one had contacted her”. (YW4 case notes on YP9, YP10, YP11 & YP12).

As stated previously in this report, the Kiwi Tahi programme team initiated efforts to bring multi-service providers together to help ensure holistic support for the Kiwi Tahi participants. The following (Example 2) is a record of a meeting held with the mother and other services to review the progress of two siblings on the programme.

Example 2. Multi-professional meetings with whānau

YP7 and YP8 's multi-professional monthly review meeting minutes (dated 19th June 2020):

- *Monthly review and update of multi-professionals and whānau of YP7 & YP8*
- *Present: School Deputy Director, Social Worker (C&P OT), Kiwi Tahi & Mother of the Children (MoC) Apologies: NZ Police and Ministry of Education*

General Summary:

Deputy Director of the School (DDS)

- *There was an incident at school that one of the boys was involved in and normally it would have them react in a negative manner but in this instance, YP7 was able to share his feelings and how hurt he was. DDS was pleased with the outcome.*
- *DDS gave feedback to MoC that she is doing an amazing job with YP7 and YP8.*
- *DDS can't believe the changes that the boys are making at school.*
- *DDS believes that the support provided by Kiwi Tahi and MoC has made a big difference.*
- *Both boys are wanting to learn.*

Oranga Tamariki (Mana Tamariki SW)

- *SW believes that most of the goals from the original plan has been met.*
- *He will continue with the one-one work with YP7.*
- *Pleased that YP7 and YP8 will have activities for the school holidays from Kiwi Tahi.*
- *Acknowledged MoC for the work she is doing with her children.*
- *Acknowledged Kiwi Tahi for supporting the brothers.*

KIWI TAHI

- *Pleased with the progress that YP7 and YP8 are showing on the programme. The old behaviours are starting to disappear.*
- *Taking more notice of the Life skills modules.*
- *MoC has been good at communicating with Kiwi Tahi when the boys are not at school.*
- *Kiwi Tahi staff was supporting the family remotely during lock down.*
- *Provided food parcel for the family at level 3.*
- *Will continue to support YP7 and YP8 until the end of December.*
- *Updating the staff change.*

Mother of the Children (MoC)

- *Really pleased with her children.*
- *Was able to go to the beach as a family.*
- *Previously told YP7 and YP8 that she would not be taking them out because of their negative behaviours. It's embarrassing for her.*
- *Thankful for the support that she is receiving.*
- *Really helpful at home.*
- *Just needs help with finding a bigger house.*

4. Intergenerational disadvantages

Intergenerational disadvantages such as poverty, social economic disparity of whānau and intergenerational trauma places the participants at increased risk of exclusion and disadvantage. Colonisation has been identified as a significant driver of structural inequalities, ongoing racial bias, discrimination and the privileging of western world views and systems can all disadvantage and exclude Māori and Pacific young people.

“YP1 said “there’s no food just on Monday and maybe Tuesday, coz people eat too much food” (9 people in the house) (due to having no food mainly on Mondays is why YP1 skips school on Mondays)”. (YW1 case notes on YP1)

“While at the Pools YW had a conversation with YP1 and asked him how everything was going at home, YP1 mentioned to the YW that since his older siblings have moved back home he has had to sleep on the couch. YW asked YP1 why he was out on the couch and when will he move back into his own room, he said he did not know and mentioned that the house was over crowded”. (YW1 case notes on YP1)

“The brothers spoke about their housing situation and how they keep moving. They want to stay in 1 place. They also talked about how they have not been looking after the houses they have been staying in and need to do better to look after it”. (YW4 case notes on YP9, YP10, YP11 & YP12).

“Once at the new address YW noticed a tent in front of the house on the road frontage. YW later found out from YP10 (9 years) that is where he was sleeping. YW enquired about this with the mother who mentioned that she keeps an eye out for YP10 because he is directly outside her bedroom window. The YW also noticed there was only a mat and a blanket in the tent and asked YP10 if he got cold at night. He indicated sometimes but it was just normal”. (YW4 case notes on YP10)

5. Negative peer influence

Negative peer pressure and influence can impede positive outcomes for Kiwi Tahī participants. For example, peers with gang affiliations, with histories of offending and who engage in substance use can influence and encourage participants to engage in risky behaviours. A young person may also engage in things they would not normally engage in to feel more connected. Sociological studies have shown that deviant behaviour is concentrated in certain adolescent groups, and “if one member of a group engages in problem behaviour, a high probability exists that other members will do the same” (Gifford-Smith et al, 2005).

“YW found YP2 at the internet café with his mates and asked if he was coming on the program, YP2 said he did not want to come on the program today as there was something that happened at school. YW asked YP2 what had happened but YP2 did not want to talk about. YW reminded YP2 about the program on Tuesday”. (YW2 Case notes on YP2)

“YP1 showed the YW a graffiti tag he did when he was younger. YP1 shared that he only tagged that one time because he was told by his older brother to do it.” (YW1 Case notes on YP1)

“A few YPs in the group started to act up towards the end of the day by not following instructions and refusing to get into the van, other YPs kept on encouraging this behaviour by laughing and yelling out the window” (YW1 Case notes on YP1)

“YP2 shared that while he likes the program he wishes there was more YP’s on when he’s on the program and that it would make it more fun. YW understood what YP2 was saying and explained to him that he cannot choose how many YP’s go on the program with him and mentioned that the holidays are a couple of weeks away and that all the YP’s will be getting together for the holiday program. YP2 however did not end up going with the YW and went with his friend instead”. (YW2 Case notes on YP2)

“The YP4 explained to the YW what had happened “I was playing with YP6 then he said come lie down with him and I said don’t be gay and then he chucked the swing at me.” (YW3 Case notes on YP4)

“YP8 went on to share that there were times where his mates would tell him to go with them to steal from the town centre but he would say no” (YW4 Case notes on YP8).

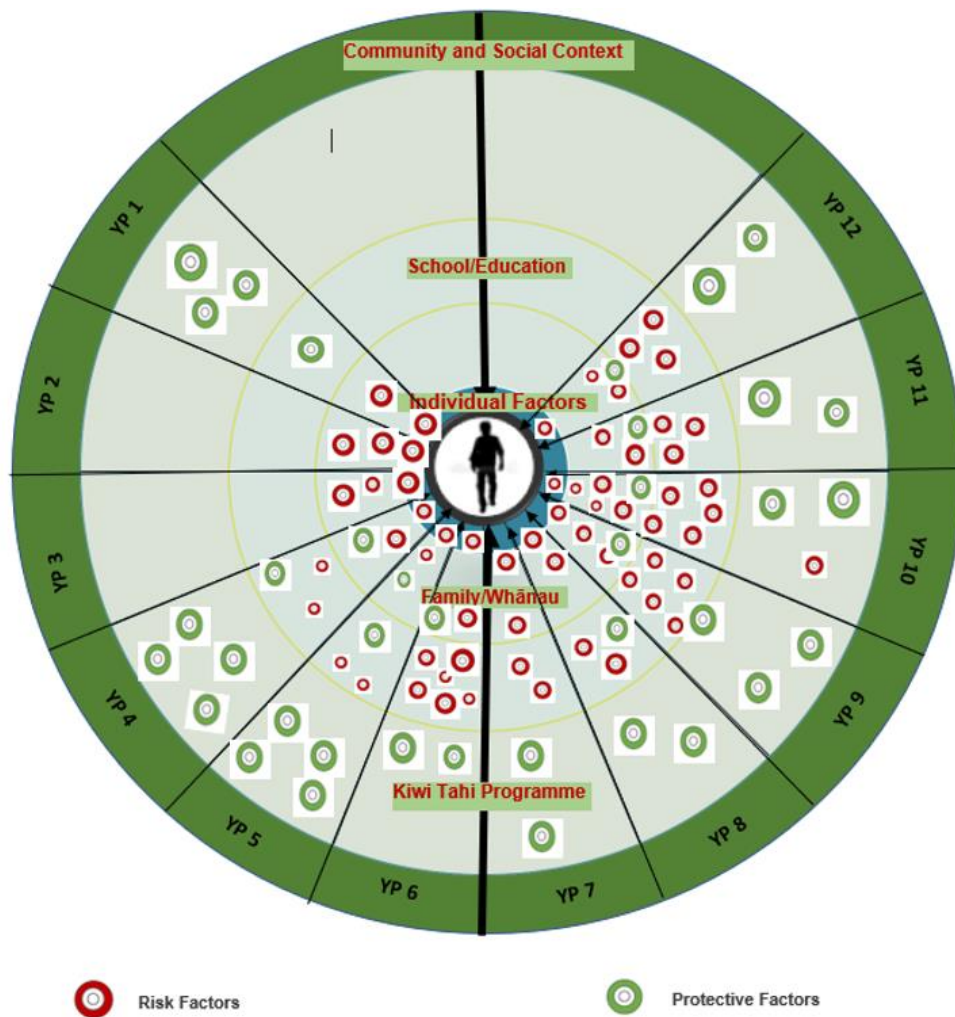
YP7 and YP8 said that their relationship with one of their friend was a negative relationship because he brings drugs to school and runs away from school and “wags”. (YW4 Case notes on YP7& YP8)

“Just before we packed up to leave, other YPs in the group were refusing to get in the van and went up the cliff and hid from YW. YW noticed that YP12 stayed by YW but then was influenced by this and went and joined the group; YW ignored this behaviour as when we tried to tell the boys to come back, they ran off further. After about 10mins of YW ignoring YPs, YP12 was the first to return to the group followed by the rest of the boys. YW will work with YP12 to help him respond to negative peer pressure and to restrain himself from being influenced by negative behaviour” (YW4 Case notes on YP12)

RISK AND PROTECTIVE FACTORS OVERVIEW

Figure 7 below, provides a visual impression of the protective and risk factors identified from the secondary data for each of the 12 Kiwi Tahī participants. The diagram shows the importance of the Kiwi Tahī programme and staff as a protective mechanism, particularly for participants who have large amount of risk factors in the context of whānau and school, and few other protective factors to mitigate the risks

Figure 7. Overview of the Protective and Risk factors for the 12 Kiwi Tahī participants



ENGAGEMENT AND DISENGAGEMENT: KIWI TAHI PARTICIPANT STORIES

Engagement

The secondary data thematic analysis helped the research team to identify factors that facilitate participant engagement in Kiwi Tahī. Engagement has been conceptualised as involving three components: behavioural, cognitive, and emotional, and has been identified as a key component associated with positive outcomes in PYD programmes (Weiss et al., 2005). Therefore, understanding how to facilitate engagement can help staff to enhance outcomes for participants.

Under the engagement theme, the five subthemes identify the following factors that enhance engagement in Kiwi Tahī: 1. Staff-participant attunement* 2. Mentoring 3. Whānau support and engagement 4. Programme components and 5. Internal motivation.

** Attunement describes how reactive a person is to another's emotional needs and moods.*

The following Kiwi Tahī participant story was selected to illustrate the ways that these factors can facilitate engagement.

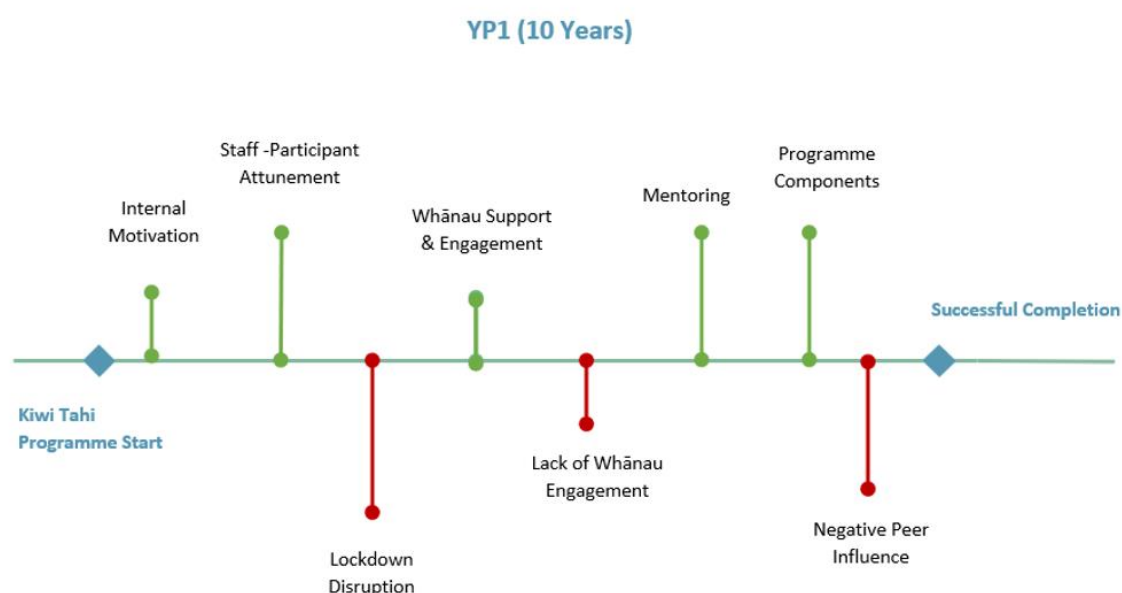
Kiwi Tahī young participant (YP1)

YP1 lives in a house with nine other people including his parents and his other siblings. YP1 identifies himself as a Cook Island young person who is strongly connected to his cultural identity. He is proud of his Cook Island heritage and shared that he wants to go back there and visit one day. Youth workers report YP1 as being a lovely young boy who loves being active and playing sports. He shared his aspiration of becoming a basketball player for a team. He has also actively participated in Cook Island dance at school. He totally enjoys his school, although he struggles with his reading, he continuously reflected about working hard and maintaining his reading with the support of his youth worker. He had previous exposure to Kiwi Tahī as part of a previous cohort, and really enjoys being on the programme. YP1 has experienced intergenerational disadvantages of poverty, at times he has not had adequate food to eat, and therefore skipped school. He has experienced a very challenging whānau environment with family violence from his older siblings. However, one of his older sisters (that he likes spending time with) provided ahuratanga (a safe space) for him. He cherishes his memory of his papa, a positive person in his life, who died of sickness.

During Kiwi Tahī, the youth worker noticed that he was independent and worked well with the other boys on the programme. He actively participated in the programme activities and does them to the best of his abilities. YP1 tends to be negatively influenced by his peers in school and in public but through the ongoing work and support with Kiwi Tahī he has managed to learn some coping techniques and strategies that help him to say 'no' to these negative influences.

The following diagram reveals that YP1 had more factors related to engagement than factors related to disengagement. Staff and participant attunement, mentoring and

programme components played a crucial role in his successful completion of the Kiwi Tahī programme.



Disengagement

The major theme of disengagement unpacks the factors that reduce participant engagement with Kiwi Tahī, whereby they are less likely to receive the potential benefits of the programme. Disengagement can be conceptualised in a similar way to engagement, i.e., emotional, behavioural, and cognitive dimensions (Kahn, 1990). Literature shows that a disengaged individual is more likely to experience negative outcomes or drop out of a programme altogether (Burnett, 2018).

Under the disengagement theme, the six subthemes identify the following factors that influence disengagement in Kiwi Tahī: 1. Lack of whānau engagement 2. High risk behaviours 3. School transience, stand-downs, and suspensions 4. COVID-19 lockdowns 5. Health issues and disability 6. Negative peer influence

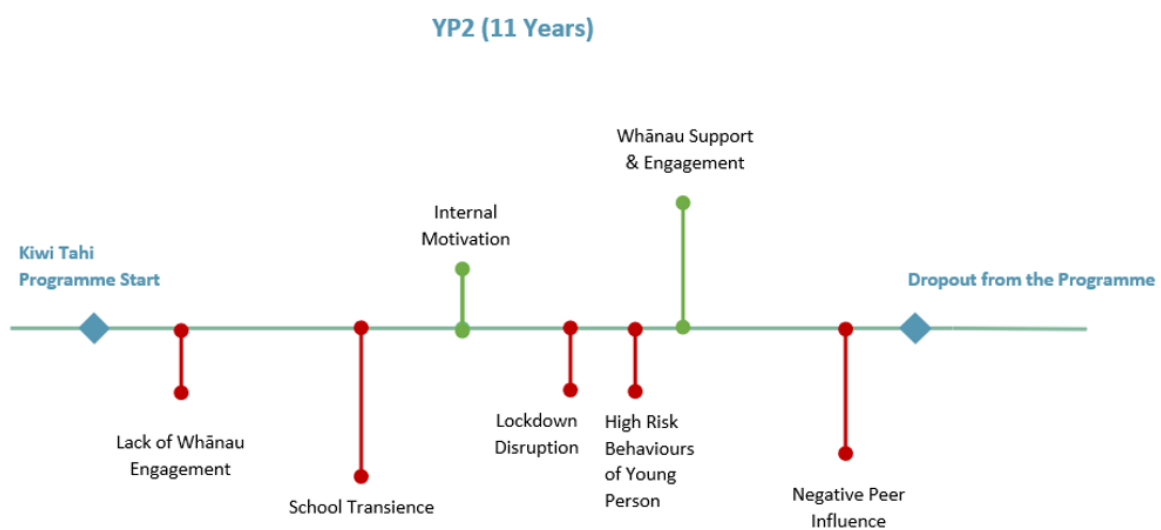
The following Kiwi Tahī participant story was selected to illustrate the ways that these factors can facilitate disengagement.

Kiwi Tahī young participant (YP2)

YP2 identified himself as Māori and shared his whakapapa with the youth worker. His iwi comes from Waikato region. YP2 shared the same house with his grandfather, grandfather's partner, father, and siblings. His grandfather lives at the bottom of the house while YP2 and his father lives at the top. YP2's father is a patched gang member and a strong role model in YP2's life. YP2 has experienced some issues at school because of his behaviour and is known to the police in the community. He would purposefully avoid being on the programme and would later be seen in the computer shops playing games with his

friends. Although inconsistent with his attendance, Kiwi Tahi youth workers worked hard to increase his engagement. When he attended the programme, he actively participated and got involved with the tasks that were asked of him. However, because of the strong negative peer influence, high risk behaviours and school transience, YP2 was gradually dropped out the programme.

The diagram below shows that YP2 had more factors related to disengagement than factors related to engagement.



POSITIVE OUTCOMES

Kiwi Tahi is one of the protective factors that helps the tamariki to strengthen their life skills through experiential learning, mentoring and role modelling. The positive outcome theme revealed that Kiwi Tahi supports both positive behaviour and positive change in the young participants.

In addition to providing a protective environment, Kiwi Tahi experiential activities increase life skills and pro-social behaviours. In particular the STAR (Stop-Think-Act- Reflect) model helps the young people to regulate their emotions and behaviours. The novel age-appropriate programme of holiday activities introduces the young people to a range of leisure activities not normally available to them, filling unoccupied leisure time with constructive and positive activities and helping to prevent the drift into anti-social activities.

Kiwi Tahi also provides an opportunity to reinforce positive life skills and behaviour in social situations. The development of positive behaviours is supported by the youth workers who as kaitiaki and positive role models reinforce learning and provide timely mentoring support. The youth workers set clear guidelines and boundaries for the majority of the tamariki, important for those who do not have adequate parental/caregiver or whānau support. They also enable participants to secure cultural identity and connectedness, increasing their wellbeing and sense of belonging.

YP10 reported to YW that “when I was banging the wall I stopped and thought about what I learnt in Kiwi Tahi about STAR, so I stopped what I was doing and left the room to calm down on my own and I was good after that”. YW told Izaiah that he was proud of him of his efforts and encouraged him to keep continuing to work on applying his use of the STAR Model”. (YW4 Case notes on YP10).

“While at mini golf YP1 was enjoying himself and when the other YP’s were playing up YP1 did not become influenced by them and remained respectful and compliant”. (YW1 case notes on YP1)

“Compared to the other YP’s the YW has noticed since the start of the program that YP1 has more maturity and stays focused or when the YW’s are framing up the day and setting the boundaries of the program” (YW1 case notes on YP1)

“YP4 stated: “I nearly got into a fight today at school”. YW asked what happened and YP4 stated: “I was playing basketball and one of the boys grabbed the ball and threw it at me and hit me on my legs. I walked up to him to hook him but I decided not to so I stopped, turned and walked away from him”. Other YP5 stated: “YP4 was using what he learned from Kiwi Tahi about not to get into fights”. / YW praised him for his action “Well Done YP4” and used it as a discussion with the group while they were having something to eat”. (YW2 case notes on YP4&YP5)

“YP8 entered the van excited due to getting a certificate and a box of chocolates as he got 100% in his parent interview. YW praised YP7 and YP8 that they attended parent interviews and that they are showing signs of doing well at school”. (YW4 Case notes on YP7& YP8).

“YW also observed that YP8 kept telling off his brother YP7 when he was not listening to YW and playing up. He stated: “Just be grateful coming to Kiwi Tahi that we not at home doing nothing and fighting”. (YW4 Case notes on YP7& YP8).

“YP9 shared to YW that “our Mum told us that what we did was wrong and said that Kiwi Tahi are the only people that pick us up and take care of us” (YW4 case notes on YP9, 10,11 &12).

Implication and Future Direction

Despite the methodological limitations, the secondary data provided a deeper understanding of the lives of the vulnerable young participants and the various factors that influence engagement in Kiwi Tahī. Programme staff and participant attunement play an important role in increasing participant engagement, while, youth worker skills and programme components, including Life skill modules and the STAR Model, help the participants to actively reflect on and regulate their emotions and behaviour.

The secondary data revealed extensive challenging behavioural issues that youth workers had to deal with during the programme that required additional one on one support for some of the young participants. This emphasises the importance of additional training and ongoing support for the youth workers to manage this behaviour. Moreover, the secondary data revealed that the majority of the participants have diagnosed or undiagnosed mild to severe behavioural issues (such as anger outbursts, physical aggression; swearing, stealing, and absconding) that for some participants were amplified by medical conditions, such as attention deficit hyperactivity disorder (ADHD), conduct disorder and undiagnosed comprehension issues. These findings underscore the extra responsibilities and professional knowledge required by the youth workers.

The data also revealed the positive feedback given by multi-professionals who acknowledged the hard mahi of the Kiwi Tahī team and their commitment to improving life outcomes for the highly vulnerable young participants. Finally, it showed the high demand for an early intervention programme and the need for more resources in this area to cater for the needs of the South Auckland community.

One more general note is that youth development cannot be achieved in isolation. It requires a collaborative approach and a collective response from multiple governmental and NGO social services, schools, and community services to address the complex needs of vulnerable children. Kiwi Tahī have worked to ensure a shared collaborative approach with multi-agency youth development services. Service providers support of this collaborative approach helps to amplify and strengthen the Kiwi Tahī early intervention programme and ensures a smooth transition for the young people at the end of programme by connecting them with other youth services.

Conclusion

The document analysis of the secondary data helped the research team to analyse the data and identify the risk and protective factors that are in the lives of the young participants and can influence their life outcomes. It also enabled an exploration of the factors that influence participant engagement and disengagement with Kiwi Tahī, a key mechanism associated with positive outcomes from PYD programmes

This secondary data analysis research provided extensive evidence of positive change experienced by youth participants as a result of Kiwi Tahī programme. It also highlighted the in-depth support that is provided by the programme staff and the challenges of maintaining participant engagement.

The data evidenced the commitment of the youth workers to creating positive outcomes for the vulnerable young people. However, the findings also emphasise the collaborative work and support that is required from multiple service providers to address the high-risk behavioral needs of the participants, and the level of resources required. Finally, the secondary data reveals that early intervention can create positive pathways for vulnerable children to thrive and reduces the risk of their future involvement in anti-social behaviour and youth offending.

Final Words

At the time of writing of this report, Kiwi Tahī received an update from the police on the current offending status of the young people who took part in the 2015/2016 trial programmes. Table 2 below shows the age and the current offending status provided by police for each of the 12 participants.

Research shows that being exposed to risk factors at an early age is linked to the increased likelihood of a young person becoming involved in anti-social behaviours. Risk factors are “those characteristics, variables, or hazards that, if present for a given individual, make it more likely that this individual, rather than someone selected from the general population, will develop a disorder” (M. Shader, n.d.). At the time of the trial programmes, many of the vulnerable young participants were from some of Manurewa's top 'crime' families and the evaluation revealed the many risk factors in their lives. The presence of several risk factors often increases the chance the young people becoming involved in delinquency and offending behaviour. Herrenkohl and colleagues (2000) report that a 10-year-old exposed to six or more risk factors is 10 times as likely to commit a violent act by age 18 as a 10-year-old exposed to only one risk factor” (cited in Shader. n.d.). The table below shows that for the majority of the participants, nine of the twelve (or 75%), there is no record of offending behaviour or minimal involvement that has not continued, half of the participants have no history at all of offending.

Also, included in the table is a wellbeing score. As part of the 2015/2016 evaluation, the research team created a well-being score by examining the qualitative data and identifying protective (factors that promote the health and well-being) and risk factors that occurred frequently in the lives of the participants and that appeared to have a significant impact on their well-being. Five factors with a 3-point rating scale for each factor were identified, and an overall score between 1 and 15 was allocated to each participant. A lower score indicated less factors that promoted well-being and more factors that hinder well-being. Of

note, is that of the six young people with the lowest scores, 5 of the 6 (or 83%) have no record of offending behaviour or minimal involvement that has not continued.

Table 2. offending status and age, and well-being index score by participant, for the 2015/2016 Kiwi Tahī evaluation pilot

Name	Current Age	Well-being score	Police Check conducted 15 November 2021
Participants in the Kiwi Tahī programme, July - December 2015			
YP1	18	7	One incidence of wilful damage in 2020
YP2	15	11	No offending and no further police involvement
YP3	15	9	Currently in s.238(1)9d) custody and had family court involvement
YP4	16	6	No offending and no further police involvement
YP5	17	11	No offending or involvement with Police
YP6	18	6	One burglary (garage) 2017 dealt by intention to charge FGC nothing else of note
Participants in the Kiwi Tahī programme, January - July 2016			
YP7	14	12	No offending and no further police intervention
YP8	15	15	No offending
YP9	18	9	Current youth case alternative action plan. Minimal offending all dealt with
YP10	17	12	Currently in Youth Justice custody significant offending
YP11	14	8	No offending
YP12*	16	10	A couple of occurrences but nothing of significance

*This participant was noted in a police intelligence report for not following his older siblings into youth offending. He had two older brothers at the time of the [Kiwi Tahī programme] trial in Youth Justice, his mother was on home detention and his father in District Court. The two brothers, (aged 15 and 16 years during the programme trial) had in excess of 70 offending charges, in comparison, at the same age, Kiwi Tahī participant YP12 had only a couple of minor notations but nothing of significance.

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Appendix



17 December 2020

Mary Liya Antony
School of Sports and Social Work
Manukau Institute of Technology

Dear Mary

REF: E20-SWS-22 - Ethics Approval
SUBJECT: Kiwi Tahi Evaluation Research Project

I am pleased to inform you that your ethics application for the above research project has been approved by the MIT Ethics Sub-Committee (MITEC).

Ethics approval is granted until December 2023. At the completion of the project, or at the end of the period of approval (whichever occurs first), please submit a brief report to MITEC outlining the completion date, and outcomes of the research project. Please include the MITEC reference number (stated at the top of this letter) with your report. In the event that the project is not complete by the approved date, a new application will need to be made to the Ethics Committee.

Please note that if any major changes are made to the project, a new application for ethics approval will be required.

Please request approval in writing from the relevant Head of School/s if classroom time is required to collect data for this research project.

We wish you all the best with your research.

Yours sincerely,

Jo Perry, Ethics Sub-Committee Chair

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