LIFEHACK
IMPACT MODEL

**Systems Level Interventions in
Youth Mental Health and Wellbeing**

March 2017 Version 1.5

LIFEHACK

An enormous thank you to everyone who is part of making real our vision of 100% of young kiwis "flourishing" by 2050.

This report shares our living 'Lifehack Impact Model', which helps to consolidate and share what has been learned to date between 2013 and 2016 about how an innovation initiative like Lifehack creates and tracks impact.

It provides a framework for thinking about supporting capability development for youth wellbeing into the future and signals needs and potential options.

Why an Impact Model?

In developing the Impact Model Lifehack has drawn on the Success Case Method which is a learning and improvement approach to evaluation. In this approach a theory of change (called an impact model) is developed (and refined) to show what success looks like, and what intervention mechanisms cause, or influence, success. Impact stories show how the model actually operates under various real world conditions. The value of looking for impact is the requirement that impacts are attributable (to a greater or lesser degree) to programme activities.

Also when looking for impact, we are prompted to identify unforeseen positive outcomes and unintended negative consequences (examples of non-success). This approach then allows us to understand how to improve Lifehack's net positive effect by making the actions and conditions for success increasingly explicit, and systematically testing our assumptions. We do this through stakeholder engagement and programme implementation - monitoring and modifying interventions in cycles of continuous development.

Lifehack and our partners would like to acknowledge Geoff Stone from Ripple Research, Design and Evaluation for support in developing the Impact Model and for ongoing evaluation support.

INTRODUCTION

Lifehack is a systems-level intervention in youth mental health and wellbeing in Aotearoa New Zealand. It was launched in 2013 as part of the Prime Minister's Youth Mental Health Project, aiming to improve the mental health and wellbeing of young people. It was seed funded by the Social Media Innovation Fund. This fund sought to increase and understand the use of digital technology in improving youth mental health outcomes. It aimed to foster and grow breakthroughs in this area and shape innovative approaches.

Over the last three years Lifehack has experimented with various kinds of programmes and interventions to determine which innovations most positively impact youth wellbeing. Over that time Lifehack has acted as a platform where people from different parts of society come together to build additional capability and develop new approaches, projects and ventures, with an emphasis on the needs of young people at the centre of the process.

Lifehack's influence can be traced through the actions and interventions of the partners it has worked with. These partners in turn add to a collective impact, over the long-term, that addresses various social determinants of youth mental health and wellbeing across the country.

This report introduces Lifehack's Impact Model, which outlines how Lifehack works, and how we can understand the impact of this kind of platform. The model has been developed based on reflection and evaluation of Lifehack programmes over time. It is not static, and will continue to evolve as programmes are further evaluated.

The Impact Model maps Lifehack's interventions and programme outcomes onto a behaviour change theory framework. This enables us to categorise these in more standardised and predictable ways. It also improves our ability to measure systems level impact. The model establishes the connection between the barriers to positive youth outcomes that Lifehack is seeking to address, our activities and interventions at a systems level, and how we can determine if what we are doing is working.

The first graphic (Figure 1) provides an overview of how Lifehack works, the broader policy context, core outcomes and areas of impact. The second (Figure 2) shows a summarised version of the model underpinning this and the working categories (where applicable drawn from the existing evidence-base) that Lifehack has been able to use to focus and account for its work.

Appendix 2 details all the coding categories – success indicators – that help us identify when and how Lifehack is working well. This includes standardised outcomes drawn from the available evidence base as well as contextual factors and outcomes observed in practice that will continue to evolve. The expanded visual version of the Model and its components are shown in Appendix 3. All key graphics are also available separately in A3 format.

The sections that follow provide further detail, starting with a description of the problem space and policy context that gave rise to the Lifehack project. Here we also locate Lifehack in a global context of innovative 'systems level' interventions in youth mental health and wellbeing.

Also accompanying this report is an appendix that includes four Lifehack impact stories, or case studies, that demonstrate the application of the model in practice. These show the connection between activities and how we have begun to track the outcomes achieved through specific instances.

The goal of the report is to 'join the dots' between government's policy objectives, innovative social practice, and impact measurement.

Lifehack was never intended to act as a service delivery provider to users of mental health and wellbeing services. It was designed to respond to very specific policy imperatives outlined in this report.

Our work over the past three years has been to learn, through action research, where the points of maximum leverage and impact are in the youth mental health and wellbeing system, and how to support sustainable long-term change in that system. This journey has led to a clear focus on prevention, capability building, and co-design.

LIFEHACK

Addressing systems level barriers to youth mental health and wellbeing.   V1.3

The Prime Minister's
Youth Mental Health Project

Known barriers to youth mental health and wellbeing we address:
- Lack of participation by young people in system/service definition and design
- Lack of system integration
- Many and varied risk factors
- Need for prevention and early intervention at community and societal levels
- Workforce capability gap

Current policy intentions we align with:
- Enabling youth voice and participation and supporting diversity
- Harnessing technology and innovation
- Identifying and acting on particular youth vulnerabilities
- Building on the evidence base using proven youth development approaches

CONTEXT

INFLUENCE

INTERVENTIONS

Who we work with and how we enable change:

Youth work force

Organisational & sector capability and development

System/service design

Evidence/knowledge base

Building capability of youth workforce, organisations and communities to co-design evidence-informed wellbeing initiatives that respond to local needs and gaps.

Building on the evidence-base, tools and methodologies of:

Wellbeing	Soc Ent
Technology	Design

What we do:

Fellowship   Hyperlocal

Labs   Co-Design collaborations

Guidelines   Network formation

Training and development programmes that build skills, cross-disciplinary partnerships, and prototypes

Facilitate network formation and establish collaborations and communities of practice

Capture and share innovations and practical knowledge focused on wellbeing

OUTCOMES

As a result, we see a greater awareness of how to manage wellbeing in oneself and to support the wellbeing of others

Youth workforce

More connected, motivated, sustained youth workforce capable of accessing new tools and resources to support youth-centred, participation and prevention initiatives that respond to local needs

Organisations, Sector, Community

Increased willingness and ability to shape their environments and services in inclusive and youth-centred ways, more capable of involving young people in design and collaborating across sectors and disciplines for greater system integration

Young people

Increased participation in service/system design. Consequently at risk youth more likely to engage, increased opportunities to become youth leaders and to consolidate a strong pro-social identity'

Figure 1 *Lifehack Overview*

Lifehack's Impact model - how it expects to exert influence over time to improve the wellbeing of young people

The Policy rationale or *business case* for Lifehack

What Lifehack does

What Lifehack achieves - immediate participant outcomes

Results - longer term impacts

Addresses | Fosters | Identifies | Runs/produces | Builds | Enhances & sustains | Lifehack influences - contributes to

Policy challenges | **Innovation** | **Change agents** | Assesses | **Programmes and resources** | **Capabilities** | Creates | **Motivation to action** | **Systemic impacts**

Readiness

Opportunities

- **complex problem** of youth 'social & psychological morbidity'
- lack of **youth input** into services
- lack of **service integration** - systemic issues
- lack of **consensus on 'best practice'** [principles of effective practice]
- **ubiquitous technology** shapes YP's experience

- youth engaged
- making best use of digital technology
- advancing youth mental health and wellbeing, especially protective factors
- multi-level impact (systems and practice)
- learning by doing

...those people best positioned to develop resilience in young people and 'protective' or wellbeing conditions around them.

- **Proportionate universalism:** increasingly seeking to reach young people in places where, and times when, they tend to be vulnerable.

...to influence youth wellbeing.

- Investigate how people/roles, strategies, and contexts are expected to fit together and align
- Identify constraints, strengths and areas for development
- Establish baselines for monitoring progress - evaluating impacts

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...to prepare *change agents* to implement innovations.

- running incubators for designing and refining innovations
- increasingly drawing on effective practice principles of behaviour and systems change from *implementation science*
- capturing and socialising learning - contributing to a good practice evidence base

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...to influence youth wellbeing

Attitudes, knowledge & skills

- Wellbeing orientation
- Knowledge of mental health and wellbeing determinants.
- Positive youth development.
- Youth-centred co-design/service systems design
- Collaboration skills
- Digitial settings knowledge
- Bi-cultural understanding - Te ao Māori concepts

...to strengthen youth wellbeing strategies

Social, cultural and intellectual capital

- Participants form, or enhance, networks and communities of practice.
- They build, test and refine prototypes with their peers.
- They identify potential partners/cultivate partnerships.
- They identify funders/investors

Evaluate progress
- Multiple-disciplinarity creates richer shared learning

...to learn, adapt, improve and persevere,

Self-efficacy
- Participants are confident that they have all the necessaries to create a positive social impact.

Renewal
- Participants re-commitment to youth development because they feel part of 'something bigger' - others have their back.

- Enhanced **youth workforce capabilities** in youth wellbeing constructs, leveraging technology, collaboration & co-design.
- Change agent **networks and teams formed** (across boundaries and disciplines) - necessary for integrated support to young people.
- **Organisational changes** in workplace culture and service design and delivery - collaborative, youth engaged, and wellbeing focused.
- **Sector and community development.** E.g. Increasingly integrated services, enhanced effective practice evidence base, increased focus and investment in youth wellbeing.

Youth wellbeing outcomes

Evaluation and learning loops are embedded into the Lifehack approach, which is continually evolving as a result of accumulated learning, feedback and identification of emerging opportunities. For the sake of brevity not all of the diverse outcomes and knockon effects that Lifehack monitors have been included in the lists presented here.

Recent programmes reflect learning about what has worked to build capability, opportunity and motivation and what has not worked. For example we have shifted who we need to work with to achieve greatest impact. Lifehack initially found that we had limited reach and uncertain impact when working directly with young people recruited to work on technology ventures. Programmes now focus on capability building for a wider cohort of influencers (including young people) and support place-based partnerships and collaborations with greater chance of community sustainabilty, impact and reach.

*Change agents bring a diverse set of pre-existing skills and understandings to share. This diversity [**multiple perspectives and disciplinarity]** creates an important **additionality** - a way of working that improves the quality, likely effectiveness, and potential scale of impact of prototypes beyond what would have been possible otherwise. Change agents also take on the mindsets of others, changing the way they habitually work.*

E.g. access to more responsive peer and service support, increased wellbeing knowledge and skills for care of self and others, greater social participation, taking leadership and feeling valued.
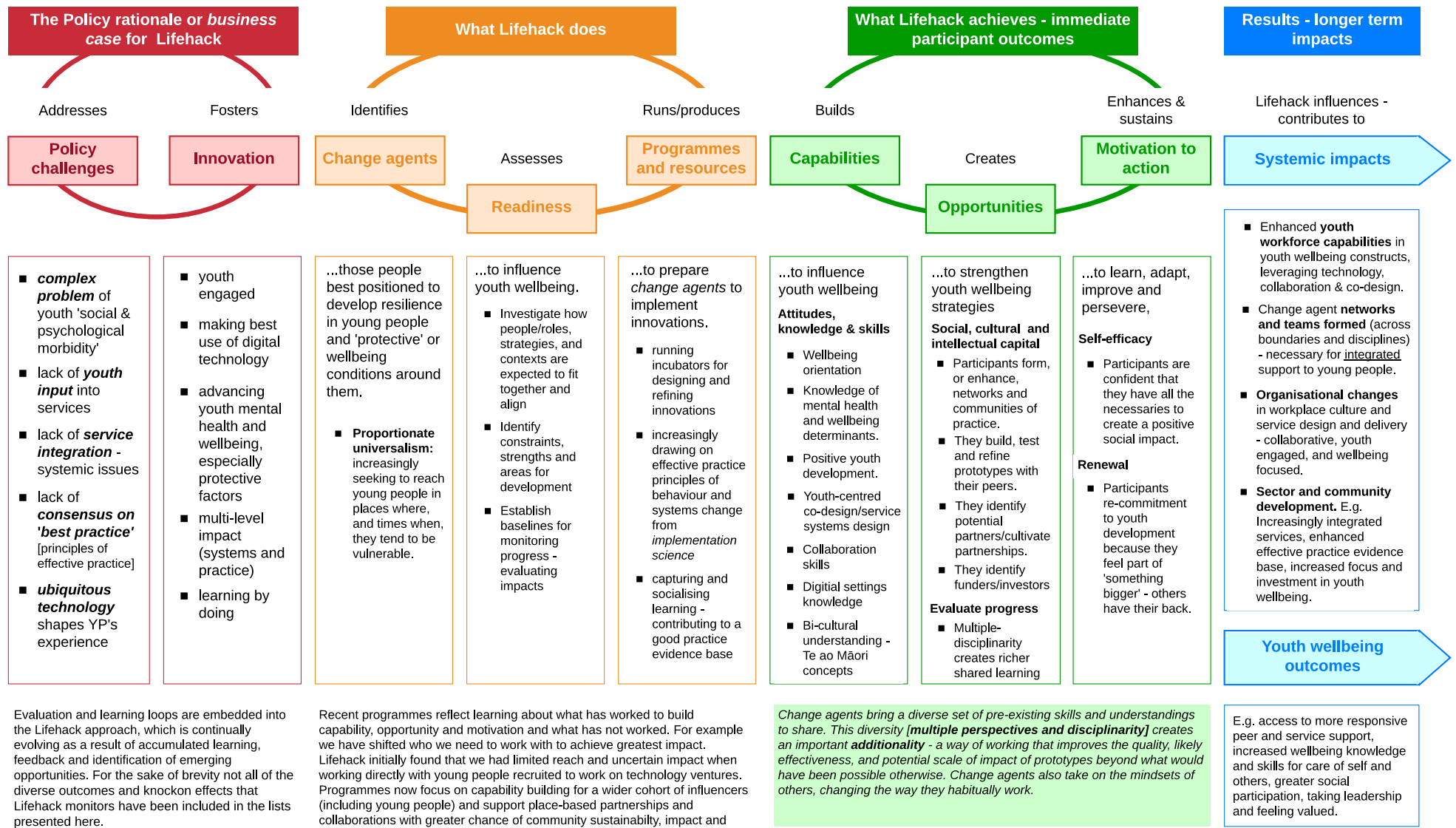

Figure 2 *Lifehack summarised Impact Model with key working categories - see Appendix 3 for an expanded version of the model's components*

THE CHALLENGE

The 2011 Gluckman report which led to the development of the Prime Minister's Youth Mental Health Project identified a number of factors that contribute to negative health outcomes for young people in their transition to adulthood[1]. In addition to issues such as extending the period of brain maturation (increasing the 'transition time' to adulthood) the report identified huge changes occurring in the lives of young people as a result of technology, media and cultural diversification, shifting social and parenting norms and knowledge gaps in our understanding of which prevention and intervention programmes are effective. The report also identified a lack of appropriate services for young people, especially culturally inclusive services for Māori, and a lack of involvement by young people in defining the shape of those services. It further highlighted the need for greater emphasis on prevention, accessing of latent resources in the system and increased capacity in the youth mental health workforce.

The Gluckman report made extensive and wide-ranging recommendations about how New Zealand could improve outcomes for young people. It also presented a clear message that no single intervention would be sufficient to make a substantive difference for young people; rather an integrated and consistent approach was needed across a range of new interventions and initiatives.

International research on social innovation suggests that complex problems such as youth suicide require systems level solutions that often emerge from within the system itself. Where there is no agreement on what the underlying components of the problem are, or even what constitutes 'best practice' then it becomes difficult for traditional policy and programme delivery models to respond. When innovation and learning are required new policy approaches are needed.

The Prime Minister's Youth Mental Health Project, which consists of 26 initiatives, is an example of an intervention designed to catalyse innovation and learning in a sector struggling to solve complex problems.

THE POLICY INTENT

As outlined in the Research Review Summary of the Prime Minister's Youth Mental Health Project, one of the challenges facing new initiatives (such as Lifehack) is that there is no agreed best practice for implementing youth mental health promotion, prevention and early intervention at a national level[2], and no approved methodology for measuring the impact of these initiatives on the wider system.

However, there is a growing interest in policy measures that promote positive mental health, focus on risk *and* protective factors at an individual and environmental level and are culturally specific and responsive.

The SuPERU review also identified a lack of youth involvement in the design and development of current programmes, and the need to focus on strengths-based approaches to youth development. Promoting active youth citizenship and youth participation in decision-making is increasingly understood as key to growing young people's ability to contribute to society as well as the means to achieve more appropriate youth-centric health and wellbeing interventions.

The development of Lifehack's programme and platform has aligned with the above policy intentions. That is, a focus on: helping to build on existing resources, harnessing and sharing innovations and technology, building on the strengths', capacities and protective factors of communities and young people and contributing to a growing evidence-base.

The following table shows how Lifehacks' focus and approach aligns to key challenges current policy intends to address. Our work over the last three years has further highlighted the significance of these challenges as barriers to youth wellbeing, and the value of a our strengths-based approach in providing suitable coutermeasures.

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1. Gluckman et al. 2011 Improving the Transition, Reducing Social and Psychological Morbidity During Adolescence, A report from the Prime Minister's Chief Science Advisor Retrieved http://www.pmcsa.org.nz/improving-the-transition/

2. Youth Mental Health Project, Research Review Summary, Social Policy Evaluation and Research Unit (Superu), MAY 2015 Retrieved, www.superu.govt.nz/publication/youth-mental-health-project-research-review-report

LOCATING LIFEHACK WITHIN THE POLICY CONTEXT

Barrier / Problem [3]	Lifehack Response (how our strengths approach aligned with known barriers)
Barriers to access, lack of youth-focussed services and facilities or appropriate services	Developing sector, youth workforce capability in evidence-based youth-centred design and participatory and inclusive approaches. Such approaches promote shared understanding, identify underlying needs and issues, and build appropriate responses
Programmes and initiatives are usually developed without consulting young people	Modelling co-design approaches and building capability of workforce in co-design and youth participation through design, technology and social entrepreneurship
Lack of system integration	Programmes and collaborations delivered are cross-sector and cross-disciplinary and build both connections (networks, teams), and collaboration capability within the youth workforce. Impact model draws on implementation science to drive and monitor service integration outcomes
Few services designed and provided by and for Māori and Pasifika people	Building youth workforce understanding of the cultural and historical context of youth wellbeing in Aotearoa. Developing inclusive and culturally responsive approaches that underpin tools and programmes , including a specific focus on Te Ao Māori
System requires focus on strengths-based skills development - not just deficits	A focus on increasing youth protective factors and promoting positive wellbeing constructs for young people and youth workforce
Current system is designed to respond to problems and treat symptoms; mitigation approaches are costly	A focus on primary prevention, specifically preventing the onset of mental health issues by building on existing strengths and assets in the community
Focus solely on individuals, and over-reliance on medical interventions	Building capability and willingness for interventions at a structural and environmental level through collaboration between organisations and community
Additional workforce capacity needed	Training and network formation that helps to grow and sustain the youth workforce
Gaps in knowledge around primary prevention and a need for ongoing monitoring, evaluation and building of the evidence-base	An action-research approach which includes ongoing evaluation and documentation of project learnings within academic and industry contexts

3. Source: Gluckman et al. 2011 Improving the Transition, Reducing Social and Psychological Morbidity During Adolescence, A report from the Prime Minister's Chief Science Advisor Retrieved, http://www.pmcsa. org.nz/improving-the-transition/

UNDERSTANDING SYSTEMS LEVEL INTERVENTIONS

Lifehack is one of a growing number of innovative 'systems level' interventions in youth wellbeing that have been developed internationally in recent years.

Good examples are:

Robin Hood / Blue Ridge Labs – *a programme-based accelerator and incubator for social interventions to eradicate poverty in New York City*

Well Ahead/McConnell Foundation – *a child and youth well-being social innovation lab based in British Columbia*

The Grove – *a social lab in Chicago working to support young people in resilient livelihoods*

The Good Work Institute – *currently running placed-based programmes in New York to revive and build thriving local economies*

While most of these interventions are still in development, there are some general observations that can be made about how they operate. They are often:

- Focused on enabling and enhancing the effectiveness of existing programmes or catalysing new ones, rather than being a new programme themselves

- Emphasising innovation and action learning outcomes over traditional deliverables, such as service delivery or academic research.

There is also an emerging consensus regarding the Theory of Change on which their work is based. This typically includes:

- Involving young people the design and delivery of services both to improve the service and to empower and enfranchise young people

- Focus on prevention and a social investment approach to funding

- Taking a strengths-based rather than a deficit-based approach

- Focusing on specific local solutions that work to operationalise the evidence-base at a local level.

Lifehack follows this pattern, but has a number of unique qualities that are worth mentioning:

- Ongoing integration of Te Ao Māori and attention to cultural context and history of Aotearoa New Zealand

- Relationship-centric, building people as well as ventures to build a sustainable workforce

- A specific focus on ethics and tools to safely practice at the intersection of health, wellbeing, design and innovation disciplines.

WHAT LIFEHACK DOES

For the last three years Lifehack has been developing, modelling and evaluating approaches to innovation in youth-wellbeing, drawing on existing evidence from wellbeing science and the disciplines of design, social entrepreneurship and technology.

Lifehack works at a systems level, building the capability of the youth workforce to apply tools and methodologies from these different disciplines. The intent is to enable practitioners and organisations to work in a more cross-sectoral way, better identify local issues and opportunities, and co-design more effective and contextually appropriate responses with the young people, whānau and communities affected.

There is a specific focus on improving workforce, community and sector capability to support young people's participation in the definition and design of initiatives, services and systems that impact them. This leads to increased participation by young people in social and civic life, as more appropriate and useful services are made available to them.

Lifehack enables behaviour change at societal and community level by:

1. Capability Building

Building the capability of organisations and communities to work with young people, and co-design evidence-based youth wellbeing initiatives that are relevant to the challenges and needs of young people in those organisations and communities.

2. Catalysing New Initiatives

Creating opportunities - supporting place-based, cross-sector development of prototypes for evidence-based youth wellbeing initiatives in areas defined as high impact by the local community and the evidence-base.

3. Network Formation and Interdisciplinary Work

Building connections and the capacity of individuals and organisations to collaborate across disciplines, generations and sectors, fostering the conditions for integrated service/system design and holistic youth wellbeing initiatives that sit across individual, community and systems levels.

4. Building the Knowledge Base

Building and disseminating knowledge and practice models for supporting innovation and co-design in youth wellbeing that are inclusive and responsive to the cultural and environmental contexts and particular challenges faced by young people/rangatahi in Aotearoa New Zealand.

ENGAGEMENT AND REACH

In the last three years Lifehack has directly engaged with over 1,500 people in face-to-face programmes and 5,000 via online resources across 22 initiatives. Lifehack has published and disseminated 16 reports and resources covering learning, insights and lessons from the past three years. We have reached 113,650 people through our online communication, in-person programme delivery, conference presentations and network effect.[4]

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4. Refers to international collaborations, conferences, papers, invitations

HOW LIFEHACK WORKS

Ongoing programme evaluation has led to an evolution in programme focus as we gained a clearer understanding how we could maximise our impact (see programme evolution in Figure 3).

Over Lifehack's lifetime, there has been a shift in intervention focus from building 'technology apps for wellbeing' which did not lead to enough sustainable outcomes, to a focus on building the capability of a diverse youth workforce to access latent resources within themselves and the system.

More recent Lifehack programmes have focused on supporting change agents to use innovation tools (including technology) to identify and respond to specific issues, gaps and opportunities with young people in their communities. It also focuses on sustaining and growing the capability, resources and capacity of the workforce through deepening and activating connections (networks) and initiating cross-sectoral collaborations. These foci are reflected in the programmes delivered and the development of tools and resources that address interdisciplinary work and ethics within wellbeing innovation settings and projects.

In addition to specific Lifehack programmes, Lifehack facilitates co-design collaborations with partner organisations that are well-positioned to influence youth outcomes. These collaborations are focused on particular youth-wellbeing challenges and opportunities. For example, in 2015 Lifehack partnered with Kites Trust and a diverse range of young people who have experienced mental health issues to support the co-design of new youth peer activities.

AN ACTION RESEARCH APPROACH

Lifehack interventions are co-designed with participants and evaluated both during and after the programme. These evaluations inform future programme development and strategy. Connection with participants are maintained through the Lifehack network and community of practice.

Although many of the medium-term impacts of the programmes are only now becoming apparent, it has been possible for us to identify important early outcomes and accumulating impacts. These evaluation findings have directed the focus of the work in 2016 and 2017, and shaped the model presented in this document.

While we are able to reasonably attribute some specific outcomes to young people either directly through our interventions or via our partners, our most significant impacts are observed at a system level (workforce, organisations, sector, community), which is where conditions for youth wellbeing are set and enabled.

The Impact Stories in Appendix 1 show this applied in practice.

THE EVIDENCE BASE

In developing its programmes Lifehack draws upon evidence from a range of proven health and wellbeing models. These include models promoted by the New Zealand government, such as Te Whare Tapa Wha[5] and the Five Ways to Wellbeing[6], as well as proven models from positive youth development [7][8][9] and mental health[10][11]. Appendix 2 includes further detail about the key evidence-base we have drawn from in the creation of the Lifehack Impact Model.

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5. http://www.health.govt.nz/our-work/populations/Māori-health/Māori-health-models/Māori-health-models-te-whare-tapa-wha

6. https://www.mentalhealth.org.nz/home/ways-to-wellbeing/

7. Youth Development Strategy Aotearoa: Action for Child and Youth Development. (2002).

8. Jelicic, H., Bobek, D. L., Phelps, E., Lerner, R. M., Lerner, J. V.(2007) Using positive youth development to predict contribution and risk behaviors in early adolescence: Findings from the first two waves of the 4-H study of positive youth development. International Journal of Behavioral Development, 31(3), 263-273

9. Positive Youth Development in Aotearoa. (2011). Wayne Francis Charitable Trust Group - Youth Advisory Group 2011: http://ir.canterbury.ac.nz/handle/10092/6132

10. Judith Ball Quigley, W. L. (2010). Review of Evidence about the Effectiveness of Mental Health Promotion Programmes Targeting Youth/Rangatahi. Retrieved from https://www.mentalhealth.org.nz/assets/ResourceFinder/Review-of-evidence-about-effectiveness-of-mental-health-promotion-programmes-targeting-youth.pdf

11. WHO. (2004). Promoting Mental Health, CONCEPTS ◻ EMERGING EVIDENCE ◻ PRACTICE. Retrieved from www.who.int/mental_health/evidence/en/promoting_mhh.pdf

2013 - 2016

EVOLUTION OF LIFEHACK PROGRAMMES

7 EVENTS	**Lifehack Weekends 2013-2015**
258 PARTICIPANTS	7 weekends across NZ
20K REACH	Rapid prototyping of community wellbeing ventures
	Built connections and prototypes eg, Barnados What's Up Chat pilot

5 WEEKS	**Lifehack Labs 2014**
20 PARTICIPANTS	20 young people from across NZ
1.7K REACH	5 week full time programme
	Increased youth workforce capability, connections and wellbeing management
	Youth wellbeing ventures prototyped eg, Beast

3 MONTHS	**Flourishing Fellowship (2015, 2016)**
44 PARTICIPANTS	20 diverse change agents from around NZ build capability to respond to youth wellbeing challenges in their community.
27K REACH	National and cross sector collaborations actioned and prototypes developed eg, Kamp Kaitiaki

3 WEEKS	**Te Koānga 2015**
9 PARTICIPANTS	3 week accelerator programme
5K REACH	Existing youth-centred prototypes scaled up
	Increased capability collaborations and access to resources eg, SHIFT

2 SEMESTERS	**Wellbeing Challenge 2015**
160 PARTICIPANTS	160 design students.
60 PROJECTS	Introducing evidence-based wellbeing knowledge through a design challenge.
	Youth wellbeing interventions prototyped increased wellbeing management

6 WEEKS	**Oro - Hyper Local Upper Hutt**
25 PARTICIPANTS	2016 - recently completed
REACH TBC	25 people (14 - 50 years old)
	A place-base version of Fellowship and Weekends combined to build organisational and community capability, facilitate collaboration opportunities and build wellbeing prototypes

Figure 3 *Lifehack programme evolution*

WHO WE WORK WITH TO CREATE IMPACT

Initially Lifehack's approach was to increase the number of people interested in youth wellbeing and build the capability of a wide range of change agents. This has helped us to develop a network of potential collaborators from across a range of sectors. As a result of ongoing programme evaluation and building up Lifehack's network and programme reach across different regions and youth populations, Lifehack shifted to a more targeted approach.

Specifically, this means working with change agents who already are working with (or have the potential to engage) important youth populations in their communities and have the opportunity (at some level) to influence how young people are supported to engage and be involved in those communities. This includes enabling young people to participate and collaborate in the design of the systems and services that impact them, as well as creating platforms where young people lead their own initiatives.

As is appropriate to a systemic approach to change, the 'youth workforce' Lifehack works with have different levels of influence, (e.g strategic and operational) and come from different disciplines and places in the community. They include formal and informal youth workers, those working in community, health, education and justice settings, as well as business and local and central government.

The graphic overleaf (Figure 4) is a work in progress that describes the kinds of change agents that Lifehack is working with around Aotearoa, the different kinds of opportunities they have for influence, the groups of young people they are working with and some of the known risk factors for those groups. This network mapping activity is under development and seeks to understand reach and influence, as well as the kinds of strategies that are being deployed and succeeding in different communities.

A focus on risk factors may seem to some as contrary to a strengths-based approach. However as we work to increase protective factors it is important that actions being taken also address the structural and environmental challenges that presently create barriers to wellbeing for young people in Aotearoa. Linking actions and strategies to known risk factors and barriers is an important aspect of this.

IDENTIFYING WHO TO WORK WITH, AND HOW WE INCREASE THE IMPACT OF CHANGE AGENTS

A central construct underpinning how Lifehack creates impact, and the Impact Model shared in this report draws on Michie's Behaviour Change Wheel[12] [13]. The framework combines a large number of well established behaviour change theories from public health and implementation science. It identifies three precursors for behaviour change that operate at the individual, organisational and societal level.

These are: **Capability, Opportunity, Motivation.**

This construct has proved useful to Lifehack, enabling us to identify who we work with, what it is that we contribute to increase the impact of our partners, and how that can be measured.

All partners that Lifehack works with already possess the capability, opportunity and motivation to enable positive youth wellbeing outcomes to some extent. However, the potential exists for Lifehack programmes to amplify the impact of these change agents through increasing one or all of the following:

- the **capability** of participants to identify issues, use new tools, work in an interdisciplinary way and involve young people in the co-design of services

- the **opportunity** for participants to do this by facilitating interdisciplinary partnerships and revealing latent resources within the system (e.g., funding or connections – potential collaborators)

- the **motivation** of participants through connecting them to a sustaining network, reinforcing the value of their work and a participatory approach and reconnecting them to their commitment.

In achieving the above, Lifehack programmes and interventions create new possibilities for greater change by helping to systematically remove barriers that currently limit the impact of change agents.

12. Susan Michie, L. A. R. W. (2014). The Behaviour Change Wheel: A Guide To Designing Interventions Silverback Publishing

13. The Lifehack Impact Model is also informed by other frameworks (see Appendix 2) that for the sake of brevity are not detailed in this briefing document.

Lifehack Network Map

INFLUENCER	POPULATION	RISK FACTORS
Kaitaia		
Educator	Māori youth at high school	R1 R2 R6 R12 R16 R17
Social Enterprise	Young Māori Parents	R3 R5 R10 R11 R12 R14
Youth Worker	Rangatahi	R2 R4 R6 R7 R9 R16
Palmerston North		
Peer Youth Worker	GLTBIFQ Youth	R1 R3 R5 R6 R8 R14
Nelson / Tasman		
Youth Organisation	High school students	R2 R3 R6 R7 R13 R15
Youth Organisation	GLTBIFQ Youth	R1 R3 R5 R6 R7 R8
Drama Teacher	High school students	R4 R6 R7 R12 R13 R15
West Coast / Buller		
Youth Worker	High school students	R3 R6 R11 R12 R13 R15
Youth Organisation	Rural Youth	R6 R15
Health Promoter	Young women	R1 R3 R6 R11 R13 R15
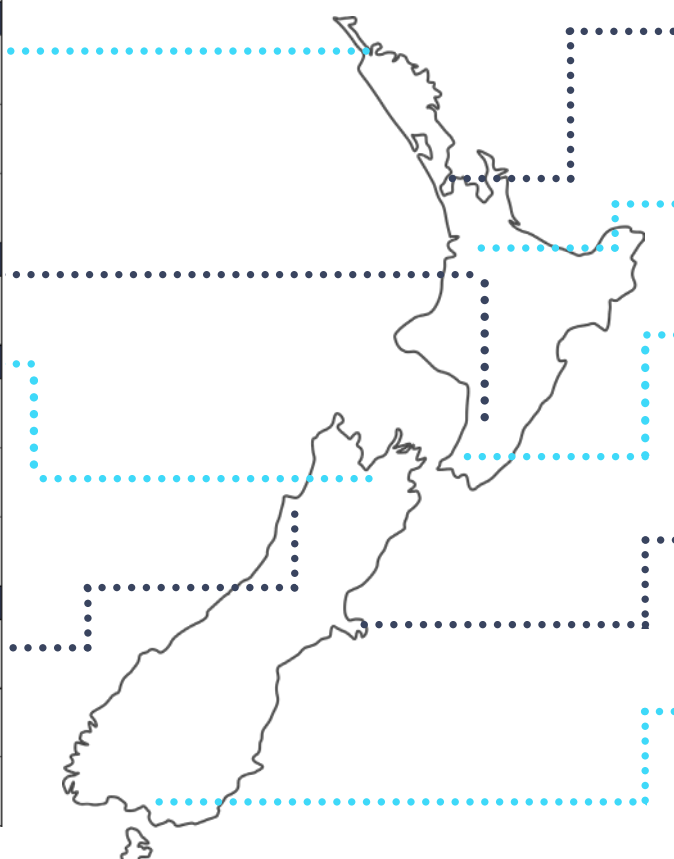
INFLUENCER	POPULATION	RISK FACTORS
Auckland		
Mental Health Promoter	Youth MH service users	R1 R3 R4 R6 R14 R15
Youth Organisation	Māori and Pacific South Auckland youth	R2 R3 R5 R6 R8 R13
Hamilton		
Educator	High school students	R2 R3 R4 R6 R11 R13
Probation Officer	Māori and Pacfic youth in justice system	R2 R6 R8 R9 R11 R12
Upper Hutt		
Youth Worker	Young women	R2 R5 R6 R7 R10 R13
Local Council	Young people	R2 R5 R7 R14 R15
Christchurch		
Health Promoter	YP chronic physical health needs	R3 R4 R8 R13 R15
Funder & Planner	Whānau who access DHB healthcare	R14 R15
Invercargill		
Youth Organisation	Children & young people	R1 R2 R3 R5 R12 R13

Figure 4 *Developing the Lifehack Network Map showing examples of youth workforce, opportunities for influence, young people they work alongside and known risk factors present.*

1. This is not an exhaustive list of risks, but highlights most visible or prioritised risks. The process of risk identification and mapping is ongoing. Alongside this we are beginning to build a localised map of the kinds of strategies and protective factors (linked to an existing evidence-base) that partners are using and believe are successful in their communities to increase the likelihood of positive outcomes.

RISK FACTORS

Some of the key risk factors identified in literature or observed by the youth workforce and by young people in their communities.[14]

Key:

Mental health and addiction issues	**R1**
Bullying/Aggressive social behaviour	**R2**
Social isolation/lack of positive close relationships	**R3**
Poor physical health/nutrition/lack of activity	**R4**
Inconsistent care or family support	**R5**
Negative self-concept/identity	**R6**
Truancy of exclusion from school/hard to engage in school	**R7**
Exposure to discrimination or marginalisation	**R8**
Criminal justice involvement	**R9**
Family violence or conflict	**R10**
Associating with drug using peers	**R11**
Cultural alienation	**R12**
Young women - body image	**R13**
Low levels of service	**R14**
Lack of appropriate services for young people	**R15**
High crime neighbourhood	**R16**
Strong gang presence	**R17**

TOP

IMPACT STORIES

For a fuller description of how the Lifehack Model is applied in practice, four stories are included in Appendix 1. They demonstrates in detail how Lifehack achieves impact across the youth workforce, community, sector and young people cohort.

Drawing on the Behaviour Change Wheel, the Impact Stories demonstrate how and where Lifehack is enabling change.

A GROWING EFFECT ACROSS THE SYSTEM

The following tables provides a set of examples of other ripple effects from Lifehack's work that demonstrate the diversity and range of ways an innovation initiative such as Lifehack can effect impact as well as its potential for scale. The first Table illustrates outcomes from earlier programmes.

	Beast	Coffee and Vibes	Kamp Kaitiaki	POD
Community Intervention	Being used in schools and in sports clubs as a way to engage young and women in wellness and goal setting.	Peer group for young adults that have experienced mental health issues.	Leadership and social wellbeing camp for Māori girls aged 11-15 in the Far North.	Mental Health Foundation's incubator programme which supports youth to create projects challenging mental illness discrimination.
Lifehack's role	Beast was developed out of Lifehack Labs in 2014 and has been handed over to a cross section of business people, sports people and professionals to embed into player and training development within private school, low-decile school and regional sport teams settings.	Developed as a result of a co-design Collaboration with Kites Trust and a number of young people. Enabled young people to participate in designing initiatives that would work for them.	Kamp Kaitiaki developed as a result of Jamie attending a Lifehack weekend, Labs and Fellowship. Jamie was able to develop Kamp Kaitiaki by applying new skills in design and social entrepreneurship and drawing on the many connections made via Lifehack.	Mental Health Foundation staff attended a Lifehack Weekend and are now applying collaboration tools experienced at Lifehack within their POD programme to improve youth participation.
Youth population engaged	Predominantly Young Māori and Pasifika men and women, as well as young people in high performance sports, young people in schools who are struggling to engage.	Young people in Wellington who have experienced mental health issues and have accessed DHB services, eg., inpatient units.	Young women in the Far North for whom multiple and cumulative risk factors are present.	Young people who have experienced mental health challenges, and their peers.

This table includes stories from the 2016 Fellowship which ran from July to September 2016, showing the additional capabilities and motivation developed within the workforce immediately after the programme, and opportunities to apply them.

Change agents				
	Soul	**Matt**	**Kieran**	**Christel**
Opportunity for influence	Peer Youth worker working with health and community organisations that work with young people	Corporate lawyer, running a youth mentoring programme in schools	Works in health and community roles, formal and informal youth worker	Voluntary and informal youth work in the community
Youth population engaged	Works with: Transgender young people, LGBTQI+ Community who have a number of significant risk factors including exposure to discrimination and marginalisation, AOD and low levels of service.	Works with: Young people at school, supporting them to develop employability skills and do effective career planning, population level risk factors relating to transition stage	Works with: A range of young people within the mental health and addiction sector. Includes young people with risk factors such as mental health and addiction, discrimination, negative self-concepts/identity	Works with: young people via social media - developing youth friendly content
Early evidence of change	"I've shifted the way to open/close support sessions, using Ngā Uri Ō into support groups. Using the Yes, And? tool. Using it with young people has been automatically positive"	"We are completely rethinking how we approach the mentoring programme to design it with the young people"	Is using participatory tools and skills gained to enable youth participation, and sharing these in the sector	Changes in practice include beginning to work with young people to co-design video topics and initiating collaborations with experts from the youth sector to focus on evidence-based youth friendly content

APPENDIX 1

IMPACT STORIES

These following four stories show the Lifehack Impact Model applied in practice. The stories show the position of the change agent, their opportunity to influence, the young people they work alongside and the risk factors associated with that group (drawing on known risk factors as well as contextual risks and outcomes observed in practice). They identify the ways in which Lifehack has been able to increase motivation, capability or opportunity and the demonstrated outcomes. These stories are under development and help to demonstrate how and where Lifehack and its partners are having impact across the system, and with what kinds of population groups. Appendix 2 provides descriptions for the Outcomes used in the stories.

Story of Shift

THE SITUATION

YOUNG PEOPLE	POSITION OF CHANGE AGENT	OPPORTUNITY TO INFLUENCE
Young women aged 12-20 in Wellington	Fran had a background in youth development and a passion for supporting the wellbeing of young women. She had identified reduced participation in physical activities being a contributing factor to negative health outcomes.	• Working with Local Government • Working directly with young people
Risk Factors:		
• Low physical activity		
• Lack of participation	Fran had the support of Wellington City Council to start a programme to fill this gap/meet this need, and an opportunity to influence city-wide. She was aware that many current programme approaches were inaccessible or lacked appeal to this target group.	
• Social isolation		
• Gender inequality		
• Bullying		
• Identity issues (negative body image)		
	Fran had the beginnings of an idea for a programme supporting young women to access physical activity but wasn't sure how to develop this so that it would meet the needs of young women most effectively.	
There are some specific, as well as general population level risks that girls aged between 12-20 face.		

INTERVENTIONS

1. Fellowship 2015

In 2015 Fran took part in the first Lifehack Flourishing Fellowship. Fran gained access to training and information on tools, processes and concepts from social enterprise, design, technology and wellbeing. The Fellowship provided access to cross-disciplinary connections and Fran was able to share with and learn from the knowledge and perspectives of other participants. The cohort used Fran's idea as a prototype exemplar and through the Fellowship Fran was able to prototype aspects of the programme.

2. Te Kōanga

Te Kōanga was a four-week venture development programme that helped wellbeing ventures develop valid business models and access alternative funding. After the Fellowship Fran and two Shift team members attended Te Kōanga to further develop the Shift programme. They built their user research and co-design capability, learnt how to develop and validate prototypes and value propositions, and explore social enterprise models.

3. Fellowship 2016

Two of Fran's team members attended the 2016 Fellowship programme. This allowed the team to develop and consolidate programme components, refine facilitation skills and forge new connections.

IMMEDIATE OUTCOMES

As a result of Lifehack interventions the focus of Shift evolved from promoting physical activity, to how physical activity could be a doorway to a range of other wellbeing and participation opportunities for young women. The team has drawn on concepts of co-design learnt through Lifehack to involve young women in the programme's design which now extends to physical activity, leadership and using design thinking to co-design their own initiatives. The Shift team were able to draw upon different models of funding (e.g., crowdsourcing and grants) in order to reduce the financial barrier for participation by young women and build on in-kind support and connections accessed through Te Kōanga. Shift is now a larger collaboration between multiple agencies and partners (including MSD, Sports Wellington, NZ Lotteries Board, and the Boys and Girls Institute) and is stronger and more sustainable as a result.

The Shift team gained access to a broader network to support their efforts and in turn have created youth development opportunities for other young women in NZ via connections made on the Fellowship; for example, young women from Kaitaia. The Shift programme is using techniques learnt through Lifehack to engage young women and to build leadership, and are socialising and expanding on the foundational Lifehack concepts of design, social enterprise and wellbeing. The team has a new awareness of wellbeing and the project has a greater emphasis on growing the capability of young people as well as developing youth workers. Connections through the Fellowship have given the team access to potential cross-disciplinary collaborators and more awareness of opportunities to scale. The team is able to draw on a wider evidence base and feels more confident about the robustness of their practice as they have a peer network they can check in with and draw specialist knowledge.

Practitioner Level Outcomes

- Wellbeing Knowledge (B2)
- Wellbeing Skills (B15)
- Teamwork/ Partnerships (B5)
- Youth-Centred / Co-Designed Initiatives (B6)
- New Technologies (B11)
- Engagement Skills (B14)
- Multiple Disciplinary (B12)
- Practice Changes (B10)

RESULTS FOR SERVICE, SYSTEM, COMMUNITY & YOUNG PEOPLE

Shift has been running successfully throughout 2016 with a range of community and school-based programmes. The team estimates face-to-face engagement with approximately 338 young women so far. Through Shift, Lifehack is seeing the development of new youth-centred initiatives that better serve the needs of young women in Wellington. The Shift team are able to apply skills and tools learnt through Lifehack with young women to in turn build leadership and co-design capability of those young women.

Shift is a population level intervention with the opportunity to influence experiences and opportunities for all young women in Wellington, and the Shift team is looking at opportunities to scale. There is also potential for the programme to target more specific at-risk populations and the team have had their first referral from a service. The success and difference of the Shift approach has helped contribute to increasing interest in wellbeing and opportunities to build capability in youth-centric approaches within organisations that have supported and contributed to Shift, the sector and the community.

An example of this is the Lifehack programme Oro (a place-based programme focused on youth wellbeing in Upper Hutt). This partnership between Lifehack, CAYAD, Upper Hutt Youth Trust, Upper Hutt Library, Namaste and Wellington City Council and community members reflects an increasing interest and willingness by organisations in the area to strengthen their collaborative and youth-centred approaches.

Org, Sector, Community, Youth Outcomes
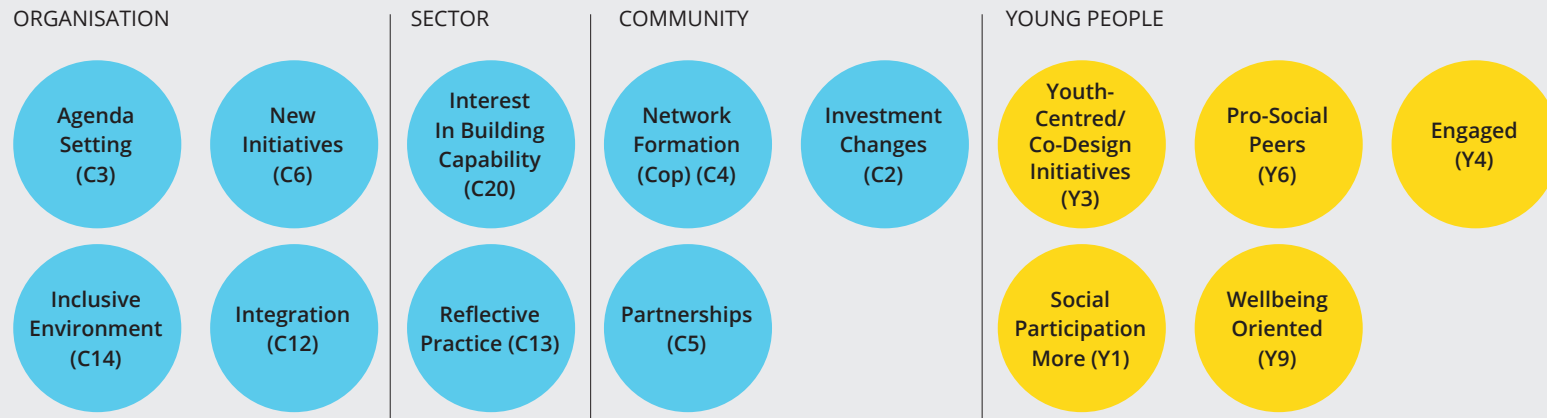
ORGANISATION　　　　SECTOR　　　COMMUNITY　　　　　　YOUNG PEOPLE

- Agenda Setting (C3)
- New Initiatives (C6)
- Interest In Building Capability (C20)
- Network Formation (Cop) (C4)
- Investment Changes (C2)
- Youth-Centred/ Co-Design Initiatives (Y3)
- Pro-Social Peers (Y6)
- Engaged (Y4)

- Inclusive Environment (C14)
- Integration (C12)
- Reflective Practice (C13)
- Partnerships (C5)
- Social Participation More (Y1)
- Wellbeing Oriented (Y9)

Existing Capabilities / Circumstances Enhanced Through The Intervention

- Imple-mentation Knowledge (B7)
- Action Planning (B8)
- Public Will (C1)
- Aspirations (C25)
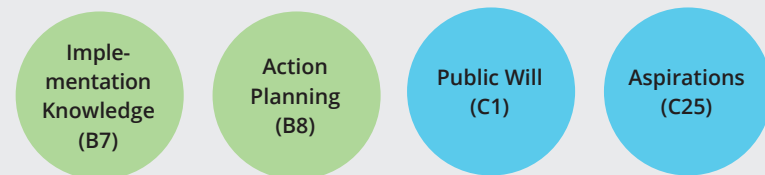
Story of Youthline

THE SITUATION

YOUNG PEOPLE	POSITION OF CHANGE AGENT	OPPORTUNITY TO INFLUENCE
Help-seeking young people and their families Risk Factors: ● Low service levels for at-risk young people Young people using this service experience the range of individual and combined population risk factors. This story highlights the risk of reduced service provision due to lower volunteer recruitment and waning staff motivation and capability to attract and support enough volunteers.	Youthline is a community development organisation with a vision to create communities that relate to the needs of young people and support them to achieve their potential. Youthline delivers positive change through three main channels: community development, people development and service provision. One of the key services Youthline provides is the Helpline - a hub for young people to connect and receive support through phone, text, email and chat. Common contacts to Youthline by young people relate to issues with relationships, self-harm and suicide. Youthline seeks to build leadership and personal skills in young people, and their volunteering roles are a central part of their service. In recent years Youthline Manukau has been struggling to recruit and retain volunteers.	● Influential organisation who works directly with young people

INTERVENTION

Through the support of Sovereign, their corporate partner, an opportunity was created for Youthline, Sovereign and Lifehack to work together to explore ideas for improving the volunteer experience. Lifehack facilitated a co-design process, involving a three-part workshop (over 3 weeks). The teams developed new concepts and prototypes to support volunteer recruitment in South Auckland. Workshops included staff from Lifehack, Youthline and Sovereign as well community members and volunteers from Manukau. The workshops brought together a diverse range of participants from different backgrounds and cultures and the facilitation process deliberately modelled a creative, inclusive and interdisciplinary way of working. Participants were taught about, and became confident in using creative design tools and processes to understand and prototype ideas for improving the volunteer experience. Participants were encouraged to share and learn from each other's experiences and perspectives. The workshop process was designed to build connections across the teams and with community members as a basis for future collaborations.

IMMEDIATE OUTCOMES

Team members from both organisations have subsequently applied the creative tools and positive facilitation styles gained in the workshop to engage with young people and volunteers in new ways. Working together in new ways provided greater team coherence and enhanced commitment to the mahi. As a result of the design and prototyping methods that explored the impact of service design on user experiences, team members have made changes to processes and to their workspace so that they are more inclusive for the team and for community members from different backgrounds. For example changes to how the workplace is set up and opening up the Wi-Fi connection to the community has led to more young people and community members using the space. Team members have maintained the connections with community members developed over the workshops. The process rekindled motivation around volunteer appreciation and engagement for the Youthline Manukau team. They report being sustained and energised by the contributions of others to support their mahi and being happier in their work.

Practitioner Level Outcomes

| Engagement Skills (B14) | Multiple Disciplinary (B12) | New Technologies (B11) | Innovating (B16) | Wellbeing Knowledge (B2) | Wellbeing Skills (B15) | Teamwork/ Partnerships (B5) | Practice Changes (B10) | Aspirational Changes (B17) |

RESULTS FOR SERVICE, SYSTEM, COMMUNITY & YOUNG PEOPLE

Both Youthline and Sovereign have built capability in supporting collaboration and more participatory and inclusive approaches. Consequently, there has been increased organisational focus on wellbeing, building capability for trying and testing new ideas, working together and applying user-centred approaches. These changes in organisational norms have resulted in greater engagement with community members, a prerequisite for recruiting volunteers.

The Lifehack intervention gave the Youthline team opportunity to develop a shared agenda focused on improving the volunteer experience. New ways of working together to remove barriers to volunteering, and greater team collaboration has also contributed to volunteer retention. The cumulative result of changes applied after the intervention is that Youthline Manukau has more than tripled the number of volunteers in the last quarter. Organisationally there is greater confidence about running volunteer events and programmes in ways that are responsive to the needs of their community. This includes applying approaches learnt through Lifehack around using creative processes to form welcoming and collaborative spaces.

Several of the issues and effective responses identified during this place-based intervention have been identified as having regional and national relevance. A broader national conversation about volunteer experiences and retention is now ongoing. Organisationally, there is now a greater focus on sharing and learning and ongoing improvement of services. The intervention has also helped to strengthen the capacity for leveraging cross sector/ organisational relationships and Sovereign and Youthline have built on this intervention hosting several other initiatives together.

Org, Sector, Community, Youth Outcomes
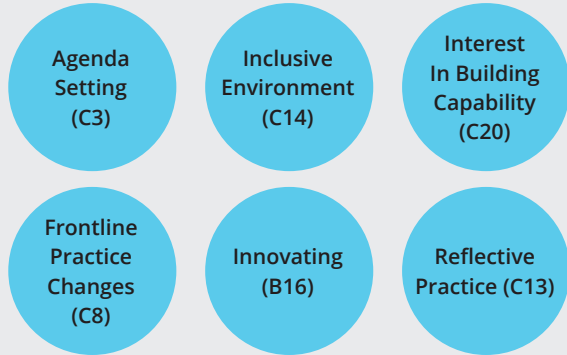
ORGANISATION

SECTOR

COMMUNITY

YOUNG PEOPLE

Agenda Setting (C3)

Inclusive Environment (C14)

Interest In Building Capability (C20)

Network Formation (Cop) (C4)

Sustainable Services / Infrastructure (C24)

Youth-Centred/ Co-Design Initiatives (Y3)

Frontline Practice Changes (C8

Innovating (B16)

Reflective Practice (C13)

Partnerships (C5)

Wellbeing Oriented (Y9)

Existing Capabilities / Circumstances Enhanced Through The Intervention

Leadership (Y10)

Social Participation (Y1)

Private Investment (C26)

Youth-Centred/ Co-Designed Initiatives (B6)
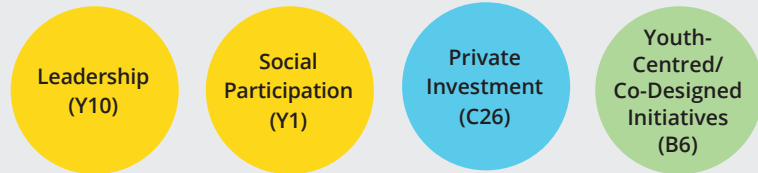
Story of Go Flo

THE SITUATION

YOUNG PEOPLE	POSITION OF CHANGE AGENT	OPPORTUNITY TO INFLUENCE

Young people 12-22 in Westport & Tasman areas

Risk Factors:

- Lack of aspiration / self-worth
- Lack of service provision
- Lack of access to services
- Exposure to violence
- Social isolation
- Lack of participation in community / schools
- Exposure to alcohol and drugs
- Bullying

Aaron is a youth worker in Westport, currently training for a degree in Youth Work. Through his work alongside young people, he is aware of the impact of isolation in his areas, and the lack of vision and aspiration that young people can feel. Aaron is passionate about helping connect young people to build their confidence and access new opportunities; he was particularly motivated to address a growing culture of violence for young women in the West Coast, as identified in research by Donna Swift.

Aaron already had well-formed views of positive youth development through his youth work. He knew that he wanted to make a difference and could draw on his talents as a musician and entertainer, but wasn't sure on how to bring this together to make a difference for young people.

- Works directly with young people as formal and informal youth worker

INTERVENTIONS

1. Lifehack Weekend - Westport

Aaron attended the Lifehack West Coast weekend which brought together twenty people from inside and outside this remote community to share and upskill in design, technology and social enterprise, while working to develop two local youth wellbeing projects: BullerREAP's My place, Your Place, Our Place and Grey District Youth Trust's Sound Carving project. The projects are focussed on developing community connection and engagement with West Coast young people, both online and offline. Attendees had the opportunity to explore a range of free technologies as well as social enterprise business modelling concepts that could support their work.

2. Lifehack Labs

Aaron then attended Lifehack Labs in mid 2014. Labs is a 5-week social venture development programme. A diverse group of young NZers gathered to learn about and prototype evidence-based wellbeing ventures and apps, applying tools from social enterprise and design. Through Labs Aaron had exposure to a range of new design tools and techniques. Teams went through a design-life cycle of a product, identifying possible product and service (wellbeing) concepts, testing and iterating them. Aaron was able to identify and begin to prototype a music app concept (Go Flo) that would help young people use rap music to express themselves.

IMMEDIATE OUTCOMES

As a result of Labs, Aaron had greater confidence about his role and his capacity to make a difference in his local community and new tools and approaches to draw upon. Being part of a wellbeing and social entrepreneur community was something he was able to draw upon when back on the West Coast. Aaron released Go-Flo via the app store shortly after Lifehack Labs. Building on that concept and other skills learnt at Lifehack labs, Aaron was then able to develop 'Project Workshop', a 30-minute workshop using Go-Flo, developed for high school students. Based on learning from Lifehack the workshops focus on ways young people can reframe success within everyday actions and achievements - using Hip Hop song writing. Aaron uses the workshops to introduce concepts of wellbeing, and uses the positive, constructive and creative aspects of music creation as a way for young people to explore and express themselves. The workshops are deliberately designed to address challenges identified for young people in Westport in Swift's report, such as 'limited opportunities' and 'difficulty finding their place'. Realising young people weren't aware of the resources available to them to pursue their own ideas, Aaron also built on social enterprise skills learnt at Lifehack, starting the Founders Trust which is a fund to support young people's activities in Westport.

Practitioner Level Outcomes

- Wellbeing Knowledge (B2)
- Wellbeing Skills (B15)
- Teamwork/ Partnerships (B5)
- New Technologies (B11)
- Practice Changes (B10)
- Resources Available (B4)
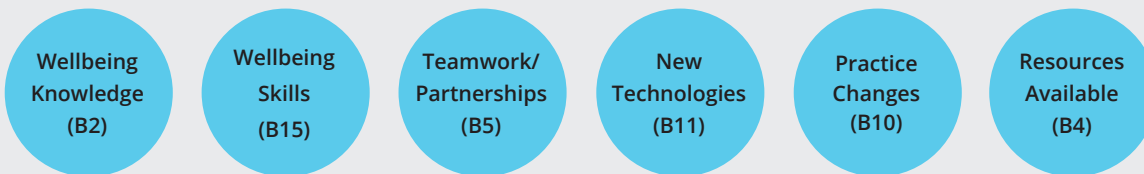
RESULTS FOR SERVICE, SYSTEM, COMMUNITY & YOUNG PEOPLE

In 2016 Aaron secured Ministry of Education support to deliver Project Workshop to schools on the West Coast, delivering 26 workshops, and reaching nearly 400 young people. Collecting feedback from teachers and students at every session, Aaron is able to gauge the positive impact he is having on students, as well as use this to develop other interventions and initiatives that engage with the needs of young people on the West Coast. The accessible, fun and engaging aspect of Project Workshop means students who are not usually engaged are motivated to participate and explore new ideas and subjects. According to the evaluation Aaron conducted, half of the students reported a boost in confidence through the workshops, and teachers reported higher levels of engagement and participation by students who would not normally participate or feel confident sharing their thoughts and ideas. Aaron and his Founders Trust collaborators provide positive adult roles models with one school starting an online petition to have him come to their school and share Project Workshop.

Org, Sector, Community, Youth Outcomes
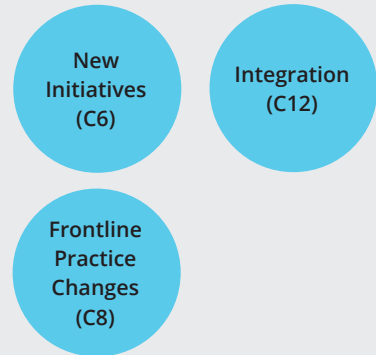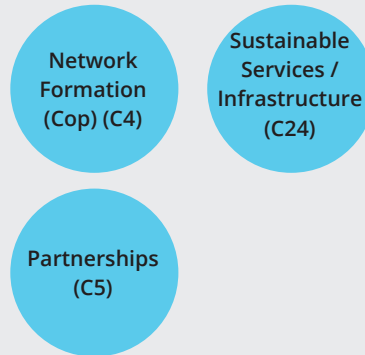
ORGANISATION

New Initiatives (C6)

Integration (C12)

Frontline Practice Changes (C8)

SECTOR

Youth-Centred/ Co-Design (C22)

COMMUNITY

Network Formation (Cop) (C4)

Partnerships (C5)

Sustainable Services / Infrastructure (C24)

YOUNG PEOPLE

Engaged (Y4)

Social Participation (Y1)

Self-Efficacy (Y5)

Youth Development (Y11)

Existing Capabilities / Circumstances Enhanced Through The Intervention

Agenda Setting (C3)

Youth-Centred / Co-Designed Initiatives (B6)

Imple-mentation Knowledge (B7)

Action Planning (B8)

Pro-Social Role Models (Y7)
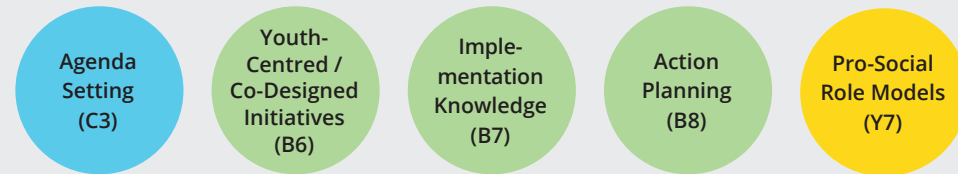
Story of Moana Creative

THE SITUATION

YOUNG PEOPLE	POSITION OF CHANGE AGENT	OPPORTUNITY TO INFLUENCE

Rangitahi aged 5-24 in Kaitaia

Risk Factors:

- Lack of aspiration / self-worth
- Lack of participation in community / schools
- Lack of access to services
- Exposure to alcohol and drugs
- Social isolation
- Lack of opportunity to build social / peer models
- Lack of service provision

This lists highlights some of the most visible risk factors for this group but is not an exhaustive list of risk factors for this population.

Dougal and Carolyn are youth workers who already do a huge amount for their community. Whilst they are part of an extended youth worker community, they are still working in isolation, are over committed and run the risk of being burnt out.

There are multiple needs and risk factors in their community. There is also great opportunity in relation to the nature and strength of the local communities, the kaupapa Māori context and the rich physical environment and whenua.

- Works with local government
- Works directly with young people as formal and informal youth
- Work in education settings with young people
- Work in health organisation that works with young people

INTERVENTION

Fellowship 2016

Dougal and Carolyn were nominated into the 2016 Fellowship by Jamie, a 2015 Fellow also from Kaitaia. During the Fellowship, Dougal and Carolyn had access to training and information on tools, processes and concepts from social enterprise, design, technology and wellbeing. The Fellowship provided access to cross-disciplinary connections and Dougal and Carolyn were able to share their own knowledge and experience modeling interdisciplinary, inclusive and culturally inclusive ways of working.

TOP

IMMEDIATE OUTCOMES

Carolyn and Dougal have immediately applied their learning in different community contexts and environments, using Lifehack tools and processes with young people and youth workers. They are promoting wellbeing tools awareness with the young people they work with as well as with fellow staff. They have drawn upon their new connections with other Fellows traveling to Kaitaia to support their mahi. They have moved their focus from just working with young people, to supporting young people to step into leadership roles within the community.

Practitioner Level Outcomes

- Wellbeing Knowledge (B2)
- Teamwork/ Partnerships (B5)
- New Technologies (B11)
- Implementation Knowledge (B7)
- Practice Changes (B10)
- Multiple Disciplinary (B12)

RESULTS FOR SERVICE, SYSTEM, COMMUNITY & YOUNG PEOPLE

Dougal and Carolyn participated in the Fellowship in 2016, due to their reach and rapid application of new learnings there is already evidence of a strong flow-on effect from the Lifehack interventions into the organisations, youth people and community with which Carolyn and Dougal work. Teams and young people working with them have been using and benefiting from Lifehack processes and a greater focus on their own wellbeing as well as youth wellbeing. This has led to greater interest in further training from others in the organisation, community and sector, and improved practice across teams. Their experience with Lifehack has strengthened their commitment to co-design, youth-centred practice, and the development of youth-led opportunities. It provided practical tools to support this.

Through the application of tools and processes learnt at Lifehack they are also opening up further opportunities for improvements in practice. The outcomes that can be identified through Lifehack's work with Carolyn and Dougal, also help to strengthen and build on the capability and interventions already facilitated in this community with Labs and Fellowship participant Jamie, who founded Kamp Kaitiaki for young Māori wahine as a result of Lifehack interventions. This is an example of Lifehack building community-wide capability and helping to sustain and maintain the workforce, and supporting those with influencers to have greater impact in their communities.

Org, Sector, Community, Youth Outcomes
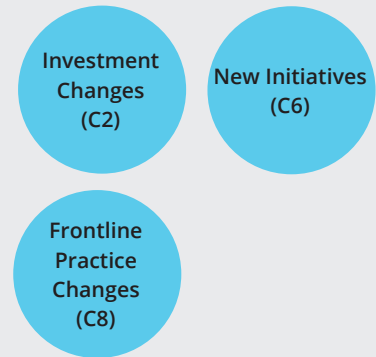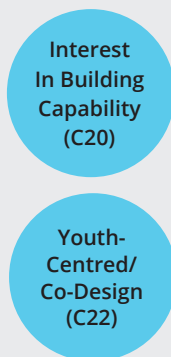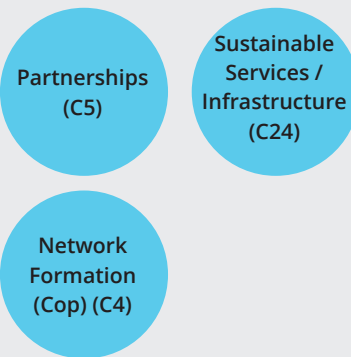
ORGANISATION

SECTOR

COMMUNITY

YOUNG PEOPLE

Investment Changes (C2)

New Initiatives (C6)

Interest In Building Capability (C20)

Partnerships (C5)

Sustainable Services / Infrastructure (C24)

Leadership (Y10)

Youth-Centred/ Co-Design Initiatives (Y3)

Frontline Practice Changes (C8)

Youth-Centred/ Co-Design (C22)

Network Formation (Cop) (C4)

Wellbeing Oriented (Y9)

Social Participation (Y1)

Engaged (Y4)

Existing Capabilities / Circumstances Enhanced Through The Intervention

Action Planning (B8)

Engagement Skills (B14)

Service Design Skills (B3)

Agenda Setting (C3)

Inclusive Environment (C14)

Pro-Social Role Models (Y7)
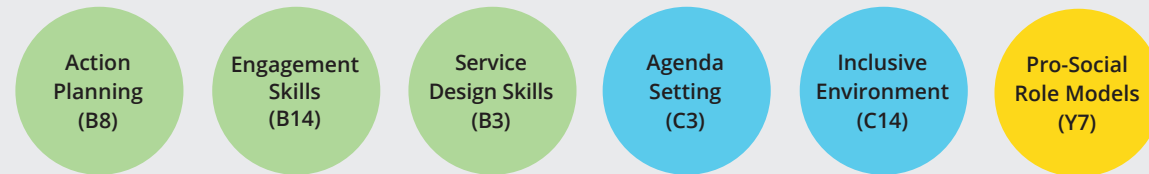
APPENDIX 2

DEFINITION LIST
The following table provides a list of definitions for the outcomes used in the model and the Impact Stories. Outcomes have been observed practice and where applicable linked to proven models in behaviour change (including organisational change), mental health and positive youth development. Key literature references are provided below. This list of outcomes and their definitions will continue to develop and evolve as we continue to evaluate the programmes.

B2 Wellbeing Knowledge
Knowledge gained of wellbeing models and practices

B3 Service Design Skills
Uses participatory methods to design innovations that address youth and community needs

B4 Resources Available
Gaining access to new forms of financial support or resources

B5 Teamwork / Partnerships
Creating new connections and collaborations to enhance youth work practice and opportunities

B6 Youth-Centred / Co-Designed Initiatives
Involving young people in the definition and design of service to address gaps / better meet their needs

B7 Implementation Knowledge
Gained knowledge about evidenced-based approaches to changing behaviour and systems

B8 Action Planning
Identified /selected under-served groups and a plan to address unmet needs

B10 Practice Changes
Adoption of leading approaches and methods not previously used. i.e. E-B behaviour change, collaborative practice, user (youth) centred design

B11 New Technologies
Adoption of new technologies to increase accessibility

B12 Multiple Disciplinary
Drawing on multiple knowledges and kinds of actors to increase impact

B14 Engagement Skills
Increased capability to include more (marginalised) Young People in positive development process

B15 Wellbeing Skills
Increased capability to apply / teach / model wellbeing practices

B16 Innovating
Innovations are formulated, tested - ready for wider adoption and evaluation

B17 Aspirational Changes
Enhanced motivation and commitment to the work, and team

C1 Public Will
Community takes actions that shows it values young people

C2 Investment Changes
Increased investment in youth initiatives meeting a need (public, philanthropic, private)

C3 Agenda Setting
Young people define issues important to them, to be acted upon by an organisation

C4 Network Formation (Cop)
Youth worker support relationships / structures are in place

C5 Partnerships
System capability is built through new partnerships and collaborations

C6 New Initiatives
New initiatives developed with and for young people that address a gap

C8 Frontline Practice Changes
Effective youth-focused prevention practices are adopted or emphasised and seen to work

C12 Integration
Greater integration of services and initiatives through partnering

C13 Reflective Practice
Investment and commitment to testing, iterating and gathering feedback on practice, services, initiatives

C14 Inclusive Environment
Changes in settings / social practices increase the appeal, accessibility and effectiveness of youth work

C20 Interest In Building Capability
Increased demand for youth worker training and development

C21 Enhanced Evidence-Base
New knowledge about youth wellbeing engagement is being developed and made explicit

C22 Youth-Centred / Co-Design
More young people involved in the definition and design of service

C24 Sustainable Services / Infrastructure
Key activities and connections are being sustained

C25 Aspirations
Motivation and commitment to working with young people and to the team working together

C26 Private Investment
Social impact investment from the business sector

Y1 Social Participation
More opportunities for young people to actively participate in new/better ways in their communities

Y3 Youth Centred / Co-Design Initiatives
More young people involved in the definition and design of service

Y4 Engaged
Hard to reach/at risk youth re-engaged in youth development initiatives/processes

Y5 Self-Efficacy
Young people have the confidence to express their ideas, engage in new positive development experiences

Y6 Pro-Social Peers
Establishing positive social connections with peers

Y7 Pro-Social Role Models
Positive adult role models

Y9 Wellbeing Oriented
Young people are more aware of wellbeing concepts and have an increased capacity for self-management

Y10 Leadership
Opportunities for active leadership development

Y11 Youth Development
Young people have increased access to constructive and creative activities

The Impact Model draws on the follow key mental health and behaviour change literature and existing evidence-base.

Mental Health Risks and Protective Factors

Guide to effective and safe practice in Youth Mentoring. (2016). https://www.health.govt.nz/publication/guide-effective-and-safe-practice-youth-mentoring-aotearoa-new-zealand-2nd-edition

Positive Youth Development in Aotearoa. (2011) Wayne Francis Charitable Trust Group - Youth Advisory Group 2011: http://ir.canterbsury.ac.nz/handle/10092/6132

Risk and Protective Factors Youth.gov http://youth.gov/youth-topics/youth-mental-health/risk-and-protective-factors-youth

Risks to mental health: An overview of vulnerabilities and risk factors (2012) World Health Organisation http://www.niagaraknowledgeexchange.com/resources-publications/risks-to-mental-health-an-overview-of-vulnerabilities-and-risk-factors/

What are the potential protective factors against mental health problems? CAMH Centre for Addiction and Mental Health http://www.camh.ca/en/hospital/about_camh/health_promotion/the_yale_new_haven_primary_prevention_program/Pages/protective_factors.aspx

Youth Mental Health Project: Research Review Summary. (2015). NZ Government Social Policy Evaluation and Research Unit

Youth Development Strategy Aotearoa: Action for Child and Youth Development. (2002). Ministry of Youth Affairs

Evaluation and Behaviour Change models and theories

Brinkerhoff, R. (2003). The Success Case Method: Find Out Quickly What's Working and What's Not, Berrett-Koehler Publishers

Dugdale et al. (2016). Using the Behavior Change Technique Taxonomy v1 to conceptualize the clinical content of Breaking Free Online: a computer-assisted therapy program for substance use disorders. Substance Abuse Treatment, Prevention, and Policy 11(26).

Hendriks et al. (2013). Proposing a conceptual framework for integrated local public health policy, applied to childhood obesity - the behaviour change ball. Implementation Science, 8(46).

Michie, S. (2012). Applying behavioural science to understanding and solving implementation problem. Paper presented at the Implementation Science Summer School-Dublin (UCL) Workshop. https://medicine.tcd.ie/public_health_primary_care/news/summer-school-2012/30-08-12-Workshop-4-Susan-Michie-Applying-behavioural-science-to-understanding-solving-implementation-problems.pdf

Michie, S. (2014). The Behaviour Change Wheel A Guide To Designing Interventions, Silverback Publishing

Reisman, J., Gienapp, A., & Kelly, T. (2015). I2I2 Impact = Influence + Leverage + Learning: A formula for Change ORS IMPACT. Retrieved http://orsimpact.com/wp-content/uploads/2015/11/I2L2_LAYOUT_FINAL.pdf

Lifehack Impact Model

DRAFT 1.2 Version November 2016

Problem

What are the youth mental health challenges we are responding to:

UNDER-SERVED young people don't access support services, have a poor experience of services	REDUCED LIKELIHOOD OF POSITIVE LIFE OUTOMES - young people living sub-optimal lives
SYSTEMIC barriers to normative youth development and participation	GAPS IN PREVENTION Mitigation approaches are costly
RIGHTS BASED ISSUE young people don't have a say in support services for them	ENVIRONMENTAL/ SOCIETAL new settings and norms pose specific risks - digital setting
WORKFORCE CAPABILITY - Knowledge/skills gap in how to engage young people in service design	YOUTH CAPABILITY - Lack of knowledge / frameworks to engage with the issues
SILO's Lack of integration in services and systems	DEFICIT FOCUS of current system
MEDICAL INTERVENTION over reliance on medical & individual interventions	

Policy Intent

What is the policy intent that we are aligning to:

Enable Youth voice	Create environments supportive of positive mental health
Enable youth participation / contribution	Valuing diversity and participation in society
Grow youth leadership	Involving young people in service design
Making the most of existing resources (latent potential)	Improve individual and community resiliency
Harnessing and sharing innovations / technology	Building a formal evidence base
Use proven approaches - positive youth development	Identify / act on particular youth vulnerabilities
Efficient use of resources - Proportionate Universalism	Prevention paradigm - focus on population health - protective factors

Lifehack influence

Where do we work and how are we positioned to have influence:

YOUTH WORKFORCE (broadly defined)	Practice development	Sector development	
ORGANISATIONS	Organisational capability building	Service development	
COMMUNITY	Community development	Community mobilisation	Service system design
DIGITAL	"Community of interest"		
POLICY	Evidence / knowledge base		

Pinchpoints

Known challenges and barriers that Lifehack is seeing strongly re-iterated on the ground.

Organisational resistance/lack of capability for collaboration	Organisational resistance/lack of capability for youth participation

Vantage point

How is Lifehack uniquely positioned to drive change:
Policy categories from Michie et al (2014)

ENVIRONMENT / SOCIAL PLANNING	Designing the social environment, helping people change environments and practices
GUIDELINES	Creating documents that recommend practice and help set new standards
COMMUNICATIONS /MARKETING	Using print / electronic media, sharing and communicating messages

Value proposition

Bringing together:

Youth worker capability	Networking / communities of practice
Youth-centred service/system design expertise	Wellbeing
Technology	Social entrepreneurship expertise

Intervention functions

How and where we are enabling change as linked to proven behaviour change theories:
Policy categories and intervention functions from Michie et al 2014, organisational behaviours from Hendriks et al 2013

		Levels of impact/reach from a organisational perspective	
COMMUNICATIONS / MARKETING	PERSUASION Communication induces positive or negative feelings to stimulate action		
GUIDELINES	EDUCATION Increasing knowledge or understanding	(strategic level)	Agenda setting
ENVIRONMENT / SOCIAL PLANNING	TRAINING Imparting skills	(tactical level)	Leadership
	MODELLING Providing an example for people to aspire to/imitate	(operational level)	Teamwork
	ENVIRONMENTAL RESTRUCTURING Changing the physical or social context		Network formation
			Policy formulation

Intervention types

National Flourishing Fellowship
Hyperlocal
Co-design collaborations
Community support
Wellbeing challenge

Outputs

Training provided
Facilitating network opportunities
Production of how-to-resources
Prototypes of wellbeing interventions
Research and evaluation

Outcomes

Changes seen at different levels

Workforce

WELLBEING KNOWLEDGE knowledge gained of wellbeing models and practices B2	PRACTICE CHANGES Adoption of leading approaches and methods not previously used B10
SERVICE DESIGN SKILLS Uses participatory methods to design innovations that address youth and community needs B3	NEW TECHNOLOGIES Adoption of new technologies to increase accessibility B11
RESOURCES AVAILABLE Gaining access to new forms of financial support or resources B4	MULTIPLE DISCIPLINARY Drawing on multiple knowledges and kinds of actors to increase impactB12
TEAM WORK/ PARTNERSHIPS Creating new connections and collaborations to enhance youth practices and opportunities B5	ENGAGEMENT SKILLS Increased capability to include more (marginalised) Young People in positive development process B14
YOUTH-CENTRED / CO-DESIGNED INITIATIVES Involving young people in the definition and design of service to address gaps / better meet their needs B6	WELLBEING SKILLS Increased capability to apply / teach / model wellbeing practices B15
IMPLEMENTATION KNOWLEDGE gained knowledge about evidenced-based approaches to changing behaviour and systems B7	INNOVATING Innovations are formulated, tested - ready for wider adoption and evaluation B16
ACTION PLANNING Identified /selected under-served groups and a plan to address unmet needs B8	ASPIRATIONAL CHANGES Enhanced motivation and commitment to the work, and team B17

Organisations

INVESTMENT CHANGES Increased investment in youth initiatives meeting a need (public, philanthropic, private) C2	
NEW INITIATIVES New initiatives developed with and for young people that address a gap C6	
INTEREST IN BUILDING CAPABILITY Increased demand for youth worker training and development C20	
REFLECTIVE PRACTICE Investment and commitment to testing, iterating and gathering feedback on practice, services, initiatives C13	
FRONTLINE PRACTICE CHANGES Effective youth-focused prevention practices are adopted or emphasised and seen to work C8	
INNOVATIVE ENVIRONMENT Changes in settings / social practices increase the appeal, accessibility and effectiveness of youth work C14	
ASPIRATIONS Motivation and commitment to working with young people and to the team working together C25	

Sector

INTEGRATION Greater integration of services and initiatives through partnering C12
NETWORK FORMATION (COP) Youth worker support relationships / structures are in placeC4
PARTNERSHIPS System capability is built through new partnerships and collaborations C5
YOUTH-CENTRED / CO-DESIGN More young people involved in the definition and design of service C22
PRIVATE INVESTMENT Social impact investment from the business sector C26

Community

SUSTAINABLE SERVICES / INFRASTRUCTURE Key activities and connections are being sustained C24
PUBLIC WILL Community takes actions that shows it values young people C1
AGENDA SETTING Young people define issues important to them, to be acted upon by an organisation C3

Young people (cohort)
Experienced through Lifehack or our partners

SOCIAL PARTICIPATION More opportunities for young people to actively participate in new/better ways in their communities Y1	PRO-SOCIAL PEERS Establishing positive social connections with peers Y6
YOUTH CENTRED / CO-DESIGN INITIATIVES - More young people involved in the definition and design of service Y3	PRO-SOCIAL ROLE MODELS Positive adult role models Y7
ENGAGED Hard to reach/at risk youth re-engaged in youth development initiatives/processes Y4	WELLBEING ORIENTED Young people are more aware of wellbeing concepts and have an increased capacity for self-managementY9
SELF-EFFICACY Young people have the confidence to express their ideas, engage in new positive development experiences Y5	LEADERSHIP Opportunities for active leadership development Y10
	YOUTH DEVELOPMENT Young people have increased access to constructive and creative activities Y11

Risk Factors present

Non-exhaustive list of Risk Factors identified as present for the different populations of young people Lifehack's partners work with. We have data on these risks and are collecting data on other risks at this time.

Mental health and addition issues R1	Poor physical health/nutrition/ lack of activity R4	Truancy of exclusion from school/hard to engage in school R7	Family violence or conflict R10	Body image R13	Low personal aspiration/low self esteem R19	Gender inequality (access) R23
Bullying/ Aggressive social behaviour R2	Inconsistent care or family support R5	Exposure to discrimination or marginalisation R8	Associating with drug using peers R11	Low levels of service R14	Trauma (natural disaster) R21	
Social isolation/lack of positive close relationships R3	Negative self-concept/identity/ R6	Criminal justice involvement R9	Cultural alienation amongst Māori & Pacific young people R12	Lack of appropriate services for young people R15	Transience R22	

Opportunities for influence

The kinds of roles (position/sector) that Lifehack partners work in, which reflect their different capacities for action and influence, and for cross sector and interdisciplinary work

Health organisation that works with people directly	Teacher or in education	Young person that works alongside other young people	Local governmnet
Community organisation Works directly with young people	Corporate Law	Informal youth worker	Central Government
Justice system	Peer Youth worker	Formal youth worker	Policy relating to young people

We are constantly updating our evidence-base and the development of the model is ongoing. This impact Model represents current work as at November 2016.