MAPPING & MOBILISING CONDITIONS FOR YOUTH WELLBEING

PROTOTYPE 1.0 JUNE 2017

A tool and process for supporting change, action and learning for youth mental health and wellbeing in Aotearoa New Zealand.

LIFEHACK

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Co-design Capability, Service Integration and Community Asset Building describe three key areas of activities, behavior and knowledge that have been identified through Lifehack's work as important to activating youth wellbeing.

These three areas draw together key evidence-bases and learning for how we can set the conditions for youth wellbeing - whilst allowing for these to be defined and understood more specifically at a local and community level.

Using these three areas we have developed a rubric or tool that supports organisations and communities to identify and reflect on their level of "maturity" across each of these streams. The tool is intended to support organisations and cross sector groups from particular communities or settings to map and better understand their current state, where they would like to progress to and key steps for getting there. It is designed to support active and generative conversation, analysis and reflection on current activities and efforts and to build collective knowledge, motivation and pathways for change within the group.

The tool is intended to have a dual purpose:

i: Support actions, change and conversations at a local level about what is currently happening for organisations, communities and young people and mobilise groups around possible actions for change.

ii: If the above can be shared collectively this can then provide insight into a more general and national view of opportunities, challenges and strategies for support-ing youth wellbeing outcomes that can inform further policy, investment and procurement at a national level and help to build a local evidence-base for change.

1. CO-DESIGN CAPABILITY:
HOW ARE YOUNG PEOPLE INVOLVED?

How well do we involve young people and work with them in a mutual learning process through the design, prototyping and delivery of evidence-informed interventions, services, initiatives, platforms.

2. SERVICE INTEGRATION AND RESPONSIVENESS:
HOW DO WE LEARN AND WORK TOGETHER?

How well do services, agencies and groups work together? Do we have a culture of protoyping, learning and sharing as needs and knowledge changes? Are we coordinated across groups and sectors, including community, to make best use of our resources and strengths in response to young people's changing needs and experiences?

3. COMMUNITY ASSET BUILDING: DO OUR ENVIRONMENTS SHOW YOUNG PEOPLE ARE VALUED AND IMPORTANT?

How well does the community invest in young people? Are young people recognised as having particular needs and is this reflected in the amenities, structures and processes in place? Are programmes underpinned by a positive youth development approach, promoting protective factors and reducing risk factors? Do we address systemic barriers and discrimination? Can and do young people access diverse resources, services or support and opportunities?

Where does the tool come from:
The elements and stages within the rubric are drawn from an evidence base on organisational and behaivour change, welbeing and positive youth development and known protective and risk factors, but importantly they are open to localised interpretations. The rubric deliberately attempts to help teams break down complex issues into clear and coherent steps.

Behaviour Change Models
The tool makes use of the COM-B behaviour change model from Michie et al (2011) to enable teams to further break down current challenges and opportunities by thinking through the conditions and potential interventions for change based on the three interacting factors of Capability, Opportunity and Motivation, each of which is necessary for behaviour and organisational change.

We are at early prototype stage with the tool. We plan to work with different community teams to modify language and build up an evidence-base and set of examples of the different points along the rubric.

If there sufficient value is proven value we will also look for longer term investment to further prototype and develop the tool and how it can contribute to the evidence-base for youth wellbeing.

THE TOOL - MAPPING & MOBILISING CONDITIONS FOR YOUTH WELLBEING (WITH PROMPTS)
(DRAFT PROTOTYPE 1.0 JUNE 2017)

	LEVEL 1 UNDEVELOPED	LEVEL 2 NEW INITIATED	LEVEL 1 DEVELOPING	LEVEL 1 MATURE	LEVEL 1 LEADING (INNOVATING)
CO-DESIGN CAPABILITY: HOW ARE YOUNG PEOPLE INVOLVED?	Youth initiatives mostly adult led. Young people unlikely to be asked about their concerns or experiences.	A recognition that involving young people will likely lead to a better outcome. Plans to involve young people more. Young people are informed about a proposal.	Some opportunities are made available for young people to participate.	Young people are regularly involved as partners. New cohorts are constantly recruited.	Consistent involvement of diverse groups of young people, including youth-led initiatives
SERVICE INTEGRATION/ COLLABORATION: HOW DO WE LEARN AND WORK TOGETHER TO OFFER BEST RESPONSES?	Services, organisations and groups largely work in isolation, and there is little iteration or sharing of knowledge. Services and practitioners may not know about developments in services or supports elsewhere.	There is some information exchange.	Some interest in developing opportunities for partnership and shared learnings. Some shifts in practice or investment in capability to support this.	There is support for innovation and collaboration and sharing of learning. Interventions serve multiple purposes to increase impact.	Different groups are well coordinated and resources are shared and configured as needed. Learning is well shared and ongoing. Systems and services are responsive and draw on the resources across the community.
COMMUNITY ASSET BUILDING: DO OUR ENVIRONMENTS SHOW THAT YOUNG PEOPLE ARE VALUED AND IMPORTANT?	Young people not well recognised as important to the community with particular needs. Activities directed at young people are not well used or are limited. There are few avenues for young people to be positively engaged.	New forms or service or support are being planned in response to identified needs.	There is some activity and development of services and opportunities for young people and interest in understanding how to do this more.	There is a range of activities and amenities that reflect the diversity of young people. Amenities and services align with a youth development approach.	Significant investment in and with young people across amenities and structures. Input and value of young people is reflected in places and spaces.

THE TOOL – MAPPING & MOBILISING CONDITIONS FOR YOUTH WELLBEING (DRAFT PROTOTYPE 1.0 JUNE 2017)

A rubric to help organisations/team consider where your organisation/community currently sits, what's already working well, what might you move towards and what might help?
For each line, where would you map your organisation and why? What is the evidence/example? How would you describe the different levels in your world/work?
Think about where you want to move to, is it an challenge of Capability, Opportunity or Motivation? What might next steps be, given your sphere of influence?

	LEVEL 1 UNDEVELOPED	LEVEL 2 NEW INITIATED	LEVEL 3 DEVELOPING	LEVEL 4 MATURE	LEVEL 5 LEADING (INNOVATING)	Next Step: Action Plan
CO-DESIGN CAPABILITY: HOW ARE YOUNG PEOPLE INVOLVED?						
SERVICE INTEGRATION/ COLLABORATION: HOW DO WE LEARN AND WORK TOGETHER TO OFFER BEST RESPONSES?						
COMMUNITY ASSET BUILDING: DO OUR ENVIRONMENTS SHOW THAT YOUNG PEOPLE ARE VALUED AND IMPORTANT?						

This is a prototype to be tested and contested. Feedback welcome to hello@lifehackhq.co

PROMPTS TEAMS CAN USE TO SUPPORT MAPPING AND DIALOGUE

The following prompts are provided for teams during the mapping process. The prompts have been printed as an accompanying card set to the rubric worksheet. As team members draw a card they discuss the question in relation to their own organisation or community and use this to help place themselves on the rubric as well as identify examples and evidence. The card prompts are intended to foster discussion about current and future practices and raise visibility around particular issues of influence such as known protective factors for youth wellbeing and development. This is an initial prompt set that can be changed, customised and added to over time and depending on the context.

CO-DESIGN CAPABILITY

When thinking about where to place your organisation or initiatives on the Co-design Capability scale you can consider:

• Are young people consistently involved in the design and delivery of services?
• Is young people's capability being build during the engagement process?
• Is the co-design process understand as an opportunity for mutual learning?
• Do young people initiate opportunities or just respond to them?
• How empowered are young people in the process, do they have influence over the process and the outcome?
• Are practitioners confident in facilitating inclusive and collaborative processes?
• Are resources and structures in place to support diverse and ethical engagement with young people?
• Is there means for connecting with and involving a wide range of young people?
• Are different models of participation being used?
• Are things changed as the result of feedback or input from young people?
• Is knowledge being development and shared about participation approaches and models?

SERVICE INTEGRATION/RESPONSIVENESS

When thinking about where to place your organisation or initiatives on the Service Integration/Responsiveness scale you can consider:

• Are organisations, departments or groups operating in silos?
• Is their coordination across different efforts?
• Are partnerships supported and maintained?
• Is their coordination and collaboration across sectors and groups?
• Are services and initiatives responsive to specific needs and iterating as needs change?
• Is their support and tolerance for innovation and trying new ways of working?
• Is there a confidence and commitment to prototyping, testing and developing a learning culture?
• Are 'latent' resources in the community being unlocked through collaboration and coordination?
• Are teams drawing on and contributing to an explicit evidence-base around youth-wellbeing?
• Is there an investment in evaluative practice and are learnings and knowledge shared and codified?
• Is there a capacity to support community- led initiatives and community partnerships?
• Is there value placed on different forms of knowledge, expertise and evidence?
• Are teams comfortable drawing from multidisciplinary view points?
• Is there a suitable balance between services and community and peer led services supported by formal resources and structures as needed?

COMMUNITY ASSET BUILDING

When thinking about where to place your organisation or initiatives on the Co-design Capability scale you can consider:

• Are the developmental needs of young people legitimately recognised?
• Are young people understood culturally on their own terms?
• What kind of language is used to describe or talk about young people?
• Is there investment in youth initiatives that meet an identified need?
• Are initiatives aligned with positive youth development principles and models?
• Are there diverse development opportunities available to young people?
• Are there diverse amenities available to young people?
• Are there diverse services/support available to young people?
• Are there multiple avenues for young people to be positively occupied or express themselves?
• Do current opportunities and environments support the development of strong cultural identify?
• Do young people have access to pro-social adult role models?
• Are pro-social connections with peers promoted?
• Are different kinds of young people helping to set the agenda?
• Do young people know about and have confidence in the support that is available?
• Is wellbeing well understood and reflected in programmes and actions?
• Is social spend seen as a cost rather than an investment?