

A Formative Evaluation of the Village Collective FUSION Mentoring Programme (FMP)

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EXECUTIVE SUMMARY

Context	<p>This report presents the findings of an evaluation of the FUSION Mentoring Programme delivered by Village Collective, a Pacific-centric organisation that equips Pacific youth, families and communities in the Auckland region with relevant knowledge, resources and information relating to sexual health and wellbeing.</p> <p>Evidence shows that young people who identify as rainbow face a myriad of challenges in diverse environments, including school and accessing health care. For Pacific rainbow young people, this is further exacerbated by cultural and religious beliefs that inhibit open conversations of gender and sexual identities. The discrimination and social exclusion that rainbow young people experience affects all aspects of health, including social, mental, physical and spiritual well-being. These negative experiences can also impact on learning and the ability to successfully complete secondary schooling.</p>
Purpose of the FUSION Mentoring Programme	<p>In response to the increasing pressures experienced by Pacific rainbow youth, the Village Collective developed the 'Rainbow Fale' a safe environment where young people can receive support. Within the Rainbow Fale, a range of support programmes have been developed, including the FUSION Mentoring Programme, established in 2017, where Pacific rainbow youth are encouraged to connect with others like them and positive adults, thus building a sense of community and belonging. Funded by the Ministry of Health, through its 'Sexual and Reproductive Health Promotion Service' portfolio, Pacific rainbow youth in FUSION are individually matched with a mentor who meets with them on a regular basis and provides the support as required by the young person.</p>
The Evaluation Approach	<p>The Village Collective team recognise the importance of building more robust and transparent programmes and drawing on a stronger evidence base which is reflected in their Strategic Plan. In a move to work towards this goal, a partnership between Village Collective and the Centre for Community Research and Evaluation (CCRE) at the University of Auckland saw the development of an evaluation framework to better understand the perceived strengths and weaknesses of FUSION in order to inform future directions. Part of this work included the co-construction of a FUSION programme logic model.</p> <p>This evaluation presents a dual opportunity: to determine the strengths of the FUSION programme and ways to refine it; and to reflect on the evaluation capacity of Village Collective staff, and how the learning from this evaluation can strengthen other work streams. Information was gathered from 12 Pacific rainbow youth participants and four secondary school staff who are involved with FUSION. Participants completed an online quantitative survey administered via Qualtrics™ in March and April 2019.</p>
Findings	<p>Whilst a formative evaluation may capture a wide range of programme component domains, this study focused on two specific areas for Pacific rainbow youth involved in FUSION. Firstly, an exploration of key relationship qualities between the mentee and their mentor, and secondly, an investigation of central aspects of the mentee's schooling environment. The overall findings reveal that the FUSION Mentoring Programme is achieving its objectives in crucial areas such as building strong relationships between a young person and their mentor. Some elements of the programme can be improved to better serve the needs of rainbow youth, such as ensuring prompt connection between mentees and their mentor, as well as enhancing strategies to strengthen school engagement.</p>
Implications	<p>This evaluation has highlighted strengths and challenges of the programme as well as the need for more comprehensive evaluation activities. There are several elements to the FUSION logic model that are yet to be assessed and exciting challenges ahead in finding innovative ways to collect data to inform a quality assessment of the programme. This will include consulting with a wider audience and continuing to develop the professional capacity of staff.</p>

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1. INTRODUCTION

New Zealand's Pacific Peoples are the fourth largest major ethnic group, comprising 7.4 percent of the total population. By 2038, it is projected that Pacific Peoples will be 10 percent of the population. A large proportion (62.3% or 181,791 people) are born in New Zealand, and almost two thirds (65.9% or 194,958 people) live in the Auckland region. With the fastest growing youth population, whereby 46.1 percent of Pacific communities are less than 20 years old compared with 27.4 percent for the total population, it is essential that health-promoting behaviours are established as this sets a strong foundation for good health (Ministry of Pacific Peoples, 2017). Within many Pacific communities family and spirituality play an important part in the how health and wellbeing are experienced. In 2013, 83 percent of Pacific peoples identified with a religion, compared with 53 percent of New Zealand European (Statistics New Zealand, 2013). Pacific young people were four times more likely than New Zealand European students to report that their spiritual beliefs were important to them (Faalili, et al., 2016).

While there have been some improvements in the educational outcomes for Pacific young people, Pacific communities continue to live in relative social and economic deprivation compared to non-Pacific and non-Māori populations (Ministry of Pacific Peoples, 2017). Pacific peoples experience poorer health compared to other New Zealanders and these trends span the entire life course. Life expectancy for Pacific peoples is about four years less than for the overall population (Statistics New Zealand & MPP, 2011). For the younger Pacific population, a nationwide 2012 study of New Zealand secondary school students (Moselen, et al., 2016) revealed Pacific youth were almost twice as likely (compared with NZ Europeans) to report being unable to access health or dental care that they required within the last 12 months. In terms of sexual health, 27 percent of Pacific secondary school students have had sex, four percent reported being attracted to people of the same sex or attracted to people of both sexes and two percent identified themselves as transgender

Terms such as 'transgender' and 'rainbow' are often used to describe non-binary (i.e. male/female) gender and sexual identities. The Village Collective use the term 'rainbow' to capture a wide range of communities and identities with distinct needs. These include the LGBTI (lesbian, gay, bi-sexual, transgender and intersex) community, people of diverse sexualities, sexes and genders (Gahagan, Gray, Whynacht, 2015). In addition, Village Collective recognises gender identities that are unique to Pacific communities such as *fa'afafine* (Samoan), *fakaleiti* (Tongan), *akava'ine* (Cook Islands), *whakawahine/takatapui/tangata ira tane* (Maori), *drodrolagi* (Fijian) and *mahu* (Hawaiian). These traditional gender identities are used to describe males who identify themselves as having the spirit of a women, or as behaving in the fashion of a female. It is important to note that these identities do not fit neatly into western categories of male, female, heterosexual, homosexual, bisexual or transsexual (Veukiso-Ulugia, 2013).

While New Zealand health policy recognises the importance of healthy sexual development (Ministry of Health, 2001), and while there is an awareness of traditional Pacific gender identities, such as *fa'afafine*, sexual health and sexuality is largely considered a taboo subject within many Pacific communities and families (Veukiso-Ulugia, 2013). Cultural and religious beliefs often influence the types of sexual health conversations that occur within family settings. This can have detrimental effects upon Pacific young people, particularly those who may identify as rainbow. Evidence shows that young people who identify as rainbow face a myriad of challenges in diverse

environments, including school and accessing health care (Rossen et al, 2009; Quinlivan, 2006, Birkett et al, 2009). Rainbow youth often experience discrimination of a homophobic, bi-phobic, and transphobic nature that includes bullying, name calling, harassment and many report feeling marginalised and isolated (Rainbow Youth, 2016). This discrimination and social exclusion affects all aspects of health, including social, mental, physical and spiritual well-being. For rainbow youth, including Pacific, these negative experiences can also impact on learning and the ability to successfully complete secondary schooling. Studies with New Zealand secondary school students show that young people attracted to the same or both sexes are three times more likely to be bullied weekly than heterosexual peers and in 2012, nearly 20 percent of New Zealand transgender students reported attempted suicide with nearly 50 percent reporting an experience of physical abuse (Clark et. al., 2014; Rainbow Youth, 2016).

The Village Collective team recognise that given the diverse nature of issues facing Pacific youth in the New Zealand context, traditional approaches to working with Pacific communities need to evolve. The notion of 'diversity' amongst Pacific people has expanded and requires further understanding, particularly when developing solutions and services to meet the current needs within Pacific communities. In response to the issues facing Pacific rainbow youth, the Village Collective developed the 'Rainbow Fale' a safe environment where these young people can receive support. Within this *fale*, a range of support programmes have been developed, including the FUSION Mentoring Programme.

2. VILLAGE COLLECTIVE AND THE FUSION MENTORING PROGRAMME

Village Collective, formally known as the Family Life Education Pasefika Trust (FLEP), is a Pacific-centric consumer led charitable organisation that was established in 1997 to support Pacific youth and families in the Auckland region. Village Collective aims *‘to equip youth with knowledge and resources so they can experience positive wellbeing, healthy relationships, understand consent and navigate the challenges they face’* (Village Collective, n.d.).

Village Collective recognises that a collective response is needed to support Pacific young people to make better-informed well-being and sexual health decisions. Its work is underpinned by three core drivers:

1: Kaiga/Aiga Families – acknowledging the role that families play in building and nurturing young Pacific peoples.

2: Cultural values – connecting the values that Pacific people are raised with to the way services are delivered and Pacific communities are engaged. This is further reflected in the Village Collective logo, whereby the collective of *fales* (houses) represent a village. Village Collective aims to emulate the proverb that ‘it takes a village to raise a child’ through its four service delivery streams.

3: Being relevant – Village Collective strives to understand its audience and ensure that programmes are age, gender and culturally relevant (Village Collective, n.d.).

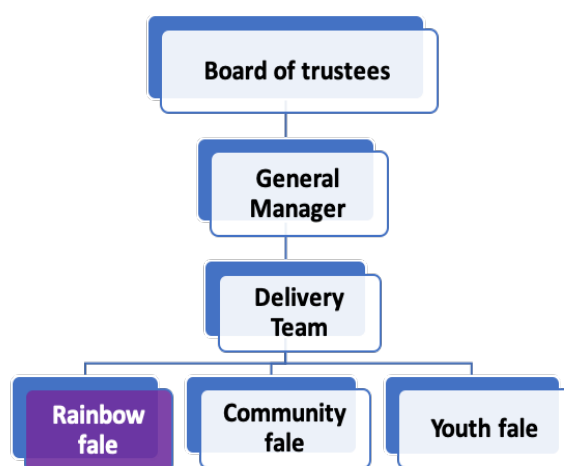


Figure 1: Organisational Structure

2.1 Strategic Direction

Building on its current foundations, the Village Collective aspires to develop a:

- more robust and transparent programmes tailored for schools,
- more skilled workforce,
- stronger evidence base which includes best practice, and
- better understanding of the diverse needs of Pacific young people and communities.

The achievement of these goals is dependent on the efforts within its four work streams that include the Rainbow Fale, Youth Fale, Community Fale and its national strategy (Village Collective, n.d.).

2.2 Rainbow Fale

Pacific rainbow youth face a myriad of challenges that include family and peer relationships, lack of acceptance and a lack of understanding of unique cultural nuances from non-Pacific individuals. Anecdotal evidence, gathered from conversations between Pacific rainbow youth and members of the Village Collective team, highlighted the difficulty of identifying and accessing culturally relevant support services. Many Rainbow youth shared the struggle of not being able to connect with others who were going through similar situations and noted strong feelings of isolation. This coupled with the inability to identify relevant support often resulted in not accessing available support services. In response, the Village Collective established the Rainbow Fale, with the intention of supporting Pacific rainbow youth by keeping them connected to others like them, thus building a sense of community and belonging. In addition, Pacific rainbow youth are also connected to relevant services that are rainbow friendly and cater specifically to their needs. The Rainbow Fale is a safe and non-judgmental environment whereby Pacific Rainbow Youth are able to develop resiliency strategies so that they are able to confidently participate in school, family and community settings.

The Rainbow Fale achieve its goals through three key areas (Village Collective, n.d.):

1. **The FUSION Mentoring Programme** - which individually matches Pacific rainbow youth with a mentor.
2. **Support services** – the Rainbow Fale is the conduit for rainbow youth to access relevant and appropriate service providers to address identified needs. These include ‘*Diversity Groups*’; support groups for Pacific rainbow youth co-facilitated by Village Collective staff with staff in secondary school settings (referred to as ‘Point of Contact’).
3. **Bespoke events** – purpose driven events that support the aspirations of the Village Collective, whereby Rainbow and other Pacific sexual health issues are addressed .

2.3 FUSION Mentoring Programme

The development of the FUSION Mentoring Programme began in 2017 and drew on existing frameworks and approaches as identified in the New Zealand Youth Mentoring Network (2016) and Pacific health frameworks (Pulotu-Endemann, 2009). Essential features as identified in the youth mentoring literature included: quality of the mentoring relationship, an environment of trust, respect and safety and emotional engagement of both mentor and mentee. Mentees (Pacific rainbow youth) were identified from key stakeholders known to Village Collective, such as secondary school teaching and guidance staff. Mentors were known to Village Collective staff through existing networks and approached to apply. A vetting process ensured mentors were selected and matched to mentees based on their experience in working with Rainbow Youth and their current career trajectory. The first mentoring session between selected Pacific rainbow youth and their adult mentors took place in September 2017.

The FUSION Mentoring Programme is funded by the Ministry of Health, through its ‘Sexual and Reproductive Health Promotion Service’ portfolio. Current funding supports the employment of two part-time Village Collective staff, and the purchase of resources and training material for mentors. Mentors volunteer their time and do not receive funding for their support of mentees. In 2018, a total of 27 Pacific rainbow youth between the ages of 11 and 18, and 32 mentors participated in the FUSION Mentoring Programme. It is anticipated that the mentoring of those involved in the FUSION programme will continue 12 months post-secondary schooling.

3. OBJECTIVES OF THE 'FUSION' EVALUATION

*Village Collective - Strategic Objective #3:
'Building a stronger evidence base which includes Best Practice'*

In early 2018, management staff from the Village Collective engaged in conversations with members from the Centre for Community Research and Evaluation (CCRE) - School of Counselling, Human Services and Social Work (CHSSWK), at the University of Auckland in relation to the need for a robust evaluation of its services. The various evaluation opportunities were discussed, including the possibility of reviewing the structure and services offered within each of the three Village *fales*: *Community, Youth and Rainbow*. In addition, a review of existing information and an assessment of strategic organisational priorities were undertaken. This process led to the decision to focus on evaluating *one* service component offered within the Rainbow Fale - the FUSION Mentoring Programme. The purpose of this evaluation was to better understand the strengths and weaknesses of FUSION in order to aid future directions. In addition, it is anticipated that the learnings gleaned from this evaluation process would then be replicated to other service components offered by Village Collective.

The first task in shaping the evaluation objectives was to ensure that programme interventions were clearly linked to programme outcomes. While there are existing evaluation measures in place, such as Results Based Accountability (RBA) measures (as required by the programme funder), short-answer qualitative surveys for mentors and mentees, and records of discussions with mentors, mentees and school liaison staff, investigations by CCRE staff revealed an absence of a robust programme theory of change (Deane, Harre, Moore, Courtney, 2017). In partnership with core FUSION staff, we engaged in a two-staged co-construction to more clearly link programme interventions to programme outcomes.

The overarching outcome for young people engaged in FUSION and Village Collective is that young people and their families experience positive sexual and reproductive health and well-being. An extensive review of national and international youth mentoring literature was undertaken by UoA staff and discussed with Village Collective staff to help shape the focus of the FUSION programme logic model and evaluation. Core documents (Clark, et al., 2014; Deane, Harre, Moore & Courtney, 2017; Nakkula & Harris, 2014; New Zealand Youth Mentoring Network, 2016; Weinberger, 2005) highlighted critical aspects associated with mentoring, such as Mentoring Relationship Qualities (MRQ) whereby mutuality, trust and empathy are strong drivers, Best Practice Mentoring Principles, as well as the importance of evaluating the various components within a mentoring programme. However, few New Zealand youth mentoring studies solely focused on the experiences of Pacific rainbow youth.

Stage 1: Development of the “FUSION Programme Logic Model”

The first stage in our co-construction required the development and refinement of a “FUSION Programme Logic Model”. This served multiple functions: the co-development of the programme logic model helped the researchers and Village Collective staff to grasp the intricacies of the programme delivery and intended outcomes, as to inform an evaluation plan; it helped staff gain a shared understanding of how FUSION works and the tasks, responsibilities and resources required in order to ensure the sustainability of this programme; it also enabled staff to better communicate the purpose of FUSION to key stakeholders in a concise manner. As illustrated in Appendix 1, the FUSION Programme Logic Model illustrates the complex influences and relationships between the five program elements: participants, inputs, activities, outputs and outcomes - whereby a small set of performance indicators are identified.

Stage 2: Development of the “FUSION Programme Evaluation Design”

Following the learnings from the development of the programme logic model and taking into account time and resource pressures, the Village Collective’s preference for an extensive evaluation of the FUSION mentoring programme was reshaped to focus on experiences of mentees and secondary school Point of Contacts (PoCs) about selected elements of the programme. It was agreed that a survey that included short-answer response options would be most appropriate. The evaluation design is discussed in detail below and outlined in Appendix 2.

4. EVALUATION METHODOLOGY

A practice-based research partnership approach was utilised, whereby key programme stakeholders (Village Collective management and staff) were actively involved in the entire evaluation process - from the design of the evaluation questions and framework, to the data collection, analysis and reporting of the results. The strengths of practice research partnerships are well documented (Fouche, 2015, p.7) which include developing evaluation questions that derive from practice, employing data collection instruments that are tailored to practice needs, supporting easier access to participants, improving accuracy and relevance of findings, and ensuring the evaluation enables context-specific outcomes. It also has the benefit of improving programme performance, building capacity, developing leadership, and sustaining organisational learning and growth (Zukoski & Lulaquisen, 2002).

4.1 What did we want to know, and from whom?

While an extensive range of evaluation questions exist that can capture mentoring outcomes, this evaluation focused on addressing two questions about young Pacific rainbow participants involved in FUSION (See Appendix 2):

1. Do they have supportive relationships? This implies that the young person (mentee) is connected, respected and contributes to society based on reports by mentees and school PoCs.
2. Do they engage in education? This implies the young person (mentee) is engaged and achieves in school and identifies future aspirations based on reports by mentees and school PoCs.

Information was gathered from 12 Pacific rainbow youth participants and four secondary school staff who are involved with FUSION. Participants completed an online quantitative survey administered via Qualtrics™ in March and April 2019. In addition to capturing the perspective of the client group (young mentees), the inclusion of the School PoCs acknowledges the important perspective that school liaison staff can provide. Dr. Susan Weinberger, an acknowledged expert in the mentoring field, identifies 16 steps to ensure optimum success establishing, maintaining and evaluating a site-based mentor programmes. The inclusion of an individual within a school or community site who is the liaison for the mentoring programme is step 10 (New Zealand Youth Mentoring Network, n.d).

4.2 What did we ask?

Young person (mentee)

In addition to collecting demographic information (age, gender, ethnicity), young people (mentees) were asked a further 25 Likert-scale questions that captured the nature of the supportive relationships that exist, as well as their educational environment and future aspirations (see table 1). At the end of the survey, young people (mentees) were able to provide written comments about the FUSION programme.

Table 1: Young person (mentee) - FUSION Evaluation domains

1. SUPPORTIVE RELATIONSHIPS: YOUNG PERSON (MENTEE) IS CONNECTED, RESPECTED AND CONTRIBUTES TO SOCIETY		
a	Young person experiences high quality mentoring relationship	9 questions
b	Young person experiences supportive family relationship	3 questions
c	Safe environment	3 questions
d	Community connections	3 questions
2. EDUCATION: YOUNG PERSON (MENTEE) IS ENGAGED AND ACHIEVES IN SCHOOL		
a	School environment and future aspirations	7 questions

School Point of Contact (PoC)

Four questions were posed to School PoCs that captured their views of the young persons (mentees) progress in the following areas:

1. “Is self-motivated and consistently works close to ability levels” (academic);
2. “Interacts positively with peers” (social);
3. “Is able to communicate positively with teachers” (help seeking);
4. “Is engaged in transitioning into further studies or employment” (academic).

Responses were indicated on a balanced two, three and five-point Likert scale, with responses such ranging from ‘Not at all’ to ‘Very well’. A fifth open-ended question provided School PoC staff an opportunity to comment on any component of the FUSION programme. Youth mentoring researchers (Deane, Harre, Moore, Courtney, 2017) note that short surveys are the most ideal for individuals such as school staff due to time constraints as well as reducing survey administration time. A maximum of three to five questions, with a brief rating scale system and statements, undertaken at regular intervals are an effective method of capturing progress.

4.3 How and when did we go about getting the answers?

VC and UoA staff deliberated on the range of evaluation survey methods available. Qualtrics, an electronic technological survey tool, was identified as the preferred method of collecting the information. The evaluation team acknowledged the complexities when attempting to gather sensitive wellbeing information and recognise the advantages of undertaking surveys through computers and audio technology, which has enabled improved efficiency, accuracy and quality of data (Turner et al., 1998). Young people (mentees) and school PoCs were invited by members of the VC team to complete the anonymous online survey using tablets provided by VC. The survey was undertaken in March and April 2019. It is important to exercise caution when interpreting the results, as the evaluation findings are based on a very small sample of current mentees. A further challenge lay in that a large number of FUSION mentees had completed the programme in 2018 and were uncontactable. Additionally, some of the surveys were incomplete, with respondents not completing all survey questions.

5. EVALUATION FINDINGS

The findings from survey responses from both mentees and School PoCs are presented in the following order:

1. Demographic Information
2. Responses related to supportive relationships
3. Responses related to education

5.1 Survey Respondents - Demographic Information

Young person (mentee)

A total of 12 mentees completed the survey. An interesting observation is how mentees responded to the gender question. Two of the 11 respondents identified as male and nine identified as female. Respondents were given the opportunity to self-identify, however none identified as 'rainbow' or 'faafafine'. A similar finding is presented by Lucassen (et al., 2015) who notes that this may be attributed to the way society defines sexuality and sexual identity labels.

A great deal of variation existed in mentees' ages, ethnicity and length of time involved with the FUSION programme, as reflected in tables 2, 3 and figure 2.

Table 2: Age of Young Person (mentee)

AGE	13-14	15	16	17-18
FREQUENCY	1	4	5	2

Table 3: Young person (mentee) - Ethnicity

ETHNICITY	Samoaan	Tongan	Cook Island Maori	Niuean	Maori	Asian
FREQUENCY	3	4	2	2	1	1

Note: Respondents were able to select more than one ethnicity.

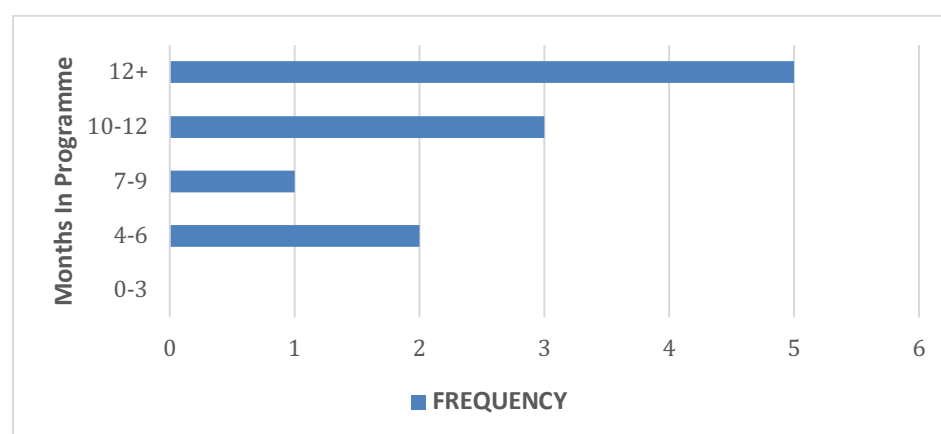


Figure 2: Young person (mentee) length of time in FUSION

School Point of Contact (PoC)

Four School PoCs from different participating schools completed the survey. Two of the PoCs had been the liaison for the FUSION mentoring programme for less than three months, while two had been liaison staff for more than a year. School PoCs were asked to indicate the number of their students involved in FUSION. Two school PoCs identified a single student and two PoCs identified a total of five students each.

5.2 Supportive Relationships: Young person (mentee) is connected, respected and contributes to society

“To feel known and genuinely accepted is a hallmark of relational health and important to helping relationships” (Liang et al., 2002)

Young people (mentees)

Quality of mentoring relationship

Mentees responded to nine questions relating to the quality of the relationship with their mentors. Questions included: the mentor’s perceived belief in the mentee, mentors’ perceived attempts to understand what is important to the young person, the mentee’s ability to be themselves with their mentor, and their mentor’s ability to help the mentee cope with challenges or concerns.

Overall results suggest a largely positive relationship exists between the young people and their mentor. In addition, young people provided positive comments on the FUSION programme:

“I love it”

“I really enjoy this; I look forward for more activities ahead”

“I love the fusion programme a lot...”

Mentors’ belief in the Mentee

As depicted in figure 3, eight of the eleven respondents rated ‘strongly agree’ or ‘agree’ to the statement ‘my mentor believes in me’, while three respondents noted ‘undecided’. None disagreed with the statement.

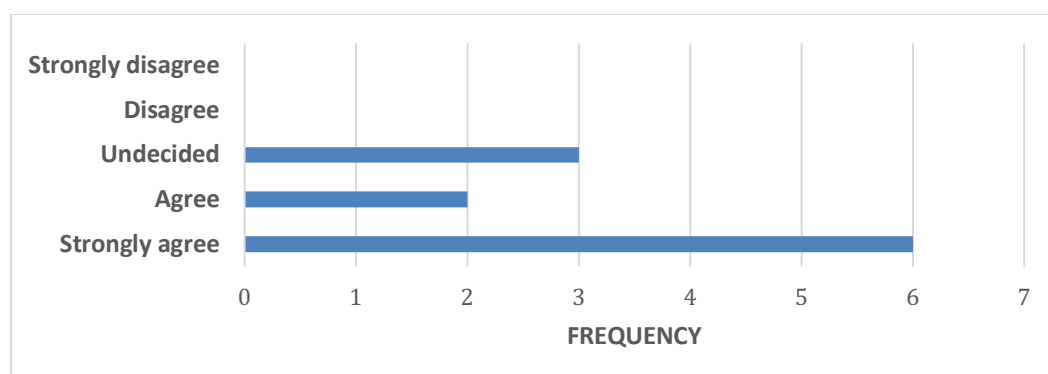


Figure 3: Mentors’ belief in the Mentee

Mentees' ability to communicate with mentor

However, there are some areas warranting further attention. In response to the question: 'How much do you talk to your mentor about things you don't want others to know?' six of the eleven participants noted that they 'never' or 'almost never' spoke about sensitive issues with their mentors (See Table 4). These findings may be attributed to the fact that some participants have only recently started in the FUSION programme. The following comments from two students may shed light on this result:

"I love the fusion programme a lot... but I have not yet been told who my new tutor is ...[and] why most of my answers are disagreeing or undecided"

"Well I haven't gotten to meet with my mentor at all ever since I've been paired with my mentor only because I couldn't reply to her messages and couldn't contact her"

Table 4: Mentees' ability to communicate with mentor

RESPONSE	Never	Almost never	Now and then	Almost always	Always
FREQUENCY	3	3	3	2	0

Young person's experiences of supportive family relationships

Mentees responded to three questions on the quality of their family relationships. Questions included how much does their mother, father (or someone who acts as their mother or father) support them, and whether they felt their other family (aiga/whanau) supported them.

Results indicate positive relationships exist between young persons and their families, as reflected in figure 4. Young people were asked 'Do you feel your other family (aiga/whanau) support you?' Nine respondents reported 'a lot' or 'some'.

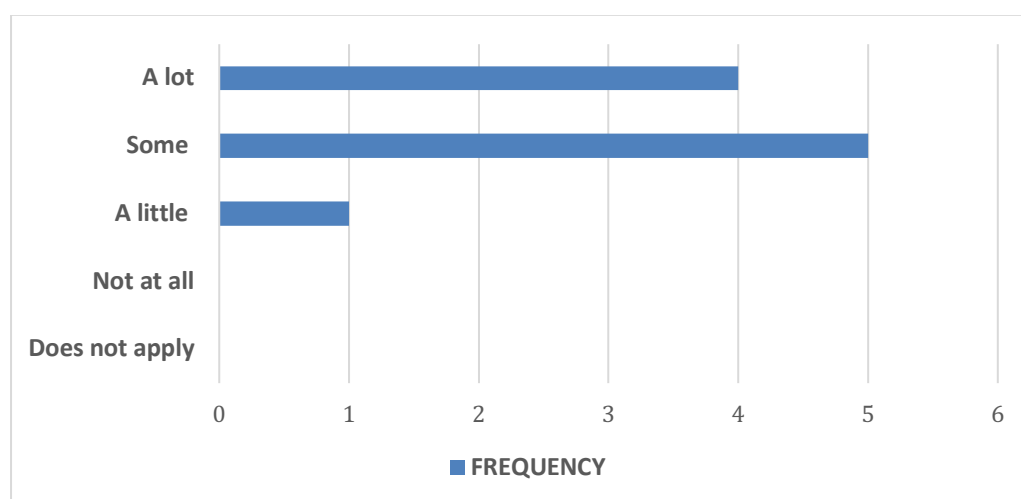


Figure 4: Family (aiga/whanau) support for young person (mentee)

Community connections

Youth participants were asked to rate the quality of community connections. Questions included how much they felt their friends supported them, whether they gave of their own time to help others in their community, and whether they undertook activities to help others at school. Findings revealed that respondents were, for the most part, well connected with their community. As reflected in figure 5, seven of the ten respondents reported that they felt ‘a lot’ of support from their friends.

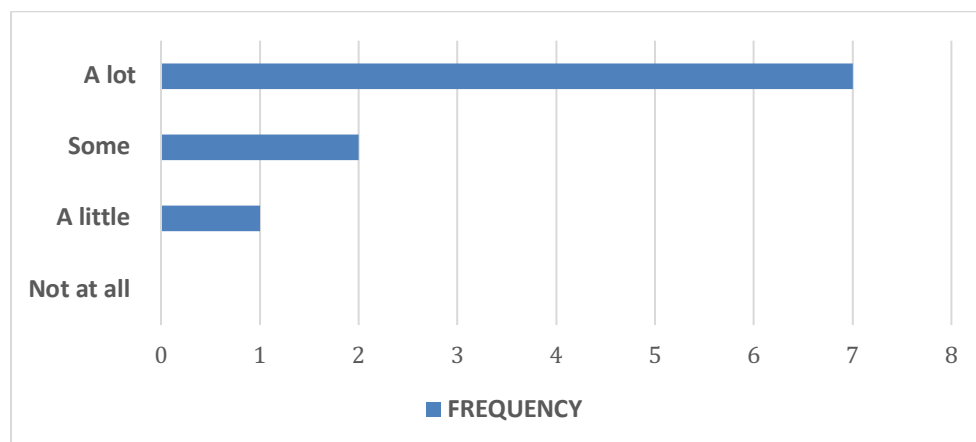


Figure 5: Support from friends

School PoCs

Community connections

School PoCs were asked to rate how well their students positively interacted with their peers. PoCs reported that eight of their 11 students interacted ‘extremely well’ and ‘very well’ (Table 5).

Table 5: Mentees positive interaction with peers

RESPONSE	Not at all	Not so well	Somewhat well	Very well	Extremely well
FREQUENCY	0	0	3	4	4

Safe environment

Young people responded to three questions relating to their safety, where they were asked to comment on whether they had witnessed yelling or violence by adults (in a place where they live), the number of times they had been hit or physically harmed on purpose by an adult, and the number of times they had been involved in a fight. There was a wide variation amongst responses within each of the three questions, which indicate while some young people have never had an experience of violence, others have had several experiences. This is probably the reality of varying environments for young people and is an area warranting further attention.

With a better understanding of the survey responses from both mentees and School PoCs about the nature of supportive relationships and their environment, we next turn to a discussion of the survey responses from both mentees and School PoCs related to education.

5.3 Education - Young person (mentee) is engaged and achieves in school

“The key to mentoring success is when everyone who has an impact on the student (family, school and community) are actively working together and involved in the mentoring experience...”

(New Zealand Youth Mentoring Network, 2016).

Young people (mentees)

Mentees responded to the following seven questions relating to their school environment:

1. *How do you feel about school in general?*
2. *Do you try as hard as you can to do your best at school?*
3. *Do people at your school expect you to do well?*
4. *Do you feel like you are part of your school?*
5. *Do adults at school support you?*
6. *In the past 12 months, how often have you been afraid at school?*
7. *In the past 12 months, how often have you been bullied in school?*

Overall, an analysis of survey results reveal significant variations in survey respondents related to levels of engagement in and experience of school. For example, out of 10 respondents:

- One reported that they ‘disliked school a lot’, whereas two respondents ‘liked school alot’.
- Four reported that adults at school supported them ‘alot’, while one respondent report ‘not at all’ and one reported ‘a little’.
- Two reported being afraid at school ‘about once or twice’ in the past 12 months, while eight respondents had ‘not been afraid’ at school in the past 12 months.
- One reported being bullied in school ‘about once a week’, whereas nine had ‘not been bullied’ in the past 12 months.

Effort at School

On a positive note, seven of nine respondents reported that they ‘always’ or ‘almost always’ try as hard as they can to do their best at school (see figure 6):

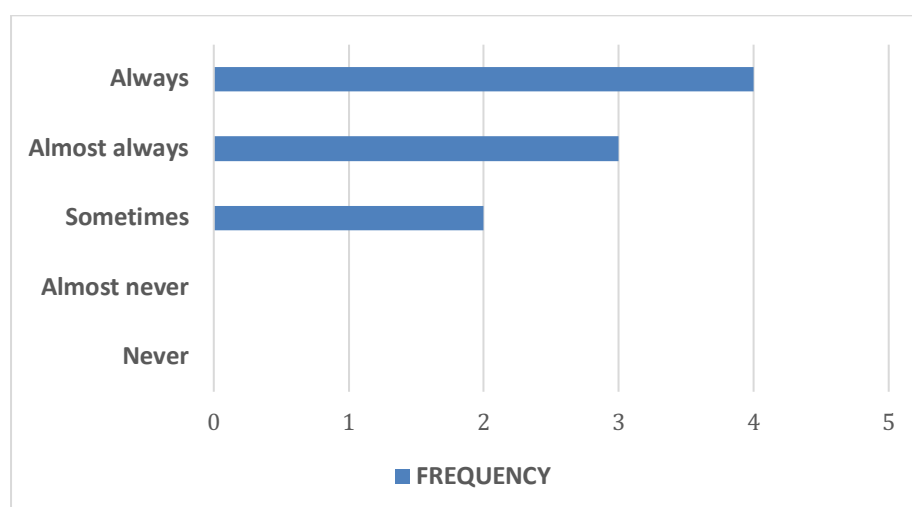


Figure 6: Young person’s effort in school

Expectations and Connections at School

However, as reflected in tables 6 and figure 7, slight variations existed when exploring the expectations of adults for the young person to do well and the young person's connection with the school.

Table 6: Expectations at School

RESPONSE	Always	Sometimes	Never
FREQUENCY	4	5	1

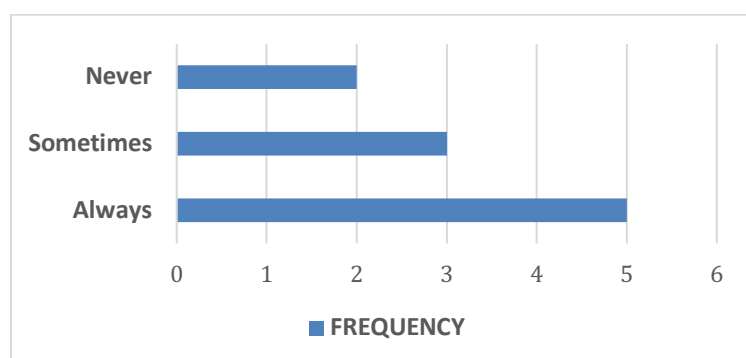


Figure 7: Connection at School

School PoC

School PoCs were asked three questions that provided an indication of students education motivational levels, communication with teachers and students engagement into further studies or employment. As reflected in the following tables, similar proportions of students scored 'extremely well' or 'very well' in these three areas (n=8, n=9, n=10 respectively).

Table 7: The student is self-motivated and consistently works close to ability levels

RESPONSE	Not at all	Not so well	Somewhat well	Very well	Extremely well
FREQUENCY	0	1	2	6	2

Table 8: The student is able to communicate positively with teacher

RESPONSE	Not at all	Not so well	Somewhat well	Very well	Extremely well
FREQUENCY	0	0	2	7	2

Table 9: The student is engaged in transitioning into further studies or employment

RESPONSE	Not at all	Not so well	Somewhat well	Very well	Extremely well
FREQUENCY	0	0	1	9	1

6. DISCUSSION

A broad range of interwoven components are required to deliver a robust youth mentoring programme. This formative evaluation focused on two specific areas for young Pacific rainbow youth involved in FUSION. Firstly, to ascertain the quality of their significant relationships, and secondly to explore their engagement in their current schooling environment. Despite the small sample, this evaluation of FUSION has elicited valuable information about the Pacific rainbow youth mentoring programme. It is once again emphasised though that we should exercise caution when interpreting the results, as the evaluation findings are based on a *very small* sample of *current* mentees. A further challenge lay in that a large number of FUSION mentees had completed the programme in 2018 and were uncontactable. Additionally, some of the *surveys were incomplete*, with respondents not completing all survey questions.

6.1 Supportive Relationships

“Relational satisfaction is the most common forms of current MRQ [Mentoring Relationship Quality] assessments and is associated with some of the strongest research on how much quality relates to outcomes. The central facet of relational satisfaction, closeness, is marked by connectedness, appropriate sharing, and reciprocal feelings of care”
(Nakkula & Harris, 2013, p.48)

Young people thrive in environments where they are connected, respected and contribute positively to society (New Zealand Youth Mentoring Network, 2016). Findings show that overall Pacific rainbow participants reported relatively good relationships with their mentors and enjoy the FUSION programme. There were some instances however, where participants noted that they had not yet met their mentor for 2019 and were unable to comment on their ability to communicate with their mentor. It will be valuable to observe participants responses when this survey is re-administered and whether this may change.

Pacific rainbow participants also report experiencing supportive family relationships and good community connections, such as relationships with friends and service within their community. School POCs also noted that Pacific rainbow participants interacted positively with their peers. There is ample evidence that shows young people who experience supportive family and peer relationships are less likely to engage in concerning risk-taking behaviours (Mmari & Sabherwal, 2013).

Some of the Pacific rainbow participants reported having experienced incidents of violence, either being harmed themselves by an adult, witnessing violence by adults and being involved in fights. This is a serious concern and warrants further attention, but the data were too distributed to draw any useful conclusions about what this may mean for the FUSION programme. The Village Collective team may wish to further explore this issue and introduce strategies and interventions to ensure the safety of Pacific rainbow young people. Future FUSION surveys should more deeply explore the magnitude of this issue.

6.2 Education

“One good relationship can transform a life; it can become the means by which a young person connects with others, with teachers and schools, with their future prospects and potential”
(Rhodes, 2002 as cited in New Zealand Youth Mentoring Network, 2016)

Evidence shows that young people who are engaged and achieve in school and who have identified future aspirations are less likely to engage in risk-taking behaviour (Mueller, et al., 2010; Paul, Fitzjohn, Herbison, et al., 2000). Evaluation findings show that overall Pacific rainbow participants reported engagement in their school community and that school is a relatively safe environment. It is encouraging to see that many of the respondents tried hard to do their best at school. However, although in the minority (and from a very small sample) there were instances where some participants noted feeling afraid at school, did not feel part of school, and experienced bullying on a regular basis.

These findings highlight potential areas that the Village Collective team may wish to consider further exploring and addressing. For example, the team may wish to partner with their local secondary liaison staff and school management to explore strategies to better support Pacific rainbow youth and address bullying culture. Future FUSION surveys have the potential to shed further light on this phenomenon.

7. CONCLUSION

Village Collective is committed to equipping Pacific youth with knowledge and resources they need for better-informed well-being and sexual health decisions (Village Collective, n.d). While international and national studies highlight the experiences of rainbow youth and the benefits arising from mentoring programmes, there are few that specifically focus on the issues facing Pacific youth in Aoteroa New Zealand. The FUSION programme provides an opportunity for young Pacific rainbow young people to receive one-on-one support from an adult mentor. FUSION has the potential to offer multi-faceted support that is potentially profound, addressing social, educational, physical and spiritual wellbeing of Pacific rainbow youth.

Effective youth mentoring programmes must enable young people to navigate the everyday domains that make up their lives. This is a difficult, but not an impossible task. While this evaluation has focused on two specific domains and has highlighted potential areas for further attention, it has only begun to scratch the surface. It is crucial that these findings are used as a platform to develop future-focused evaluation activities.

Future-focused Evaluation

The development of a logic model and evaluation framework formed a significant part of the formative evaluation partnerships and enabled Village Collective to target evaluation activities alongside the organisation's strategic priorities. However, it also highlighted the work still to be done to ensure other activities of the Rainbow Fale programme meet the needs of the people it serves. The purpose of this evaluation was to better understand the strengths and weaknesses of FUSION in order to aid future directions of the particular programme. It is anticipated that the learnings gleaned from this evaluation process will be replicated to other service components offered by Village Collective. Decisions will have to be made about where limited resources and staff expertise can be invested to enable the best possible assessment of programme quality and delivery.

In terms of our learning about the Rainbow Fale, it became clear that there are still many unanswered questions. Areas in the logic model that require deep thinking include the ability for the Village Collective team to articulate their theory of change. Broad questions include: How well is FUSION *designed* to meet the needs of mentees, and how well is the CMP being *implemented* to respond to the needs of mentees. Insights gained from the qualitative data gathered in this formative assessment will inform the next stage in the development of this project.

Capturing Medium and Long-term Outcomes

Village Collective must consider the best ways to capture data, including its medium and long-term outcomes that include, but are not limited to:

- Attendance and engagement by young person (mentee), mentor and family members with Fusion Events.
- Young person (mentee) reports positive mentor, peer, family and /or community relationships.
- Higher scores of young person (mentee) reporting healthy relationships.
- Young person (mentee) increased attendance and punctuality to class.

- Young person (mentee) gains NCEA credits to pass each of their subjects.
- Young person (mentee) reports higher scores on engagement /achievement in school.
- Young person to have developed an action plan, SMART goals to explore career pathway (training, education and employment).

A robust evaluation of the outcomes of FUSION will need to incorporate both qualitative and quantitative measures.

Wider Consultation

The development of the FUSION Programme Logic Model and Evaluation Framework involved staff Village Collective and the University of Auckland. Wider consultation and refinement of the Programme Logic Model will ensure that stronger alignment to strategic priorities and commitment from key stakeholders. These stakeholders include Pacific rainbow young people, parents and family members, school liaison staff, youth mentoring experts and current and prospective funders. This can provide an opportunity for Village Collective staff to have robust conversations with funders regarding their expectations on reporting outcomes.

Professional Development of Staff: Building Evaluation Expertise

This co-construction evaluation design has enhanced Village Collective staff's research and evaluation skills necessary for programme development and refinement. This aligns with Village Collective's National Strategy Work Stream 4: *"Developing a robust evaluation framework"*. When staff are engaged in the evaluation process, they are able to have a better understanding of how the various programmes offered within its service works. In addition, they are able to understand how change is intended to occur. This will enable staff to review potential programme changes and decide whether such changes will support efforts to meet the overall goal of the programme.

An essential part of evaluating current services requires accurate and timely recording of caseload data such as the number of young people mentored through FUSION and their time spent on the programme. Good quality data will enable Village Collective to measure and report on various programme outcome areas, including the quality of the mentoring relationship. Ultimately, this information will be used to ensure that Pacific rainbow youth are provided with a high-quality responsive service that acknowledges the complexity of their issues and is a programme that will evolve to meet their changing and ongoing needs and supports them to thrive.

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APPENDICES

APPENDIX 1: FUSION PROGRAMME LOGIC MODEL

Inputs	Activities	Outputs	OUTCOMES		
			Short-term (3-12 months)	Medium-term (1 -2 years)	Long-term (3-5 years)
In order to accomplish our results we need the following resources and tasks (completed or ongoing):	In order to achieve our results we will conduct the following service activity:	We expect that once completed or underway this activity will produce the following outputs:	We expect that if completed or ongoing this activity will lead to the following short-term outcomes:	We expect that if completed or ongoing this activity will lead to the following intermediate outcomes:	We expect that if accomplished this activity will lead to the following end results
<i>Fusion programme provides:</i>		Supportive Relationships			
Volunteer Mentors	Volunteer mentors are matched with young person (mentee), aged 13-17 identified by the School Point of Contact (PoC). Mentor and young person (mentee) meet at least once a week (or fortnight) for at least 1-2 hours over the year at agreed-upon locations and have telephone, email or text contact on a fortnightly basis. Activities are youth-oriented and may include: eating meals together at	Mentors and young person (mentee) meet regularly for 12 months.	A trusting relationship develops between mentor and young person (mentee)	Young person (mentee) experiences positive mentor, peer, family and/or community relationships	Young person (mentee) reports positive mentor, peer, family and /or community relationships
Volunteer Mentor background checks (screening and police vetting)		Indicator: Number of weekly/fortnightly meetings and contacts over a 12-month period; average duration of weekly/fortnightly meeting.	Short-term indicator: Young person (mentee) regularly attending mentoring sessions.	Medium-term indicator: Attendance and engagement by young person (mentee), mentor and family members with Fusion Events	Long-term indicator: Higher scores of young person (mentee) reporting healthy relationships
Training and materials for mentors (x4 workshop & mentoring manuals)					

	restaurants (McDonalds) or other locations that mentors and young person (mentee)s select together. A Fusion community event will take place four times a year that young person (mentee)s, their families and mentors attend.	Measurement tool:	Measurement tool:	Measurement tool:	Measurement tool:
Pairing/Matching of young person (mentee) (n=45) and mentor		Mentor report	Mentee survey	Mentee survey	Mentee survey
Ongoing supervision and support through regular meetings with mentor			Mentor report	Mentor report	Mentor report
Ongoing support through regular meetings with Secondary School Point of Contact (PoC)			Mentee post-it notes	School PoC report	School PoC report
				Mentee post-it notes	Mentee post-it notes
<i>Support from School by School Point of Contacts: identification of young person (mentee)</i>		Education			
Otahuhu College			Young person (mentee) increased attendance and punctuality to class.	Young person (mentee) gains NCEA credits to pass each of their subjects.	Young person engaged in education and achievement of NCEA Level 3 certificate.
Papakura High				Young person to identify potential career interests	Young person to have developed an action plan, SMART goals to explore career pathway (training, education and employment)

James Cook High					Young person identifies support to implement plan towards tertiary education, training or employment goals
Alternative Education in Papakura			Short-term indicator: Young person (mentee) regularly attending school.	Medium-term indicator: Young person (mentee) reports higher scores on engagement /achievement in school	Long-term indicator: Young person (mentee) positive future aspirations
Mt Hobson Middle School			Measurement tool:	Measurement tool:	Measurement tool:
Aorere College			School PoC report	School PoC report	School PoC report
Cut Above Academy			Mentor log	Mentee Survey	Mentee Exit Report
			Mentee post-it notes	Mentor log	Mentor log
<i>Funding for programme</i>				Mentee post-it notes	Mentee post-it notes
Ministry of Health					
Foundation North Grant					

APPENDIX 2: FUSION EVALUATION DESIGN

Overall Programme Goal	Achieved through	Evaluation Domains		Intermediate effect
<p style="text-align: center;">Young person (mentees) experiences positive sexual and reproductive health and well-being</p>	1) Supportive Relationships: Young person (mentee) is connected, respected and contributes to society			
	1.a Mentoring programme	1.a	Young person experiences high quality mentoring relationship: trust, helping behaviours and safe environment	Healthy relationship with a caring adult
	1.b Family	1.b	Young person experiences supportive family relationships	Improved emotional/ behavioural coping skills
	1.c Safe environment	1.c	Young person safe in their environment	Improved problem solving and help seeking skills
	1.d Community connections	1.d	Young person experiences connection with their local community	Sense of belonging
	2) Education - Young person (mentee) is engaged and achieves in school			
	2.a Young person is engaged in education	2.a	Consistent / Improved School engagement: achievement and safety at school	Improved interpersonal skills and knowledge
	2.b Young Person is supported to transition into further studies and/or employment	2.b	Improved aspirations / future orientation	Ability to plan for a positive future

APPENDIX 3: PROJECT DELIVERABLES - CCRE AND VILLAGE COLLECTIVE AGREEMENT

The consultancy between the University of Auckland, CCRE and the Village Collective focused exclusively on the Rainbow Fale programme to jointly:

Part 1

- Develop the most appropriate evaluation design and measures for the rainbow programme
- Assess the availability of data to be used for evaluation
- Consult on a survey to collect additional evaluation data
- Consider the ethical implications and responsibilities of both parties

Part 2

- Finalise an evaluation design for the FUSION programme
- Select the appropriate population and sampling strategy for the evaluation data
- Continue to assess the availability of data to be used for evaluation
- Explore creative options for primary data collection
- Design a survey to be implemented by the Village Collective
- Implement appropriate techniques for data capture and analysis
- Explore ways to effectively disseminate findings