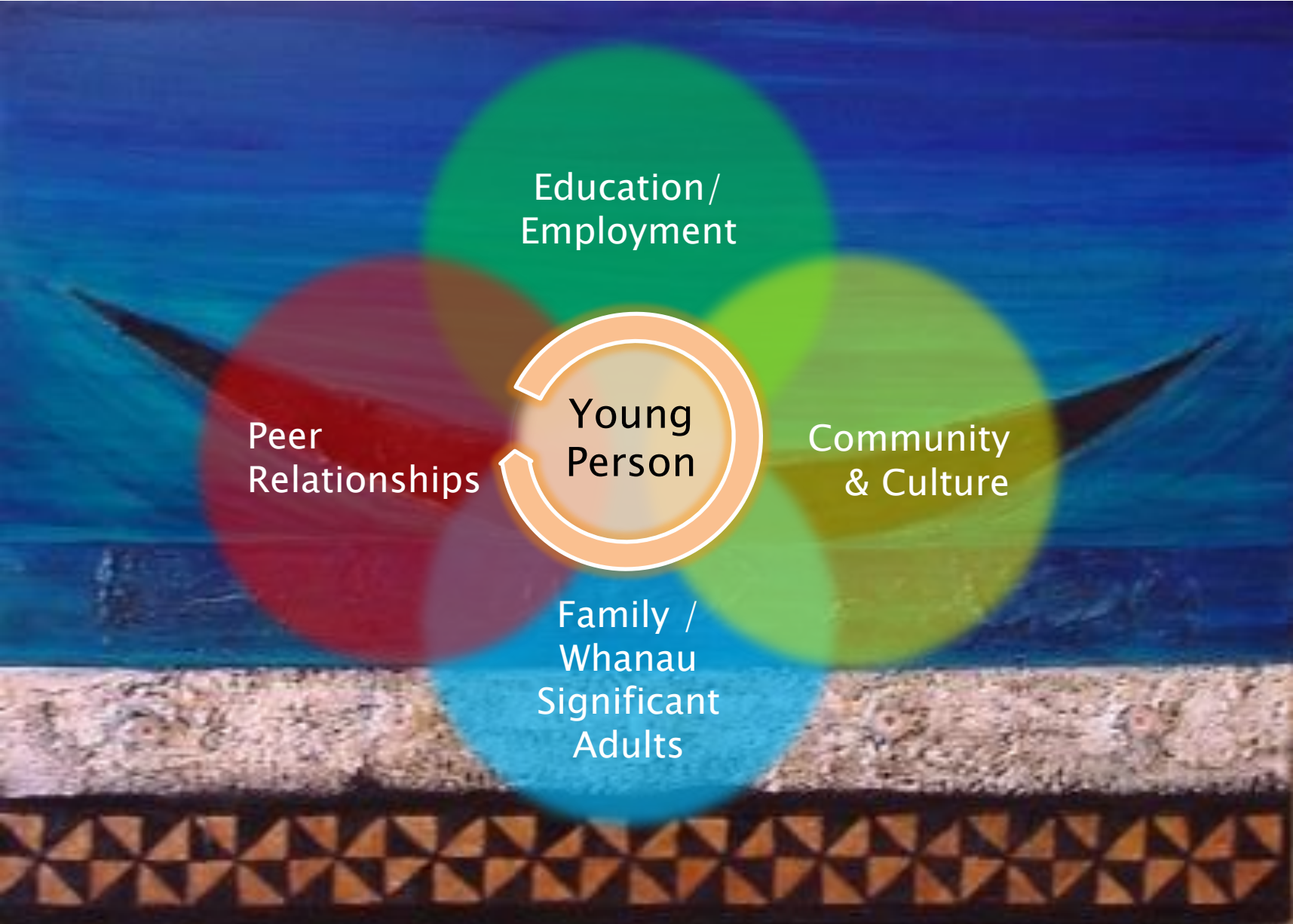




“ I HAVE
ADREAM ”

CHARITABLE TRUST
NEW ZEALAND

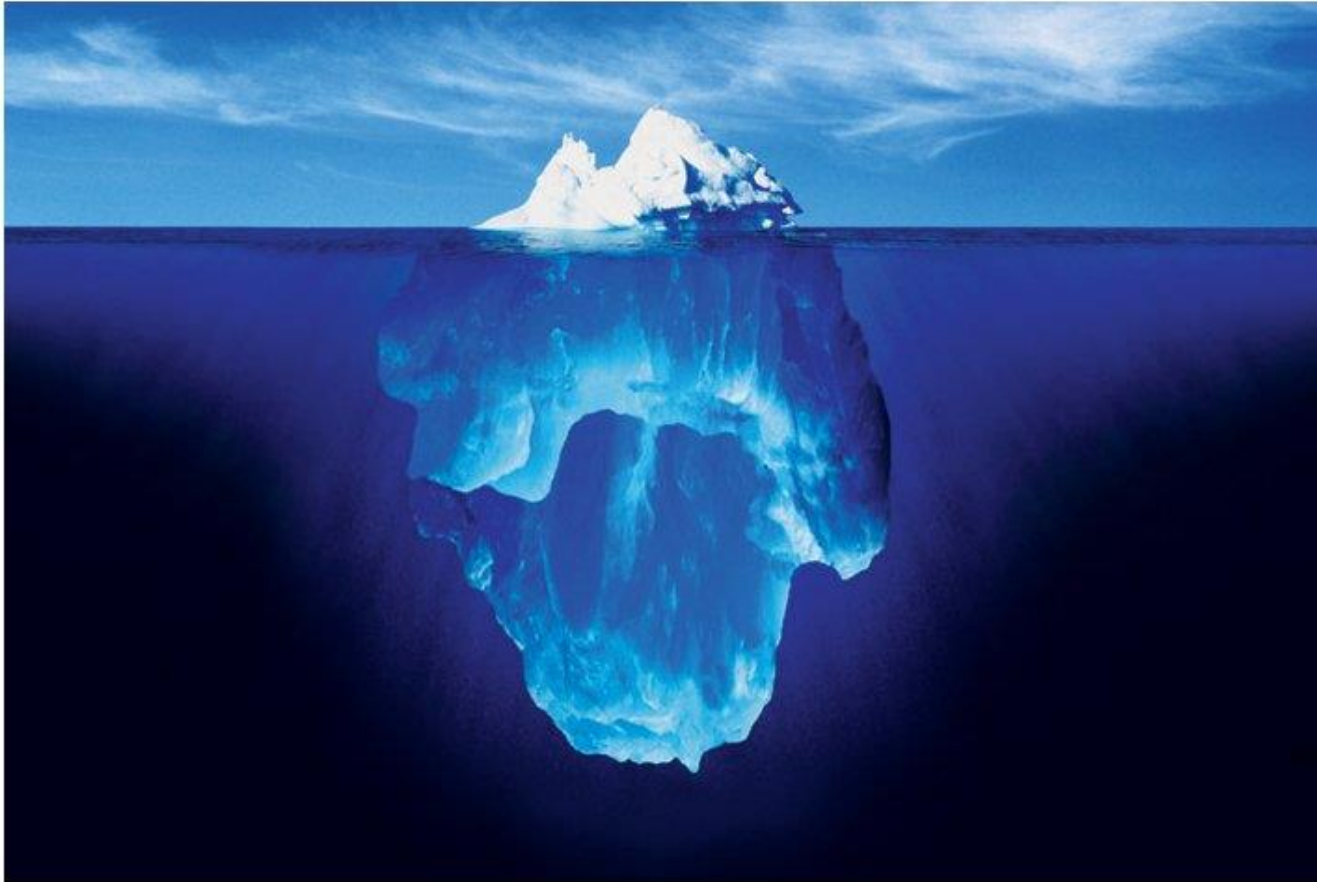
5 Evidence Based Arguments you SHOULD have
to advocate for young people



Argument Number One:

The School

The Iceberg Theory



Research - Student Feedback

- *If it hadn't been for IHAD I would not have made it through Year 11 – the Mentor, the After School Programme, the help I got when I was in trouble in Year 12. Coach put in a good word - I would have got kicked out. Then he helped me find another school. It made all the difference. (Dreamer)*
- *I wouldn't have been so sure about what I wanted to do. I probably wouldn't be taking uni-approved subjects. I've struggled at school and it would have been easy to give up. But Ant, Lynn and my Mentor have been there for me. (Dreamer)*

Research – Student Feedback

- *Lots of my family members have dropped out of school and I wanted to drop out of school. I would definitely not made it this far. Ant and Lynn hung in there with me. My Mentor has been there for me. My Mum sees school as my business and it's up to me to do it on my own. She has so much going on but she pays the fees and worries about me getting to school. My Mentor does more than that. She keeps in touch with my teachers, she checks that I'm getting to class and that I'm not behind. She asks the teachers questions when I am too scared to ask. She bought me a wall planner and helps with my homework even when she's tired. She's an on-tap Tutor.*

Research – Student Feedback

- *Ant and Lyn stood up for me – they told the Principal I have potential, that I can do the work, I just need support. I cried because no one has stood up for me like that, other than my parents. It was unexpected and I didn't deserve it. But they did it. (Dreamer)*
- *When I am in trouble, they always have my back - talking to me and speaking up for me with the staff. I could easily have left in Year 10 or 11. I haven't. And the last thing I want to do is to end up in a gang like my brother. I want to avoid that. (Dreamer)*

Research - Student Feedback

- *I am so much better off because of IHAD. He gave me some careers advice and then we talked with my parents. We mapped out a course and looked at options. It felt good – people looking out for me, people who can see ahead and guide me. (Dreamer)*
- *He has helped out with what subjects to be taking and expectations of Merits and Excellents to get me into my university course. He helped me get a full timetable at the beginning of the year and keeps harping on about what I need to do next. I would have left school or gone off track, definitely wouldn't have been achieving as well as I am now without all this help. (Dreamer)*

Research - Staff Feedback

- *In year 12 I stood in lines at school for one and a half days with (a student) to see the heads of departments, just to get her a timetable, because in 5 of her 6 subjects she had not met the schools strict criteria. Some of the Dreamers' peers have been asked to leave or have to go back to school next week to see if they have a place this year. Even the option of re-taking Level 1 courses is met with, "Year 11 students have the priority in filling Level 1 classes. Year 12 students wishing to repeat Level 1 subjects will just have to wait and see what is left'. (I Have a Dream Coordinator)*

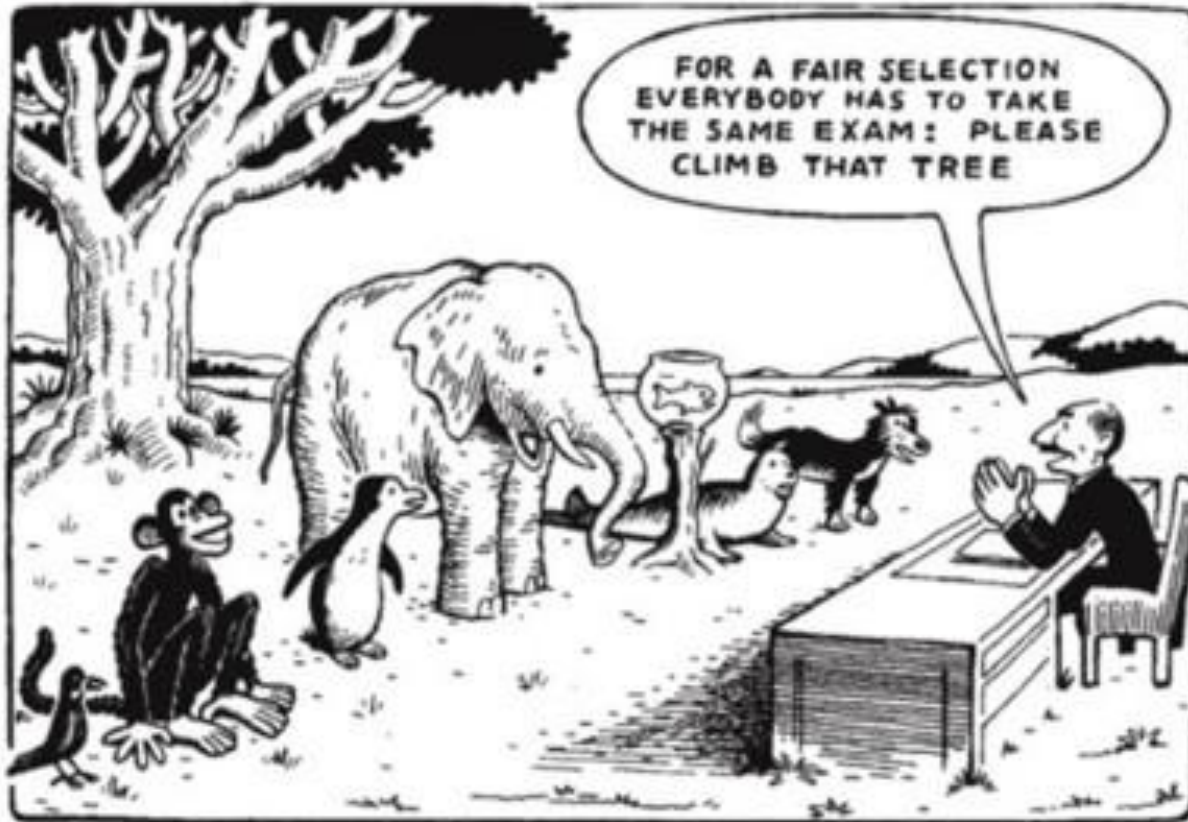
University Approved Subjects

	Year 12		Year 13	
	IHAD	CG	IHAD	CG
No. of subjects	No. of students (N=36)	No. of students (N=22)	No. of students (N=32)	No. of students (N=20)
6	3	-		-
5	9	1	6	1
4	2	1	4	1
3	5	2	3	-
2	5	2	4	2
1	8	7	5	4
Totals	89% (32)	59% (13)	69% (22)	40% (8)

Argument Number Two:

Community and Cultural Capital

Our Education System



Research - Student Feedback

- *Mentoring is the best thing about this year. I speak to him about everything.... He is the reason I haven't stopped studying. He's introduced me to people (in the area in which the Dreamer will study), taken me to work places and helped out with tutoring. I owe him so much, I will definitely keep up the relationship. (Dreamer)*

Research - Student Feedback

- *Neither of my parents has been to university. They don't understand the expectations of school, let alone university. They don't understand about NCEA or know about subjects like Science. I know I would have taken easier subjects, just to get the credits easily. Mentoring from Ant has kept me on track with the uni-approved subjects. I would still have wanted to be a nurse but I've got higher expectations because of IHAD. I'm getting Merits and Excellents and, eventually, I'd love to be a doctor. (Dreamer)*

Research - Mentor Feedback

- *I helped with the enrolment - took him to a lawyer to get papers signed and went to the university with him to enrol. There was lots of to-ing and fro-ing but you just have to do it. It doesn't matter how many taxis and how many phone calls – you just have to do it. (Mentor)*

Research - Tutor Feedback

- *At the after school programme it's like being at home – food, a computer, a comfortable environment, help on tap. (Tutor)*

Argument Number Three:

The Family



A Student's Story

- *My parents didn't want me or my sisters to experience life like this when we get older so my father always tried getting us extra tuition after school to help us and we'd join Tongan homework centres for extra help. But disaster struck and the homework centre was closed down. Then suddenly the IHAD programme started and our prayers were answered because at least one of their children was given hope. Ever since then my mum is always telling my extended family and church community about the "IHAD" programme and how blessed our family is. Up until now they are still giving thanks to the Lord and asking Him to bless Scott, Coach Ant and Lyn for everything they've done.*

Researcher Statement

- *Many more family meetings were held this year involving Dreamers, the Coordinators, the Mentors and the parents. These meetings were precipitated by tracking student achievement data, concerns expressed by a Mentor or a Dreamer about the mentoring, a crisis at school, Dreamer behaviours in the community or at home and sometimes a combination of the above. These forums provided valuable opportunities to put issues on the table and stop any 'gate-keeping' on the part of the Dreamer; to give everyone, especially parents, an honest and current appraisal of the Dreamer, particularly in relation to school; and to get collective input and buy-in to solutions.*

Research – Student Feedback

- *You can't get away with much. As soon as there's trouble you can be sure the parents will know about it. And then they (the Coordinators) will call a meeting and things get sorted. It has its good and its bad side. You know they are right, and they always agree (the Coordinators and the parents) but it's just so annoying! (A Dreamer)*

Argument Number Four:

Peer Relations

A Dreamer Family



Research – Student Feedback

- *It's great having Dreamers taking the same subjects, like Classics. We work together and swap ideas with others taking the same subject but at different schools. We spur each other on. (Dreamer)*

Argument Number Five:

The Student

Believing in Anna

“Every Child needs at least one adult that is irrationally crazy about them” (Urie Bronfenbrenner)



“You know I wanted to stay home today, but I got your letter out again and started reading again, and it gave me a boost to get up and go to school. I prayed last night by myself for the first time. Shocking huh! But i felt good after i prayed and I had a really good sleep 😊 Thanks Coach a.k.a Dad 😊”

**Why bother having
these arguments?**

Values & Beliefs / Theories of Development

Model of Practice for Youth Work
Created by Ant Backhouse 2012

Policy & Procedure

Research & Evaluation

Training

Positive Peers

Mentoring

The Young Person

Family

Community

Legislation

Code of Ethics

Communication

Culture / Social & Economic Context / Te Tiriti o Waitangi

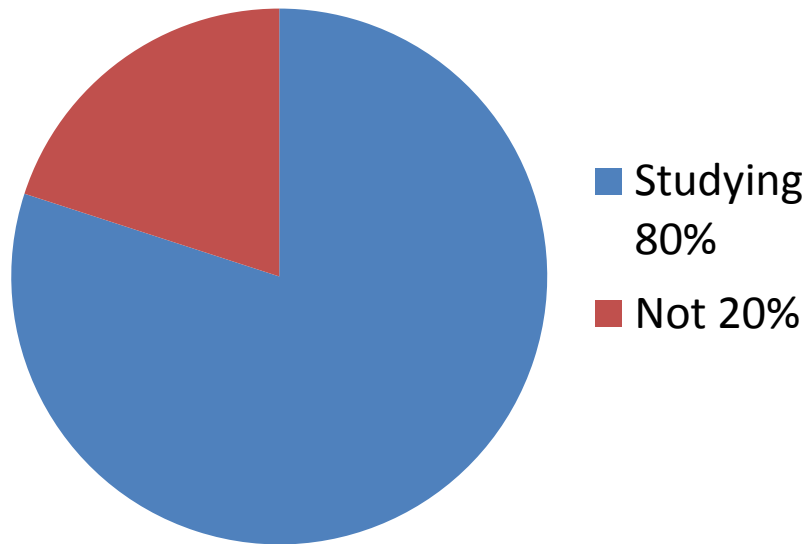
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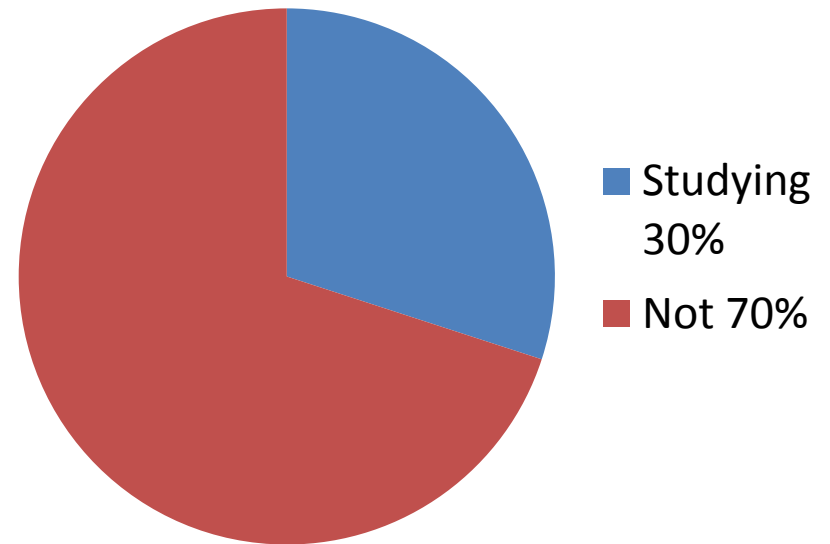
Evidence it works!

In Certificate, Diploma, Degree Level Study in first year out of high school.

Dreamers Group



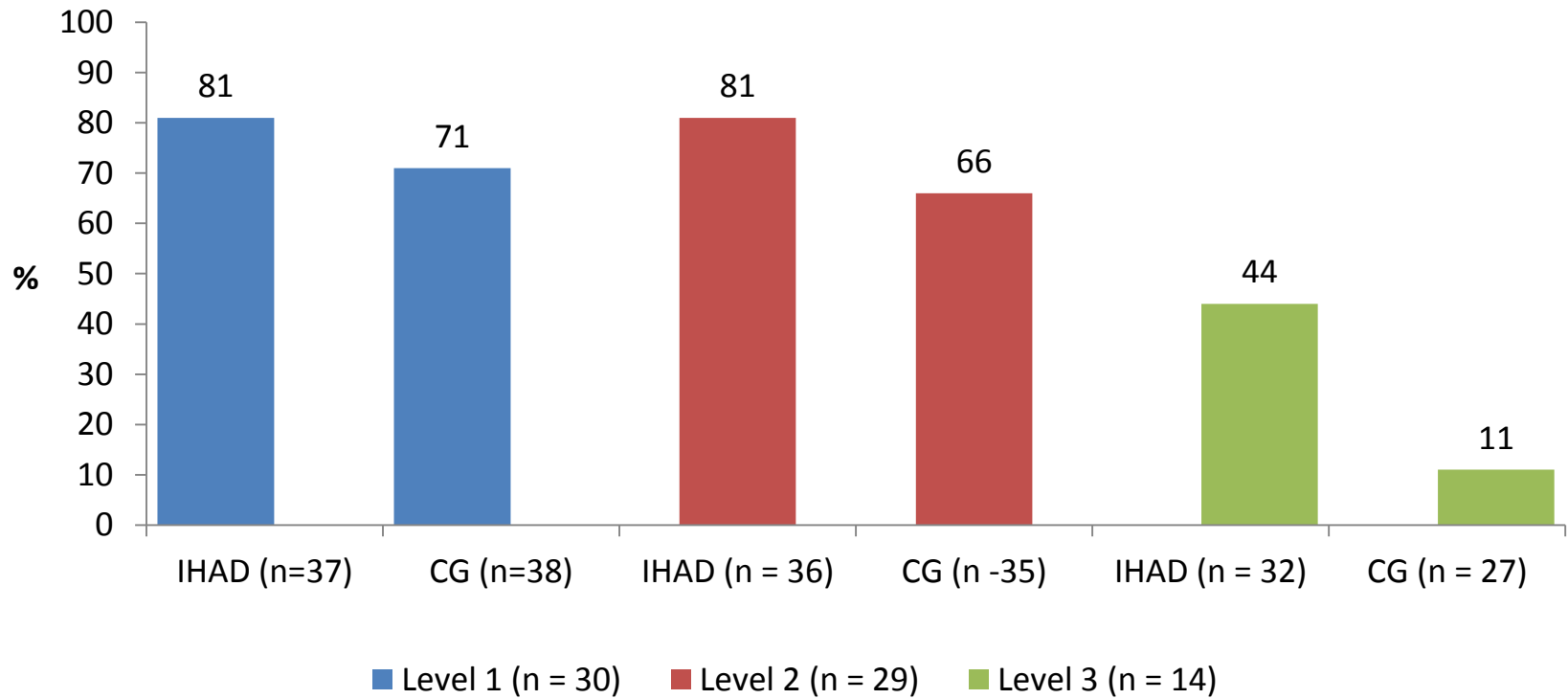
Comparison Group



Dreamers vs Comparison Group

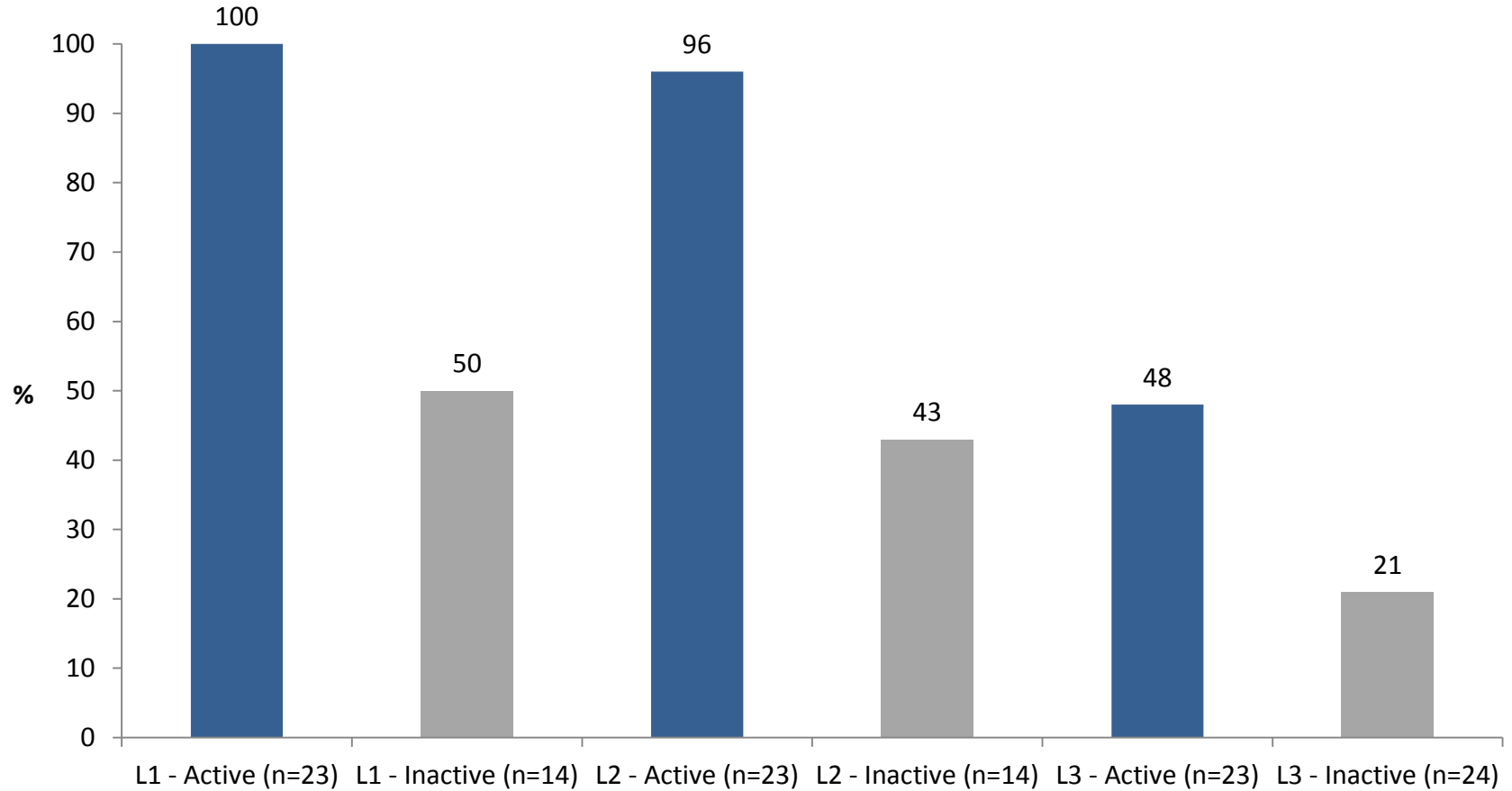
NCEA Results

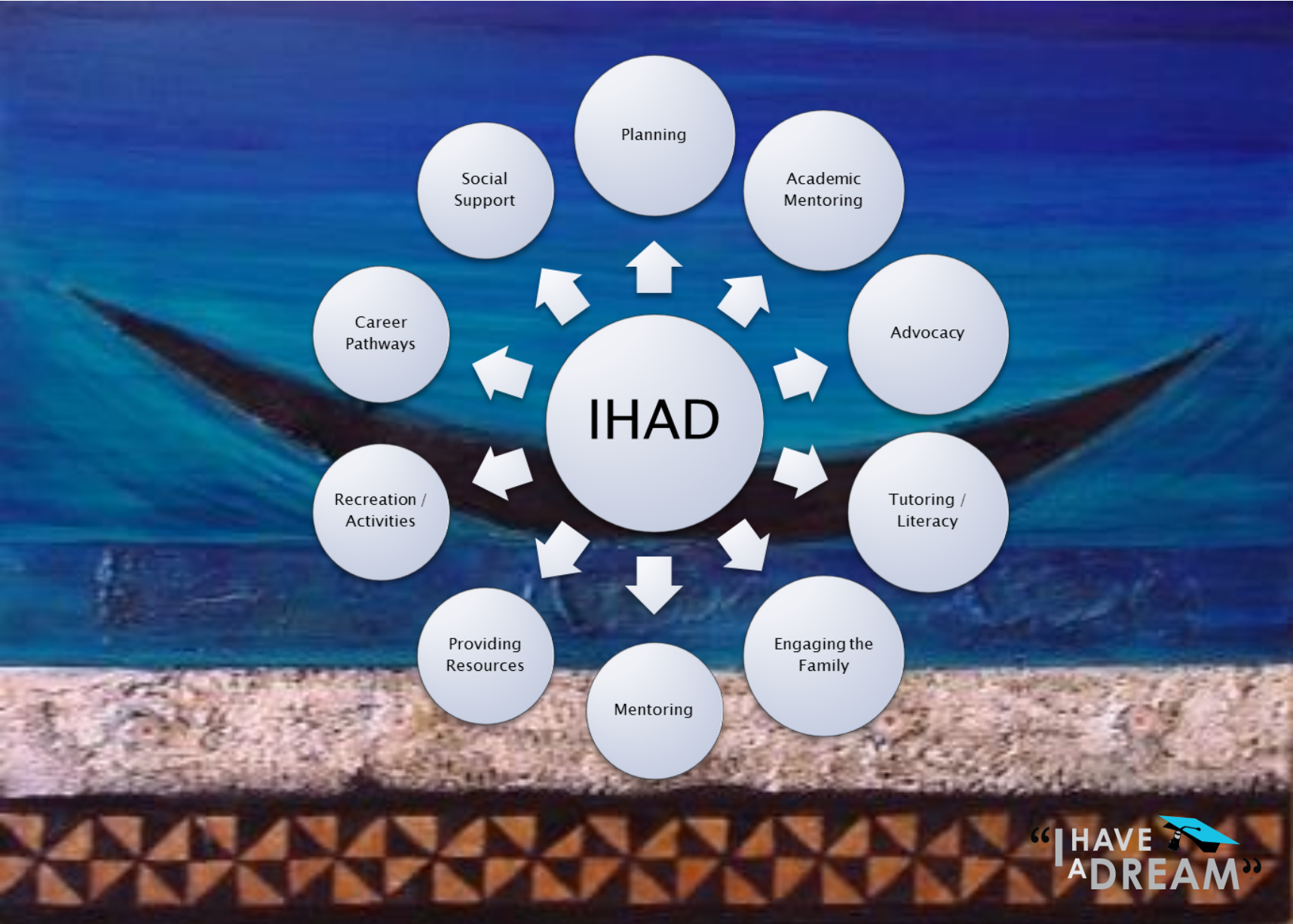
Cumulative NCEA Level 1-3 pass rates for Dreamers and CG students



NCEA Results

Cumulative NCEA Level 1-3 pass rates for Active and Inactive Dreamers in NZ





“I HAVE A DREAM”

CIRCLE OF COURAGE

Atawhai
Generosity

Belonging
Whanaungatanga

Independence
Mana Motuhake

Tohungatanga
Mastery



“I HAVE
A DREAM”

Read more or watch the video's
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