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Centre Profile

The Youth Research Centre, established in 1988, is located within the Melbourne Graduate School of Education. The Centre is committed to research that benefits young people, where possible involving them in research. It is also committed to improving practice in the education, youth, health and community sectors. This is achieved through its research and development programs, as well as its role in teaching and research training.

The Centre’s research and development is informed by a holistic approach to young people’s lives in a context of social and economic change, including formal and informal learning settings, work, home and leisure. It seeks to understand the interrelationships between these dimensions of life and young people’s learning, participation, health and wellbeing.

Research and development is organised into three programs:

- Youth Transitions
- Youth Participation and Citizenship
- Youth Health and Wellbeing

Projects focus on young people in the middle years of schooling through to young adulthood, and on the institutions and organisations that serve their needs, spanning a number of educational phases and working across policy areas. These programs are well-connected to international research collaborations and the Centre undertakes research in international as well as local settings.

The conceptual frame for the Centre’s work is in the field of educational sociology. This provides a basis for inter-disciplinary approaches to research, professional development and teaching, including disciplines such as the arts, health sciences, psychology, education and history. This approach is implemented through partnerships within the Melbourne Graduate School of Education as well as with other faculties and schools at The University of Melbourne and with researchers in other universities in Australia and internationally. The Centre uses innovative methodologies and where possible takes a mixed (quantitative and qualitative) methods approach.

For more information about the Youth Research Centre, visit our website: http://www.edfac.unimelb.edu.au/ycr/
From the Director
Celebrating 20 years of the Youth Research Centre

2009 was a special year for the Youth Research Centre marking our 20th birthday. The Centre was established at the Melbourne College of Advanced Education in 1989 in order to provide a more systematic body of evidence about issues relating to young people's lives, with strong support from the youth sector and in particular, from the Victorian Government Office for Youth. In 2009, we are Australia's premier youth research centre, with a strong national and international suite of research and development projects and teaching programs, as this annual report documents.

I draw attention to three significant developments in 2009 in each of the Centre's research programs.

The Youth Health and Wellbeing program consolidated its international presence through the successful implementation of a suite of international projects in the Asia-Pacific region. These projects, led by Dr. Helen Cahill, involved the development of partnerships with international organisations (particularly UNICEF) as well as with local organisations in Vietnam, Hong Kong, the Philippines and Thailand. The nature of this engagement also includes providing policy and program advice to UNICEF. Some of this development has been supported through an emerging partnership between the Youth Research Centre and the Nossal Institute for Global Health at The University of Melbourne. These international developments were implemented in addition to continuing to have strong local research and development partnerships with the Royal Children's Hospital and government departments.

A milestone for the Youth Transitions program was the successful award of a further five-year ARC Discovery grant (of over $1,000,000) in 2009 to continue the cohort studies of the Life-Patterns program, led by Professor Johanna Wyn. This is especially significant for the Life-Patterns program because it will enable the study to begin making a direct comparison between young people who graduated from secondary school in 1991 and those who graduated in 2006, starting when the second cohort is aged 23 in 2011. In 2009 Professor Johanna Wyn and Professor Lesley Andres completed the manuscript for a book comparing the lives of young Canadians and Australians, drawing on the Life-Patterns data and data from Andres' Paths on Life's Way longitudinal research program. This book, The Making of a Generation: The children of the 1970s in Adulthood, will be available in 2010 from Toronto University Press. In addition, the Youth Transitions program, which is led by Dr Helen Stokes, conducted a suite of projects based internationally and locally including the development of a national youth policy for Bhutan funded by UNICEF and with support from the Nossal Institute for Global Health. Locally the Youth Transitions program worked with range of agencies to develop models and evaluate their service delivery.

The Youth Participation and Citizenship program, led by Dr Ani Wierenga also reached a point of consolidation. A central component of this program area is also an international program, Youth-Led Learning, which is an ARC Linkage project, based on a partnership with Plan International Australia and RMIT University. The research has impacted on the organisation of programs within Plan International Australia and is generating new understandings of global citizenship education. Dr Wierenga’s book Making a Life was published in 2009. This book documents the lives of young people over a 20 year period in a changing rural community. This annual report also documents the range of other research and development programs that contribute to knowledge...
about youth participation and citizenship.

I would also like to highlight another significant milestones for the Centre and its staff. In December, Helen Stokes graduated with her PhD, which explores young people’s experiences of career education, part time work and work placement. Congratulations Helen!

In 2010, the Centre will build on these achievements through the further consolidation of research partnerships, the development of competitive grants to support its programs with long-term funding and the consolidation of its international engagement, particularly in the Asia-Pacific region.

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Professor Johanna Wyn
Director, Youth Research Centre

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Youth-led Learning: Local connections and global citizenship
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PROJECT DESCRIPTIONS

CREATING CONNECTIONS EXTENSION PROJECT

Duration: 2009

Funded by: Ford Foundation funding for the Women’s Union of Vietnam

Researchers: Helen Cahill, Ian Seal & Michelle Pose

The initial Creating Connections project (2007-9) entailed the research and development of materials and provision of an accompanying training program to guide a 12-month club curriculum for Women’s and Girls’ Clubs run by the Women’s Union of Vietnam. The focus of the structured participatory program was to assist women and girls to talk about sex, love and relationships as part of a broad HIV prevention strategy. The pilot program was very successful with participants requesting an extension of the club program. This led to the commissioning of an additional 6 month program focussing on gender rights as well as on communicating about sex. An expansion of the program was also commissioned so the Women’s Union could provide a similar 12 month program for Boys’ Clubs. A master training program accompanied the delivery of the Boys’ Clubs program and an extended pilot will take place in 2010.

DRUG EDUCATION EFFICACY STUDY

Duration: 2007-2009

Funded by: Department of Education and Early Childhood (DEECD), Victoria

Researchers: Helen Cahill & Michelle Pose

The aim of this project is to develop and evaluate the impact of a comprehensive, evidence based school drug education program for Year 8 and 9 students in a large, representative sample of Victorian government high schools. This entails development of curriculum for Years 8 and 9 classroom programs, provision of training for teachers, and collection of data from teachers and students. The research team includes the Associate Professor Richard Midford of Edith Cowan University, and the Australian Drug Foundation, as well as members of the DEECD student wellbeing support staff. 2009 saw the trial of the Year 9 program and the completion of the pilot. A successful ARC linkage grant obtained at the end of 2009 means that the pilot can be extended to incorporate a larger control-trial school study in 2010-2012. 2010 will also see the development of trigger videos to enhance the existing curriculum materials.

BODY IMAGE AND CYBERSAFETY PROGRAMS

Duration: 2008-2009

Funded by: Life Education Activity Program (LEAP), Hongkong

Researchers: Helen Cahill & Michelle Pose

Teachers in secondary schools in Hongkong reported increasing levels of student and parent concern about two health issues - body image distress and compulsive or excessive internet use. In response to these concerns the Life Education Activity Program (LEAP) Hongkong decided to commission the development of two school prevention programs to address these areas of concern, and to offer support for schools in these areas as well as in their more established drug and alcohol education programs. The YRC conducted literature reviews, and completed a needs analysis with local teachers and students. A consultative workshop-based approach was used to develop trigger videos with local young

Above: Facilitators at a train the trainer workshop in Viet Nam
people. These triggers were then included in the school education program. This research informed development of the facilitators’ manuals, and associated training program for the Cyberchoices and Positive Images program.

**Development of a National Youth Policy for Bhutan**

Duration: 2009  
Funded by: UNICEF Bhutan  
Researcher: David Stephens, Tandi Dorji & Helen Stokes

In 2009 UNICEF Bhutan commissioned the YRC and Nossal Institute of Global Health to undertake an assessment of at risk young people in Bhutan and the development of a National Youth Policy. The Youth Research Centre was responsible in conjunction with the national counterpart and the Department of Youth and Sports for the development of the National Youth Policy. A stage process was conducted that included:

- The development of a draft framework for the policy;
- The workshopping of this draft framework with stakeholders through an extensive interview process;
- Development of the draft policy. This included providing a policy that integrated the principles of gross national happiness to underpin the structure of the policy;
- Workshopping of this report with stakeholders; and
- Finalisation of the policy that has now been presented to the Secretary of Education in Bhutan.

The policy is being finalised to be submitted to Parliament in 2010.

*Above: Grade six students welcoming parents to Sports Day at the Early Learning Centre in Thimphu, Bhutan*
**Evaluation of the SYN-Parkwood English Pilot Program**

Duration: 2009  
Funded by: Student Youth Network (SYN)  
Researcher: Malcolm Turnbull

The Student Youth Network (SYN) Parkwood English Pilot extends an existing partnership between the Student Youth Network and Parkwood Secondary College. For the first time, in 2009, Parkwood offered the DETENTION broadcasting experience as one term of the Year 10 English syllabus. Content of the pilot included small group teamwork in research, microphone use, VoxPop recording, file management, use of sound desk, live-to-air presenting, and reflection. The YRC undertook a short evaluation of the pilot drawing on data from personal interviews and a student participant survey.

**Evaluation of the Artists in Schools Program**

Duration: 2009-2010  
Funded by: Arts Victoria  
Researchers: Professor John O'Toole, Dr Clare Irvine, Associate Professor Kate Donelan, Dr Neryl Jeanerret, Dr Wes Imms, Dr Helen Cahill

This research project investigates the characteristics of effective school/art sector partnerships examining the extent to which participating in arts projects led by professional artists can contribute to student engagement, provide opportunities for student voice, enhance social learning, and develop creative arts-related knowledge and skills.

**Evaluation of the AYOS: Assertive Youth Outreach Service**

Duration: 2009  
Funded by: City of Greater Dandenong  
Researchers: Malcolm Turnbull & Helen Stokes

The Assertive Youth Outreach Service (AYOS) is a component of the City of Greater Dandenong’s Connections for At Risk Young People initiative. Developed and piloted in 2009 as a partnership between CGD, Victoria Police, the Youth Substance Abuse Service, the Victorian Multicultural Commission and other relevant community agencies, the program seeks to address the needs of young refugees. Key aims include fostering access to support services and programs, and fostering relationships between young people at risk and the police. The YRC was commissioned to undertake an evaluation of the Pilot, drawing on data from interviews with stakeholders and a survey of young people in the program.

**Evaluation of the Frankston Police, Mission Australia & Community Youth Assist Program**

Duration: 2009  
Funded by: Mission Australia  
Researchers: Malcolm Turnbull & Helen Stokes

The Youth Assist Program (YAP) is a Pilot early intervention, crime prevention and referral initiative, developed to meet the needs of young offenders and young people deemed ‘at risk’ within the Frankston Police Service Area. Drawing on the services of multiple partnering agencies and support services, the YAP is a partnership between Frankston Police and Mission Australia, delivered by a Victoria Police Youth Resource Officer and a welfare-trained Youth Transitions Worker. The YRC was commissioned to undertake an independent evaluation of the program in 2009, drawing on program documentation, stakeholder interviews and a participant survey, to examine the YAP’s success in increasing diversions from the justice system, reducing recidivism, assisting young people in finding education and training, and in effecting improvements to young people’s health, wellbeing, employability and social skills.
Evaluation of the Festival for Healthy Living

Duration: 2009-2010

Funded by: Royal Children’s Hospital, Integrated Mental Health Program

Researcher: Helen Stokes

The YRC is currently undertaking an evaluation of the Festival for Healthy Living (FHL) in the Wyndham area. This is a mental health promotion program that promotes partnerships between mental health services, community agencies, schools and artists, within local school and community networks. The aim of the evaluation is to:

- Compare relevant leading research and evidence with the rationale and approach of the FHL Program including how the program links to current reforms in mental health and education;
- Evaluate the broad effectiveness of the FHL Program as a mental health promotion strategy for the promotion of resilience and wellbeing of children and young people; and
- Identify further opportunities for development of the FHL Program research and evaluation within the current and projected policy and funding context of key stakeholders.

While using available data collected from artists, teachers, health professionals, students and families to analyse the development of partnerships, we are also using the performance DVDs to analyse the mental health promotion messages. We have developed a number of categories and criteria to use in regard to overt and implicit messages and solutions present in the nature of the metaphors used in the artistic presentation and development of story.

Evaluation of The Koori Youth Alcohol and Drug Spiritual Healing Service

Duration: 2007-2010

Funded by: Youth Substance Abuse Service

Researcher: Bern Murphy

The Koori Alcohol and Drug Healing Service is a partnership between Ngwala Willumbong Co-operative and the Youth Substance Abuse Service (YSAS). It is a residential rehabilitation service for Koori people 15 - 20 years of age with alcohol and other drug-related problems. The interim site is located in Bittern on the Mornington Peninsula 120 kilometres south east of Melbourne. The first group of young people started in the program in July 2007.

The YRC has been commissioned to work alongside YSAS to support the development of an evaluation framework using an action research approach. The first report provided a program update and outlined the research approach in the implementation phase of the project. The second report outlined the development of the cultural program and continued the narrative story of the ongoing partnership between the two organisations. The data gathered will be used to inform other services in relation to their program and document the Healing Track as part of the rehabilitation process for young people. At this stage the evaluation is formative as outcome evaluation will occur as the Service completes the four year interim period.

Left: The Koori Alcohol and Drug Healing Service in Bittern, Victoria
Evaluation of VCAL Higher Level Pathways Project

Duration: 2009-2010

Funded by: Department of Education and Early Childhood Development (DEECD)

Researcher: Helen Stokes

The Victorian Certificate of Applied Learning (VCAL) has been successful in providing students with strong work based and applied learning pathways leading to apprenticeships, work and VET. However, VCAL has been less successful in providing transitions to higher level vocational outcomes (Australian Qualifications Framework [AQF] Certificate IV to Advanced Diploma levels).

In response, DEECD established the Victorian Certificate of Applied Learning Pathways to Higher Level Qualifications Project to explore ways of developing specific pathways for VCAL students to higher level qualifications. The Youth Transition Division of DEECD, managing the project, identified five sites for pilot projects.

In late 2008 the YRC was commissioned to conduct an independent evaluation of the five sites. The evaluation was designed to report on the extent that pathways models contributed to:

- Attracting and retaining students and graduating them to the selected destination;
- Improving destinations for VCAL students who might otherwise have had destinations in lower level VET qualifications;
- Providing an alternative to more work based pathways; and
- Providing outcomes for VCAL students in AQF Certificate IV and Diploma level qualifications in areas of industry priority (noting that pathways may be via nested lower level qualifications).

The final report due in May 2010 will look at the limits or barriers to success of the model/s including what worked in the project and what could be improved.

Learning Partnerships

Duration: 2005-current

Funded by: YRC in Partnership with Centre for Adolescent Health and Royal Children’s Hospital

Researchers: Helen Cahill, Michelle Pose, Bern Murphy

The Learning Partnerships project involves collaborations between school students and tertiary students of Medicine and Education. The tertiary students participate in a curriculum of shared drama workshops designed to assist teachers and doctors to communicate effectively with adolescents about social and emotional issues which impact on learning and wellbeing. The school students work as coaches, key informants and actors, assisting the teachers-to-be to explore the impact of social problems on student engagement in learning and the medical students to develop their skills in talking with young people about social health issues. Local primary and high schools participate with us in this program which is delivered into courses in the Master of Teaching and the clinical program for fifth year medical students at the University of Melbourne.
Making a Rural Village: the dynamics of transformation, hope and sustainability

Duration: 2008

Funded by: University of Melbourne Early Career Researcher Grant

Researchers: Ani Wierenga, Sally Beadle

This project revisits the rural town of Myrtle Vale in Southern Tasmania, the setting of a previous research study titled ‘Making a Life’ which looked at the choices and decisions of young people growing up in a socially and economically depressed rural area (Wierenga 2001). Over the past fifteen years there has been evidence of a slow process of economic recovery and restoration of social relationships in the town. This research took a closer look at the town’s rejuvenation aiming to gather information about social and economic recovery and particularly the restoration of hope in rural places.

In 2009, the project received additional funding from the Melbourne Graduate School of Education to look specifically into the role that rural schools play in their communities. An article has been drafted for publication in 2010.

Narrative Evaluation Action Research

Duration: 2009

Funded by: Department of Human Services, North and West Metropolitan Region

Researchers: Yoland Wadsworth, Gai Wilson and Ani Wierenga

The Narrative Evaluation Action Research (NEAR) project was initiated by the Victorian Department of Human Services, North and Western Metropolitan Region as a workforce development project with a strong emphasis on equipping staff in Community and Women’s Health Centres for effective Health Promotion activity. Over the course of 5 years, through NEAR, NEAR 2, and NEAR 3, the aim of the researchers and industry partners has been to build the capacity of staff and Community Health agencies to evaluate and report on their Health Promotion programming. The narrative writing process has been designed to enable health promotion staff, practitioners and management to have an increased opportunity to reflect upon their work as part of annual reporting and evaluation cycles and to explore ‘the story behind the statistics’.

In 2009, NEAR 4 began. This phase of NEAR is designed as a retrospective evaluation of project impact, through workshops, surveys and interviews with staff from the 17 centres who have been involved. Data is now being analysed and will enable of an exploration of the dynamics of culture shift and systems change in large organizations. A journal article will be available in late 2010.

Opportunities for effective investment to increase the youth population in Regional Victoria

Duration: 2009

Funded by: Victorian Department of Planning and Community Development and Office for Youth

Researchers: Hernán Cuervo & Johanna Wyn

This research project aimed to assist the Office for Youth and Department of Planning and Community Development in Victoria to identify strategic influences and effective strategies for youth retention and attraction to regional and rural areas. The research report identified national and international approaches, plans and programs that contribute to redress youth regional and rural out-migration. It looked into the structural and non-structural limitations and motivations that influence young people to leave their local communities, taking into account the social and economic diversity of young people. Finally, it provided evidence of the role of public and private stakeholders (e.g. federal, state, and local government; non-governmental organisations; philanthropic organisations; and local community organisations) in the provision of educational, employment, health and leisure opportunities for young people in their local communities.
**PATHWAYS THEN AND NOW: NEW STUDENT TRANSITIONS TO ADULTHOOD IN A COMPARATIVE CONTEXT**

**Duration:** 2005-2009

**Funded by:** Australian Research Council (Discovery)

**Researchers:** Johanna Wyn, Lesley Andres Hernán Cuervo, Graeme Smith, Sally Beadle, Debra Tyler & Dan Woodman

This project constituted the second phase of the Life-Patterns research program which has been continuously funded since 1996. Originally a longitudinal panel study of young Victorians who left secondary school in 1991, this phase enabled the project to initiate a new cohort of young people who left school in 2006. During this phase, both cohorts were surveyed and a sub-set interviewed to document their life experiences, attitudes and trajectories. The establishment of a second cohort enabled the program to recruit a sample from Victoria, Tasmania, New South Wales and the ACT, in order to broaden its appeal and scope. This has also enabled the program to gain a strong rural sample, while remaining representative in terms of other factors such as socio-economic status, gender and type of school attended. A significant outcome of this program in 2009 was the completion of a book manuscript that compared the first cohort of Australian young people with a cohort of young Canadians. This is a direct outcome of the involvement of Professor Lesley Andres, as a Chief Investigator in this project. Finally, in 2009, in preparation for the next phase of the project, the sample for cohort 2 was augmented with participants in TAFE courses in participating states.

Research reports, participant reports and related publications are available on the project web site:

http://www.education.unimelb.edu.au/yrclife_patterns/

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**PEER EDUCATOR PROGRAMS FOR MOST AT RISK ADOLESCENTS**

**Duration:** 2009

**Funded by:** UNICEF Philippines

**Researchers:** Ian Seal, Helen Cahill

This Philippines-based project included a review and assessment of existing approaches to life skills education and peer education programs for HIV/STI prevention for most-at-risk children and young people. It also included collection of qualitative data from young drug users, sex workers and men who have sex with men as well as those young people working as peer educators in outreach programs targeting these groups. The desk review and field research informed the development of a training kit and reference manual for peer education programs targeting children and young people most-at-risk of HIV infection. A train-the-trainer program accompanied delivery of this resource.

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**PROTECTING ADOLESCENTS FROM RISK TAKING PROJECT (PARTY)**

**Duration:** 2007-2011

**Funded by:** Australian Health Ministers Advisory Council

**Researcher:** Helen Cahill

The YRC component of this large research project conducted with a team of researchers from the Department of General Practice, The Centre for Adolescent Health and the Royal Children’s Hospital entails involving youth in a role-play based approach to training doctors and nurses to communicate better with adolescents about sensitive issues such as sex and drugs. This included development of the training curriculum to support approaches to the youth-friendly clinic, training young actors, consulting with the medical teams, writing and directing training videos for doctors and nurses to assist them to engage in screening conversations and to learn techniques of motivational interviewing, and facilitation of the training program for doctors and nurses.
Reimagining Learning

Duration: 2008-2009

Funded by: Foundation for Young Australians / Education Foundation Australia

Researchers: Helen Stokes & Malcolm Turnbull

Further to a sequence of evaluations of individual educational programs in 2008, the YRC’s partnership with FYA included preparation of a major report aimed at gauging the overall success of these programs in addressing issues of disadvantage and disengagement in schools through provision of student-centred learning activities, both at school and offsite. In a context of a growing trend by schools to adopt EFA/FYA programs on an increasingly committed basis, Reimagining Learning aimed to address issues of delivery and impact including integration of programs into curricula, access to multiple programs, the value of programs as Teacher Professional Development and in terms of innovative practice in schools. In examining the impact of programs on Student Engagement and in addressing factors related to socio-economic disadvantage, the report drew primarily on the experiences of three case study schools. Supporting data was drawn from individual Program evaluations.

Taking Risks and Taking Care: Young People, Preventative Health Discourses and Self Care

Duration: 2004-2010

Funded by: Australian Research Council (Discovery)

Researcher: Mary O’Brien

This project investigates the ways in which young adults engage in self-care practices in relation to their own health. Three cohorts of young adults will be followed:

- young injectors at risk of hepatitis C infection;
- young women who smoke while pregnant or parenting; and
- young men who are not physically active or are at risk of obesity.

The project will provide a critical analysis of the deployment of health promotion strategies and their effects in shaping the subjectivity of young adults by drawing on these three case studies. As each of these three arenas are structured differently in terms of illegality, social acceptance, gender and class location, the study will provide important insights into the contribution of these factors to health and subjectivity. Mary O’Brien is the Chief Investigator on this project.

UNICEF Adolescent Development and Participation, Asia-Pacific Regional Strategy

Duration: 2009

Funded by: UNICEF Asia Pacific

Researcher: Helen Cahill

The purpose of the project was to provide technical support and facilitation expertise to the regional gathering in Bangkok of UNICEF staff fulfilling the role of adolescent focal point in countries in the Asia-Pacific region. This entailed leading workshops to explore the delegates’ understanding of the Global Adolescent Strategy and a lecture on theoretical models of adolescent participation. Technical training sessions and presentations were also provided, including sessions on:

- mental health and suicide prevention;
- evidence-based approaches to school-based health education; and
- the use of participatory methods across UNICEF programming areas.

The project also included a needs analysis with staff about their training needs in relation to adolescent health, development and participation and production of recommendations to the commissioning body.
Teacher-Student Relationships and Engagement in Catholic Primary Schools: A Participatory Workshop

Duration: 2009

Funded by: Catholic Education Office

Researchers: Helen Cahill, Michelle Pose, Sally Beadle

In February 2009, the YRC was commissioned to run a participatory consultation workshop for three Catholic primary schools in Melbourne. The purpose of the workshop was to explore issues around relationships and engagement with students and their teachers. The workshop used role play and other participatory methods to gain an understanding from teachers and students about what makes a positive school environment and what counts as good teaching practice. The workshop received excellent feedback as illustrated in the following quote from one Year Six student: “People actually cared about what we think about school... and we will be able to go back and make a difference. We learned how to make our school and our classroom a better place”. Results will inform future school practice.

Above: Participatory workshop with Grade Five and Six students

Walking Between Two Worlds: An Evaluation of the Koorie Pathways to the Worlds of Work (Koorie WOW) Program

Duration: 2009

Funded by: Foundation for Young Australians / Education Foundation Australia

Researchers: Malcolm Turnbull & Helen Stokes

Evaluation of the Koorie WOW Program was one component of a sequence of evaluations of the suite of educational programs being offered by FYA/EFA in 2008. Piloted in July 2008, Koorie WOW was a variant and extension of EFA’s standard Worlds of Work program, a thematic sequence of activities and workshops aimed at providing participants with personal skill development, opportunities to explore success in life and work, and experiences to enhance their connectedness with the Melbourne CBD. This evaluation WOW utilised data from post-program surveys, teacher journals, staff reflections, DVD presentations and interviews.

Youth House Peer Educator Program

Duration: 2009

Funded by: Youth House, Vietnam

Researchers: Helen Cahill, Ian Seal & Michelle Pose

The YRC contribution to the Youth House Peer Educator program entailed the development of a participatory education program to assist parents to talk with their children about safer sex and HIV prevention. In addition, six trigger videos were devised using a consultative process with young people. The videos were workshopped and scripted in Hanoi, prior to a professional shoot with local film-makers. The videos were then incorporated within the parent and youth community education programs designed to reach those young people at risk of HIV due to unsafe injecting practices or unsafe sex.
Youth Consultation: Youth Needs in the Indigo Shire

Duration: 2009

Funded by: Indigo Shire, Victoria

Researchers: Helen Cahill, Michelle Pose & Sally Beadle

The Youth Officer of Indigo Shire commissioned research with young people from the rural towns of Rutherglen and Beechworth. The purpose of the consultation was to identify the health, education, leisure and employment needs affecting young people in the district so as to inform the strategic thinking of the local shire and town council. A one-day consultation workshop was led in each of the towns. A cross-generational model was used with both young people present as well as local adults representing the council or various youth or health agencies. This facilitated an exchange of understanding about both needs and constraints operative in the district.

Youth-led learning: local connections and global citizenship

Duration: 2008-2010

Funded by: Australian Research Council (Linkage)

Researchers: Ani Wierenga, Johanna Wyn, Sally Beadle & Samantha Ratnam

Youth-led learning is a three year ARC Linkage project being conducted by the YRC in partnership with RMIT University and Plan International Australia. The project builds on a three year collaboration between Plan and its University partners to build a model of sustainable youth-led global education based on Plan’s Global Connections Program.

The Global Connections Program is a youth-led global learning initiative that aims to provide an opportunity for connection and learning between groups of secondary school students in Australia and young people in Indonesia through a series of communication and action-orientated activities. Communication pieces enable young people to understand - through their own inquiry - how personal issues can be related to wider issues and how global issues have a personal dimension.

In 2009, the research team explored innovative models of civic engagement and global citizenship education and also explored effective and sustainable learning partnerships (between community, schools and NGOs) which support youth-led innovation and learning.

The project also ran a series of Conceptual Learning Workshops to draw and build on themes emerging in the project data.
Centre staff make a significant contribution to a wide range of postgraduate studies and teaching within the Melbourne Graduate School of Education including:

**Masters Programs**

**Master of Teaching**

The Master of Teaching is designed for graduates from any discipline who wish to become teachers. In 2009 Debra Tyler coordinated the subjects Social and Professional Contexts (SPC) (core) and Promoting Student Wellbeing (elective). Bern Murphy was a clinical specialist in this program and was a seminar leader for Professional Practice, Promoting Student Wellbeing and SPC. Hernán Cuervo was a seminar leader in SPC and Roger Holdsworth lectured within this subject. Helen Cahill taught in the Drama Methods subject. This subject prepares students in the Master of Teaching to become classroom teachers of drama and theatre studies.

**Master of Education**

The Master of Education is directed at practising professionals in a broad range of fields related to education - early childhood, primary, secondary, tertiary, vocational and adult. The degree also meets the needs of other professionals whose work has an educational component or some educational responsibility. In 2009 a new structure was developed so that students would be guided by the availability of Area Options that provide a sequence of four linked subjects within the Masters program. The Youth Research Centre has had a major role in developing a ‘Youth’ area option for 2010 that will include the following four subjects: Youth Education Transitions, Democratic Education, Identity, Equity and Change and Young People and Culture.

**Master of Education (Student Wellbeing)**

The Master of Education (Student Wellbeing) promotes an understanding of the centrality of student wellbeing to positive educational and mental health outcomes. The course provides opportunities for teachers to develop and enhance knowledge and skills to promote student wellbeing in schools at the individual and organisational level.

In 2009 Helen Cahill taught in the subject Contexts and Frameworks which examines theoretical and policy approaches to the promotion of Student wellbeing. Helen also taught in Process and Partnerships which examines issues relating to leadership and change in school settings and the Negotiated Project in which students conduct an action research project in their school to better understand how to lead school change in areas related to the promotion of student wellbeing.

**Master of Youth Health and Education Management**

The Master of Youth Health and Education Management (MYHEM) is a joint program of the Melbourne Graduate School of Education and the Faculty of Medicine, Dentistry and Health Sciences. It has been specifically designed for professionals who recognise the need to create 'joined up solutions' for what are obviously 'joined up problems'. This applies particularly to problems concerning young people such as youth unemployment, drug abuse and homelessness. Teaching is informed by the current research of the Youth Research Centre, the Centre for Adolescent Health and the Student Wellbeing Unit.

In 2009 Johanna Wyn coordinated this program and taught the subject Youth Policy and Theory in Practice. Helen Cahill taught in the subject Leadership in Youth Health and Education. In this subject students examine the challenge of leading change in organisations or projects which serve the health or learning needs of young people. Particular attention is given to the challenge of leading change in cross-sectoral partnerships.

**Undergraduate Subjects**

In 2009, the Centre coordinated and contributed to a range of undergraduate studies including:

**Citizenship, Identity and Participation (Breadth Subject*)**

Johanna Wyn and Glenda MacNaughton, Director of the Centre for Equity and Innovation in Early Childhood, (CEIEC) co-coordinated this subject which examines the concept of citizenship, especially as it relates to youth, with "Breadth subjects are part of the University of Melbourne’s New Generation undergraduate degrees."
a focus on how geography, gender, race and class affect citizenship.

*Childhood, Youth Identity and Change (Breadth Subject*)

Alongside the Centre for Equity and Innovation in Early Childhood, (CEIEC), the YRC co-coordinated this subject which focuses on children and young people’s identity formation in a context of social change. Lectures were co-ordinated by Johanna Wyn and Karina Davis. Sally Beadle, Michelle Pose and David Farrugia designed and ran interactive tutorials for this subject.

*International Courses*

Johanna Wyn and Ani Wierenga contributed to the *Transnational Perspectives in Democratic Education* course which was a collaboration between the Institute of Education, University of London, University of Melbourne, University of Madison, Wisconsin USA, at the University of London 1-8 July 2009

*Citizenship, Participation and Wellbeing (Breadth Subject*)

Hernán Cuervo was a guest lecturer in the course delivering a lecture on Social Justice in Rural Australia.

*Youth Culture and Social Change, Faculty of Arts, Monash University*

Hernán Cuervo delivered a guest lecture in this course titled ‘Rethinking Youth Citizenship’. 

*Guest Lectures*

*Youth/Arts: Expressing Cultural Identity (Breadth Subject*)

This subject explores how young people create their social and personal identities through artistic media. Helen Cahill contributed to this subject.

*HONOURS STUDENTS*

**JESSICA CROFTS**

Title: Inclusion into what? An analysis of social inclusion and youth policies in Victoria

Supervisor: Professor Johanna Wyn

This thesis analyses the Victorian Government’s Vulnerable Youth Framework (VYF), which has arguably been developed using principles of social inclusion. The VYF will underpin all policy development related to vulnerable and marginalised young people. The study proposes that the VYF constructs vulnerability as an individual attribute. However, the thesis demonstrates that vulnerability is a social and historical process. The thesis engages with theories of social justice and social inclusion, demonstrating that the VYF does not adequately engage with the social and political realities in which marginalised young people live.

Jessica was awarded first class honours for her thesis in 2009.

**MASTERS STUDENTS**

**JEMA STELLATO-PLEDGER**

Working Title: Disturbing the Storm: Storytelling as an arts education practice in assisting a sense of identity and connectedness, post war and torture

Supervisor: Dr Helen Cahill

The study explores story-telling as an arts education practice, investigating whether it can assist in forging a new sense of cultural connection and identity for people who have suffered traumatic and dislocating experiences. It looks at the experiences of young Afghan refugee women as they settle into a new country and culture, seeking to understand the processes of empowerment and knowledge gained through these experiences. The study will adopt a qualitative approach informed by narrative and life history enquiry, and engage with theories of social justice and identity politics.
PhD STUDENTS

ROSALYN BLACK
Working Title: Making a difference at the sharp end: student participation in low socioeconomic schools
Supervisors: Professor Johanna Wyn & Dr Ani Wierenga
This thesis is a critical study of the democratic participation of young Australians from low socioeconomic backgrounds. Australian educational policy expects that schools will develop all young people’s capacity for democratic participation, yet these young people remain least likely to participate and most vulnerable to the exclusions that participation seeks to ameliorate. Informed by the work of critical and postmodernist theorists, this thesis aims to contribute to a better understanding of the tensions between current policy agendas, the capacity of schools in low socioeconomic contexts and the participation experience of young people in these schools.

JULIA COFFEY
Working title: Exploring ‘body projects’: embodiment and experiences of gender
Supervisors: Professor Johanna Wyn and Dr Tim Marjoribanks
In contemporary sociology, the body matters. The body has been contemporarily theorised as being a ‘project’ to be worked on, through everyday maintenance and modification, aligned with consumerist neoliberal imperatives. Although there has been a wealth of theoretical interest in the body and embodiment, there has been little research which deals with the everyday personal bodily experiences of young men and women. Gender is implicated in the ways individuals work on their bodies as projects. Examining this is a way of interrogating the issue of gender inequality, and of uncovering the discourses that reinforce some of the most ubiquitous gender binaries. These considerations provide the impetus for an empirical study of young men and women’s embodied and gendered experiences of ‘body projects’.

HERNÁN CUERVO
Title: Understanding social justice in rural schools
Supervisor: Professor Johanna Wyn
This thesis is an exploratory study of what social justice means to rural school participants in two Victorian schools. The aim is to contribute to an understanding of how an abstract concept, social justice, can work as an effective policy-guide, in an operative way. The theoretical framework draws on the work of Iris Marion Young. In doing so, it moves beyond the distributive dimension of social justice to include those of recognition and association. By exploring the subjective element of social justice, the thesis makes an important contribution to understanding how social injustices are experienced, tolerated and perpetuated in disadvantaged settings and assists in outlining an agenda for change.

JACQUELINE HODDER
Working title: An exploration of Contemporary Youth Spirituality
Supervisors: Professor Johanna Wyn and Dr Ani Wierenga
This qualitative project explores the phenomenon of Contemporary Youth Spirituality. The data analysis mirrors sociological accounts of postmodern religion as most participants’ beliefs fell into one of two categories: ‘New Age’ and ‘Evangelical’. These two forms of belief could be said to be orientated around the individual and the communal. However, while these spiritual beliefs seem diametrically opposed, the young people’s conceptions of spirituality are strikingly similar. Lying under the outward layers of oppositional doctrinal differences is a relational understanding of spirituality that orientates these young people around themselves in relation to self, others, community and to God (or transcendent referent). This relational conception of spirituality has important implications in terms of how we conceive policy and programs.

DAVID FARRUGIA
Working title: Youth Homelessness and Stigmatisation
Supervisors: Professor Johanna Wyn and Dr Ani Wierenga
Young homeless people occupy a position in the social world characterised by exclusion from many of the symbolic, discursive and material resources required in order to actualise conventionally valorised selves. This research is about the subjectivity of young people experiencing homelessness in the context of this exclusion. By drawing on qualitative interviews with young people and direct service workers in the homelessness sector, this research intends to theorise the influence of the
experience of homelessness on young people's sense of self.

Faith Hill

**Working title: Human Rights Education in Australia**

Supervisors: Professor Johanna Wyn, Dr Helen Cahill and Dr Margaret Coady

This research investigates how human rights education is positioned in Australia, and examines the understandings, philosophy, vision and practice of teachers who teach about human rights. Teachers are recruited who openly and publicly self-identify as human rights teachers. Through interview, observation, and analysis of relevant documents provided by these teachers, the data is compared and contrasted, searching for common ground. The practice of these teachers is analysed from the philosophical perspective of Emmanuel Levinas (contrasted with Immanuel Kant), and findings are linked back to a three-stage model for human rights education. Finally, the thesis investigates to what extent a new theory or pedagogical model for human rights education, and education more broadly, might emerge, informed by the overall findings.

Sangay Jamtsho

**Working title: What does it mean to be a student wellbeing leader in secondary schools?**

Supervisors: Professor Johanna Wyn and Dr. Helen Cahill

This research project seeks to explore and understand how people who play leadership roles in student wellbeing perceive their roles. Using a grounded theory approach, it will explore the experiences of student well-being leaders in secondary schools, the opportunities and challenges that come with the role, how they interpret and deal with them, and what these might mean to the effectiveness of student wellbeing programs and activities. It is hoped that the findings will help gain an understanding of the dynamics of school well-being program implementation, which in turn will have implications for developing and supporting wellbeing programs.

Michael Prabaharan

**Working title: Young People’s Metacognition of Social Beliefs**

Supervisors: Professor Johanna Wyn and Dr Ani Wierenga

This project uses three consecutive stages of qualitative methodology (classroom activities, focus groups and one on one interviews) in a school context across a whole year level. It seeks to explore the broader beliefs that underlie young people’s everyday choices and decision making, looking specifically at their use of metacognitive practices.

Samantha Ratnam

**Working title: Global Citizenship Education: An exploratory study of constructions of global citizenship and civic identity**

Supervisors: Dr Ani Wierenga, Professor Johanna Wyn and Associate Professor Julie McLeod

This research project seeks to explore and understand how young people engage with formal global civic education. Using qualitative interview data, it will explore the experiences of young people engaged in formal citizenship education programs in an Australian school context. The findings of this research are intended to inform conceptual understandings of civic education processes and support the development of relevant and effective global education programs.

Helen Stokes

**Title: Young people’s experiences of career education, part time work and work placement**

Supervisor: Professor Johanna Wyn

This thesis explores young people’s perceptions of the work place to show ways that young people are using work place involvement to engage in active identity work that contributes to their development of cultural and social capital resources. It explores the resources that young people are developing through part time work, work placement and traineeships and how part time work plays an integral part in the development of identity narratives. Helen was awarded her PhD in 2009.

Above: Helen Stokes at her graduation with Supervisor Johanna Wyn
Juliet Watson

Working Title: Young Women, Homelessness and Intimate Relationships

Supervisors: Professor Johanna Wyn and Dr Ani Wierenga

This research is an examination of how young women who are homeless negotiate and experience their intimate relationships within a context of survival. Intimate relationships offer a point of contact between the current effects of neoliberalism on marginalised young women and the creation of identity. Qualitative interviews with fifteen young women explore the intersection of neoliberalism, feminism and intimate relationships which, for many young women, may be the only resource they have to negotiate survival.

Dan Woodman

Working title: Uncertainty and Temporality: Young people, the future and the post secondary-school transition in Australia

Supervisors: Professor Johanna Wyn and Dr Tim Majoribanks

This PhD is an exploration of young people’s relation to the future during the post high-school transition. Empirically the thesis is based on qualitative interviews with 50 participants from diverse backgrounds negotiating the first years of their transition in further education, employment, and relationships. The thesis focuses on how participants’ hopes, plans and emotions regarding the future change and/or solidify after leaving secondary school and how this links with participant’s social positioning.

Kaaren Yap

Working title: “It’s cool to have a job”: Young people negotiating employment in the context of compulsory education and beyond

Supervisor: Professor Johanna Wyn

When state education was enforced in Victoria in the late nineteenth century, it heralded changes in the pattern of working class life. Young people were obligated by law to attend schooling yet morally obligated to assist their parents with contributions to the family’s income. These young people were the original ‘part-timers’, balancing part-time work with compulsory education. What has happened today? Combining education and part-time work has become normative. This thesis challenges ideas about ‘being young’ and the meanings given to ‘work’. This is informed by research findings predominantly from Canada, North America and Britain. Such research reveals dramatic differences, over time, to the perceived ‘problem’ of this practice - juggling schooling and work.
Publications

The Youth Research Centre publishes a series of Research Reports. Staff also contribute to a range of academic journals of interest to the field. During 2009, the centre produced the following publications:

**Books**


**Book Chapters**


**Peer Reviewed Journal Articles**


**Professional Journal Articles**


**Research Reports**

Cuervo, H. & Wyn, J. (2009) ‘Opportunities for effective investment to increase youth population in regional Victoria’, commissioned by the Office for Youth and the Department of Planning and Community Development, Victorian government, Melbourne.

**Conference Proceedings**

The YRC organises a range of presentations and seminars throughout the year and also supports staff to make presentations at a range of conferences and workshops.

**Invited Addresses**

**Helen Cahill**, Keynote Address: *Re-thinking the fiction/reality boundary: investigating the use of drama in HIV prevention projects in Vietnam*, International Drama in Education Research Institute, University of Sydney, July 2009.

**Helen Cahill**, Keynote Address: *Drama for Intergenerational Dialogue: researching youth views about the future*, Drama Australia Conference, University of Melbourne, November 2009.

**Ani Wierenga**, Plenary address: *Youth Work: Things which change and things un-changed*, ‘All Change for Young People? Mobility, Markets, Media, Models of Practice’ International Youth Studies Conference, National University of Ireland, Maynooth, June 2009.


**Ani Wierenga & Karina Davis** (Centre for Equity and Innovation in Early Childhood), Seminar: *Children as researchers*, Vice Chancellor’s Interdisciplinary Steering Committee on Children’s Rights, Participation and Citizenship Lunchtime Seminar Series, University of Melbourne, August 2009.


**Samantha Ratnam & Victoria Khala** (Plan Australia), Conference Presentation: *Local connections and global citizenship*, Meeting the Millennium Development Goals:...
Old Problems, New Challenges, Australian Council for International Development and La Trobe University in partnership with AusAID, Melbourne, December 2009.

Debra Tyler, Conference Presentation: Embracing Lifelong Learning, or just a means to an end? 16th International Conference on Learning, University of Barcelona, Barcelona, Spain, July 2009.

Debra Tyler & Helen Stokes, Seminar: Moving from School to Post School options, University of Milano Bicocca, Milan, Italy, June 2009.

Sally Beadle, Conference presentation: Are our voices being heard?: Young people as consultants, experts and change makers, National Youth Conference, Youth Affairs Council of Victoria, Ballarat, October 2009.

Helen Cahill, Conference presentation: Using Drama to Re-imagine the Self-Other Divide: positioning students and teachers in collaborative coaching workshops, Drama Australia Conference. University of Melbourne, November 2009.

2009

Networks & Partnerships

Australian Partnerships

The Centre works in partnership with a number of Youth sector and other organisations around Australia. In 2009, the centre worked with:

Australian Clearinghouse for Youth Studies (ACYS)
Professor Johanna Wyn is a member of the advisory committee of the ACYS.

Australian Youth Affairs Coalition (AYAC)
Ani Wierenga represents the YRC on the National Representative Committee for AVAC. The committee includes State peak bodies for youth, eight national organisations and young people.

Brotherhood of St Lawrence (BSL)
Dan Woodman was a member of advisory group for the BSL’s Life Chances longitudinal study. BSL is a non-government organisation working to reduce poverty and inequality within Australia. Life chances is a longitudinal study into the effect of family income and other socio-economic factors on the transition experiences of young people living in Australia.

Indigo Foundation
The Indigo Foundation works in partnership with small communities across the developing world in the areas of health, education, environment and advocacy. In 2009 Ian Seal was a project manager for the foundation.

Northern Mallee Philanthropy and Government Indigenous Partnership
This partnership, which includes the Mildura Aboriginal Corporation, the Murray Valley Aboriginal Cooperative, a number of philanthropic organisations and senior staff from the Department of Human Services, is developing a model for capacity building in Indigenous-controlled community organisations in the northern Mallee. Ian Seal is a member of this partnership.

Melbourne International Adolescent Health Group
This network was established in 2009, bringing together a group of academics who work in the field of
international adolescent health. The group includes staff members from the Centre for Adolescent Health, the Nossal Institute for Global Health, the Burnet Institute, The Key Institute for Women’s Health and the Youth Research Centre. During 2009, the group began consultations with WHO and UNICEF about potential partnerships to support training and research in Asia-Pacific. This led a commission by UNICEF Asia-Pacific for the MIAHG group to provide two training courses in four Asian centres in 2010. One of the courses will focus on adolescent health, development and participation and the others will focus on working with most at-risk adolescents in Asia-Pacific.

Reichstein Foundation
The Reichstein Foundation is a philanthropic organisation that makes grants to non-government organisations focused on addressing the cause of social inequities and environmental degradation. Ian Seal is a trustee of the foundation.

RMIT University & Plan International Australia
Through the Youth-led learning ARC linkage project, the Centre continued its ongoing collaboration with colleagues at RMIT and Plan Australia.

The Youth Participation Practice Network
The YPPN is a network of people who work within a participatory framework within the youth sector in Victoria. The Network is supported by the Youth Affairs Council of Victoria and has regular meetings as well as presenting open forums. Roger Holdsworth was involved in organising one forum and also in editing ‘case writing’ examples for publication by the Network on the YACVic website.

VicSRC
VicSRC is the umbrella or peak body of Student Representative Councils in Victoria. Roger Holdsworth continued as an active member of the VicSRC Supporters Group.

Youth Affairs Council of Victoria (YacVic)
YACVic is the peak body for youth affairs in Victoria. In 2009 Sally Beadle sat on YACVic’s Youth Reference Group and the Policy Advisory Group.

International Involvement
The Centre has links with related youth and research programs across the world. In 2009 the Centre had the following international involvement:

International Sociological Association
In 2009, Ani Wierenga continued her role as Vice President (Australia, New Zealand and Oceania) of the youth research strand of the International Sociological Association.

Three Deans Partnership
In July Centre staff represented the Melbourne Graduate School of Education at the Three Deans Meeting at the Institute of Education in London.

Professor Lesley Andres, University of British Columbia
Professor Lesley Andres is a partner investigator in the Pathways Then and Now: New student transitions to adulthood in a comparative context project, providing comparative data from her Canadian ‘Paths on Life’s Way’ project and assisting with the analysis of the Australian data.
JOHANNA WYN

Professor Johanna Wyn is Director of the YRC. Her research interests span all three of the Centre’s research programs. She leads the Life-Patterns research program, a comparative longitudinal panel cohort study of young people involving a comparison of generations born in 1970 and in 1983. Johanna has a significant role in the supervision of research students and is an advocate for cross-disciplinary research and practice. She takes an active role in promoting youth research through public presentations and interviews and through participation in an advisory capacity to many youth and community organisations and government bodies.

HELEN CAHILL

Dr Helen Cahill is deputy-director of the YRC. She teaches in the Master in Student Wellbeing, and the Master of Youth Health and Education Management and has a special interest in the use of drama as a tool in research and education. She leads a number of HIV prevention projects with women and youth in Vietnam, specialising in the use of participatory methods in research, education and community development projects. She is the lead education researcher in a number of school health promotion projects, including the School Drug Efficacy Trial which investigates the impact of alcohol and other drug education.

SALLY BEADLE

Sally Beadle is a Research Fellow at the YRC. In 2009 she worked on a number of research projects and consultancies including Youth-led learning: local connections and global citizenship and the Life Patterns longitudinal research. She also taught into the breadth subject Childhood, Youth Identity and Change. Sally’s main research interests are in youth service delivery, young people and international development, health and education.

RHONDA CHRISTOPHER

Rhonda Christopher is the Senior Administrator to the Centre and to the Melbourne Graduate School of Education’s Education, Equity and Social Change Cluster (EESC). She provides financial and administrative support to both research and teaching activities.
HERNÁN CUERVO

Dr Hernán Cuervo is a Research Fellow at the YRC. In 2009 he worked on a project about rural youth retention for the Victorian Government and on the Life Patterns project. Hernán teaches in the Master of Teaching in the Melbourne Graduate School of Education. His research interests are rural education, youth post-school pathways and teacher education. Hernán has completed his PhD, “Social Justice and Rural Education in Australia”, and has been nominated for the PhD Thesis Chancellor Prize in 2010 at the University of Melbourne and for the Rural Education Dissertation of the Year at the American Educational Research Association.

MARY O’BRIEN

Dr Mary O’Brien is the Chief Investigator on the ARC Discovery Project, Young people, preventative health discourses and self-care. She received an ARC postdoctoral fellowship to undertake the study. Mary’s research takes a critical look at health promotion and examines the impact of these discourses on those who are constructed as ‘failures’ in relation to protecting their health. Mary also has interest and experience in research ethics.

MICHELLE POSE

Michelle Pose is a Research Fellow at the YRC. During 2009, she worked on a number of projects focused on health promotion and life skills education. These projects included the School Drug Education Efficacy Trial, and HIV prevention education for organizations in Vietnam. Michelle has also been involved with the coordination, training and facilitation of the Learning Partnerships Project, which brings together school students and medical students studying adolescent health. Further to this, Michelle undertook some teaching during Semester 2 in the subject Childhood, Youth, Identity and Change.
SAMANTHA RATNAM

Samantha has been a research assistant on the Youth-led Learning project since its commencement in 2008. Her role has included qualitative data collection, analysis and research publications. Her PhD explores the changing identities of young people as citizens, particularly global citizens.

IAN SEAL

Ian Seal works in the fields of capacity building, community development and health promotion for vulnerable children and young people. He has worked with the YRC as the lead researcher on the UNICEF Philippines Peer Educators Project for Most-At Risk Adolescents, and the development of curriculum and training for the Vietnam-based Youth House and Creating Connections projects. He has delivered guest lectures in the Master of Teaching, the Master in Youth Health and Education and the short course in International Adolescent Health provided by the Nossal Institute for Global Health.

GRAEME SMITH

Dr Graeme Smith is the Statistical Analyst for Centre Projects. Graeme has continued to work part time at the Centre in 2009 as a consultant and data analyst on the Life Patterns project. Graeme also works as a Lecturer in Musicology and Popular Music Studies at Monash University.

HELEN STOKES

Dr Helen Stokes is a Research Fellow at the YRC. At the beginning of 2009 Helen was on a University Research Fellowship (SERF) to complete her PhD. In April she returned to the Centre to work on a number of research projects including the development of a national youth policy in Bhutan, the development of higher educational pathways through VCAL and the development of a model of education for the Berry Street Schools. She continued as School Council President at Princes Hill Secondary College.
MALCOLM TURNBULL

Dr Malcolm Turnbull is a Research Fellow at the YRC. He has contributed to a number of Centre projects and partnerships over the past decade including the Young Visions project, Young People Living in Rural Australia, and evaluation of the JOY FM Training program. In 2009 he worked with Helen Stokes on a sequence of program evaluations for the Foundation for Young Australians (FYA), including the major report *Reimagining Learning*. Other recent projects have included an Evaluation of the SYN FM -Parkwood SC English Pilot Program, the Assertive Youth Outreach Service (for the City of Greater Dandenong), and the Frankston Police Youth Assist Program (for Mission Australia). Malcolm also teaches in the ACFE sector and works as a freelance historian.

DEBRA TYLER

Debra Tyler coordinates both Social and Professional Contexts and Promoting Student Wellbeing in the Master of Teaching.

Debra’s interests remain with the Life Patterns project, in particular the first cohort. Currently she is following the role of the family in these young people’s lives and their interest and/or capacity to embrace life-long learning as a viable concept for them.

ANI WIERENGA

Dr Ani Wierenga is a Future Generation Research Fellow, based at the YRC. In 2009 Ani focused on continuing to develop her research program which explores the social and structural conditions which support young people’s wellbeing. She led a team on the second year of a new ARC Linkage project, Youth-led Learning: Local connections and global citizenship, with partners from the University of Melbourne, RMIT University, and Plan International (Australia). In 2009 Ani continued to represent the YRC as part of the National Representative Committee for the Australian Youth Affairs Coalition, and continued her role as Vice President for of the Youth Research Section of the International Sociological Association (Australia New Zealand and Oceania).

DAN WOODMAN

Dan was, until July 2009, a Research Fellow and PhD student at the Youth Research Centre, primarily contributing to the Life Patterns Project. Leaving after seven, formative, years at the YRC, he is now a Research Fellow in the Research School of Social Sciences at the Australian National University.
Research Associates

Roger Holdsworth

Roger Holdsworth continues his association with the Centre as a Senior Research Associate. During 2009 he advised informally on several Centre projects, reports and publications, including involvement with the Centre’s representation within the Australian Youth Affairs Coalition. Roger also continued to publish the Connect journal, supporting student participation. In December, Connect celebrated its 30th anniversary of publication with issue 180.

Visitors

The Youth Research Centre welcomes visitors from around the world for brief or extended stays. Where possible, opportunities are provided for visitors to share their work formally through seminar presentations, and informally through ongoing discussions. Visitors in 2009 included:

Professor Koichiro Komikawa
Hosei University, Japan

Dr Jing Li
Youth Federation, Jinan University, China

Dr Saana Aaltonen
University of Helsinki, Finland

Professor Lesley Andres
University of British Columbia, Canada

Professor Samsudin Rahim
Universiti Kebangsaan, Malaysia

Dr Kitty te Riele
University of Technology, Sydney

Professor Bronwyn Davies
University of Western Sydney, Sydney

Professor Stephen Crump
Pro-Vice Chancellor and Director of Central Coast Campuses, University of Newcastle

Above: Staff at a welcome lunch for Saana Aaltonen
For more information on the YRC and to view our current research and teaching programs, visit our new website:

www.education.unimelb.edu.au/ycr/