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The work of the Australian Youth Research Centre in 2006 was focused on the implementation of its national competitive grants and on implementing and fostering research partnerships. This program of work occurred across the Centre’s three interrelated research and development programs: Youth Transitions, Youth Health and Wellbeing and Youth Engagement and Participation in Education.

The report details the progress during 2006 in implementing various projects in each of these areas. These include, within the Youth Transitions program, the ARC-funded longitudinal project *Pathways Then and Now* (2005–2009) and the Social Sciences and Humanities Research Council (SSHRC) project *Life courses in a comparative context*, both of which are undertaken with Assistant Professor Lesley Andres at the University of British Columbia, who visited the Centre in November and December to support the partnership. In December, Dr Bjørn Ellefsen from Quebec, Canada, joined the Centre to undertake a post-doctoral program of study focusing on the Centre’s *Life-Patterns* project.

The Youth Health and Wellbeing program featured the implementation of the *Pathways to Preferred Futures for Young Australians* project, in partnership with Australia 21, and the continuation of the *Narrative Evaluation Action Research* project, funded by the Victorian Department of Human Services, involving a partnership between the Australian Youth Research Centre and Swinburne and LaTrobe Universities. We initiated a
partnership with the Youth Substance Abuse Service to evaluate YSAS programs, and with YSAS and Ngwala Willumbong Cooperative to evaluate the Koori Youth Alcohol and Drug Healing Service.

Within the **Youth Engagement and Participation in Education** program, the *Drama at the heart of interactive learning partnerships* project, involving a partnership with colleagues in the Faculty of Medicine, Dentistry and Health Sciences was consolidated. The ARC funded project, *Youth Civic Engagement and Social Connection* (2005–2007) with Dr Anita Harris at Monash University also progressed and the Centre undertook a review of options for *Young People’s Civic Engagement* for the City of Melbourne.

In addition to the partnerships mentioned above, our work in 2006 was supported by ongoing partnerships with Professor Andy Furlong and Gerda Reith at the University of Glasgow, Richard Eckersley at the Australian National University (Australia 21), Kathleen Stacey from *beyond ... and Murray Lake* in South Australia and Western Australia respectively, colleagues in the Faculty of Medicine, Dentistry and Health Sciences (Professor Susan Sawyer and Andrea Krelle), and with project support from our honorary staff, Roger Holdsworth, Associate Professor Peter Dwyer, Associate Professor Yoland Wadsworth and Dr Ian Roos. John Quay also joined the Centre in 2006.

I offer my congratulations to four research students, Sarah MacLean and Prue Wales (PhD) and Jane Touzeau and Margaret McPhee (Masters), all of whom successfully submitted their theses in 2006.

Looking forward, we have initiated a new strategic approach to publishing the findings of our research programs. We have a tradition of updates on many of our research projects through our in-house publication series of research reports and working papers as well as contributing to academic journals and books. During 2006–2009 our work will receive a wider, international circulation through a publishing program that includes monographs, edited books and refereed journal articles based on Centre projects. This writing project will constitute a significant part of the Centre’s work in 2007.

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**Johanna Wyn**

*Director, Australian Youth Research Centre*
Project Summary 2006

Civic Engagement and Young People in the City of Melbourne
City of Melbourne

Discrimination or Discretion
NHMRC Project Grant

Doxa School: the First 100 Students
Doxa Youth Foundation

Drama at the Heart of Interactive Learning
Partnerships:
Collaborations between school students and tertiary students of education and medicine
Vice-Chancellor’s Teaching and Learning Innovations Grant, The University of Melbourne

Generation Next at JOY Melbourne: An Evaluation
The Foundation for Young Australians (FYA)

Global Connections Program: Evaluation/Partnership
Plan International Australia

Koori Youth Alcohol and Drug Healing Service: An Evaluation
Youth Substance Abuse Service (YSAS)

Life Courses in Comparative Perspective: A 15 year portrayal of Australian and Canadian young adults
Canadian Social Sciences and Humanities Research Committee

Making a Life
Australian Youth Research Centre

Narrative Evaluation Action Research (NEAR)
Victorian Department of Human Services, Western Metropolitan Region

PARTY Project
Department of General Practice, The University of Melbourne

Pathways Then and Now: New student transitions to adulthood in a comparative context
Australian Research Council

Pathways to Preferred Futures for Young Australians
The University of Melbourne

Schools, VET and Partnerships: Capacity building in rural and regional areas
National Centre for Vocational Education Research (NCVER)

Situation of Bhutanese Youth in Bhutan
Youth Development Fund, Bhutan and Save the Children

Taking Risks and Taking Care: Young people, preventative health discourses and self-care
Australian Research Council Discovery Project

Talking Beyond the Tensions
Vice-Chancellor’s Innovations Grant, The University of Melbourne

Youth Civic Engagement and Social Connection in Post-industrial Society: A comparative study
Australian Research Council

Youth Substance Abuse Service (YSAS) Evaluations
Youth Substance Abuse Service (YSAS)
CIVIC ENGAGEMENT AND YOUNG PEOPLE IN THE CITY OF MELBOURNE

The City of Melbourne has adopted a Youth Policy that encourages young people’s civic engagement, citizenship and participation in meaningful ways.

The Australian Youth Research Centre was asked to examine recent national and international literature around these issues, to explore and analyse practices in other Victorian local government areas, and to make recommendations to Council on directions and priorities for action.

The literature study summarised major trends in the nominated areas, pointing to diverse interpretations of the terms and concepts and to the importance of the intentions of organisations (including governments) in supporting initiatives in these areas. Issues of intention, structures, diversity and inclusion, the power and control exercised by young people, and resourcing implications were seen to be inter-related.

The study then examined civic engagement practices in eight local government areas in Victoria, identifying several major and differing models. In conclusion, it pointed to the need for complex responses to complex needs, for local solutions directed to meeting young people’s needs, for building the capacity of young people and of existing organisations, for strategies that enabled inclusive engagement, and for adequate resourcing of initiatives.

The report was presented to the City of Melbourne during 2006.

Contact: Roger Holdsworth

DISCRIMINATION OR DISCRETION

‘Discrimination, hepatitis C in health care settings’ is an on-going project based at Latrobe University, looking at the factors affecting the experiences of discrimination reported by people living with hepatitis C within a range of health care settings. It is funded through a NHMRC Project Grant for the period 2003-2006 and the Chief Investigators are S M Gifford, M L O’Brien, and J Browne.

Contact: Mary O’Brien
DOXA SCHOOL: THE FIRST 100 STUDENTS

The Doxa Youth Foundation is a philanthropic organisation that funds programs for disadvantaged young people. It is the major funder of the Doxa School in West Melbourne, which has been operating for five years.

Doxa provides a model of alternative education for disadvantaged students between the ages of 11 and 14 years who are experiencing difficulties in mainstream education. It has two components: the first involves the student attending the Doxa School for two terms; and the second component involves the provision of support to the student by Doxa School youth workers for a further 12 months, once the students return to their own school. This study, currently being conducted by the AYRC, aims to obtain information on educational and wellbeing outcomes, and reflections on the experiences of the first 100 students. It will make recommendations to Doxa on future directions.

Contact: Bern Murphy

DRAMA AT THE HEART OF INTERACTIVE LEARNING PARTNERSHIPS: COLLABORATIONS BETWEEN SCHOOL STUDENTS AND TERTIARY STUDENTS OF EDUCATION AND MEDICINE

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.

The work fits in the drama curriculum as the students focus on the different types of theatre they are using and on developing their skills in using drama and theatre to promote social health. The work becomes part of the English curriculum via a focus on researching and communicating about social issues. Some of the English classes have researched and written small books designed to help beginning teachers. The work in development of the English curriculum has taken place under the leadership of Glen Pearsall, Head of English at Eltham High School. Bernadette Murphy (AYRC) has led the development of the primary curriculum, where the work is incorporated into the literacy and personal development curriculum. In the primary classes there is a strong focus on
developing social skills and citizenship opportunities as well as a focus on oral language and critical thinking. Regardless of which subject ‘home’ the students do the work within, they find it to be uplifting to be engaged in authentic learning tasks in which they have a real and appreciative audience who value their contribution. They build social competence, self-esteem and a sense of pride in having made a contribution.

In 2006, the project was awarded a Vice-Chancellor’s Teaching and Learning Innovations grant to support its expansion. A professional development day was run in December 2006 to incorporate new schools. Four primary schools and seven secondary schools were represented and these schools will become active in the partnerships in 2007. Project activity in 2006 included the provision of twelve seminars for final year medical students and four seminars delivered into three Education Policy Schools and Society classes in the Diploma of Education/Bachelor of Teaching courses. The school partnerships were with Princes Hill Secondary College (Prue Wales and Tracy Carroll), Williamstown High School (Michael Waugh), University High School (Ken Harper), Eltham High School (Glen Pearsall), and Errol Street Primary School (Renee McConnaghy).

Contact: Helen Cahill

GENERATION NEXT AT JOY MELBOURNE:
AN EVALUATION

The Generation Next Training Program was set up at JOY Melbourne (a community radio station) in 2003 to increase the connection of same sex attracted young people (SSAY) to the Gay and Lesbian community. As a community broadcaster, JOY Melbourne was considered to be a good avenue to promote this connection through a training program that would give young people the skills to broadcast about SSAY issues and then be further involved in JOY Melbourne through volunteering and management. The first grant was received from the Foundation for Young Australians (FYA) in 2002. During 2005, JOY Melbourne received a further grant from FYA to continue providing radio training.
programs to young people. *Generation Next*, the current grant, is for training programs conducted in 2006/7.

The AYRC conducted the original evaluation of the *Generation Next* program for *Beyond...* and is also currently conducting the second evaluation for *Beyond...* throughout 2006/7.

The Interim Report of the program has found that while the training program was designed for the needs of the same sex attracted young people it had many factors that are also present in other programs that engage with young people. The provision of a supportive environment described as a ‘free space’ provided an environment in which young people felt safe to explore their sexual identities. This then enabled young people to develop the relationships with other same sex attracted young people going through similar experiences while the trainers and other workers at the station were able to support the young people through both the provision of mentoring and in their training role. For the trainers the program was not just an opportunity to deliver skills but also to assist the young people develop their narratives and stories. While the young people identified the social aspect of the training program as most important, the training program also provided the young people with a range of transferable and generic skills as well as possible career narratives that they had not previously entertained. JOY Melbourne acknowledged the importance of a decision-making role for the young people and provision was made for young people to contribute to the management of the station.

*Contact:* Helen Stokes

**GLOBAL CONNECTIONS PROGRAM:**

**EVALUATION/PARTNERSHIP**

As part of its youth participation strategy, Plan International Australia piloted the *Global Connections* project in 2005. The project aims to create links and understandings between young people in resource rich and resource poor (‘developed’ and ‘developing’) countries. In 2005, the AYRC evaluated the pilot, and in 2006 the Centre supported project staff in their internal evaluation of the project.

In this project, young people in Australian schools communicate and share stories with communities of young people in Indonesia. This exchange involves learning, participatory action, and new relationships.
In 2006, three groups in Indonesia with whom Plan International Indonesia already works in a community development capacity, and three schools in Australia, were involved. Young adults from RMIT’s International Studies Program have been centrally involved as facilitators of children’s groups in Australia, and have been key players in the ongoing design and implementation of the project and its evaluation.

Plan, teachers, universities, facilitators and young people are all recognised as learners in this exercise. A particular highlight has been the personal challenges and changes created by links between Australian high school students and a group of young people in prison in Indonesia.

The evaluations found that the project cuts through preconceived ideas, creates a sense of capacity in the young people to do things of value, and creates relationships within the groups and across national and religious borders.

Contact: Ani Wierenga

KOORI YOUTH ALCOHOL AND DRUG HEALING SERVICE: AN EVALUATION

The AYRC began a four-year evaluation of the Koori Youth Alcohol and Drug Healing Service that will be provided by a partnership between YSAS and Ngwala. Ngwala Willumbong Cooperative is the largest Koori drug and alcohol service provider in the state and YSAS is the largest specialist provider of youth alcohol and drug treatment services in Victoria. The partnership aims to deliver culturally appropriate professional and effective service to Koori young people.

Over the four years the evaluation will provide reports that will:

- Use a narrative approach to document the processes of the partnership between YSAS and Ngwala to implement the service, including any difficulties, and the processes used to overcome these difficulties;
- Provide analysis of interview and survey data with service participants and relevant stakeholders in regard to service provision and integration of Koori culture into the program; and
- Provide recommendations in regard to service provision.

The first report will be provided in November 2007.

Contact: Bern Murphy
LIFE COURSES IN COMPARATIVE PERSPECTIVE:
A 15 YEAR PORTRAYAL OF AUSTRALIAN AND CANADIAN YOUNG ADULTS

A grant was awarded by the Canadian Social Sciences and Humanities Research Committee 2005–2007 to undertake a comparative analysis of the data sets from the Paths on Life’s Way project, based in British Columbia, and that of the Australian Youth Research Centre’s Victorian Life-Patterns project. The two projects each involved longitudinal cohorts that were originally of around 2000 young people and have had roughly similar rates of attrition over time, but are still ongoing. The Canadian data set was originated two years before the Victorian study, but subsequently both studies have included a core of identical or similar questions, enabling a comparison of their findings. The analysis will contribute to a new book by Lesley and Johanna, published by The University of Toronto Press, providing a 15-year overview of the experiences of the post-1970 generation in Australia and Canada.

Assistant Professor Lesley Andres and Johanna Wyn are Chief Investigators on this project.

Contact: Johanna Wyn

MAKING A LIFE

As they grow up, what helps young people to establish livelihood, social connectedness and meaning? This longitudinal research follows 32 rural young people ‘making a life’, who have been interviewed every two years as they negotiated out of high school and into other lives. Starting in 1995 as a PhD project through the University of Tasmania, the study spans ten years, and the young people are now 20+. This work highlights the significance of trust relationships in the way that resources and options become available to young people (or not). It also highlights the role of ‘storying’ both in the ways that young people creatively construct lives, and also as a research tool.

Contact: Ani Wierenga

NARRATIVE EVALUATION ACTION RESEARCH (NEAR)

The Narrative Evaluation Action Research (NEAR) project was initiated by the Victorian Department of Human Services, Western Metropolitan Region as a workforce development project with a strong emphasis on reflective practice and story writing. Alongside lead agencies and staff in health services, since 2003 the project has involved three university collaborators: the Action Research Program, Institute for Social Research at Swinburne University of Technology; the Centre for Development and Innovation in Health, Australian Institute for Primary Care at LaTrobe University; and the Australian Youth
Research Centre at The University of Melbourne. In 2006 the project and collaborators moved under the auspices of the YRC at The University of Melbourne.

The aim of this project is to build the capacity of Community Health agencies to evaluate and report on their Health Promotion programming. It is designed as a process that might 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. So far, through the pilot and NEAR phase 2, University collaborators have worked alongside lead staff and management from selected Community Health agencies to develop two sets of evaluation case-study narratives. The narratives range in scope and focus from whole-of-organisation issues (eg community consultation) to the learnings from health promotion work within particular projects.

In phase 1, the collaborators developed Guidelines and a Resource Kit for Producing Narrative Documentation that were trialed in further agencies during 2005 (NEAR 2) and revised in 2006 with extra resources. Beyond 2006, the project’s consultation and mentoring will be extended to further agencies and Victorian regions.


**Contact:** Ani Wierenga

**PARTY PROJECT**

Helen Cahill contributed to the Primary Care Prevention, Access and Risk Taking in Young People Project (PARTY) that is based in the Department of General Practice at the University of Melbourne. The Principal Investigator, Dr Lena Sanci, is leading research into how general practitioners and nurses can best help young people who may be taking risks with their health or dealing with problems related to social or mental health.

A key element of the research project is to train doctors, nurses and reception staff to communicate well with young people and to look at ways to make their medical practice ‘youth-friendly’. To that end the PARTY Research Team provides training workshops for doctors, nurses, receptionists and practice managers, all of whom interact with young people in various capacities, when they visit a practice. Helen Cahill leads this training, involving school students as co-teachers and using interactive role-plays as the key learning tool. The drama students (from Princes Hill Secondary College) play an important role in educating the general practice staff to...
provide a more ‘youth-friendly’ approach by working as actors in the role-play as ‘patients’. They learn characters to play and then give advice about what they think would help those characters. They are assisted in this work by their drama teachers, Prue Wales and Tracy Carroll.

Contact: Helen Cahill

PATHWAYS THEN AND NOW: NEW STUDENT TRANSITIONS TO ADULTHOOD IN A COMPARATIVE CONTEXT

This study, funded by the ARC for five years (2005 to 2009) represents the next phase of the Centre’s longitudinal research program that was initiated with the Life-Patterns study. In this phase, a new cohort of young people in Victoria, Tasmania, New South Wales and the Australian Capital Territory who were aged 16 years in 2005 has been established. In the final years of their schooling, many are already making significant decisions about education and seeking a balance with other aspects of their lives.

In 2006 this project succeeded in establishing an initial sample of 3,000 young people from a representative sample of schools (including geographic location, state, independent and Catholic schools). Preliminary data from the surveys conducted during Year 11 reveals that while nearly a third of students are satisfied with their school, positive relationships with other students were the most significant factor in this (85%). Sixty-three percent of students thought that their teachers were fair and just, 58% reported ‘interesting and helpful classes’ and 57% thought that teachers took a personal interest in them. Overall, 52% of students wanted to continue directly into further education.
and 21% wanted to take some time out before continuing. A further 15% were either personally unsure about their next steps or felt pressured into going into further education by their parents.

A breakdown of geographic location showed that students in rural areas were less likely to consider going on with their education past secondary school than their metropolitan counterparts.

This project follows a similar design to the Life-Patterns study: a mixed method involving annual surveys with a representative sample (3,000 people) and interviews with a sub-sample (50 people). A small sub-set was interviewed in late 2006, with further interviews to be conducted in early 2007. The project also includes a continuation of the original Life-Patterns study with a more qualitative focus. This means that the original Life-Patterns study will be extended to cover a period of 19 years after the participants left secondary school. In 2006, 400 of the original Life-Patterns participants were surveyed.

Lesley Andres from the Faculty of Education at the University of British Columbia is a co-investigator with Johanna Wyn on this phase of the project, enabling the project to incorporate a comparative element with Andres' Paths on Life’s Way study of young people in Ontario, Canada. The project team includes Peter Dwyer, Debra Tyler, Dan Woodman, Graeme Smith and Helen Stokes.

Contact: Johanna Wyn and Debra Tyler

PATHWAYS TO PREFERRED FUTURES FOR YOUNG AUSTRALIANS

One of the most complex and least understood dimensions of the challenges facing Australia is how people affect, and are affected by, the processes of economic, social, environmental and cultural change. This is about individual lives and understandings, and it is also important to how Australia shapes its future. The interactions between individual lives and shared futures are the subject of a second joint project between Australia 21 Ltd, a not for profit public-interest research company, and the Australian Youth Research Centre. AYRC staff have been working closely with the Project Leader, Richard Eckersley, on both projects.
Building on an earlier project *Pathways to success and wellbeing for Australia’s young people* (Eckersley, Wierenga & Wyn, 2006), this project *Pathways to the preferred futures of young Australians* took up themes discussed in the first project: the importance of cultural ‘intangibles’ to wellbeing (especially how young people see the future), and the role of narrative in their lives. Funding for this project came from the Vice Chancellor’s Fund, at The University of Melbourne.

The project has included several elements: a literature survey; the workshop using ‘role-based enquiry’, a drama technique (led by Helen Cahill) that allowed young people to create, show, narrate and interpret their views of the future; a ‘network’ of informed commentators (from futures studies, youth studies, education, psychology, history and drama) who played an important but contained role in witnessing and engaging with the youth participants; and surveys of attitudes to trends in quality of life, the future of Australia and the world, and to the impacts of science and technology. Thus the project married the sciences with the arts, and quantitative with qualitative approaches.

A monograph is currently being prepared, and will be available in early 2007.

**Contact:** Ani Wierenga, Johanna Wyn, Helen Cahill

### SCHOOLS, VET AND PARTNERSHIPS:
#### CAPACITY BUILDING IN RURAL AND REGIONAL AREAS

This report of this study was published in 2006 by NCVER (based in Adelaide). It uses case studies from six rural and regional areas in Victoria, South Australia and Western Australia to look at the impact of schools and VET on building community capacity. It was found that communities have developed different models to organise school-VET partnerships and that rural areas are more likely to adopt a whole of community model while regional areas have used a regional cluster or specialised model. Successful partnerships responded to community issues including the need to keep young people at school as well as providing a skills base for the local area.

The report, together with two support documents, including an extended literature review and case study descriptions, is available on the NCVER website at: [www.ncver.edu.au/publications/1686.html](http://www.ncver.edu.au/publications/1686.html)

**Contact:** Helen Stokes
SITUATION OF BHUTANESE YOUTH IN BHUTAN

The final report has now been approved by the relevant Ministries in Bhutan and has recently been published.

Contact: Ani Wierenga and Helen Stokes

TAKING RISKS AND TAKING CARE: YOUNG PEOPLE, PREVENTATIVE HEALTH DISCOURSES AND SELF CARE

This project, an Australian Research Council Discovery Project (2004-2008), investigates the ways in which young adults aged 18 to 26 years 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. The project concludes in 2008.

Contact: Mary O’Brien

TALKING BEYOND THE TENSIONS

In partnership with the Centre for Adolescent Health, the AYRC hosted a one-day forum entitled Getting Beyond the Talk: A Forum for Leaders in the Fields of Youth, Health and Education. The project was made possible as a result of funding awarded via The University of Melbourne Vice-Chancellor’s Innovations Grant.

The intention of the one-day forum was to generate an agenda to inform the growing need for inter-disciplinary and inter-sectoral approaches in addressing the challenges faced by young people in a changing world.
The forum was launched by the Vice-Chancellor and addresses were given by Professor Field Rickards, Dean of Education; Professor John Wiseman, Director of the VicHealth Centre for the Promotion of Mental Health and Community Wellbeing; Janet Taylor, Research Coordinator at the Brotherhood of St Laurence; Wayne Craig, Regional Director of Education for Melbourne’s Northern Metropolitan Region and Professor Johanna Wyn, AYRC.

Following the addresses a series of roundtable conversations brought together leaders from a range of government sectors and research and education institutions, each of which have a direct concern with the learning and wellbeing of Australia’s children and youth. They considered the question: If we were to act on what we know, what would we do to equip our professionals to work more effectively with children and youth? A full report on the day will be available in 2007.

Contact: Helen Cahill

**YOUTH CIVIC ENGAGEMENT AND SOCIAL CONNECTION IN POST-INDUSTRIAL SOCIETY: A COMPARATIVE STUDY**

This project analyses young Australians’ perceptions and practices of civic engagement, and compares this with similarly generated data from linked research projects in Italy, Germany, the UK and the Netherlands. It is an Australian contribution to an ongoing program of research within the international consortium. The project focuses on an exploration of the range of reasons young people are turning away from traditional forms of civic participation and includes an identification of the distinctive and new features and indicators of civic participation amongst youth.
During 2006, Salem Younes provided research assistance to support the implementation of surveys in schools in three Victorian sites. Preliminary analysis of the survey data reveals the following picture. Far from being disengaged or uninterested in community, the young people place a high value on good relationships and good communication with their friends and family. Their main activities focus on sport and hanging around (including shopping) although overall consumption does not appear to be a key mode for socialising or identity building. Many were able to identify 'scenes' according to the appearance of groups of young people. Home is an important place: they enjoy spending time in their own homes and at their friends', as well as at parties, and family relationships and home life are important to them. Information technologies have not replaced the importance of face-to-face interactions.

The project is funded by the ARC (2005 to 2007). Anita Harris (Monash University) and Johanna Wyn are Chief Investigators.

Contact: Johanna Wyn

YOUTH SUBSTANCE ABUSE SERVICE (YSAS) EVALUATIONS

Two YSAS Programs have been evaluated by the AYRC this year. They are the YSAS Day Program in Box Hill and the Frankston Young Parents Project.

The Day Program provides purposeful daytime activities and continuing treatment and pathways for young people in the post treatment phase of drug treatment. The target group is young people aged 14 to 21 years who live in the Eastern Metropolitan Region and are already linked to drug and alcohol services and/or have serious problems relating to their use of alcohol or other drugs. The project aims to reduce the likelihood of treatment participants returning to the problematic use of licit and illicit substances through their involvement in a structured post-treatment therapeutic education program. It aims to build capacity by working with clients to develop strategies to strengthen the social, familial and community connections of young people and by using an opportunistic approach to counseling.

The evaluation revealed a high level of goodwill amongst other service providers and strong community partnerships, which helped to ensure effective and targeted service delivery.
The Young Parents Project based in Frankston, provides a specialist service for young people (under 21 years) who are parents or about to become parents, are misusing drugs and whose children are likely to become the subjects of Child Protection notification. The overall objective of the Project is to protect the children born to young people at risk through drug use by enhancing their parenting capacity and providing family support and drug treatment simultaneously.

While outcomes are difficult to quantify, the evaluation findings reveal clear indicators that the Project provides a good platform for these young people to work towards making changes in their lives and developing strategies to cope with their circumstances. Encouraging and facilitating young people to engage with primary health care facilities in an ongoing way is an example of this.

Contact: Bern Murphy
The Australian Youth Research Centre contributes to a range of teaching programs in the Faculty of Education, the Faculty of Arts and the Faculty of Medicine, Dentistry and Health Sciences.

MASTERS IN SCHOOL LEADERSHIP: LEARNING AND INDIVIDUAL PATHWAYS

This subject addresses the resurgence of interest in pedagogy, drawing on the research findings of Australian Youth Research Centre programs including the Life-Patterns project and the evaluation of the professional education partnership between the Faculty of Education at the University of Melbourne and the Catholic Education Commission of Victoria. Implications of pedagogy are drawn at all levels: the school, the classroom and in relation to individual students, focusing on transformation. Successful leaders work with their colleagues to take account of the diverse educational and cultural backgrounds of their students in shaping relevant curricula. This may include the development of diverse educational pathways and approaches to learning and teaching.

Coordination, seminars and lectures:
Johanna Wyn, Helen Cahill
Masters in Youth Health and Education Management

The Masters of Youth Health and Education Management offers professional development to leaders and managers from across the youth sector. It explores ways of working effectively with young people, and particularly the role of cross-sectoral practice in effective work. This course was offered for the first time in 2003. In 2004 the first cohort of students completed the course. In 2005 the second cohort completed the course, the third cohort started, and the course hosted its first international students.

During 2006, the AYRC, with the Centre for Adolescent Health and the Student Wellbeing staff in the Faculty of Education continued to explore possibilities within the core subjects.

Subjects:
- Youth Policy and Theory in Practice;
- Cross Sectoral Practice;
- Research and Evaluation in Communities;
- Community Focused Youth Research Project 1;
- Community Focused Youth Research Project 2; and
- Leadership in Youth, Health and Education.

Course Academic Coordination: Ani Wierenga (then Johanna Wyn from September)

Subject Coordination:
Ani Wierenga (Community Project 1 and 2), Helen Cahill (Leadership)

Bachelor of Education (Primary) and Bachelor of Early Childhood Education

Learning Area: Health and PE and Study Abroad/Exchange: Education in Natural Landscapes

Subject Coordination: John Quay

Diploma in Education

Education Policy, Schools and Society

Subject Coordination: Debra Tyler;

Seminars and lectures: Roger Holdsworth, Debra Tyler, Helen Cahill and Bern Murphy

Problem-Based Learning

Seminars and lectures: Debra Tyler

Drama Method

Guest workshops: Helen Cahill
FACULTY OF ARTS
SOCIOLGY PROGRAM

The Sociology of Youth and Youth Policy
A core second/third-year subject in the sociology program within the Faculty of Arts, this subject offers students an opportunity to learn about the ways in which youth is constructed through institutional processes, government policies and through the actions of young people themselves.

Coordination, seminars and lectures: Johanna Wyn; lectures: Helen Stokes, Ani Wierenga, Sarah MacLean, Hernán Cuervo and Ian Fyfe; tutors: Hernán Cuervo and Juliet Watson

Globalisation the Social and Identity
Dan Woodman tutored within this first-year subject in the sociology program within the Faculty of Arts.

FACULTY OF MEDICINE

Helen Cahill presented a series of seminars on ‘Communicating with Adolescents’ for final year Medical students and guest workshops for the Australian Institute of International Health Masters course in Adolescent Health.

SUPERVISION OF POSTGRADUATE STUDENTS

Academic staff at the Australian Youth Research Centre supervise postgraduate students towards Master and Doctorate Degrees in a range of youth and health related topics:

Masters
Jane Touzeau: East Timorese students and learning identities (supervisor: Professor Johanna Wyn): completed in 2006 and passed
Margaret McPhee: School Connectedness: factors that further students’ engagement with school (supervisor: Debra Tyler): completed in 2006

PhD
Nicholas Abbey: Pedagogic leadership (supervisor: Professor Johanna Wyn)
Helen Cahill: Role and learning (supervisors: Professor Johanna Wyn and Professor John O’Toole)
Hernán Cuervo: Social justice and rural education in Australia (supervisor: Professor Johanna Wyn)
Bruce Drummond: Skate parks beyond construction: Local Government and skateboarders (supervisor: Professor Johanna Wyn)
Ian Fyfe: Measuring the impact of formal and informal education on the political literacy of young people (supervisor: Professor Johanna Wyn)
Julie Green: Investigating health promotion and the role of literacy, language, education and culture (co-supervisors: Professor Johanna Wyn and Professor Joe Lo Bianco)
Jacqui Hodder: An examination of spiritual beliefs upon the resilience and optimism of young people in a high school setting (co-supervisors: Professor Johanna Wyn and Dr Ani Wierenga)

Sarah MacLean: Social meanings of inhalant misuse in Victoria: Implications for the development of policy and intervention (co-supervisors: Professor Johanna Wyn, Associate Professor John Fitzgerald and Dr Deborah Warr)

Malcolm Nicolson: The Somers School Camp outdoor education program: the student perspective (supervisor: John Quay)

Jacqui Peters: Student interest and the experience of gymnastics in the secondary school (supervisor: John Quay)

Maree Sidey: An exploration of wellbeing within a Victorian youth mental health service (supervisor: Professor Johanna Wyn)

Helen Stokes: Young people negotiating change: What difference does education make? (supervisor: Professor Johanna Wyn)

Prue Wales: Drama teachers and professional identity (co-supervisors: Professor Johanna Wyn and Dr Kate Donelan): successfully completed in 2006

Juliet Watson: Young homeless women and intimate relationships (co-supervisors: Professor Johanna Wyn and Dr Ani Wierenga)
Dan Woodman: Young People’s Ideas About How to Shape Their Worlds (supervisors: Professor Johanna Wyn and Dr Tim Marjoribanks)

Kaaren Yap: Student workers (supervisor: Professor Johanna Wyn)
The Australian Youth Research Centre continues to publish Research Reports, Working Papers and conference proceedings of interest to the field, on an occasional basis. In addition, the Centre Newsletter is sent to around 400 individuals and organisations and provides information about Centre projects and news. During 2006, the Centre produced the following publications:

**Other Publication 26**

*Flashpoints and Signposts: Pathways to success and wellbeing for Australia’s young people*

Eckersley, R., Wierenga, A. and Wyn, J.  
*March 2006; ISBN 0 7390 3627 2*

**Youth Research News**  
*(Newsletter of the Youth Research Centre)*

Vol 16 No 1: March 2006;  
Vol 16 No 2: November 2006
RESEARCH REPORTS


Wierenga, A. and Stokes, H. The Situation of Bhutanese Youth in Bhutan. Youth Development Fund, supported by Save the Children US, Bhutan; unpublished, being prepared for wider publication
EDUCATIONAL MATERIALS
Cahill, H., Murphy, B. and Kane, C. **LEAD! Student Participatory Approaches to Leading Education about Drugs.** Canberra: Commonwealth Department of Education, Science and Training

Cahill, H. **Preventing Drug-Related Harm: a manual for the student welfare coordinator,** Melbourne: Victorian Department of Education and Training

OTHER PUBLICATIONS BY CENTRE STAFF

Book Chapters
Cahill, H. ‘Devising Classroom Drug Education Programs’ in Midford, R. and Munro, G. (eds) **Drug Education in Schools: Searching for the Silver Bullet,** East Hawthorn: IP Communications

Cahill, H. and Freeman, L. ‘Creating School Environments that Promote Wellbeing’ in Keeffe, M. and Carrington, S., (eds) **Schools and Diversity,** Camberwell: Pearson

Fyfe, J. and Wyn, J. ‘Young Activists Making the News: The Role of the Media in Youth Political and Civic Engagement’ in Edwards, K., Print, M. and Saha, L. (eds) **Youth and Political Participation,** Sense Publishers, Rotterdam

Quay, J. and Peters, J. ‘Seeing the forest as well as the trees:... providing relevant and up-to-date research to young people’

Quay, J. ‘Connecting social and environmental education through the practice of outdoor education’ in Dickson, T., Gray, T. and Hayllar, B. (eds) Outdoor and Experiential Learning in Australia and New Zealand: Views from the Top. Dunedin, NZ: Otago University Print


Articles (Peer Review Journals)


Cahill, H. ‘Research Acts: Using The Drama Classroom as a Site for Conducting Participatory Action Research’ in Drama Australia Journal NJ 30 (2): 61-72


Articles (Professional Journals)


Quay, J. and Peters, J. ‘Connected: Really connecting physical education and physical activity’ in Teacher 177: 4-7
STUDY CIRCLE
During 2006 the Centre hosted a regular postgraduate seminar series on a range of topics of interest to postgraduate students, including seminars by students on their research topics.

CONFERENCES AND ADDRESSES
During 2006, Australian Youth Research Centre staff members attended and presented addresses and workshops at various conferences.

Helen Cahill:
Training Day: Optimism and Persistence, Clarendon College. Hobart: February

Training Days: Using Drama For Mental Health Promotion, Healthy Living Festival. Melbourne: February, Lakes Entrance: April, Ararat: April

Training Day: Building Engagement through Interactive Pedagogies, Senior Colleges Professional Development Conference. Canberra: February

Training Days: Effective Drug Education Strategies for Secondary Schools, ACT Department of Education. Canberra: March, May, August

Training Days: Enhancing Resilience: Strategies for Primary Schools, ACT Department of Education. Canberra: March, May, August

Workshop: Teaching across Disciplines: using the dramatic form to fashion deep learning in the tertiary setting, Dialogues and Differences Conference. Melbourne: April

Workshop: Using Drama Strategies in School Drug Education, 7th International Conference on Drugs and Young People. Sydney: May

Workshop: Understanding Resilience, Avila College Parenting Seminar. Melbourne: May

Training day: Literature for Life: teaching about grief, loss and change in the English Class, Catholic Education, Western Australia. Perth: June

Training day: Interactive Classroom Strategies in Personal Development Education, Catholic Education, Western Australia. Perth: June

Keynote: Communicating about Drugs: a Forum Theatre with Youth Actors, Centre for Children and Young People, Annual Conference. Lismore: June

Training day: Leading Student Participatory Approaches Drug Education, Independent Schools Association of South Australia. Adelaide: August

Workshop: Youth Futures Consultation day, Youth Futures Project. Melbourne: August

Keynote: Students’ Perspectives on What Makes for Good Teaching: a Forum Theatre with Youth Actors, Centre for Children and Young People, Annual Conference. Lismore: June

Workshop: Building Relationships through Interactive Classroom Strategies, Centre for Children and Young People, Annual Conference. Lismore: June

Training day: Communicating with Adolescents, P.A.R.T.Y. Project. Woodend: November

Training day: Using drama pedagogies to facilitate students as co-teachers in learning Partnerships with Adults, Learning Partnerships Project. Melbourne: December

Paper: Shifting Paradigms: using aesthetic tools to structure a shift from positivist readings of reality to constructivist interpretations of the world, Drama Victoria Conference. Melbourne: November

Workshop: Facing Futures, Drama Victoria Conference. Melbourne: November

Workshop: Schools in Drama Partnerships with Tertiary Institutions, Drama Victoria Conference. Melbourne: November

Training day: Communicating with Adolescents, P.A.R.T.Y. Project. Woodend: November
Sarah MacLean:


Presentation: ‘It’s all about the buzz’: Chroming, meaning and embodied pleasure, The Australian Professional Society on Alcohol and Other Drugs (APSAD) Conference. Cairns: November

Mary O’Brien:
Paper presentation: Health Promotion and hepatitis C: Implications in the making of identities for young people, Viral Hepatitis: 5th Australasian Conference. Sydney: February

Paper presentation (with A Madden): Research, relationships and knowledge making, Viral Hepatitis: 5th Australasian Conference. Sydney: February


Seminar: Not getting the message? A critique of preventive health discourses, Education/Health Interface. MERI: April

John Quay:
Presentation (with Jacqui Peters): Seeing the forest as well as the trees: connecting models of physical education, Commonwealth International Sport Conference. Moonee Valley Racecourse, Melbourne: March

Presentation: Understanding uncertainty, Victorian Outdoor Education Association State Conference. Bayview Conference Centre, Melbourne: May

Ani Wierenga:
Conference presentation:
Learning from each other: Youth research in Australia and Bhutan, The International Sociological Association World Congress of Sociology. Durban, South Africa: July

Conference presentation:
Thick and thin stories of citizenship, Three Deans Conference. University of Wisconsin, Madison, USA: September

Dan Woodman:
Presentation: A Generational History of Australia, Staying On Track – Melbourne University Education Faculty Post Graduate Conference. Melbourne University: November

Presentation: Young People, Consumption and Shaping a Preferred Future, Dangerous Consumptions Colloquium. ANU: December

Johanna Wyn:
Keynote address: Generation, Identity and Class, Children and Young People as Social Actors. University of Otago, New Zealand: February

Keynote address: Young people, transitions and change: an overview, Central Ranges Local Learning and Employment Network Annual General Meeting. Flowerdale: May

Keynote address: Schools and social change, Junior School Heads Association of Australia. Caulfield: May

Keynote address: Response to Burbules, Rethinking the Virtual Conference. Deakin University: June

Conference presentation:
Citizenship, Identity and Education, Three Deans Conference. University of Wisconsin at Madison, USA: October

Keynote address: Young people, ICTs and Wellbeing in Australia, Australia Korea Foundation Conference: Digital Natives in Australia and Korea. Melbourne: November

Keynote address: Reclaiming ‘Youth’ from the margins, Reclaiming the Margins: Youth, Research, Activism. University of Western Sydney: November

Networks and Partnerships

INTERNATIONAL INVOLVEMENT

Through its work, the Centre has links and partnerships with related youth and research programs in various areas of the world.

The International Sociological Association met during July in Durban, South Africa for the 2006 World Congress of Sociology. There were about 4000 delegates to the Congress. Ani Wierenga presented on explorations of issues of doing youth research that extends out of Western paradigms. Ani was voted to the position of vice-president (Oceania) of the Youth Research Committee of the International Sociological Association. The fulfilment of the responsibilities of this role will involve a focus on engaging with youth researchers in the Pacific and Asian regions.

RC 34 (Research Committee 34) is the youth research strand of the International Sociological Association. It has about 130 members from 43 countries. The Australian Youth Research Centre continues to support the ongoing work of RC34 in the region. In the latter part of 2006, members from this region have been forming a plan of youth research-based activities for the next four years.
The **Three Deans Meeting** is an annual meeting that revolves around critical issues facing USA, UK and Australia. The ongoing international network involves academic staff at the University of Madison, Wisconsin (USA), The Institute of Education at the University of London (UK), and The University of Melbourne (Australia). In 2006 the network met at the University of Madison, Wisconsin around the theme ‘critical citizenship’. Johanna Wyn and Ani Wierenga attended and gave presentations.

**PARTNERSHIPS**

The Australian Youth Research Centre places an emphasis on working in partnership with colleagues and organisations through local, national and international networks and linkages.

During 2006 the Centre participated in partnerships with the following organisations:

- The Centre is associated with Richard Eckersley (Australian National University) and other Australian researchers and scholars through the **Australia 21: Realising Human Potential** program;

- Through the ‘**NEAR**’ project, the Centre continued its collaboration with Yoland Wadsworth, (formerly of the Action Research Program, Institute for Social Research, Swinburne University) and Gai Wilson (Centre for Development and Innovation in Health, Australian Institute for Primary Care, LaTrobe University), the management and staff of Community and Women’s Health Agencies and the Department of Human Services;

- Partnerships continue across faculties with the Centre for Adolescent Health (Faculty of Medicine, Dentistry and Health Sciences) and the Student Wellbeing Unit (The Faculty of Education) on the **Masters in Youth Health and Education Management**;

- A partnership continued with Dr Anita Harris, School of Social Inquiry, Monash University who is Chief Investigator (with Johanna Wyn) of the ARC funded project **Youth Civic Engagement and Social Connection in Post-industrial Society: A comparative study**, which is based at Monash University;
The Centre continued its collaboration with research associates Kathleen Stacey and Murray Lake on the **SpringBoard Evaluations** and on the NCVER project **Schools, VET and Partnerships**;

- Links continue with the **Australian Research Alliance for Children and Youth (ARACY)** and the **ARC Research Network: Future Generation**. AYRC staff are among the 200 core members listed on a successful Australian Research Council grant application for 2004-2009 Network funding; and

- Professor Lesley Andres is a partner investigator in the **Flexible Career Patterns: Graduate redefinitions of outcomes in the new labour market project**, providing comparative data from her Canadian ‘Paths on Life’s Way’ project and assisting with the analysis of the Australian data;

### YOUTH AFFAIRS RESEARCH NETWORK (YARN)

The Centre continued to maintain the Youth Affairs Research Network (YARN) - a national and international electronic network linking those conducting and interested in youth-related research. Established in 1994, the Network continues to provide a valuable service, and also provides an electronic ‘doorway’ to the Youth Research Centre as part of an international community of researchers.

The YARN website ([http://yarn.edfac.unimelb.edu.au](http://yarn.edfac.unimelb.edu.au)) provides a stable and relatively static gateway to a range of relevant groups and resources both in Australia and internationally. YARN also provides a link to the Australian Directory of Youth Researchers that was developed by the Centre. It is growing steadily and lists over 100 active ‘youth researchers’ in Australia. It can be found at: [http://ythresearcher-db.utas.edu.au/](http://ythresearcher-db.utas.edu.au/)

During 2006, the Centre also continued work with the Australian Clearinghouse for Youth Studies on the creation of the **Australian Youth Information Network** – an on-line portal to existing information resources in the sector. The AYIN e-mail list replaced the previously existing youth.comm list.
Centre Personnel

Staff

PROFESSOR JOHANNA WYN

Johanna Wyn is Director of the Australian Youth Research Centre. She leads the Life-Patterns Then and Now project and is involved in many of the Centre’s other research projects. She supervises research students on a range of topics related to youth, equity, health, wellbeing and education and teaches in the Master in Youth Health and Education Management and the Master of School Leadership. She is author of many articles and books on youth, including Rethinking Youth, 1997 (with Rob White), Youth, Education and Risk, 2001 (with Peter Dwyer) and Youth and Society, 2004 (with Rob White).

HELEN CAHILL

Helen Cahill is a Senior Research Fellow, who also has the role of Deputy-Director of the Australian Youth Research Centre. Helen has worked within teams conducting several research and consultancy projects in 2006, including the contributing to the Learning Partnerships project, Youth Futures, Talking Across the Tensions, and the Prevention, Access and Risk Taking in Young People Project with the Department of General Practice. She has provided a series of seminars and workshops for schools and education systems in Victoria, Western Australia, Queensland, South Australia and Tasmania.

Helen was awarded a Vice-Chancellor’s Innovation in Teaching and Learning grant to extend the Learning Partnerships project in which primary and secondary students work as co-teachers in the training of
educators and health professionals in the Education and Medical and Health Sciences Faculties at The University of Melbourne. Helen also taught within the Education Policy, Schools and Society subject within the Diploma of Education and in the Masters in Youth Health and Education Management and Masters in School Leadership courses. She has a strong and continuing interest in the use of drama techniques and interactive pedagogies to conduct research with young people, and a mechanism through which to involve children and young people in teaching adults how to communicate effectively with young people.

SARAH MACLEAN

Sarah MacLean is employed as a Research Fellow at the AYRC until mid-2007. Her main project entails updating a review of interventions into petrol sniffing published in 2000 with Peter d’Abbs of James Cook University. During the first half of 2005 she managed a consultancy undertaken by the AYRC for the National Inhalant Abuse Taskforce. Sarah submitted her PhD thesis - an examination of the social meanings of inhalant use in Melbourne – in October 2006. The research was co-supervised by Professor Johanna Wyn and Associate Professor John Fitzgerald at the Centre for Health and Society, with Dr Deborah Warr as associate supervisor. Sarah was been awarded a VicHealth Public Health PhD Research Scholarship and an additional grant from the Alcohol, Education and Rehabilitation Foundation to undertake this research.
JULIE MARR

Julie Marr is the full-time Administrator for the Centre and the Education Equity and Social Change cluster, providing support to both research and teaching staff. Her responsibilities also include financial administration, maintenance of the membership and publications databases, publication of *Youth Research News* and the maintenance of the Centre’s website. Julie also supports the Coordinators of the Masters in Youth Health and Education Management and the Master of Education (Student Wellbeing) programs.

BERN MURPHY

Bern Murphy is a Research Fellow at the Australian Youth Research Centre. In 2006 she worked on evaluation projects for the Youth Substance Abuse Service including the Young Parents’ Project in Frankston and the Day Program in the Eastern Region. Bern also taught within the Education Policy, Schools and Society subject within the Faculty.

MARY O’BRIEN

Mary O’Brien is the chief investigator on the 2004 ARC Discovery Project *Young people, preventive health discourses and self-care*. She has also received a three-year ARC postdoctoral fellowship to undertake the study. Mary’s previous postdoctoral appointment was as a Research Fellow for five years at the Australian Research Centre in Sex Health and Society (LaTrobe University) where she was researching the social and cultural aspects of risk and blood borne viruses. Mary was also a 2006 ARC Discovery Grant Projects international reviewer.
JOHN QUAY

John Quay is a Lecturer and Research Fellow in the Australian Youth Research Centre. John teaches in the pre-service teaching degrees in the Faculty of Education specifically in the areas of Health, Physical Education and Outdoor Education. He has completed postgraduate study in educational administration and student welfare at The University of Melbourne as well as his Master of Education by research entitled Students Caring for Each Other which compared the caring relationships between students in two broad contexts: school camps and school more generally. In his previous life he worked as a teacher in secondary schools in these subject areas. John is currently completing his PhD, which is an investigation of existential frameworks for schooling titled An Investigation Of Education As Experience: Heidegger’s Contribution To Dewey’s Legacy.

John is a member of the Australian College of Education, the Australian Council for Educational Leaders (MACEL), the Australian Council for Health, Physical Education and Recreation and the Victorian Outdoor Education Association (past council member and president).

GRAEME SMITH

Graeme Smith is a Research Fellow who is the Statistical Analyst for Centre projects. Graeme has assisted the Centre on several previous projects as a consultant, and continued in a part-time position at the Centre in 2006. Graeme has worked as part of teams on several research projects at the Centre, including the Life Patterns Then and Now projects and Bhutan Youth Policy Development project.
HELEN STOKES

Helen Stokes is a Research Fellow and Centre Manager at the Australian Youth Research Centre. In 2006 Helen has been involved in research projects in areas of Then and Now, the ARC funded longitudinal study of young people and their post school pathways, co-wrote a report on the Situation of Young People in Bhutan, and conducted the Evaluation of Generation Next at JOY Melbourne. Helen is also School Council president at Princes Hill Secondary College.

DEBRA TYLER

Debra Tyler is a Lecturer and Research Fellow at the Australian Youth Research Centre. She lectures in the Graduate Diploma of Education and the Bachelor of Teaching program and coordinates the subject Education, Policy, Schools and Society. In 2006 Debra continued her work on the Life Patterns longitudinal study and began work on the new five-year ARC project Pathways Then and Now: new student transitions to adulthood in a comparative context.

ANI WIERENGA

Ani Wierenga is a Lecturer and Researcher at the Australian Youth Research Centre. From 2003-2006 she coordinated The University of Melbourne’s new cross-disciplinary Masters in Youth Health and Education Management. In 2006 Ani focused on a new project for Australia 21’s Realising Human Potential program: Pathways to the preferred futures for young Australians. She continued to collaborate on the innovative Narrative Evaluation Action Research pilot among Victoria’s Community and Women’s Health Centres for the Victorian Department of Human Services, and co-wrote a report on the Situation of Young People in Bhutan. She supported the
evaluation of the Global Connections program for Plan International Australia, which aims to create links and understandings between young people in Australia and Asia. Ani’s own (ongoing) longitudinal research follows 32 Australian rural young people Making a Life and understandings between young people in Australia and Indonesia.

DAN WOODMAN

Dan Woodman is a Research Fellow in the Australian Youth Research Centre. In his previous life, Dan was an intellectual disability support worker with Melbourne City Mission and spent a brief period at the Victorian Office for Youth. During 2006, Dan worked on the Pathways Then and Now project. He returned to student life in 2006, embarking on a PhD exploring young people’s ideas about how they can take action to shape their personal and social worlds.

Research Associates

Associate Professor Peter Dwyer is a Principal Fellow with the Australian Youth Research Centre, providing significant support to the Centre through his work on all aspects of the Life-Patterns research program.

Roger Holdsworth continues his association with the Centre as a Senior Research Associate. During 2006, he worked with the Centre on the Civic Engagement and Young People in the City of Melbourne project, as well as contributing to several Centre reports and publications.

Dr Yoland Wadsworth became a Principal Fellow in 2006. She contributes to Centre projects such as NEAR.

Dr Ian Roos also became a Principal Fellow of the Centre in 2006. He has provided advice on postgraduate projects and on ethics applications.
Visitors

The Australian Youth Research Centre welcomes visitors for brief or extended stays at the Centre. Where possible, opportunities are provided for visitors to share their work formally through seminar presentations, and informally through on-going discussions. In 2005, the following visitors came to the Centre:

- **Assistant Professor Lesley Andres**, University of British Columbia
  Lesley visited the Australian Youth Research Centre in November and December to work with the *Life-Patterns* team and, in particular, to work with Johanna Wyn on a book which discusses the ‘making of a generation’ through a comparison of her Canadian *Paths on Life’s Way* data with the *Life-Patterns* data.

- **Bjenk Eleffsen**
  Bjenk also joined the *Life-Patterns* team in December. Bjenk has been awarded a scholarship from the Canadian research body Fonds Québécois de la recherche sur la société et la culture (FQRSC) to spend a period of two years analysing and writing from the *Life-Patterns* database.

- **Dr Deborah Youdell**
  Deborah visited the Australian Youth Research Centre in late October, following the *Three Deans Conference* in Madison. Deborah presented a proposal for collaborative research.

Cost of subscriptions per annum (including GST) remained at:

- Organisational $60.00
- Individual $40.00
- Student/Unemployed $15.00

The Australian Youth Research Centre always welcomes interest from its members and others on current Australian Youth Research Centre projects and activities.

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