

Designing, Implementing and Evaluating Interest-Based Programmes for NEET Youth

*Reflections from the Zoo Career
Exposure and Baking Programmes*

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1 Icebreakers

Emotions pictures



How are you feeling today?



1



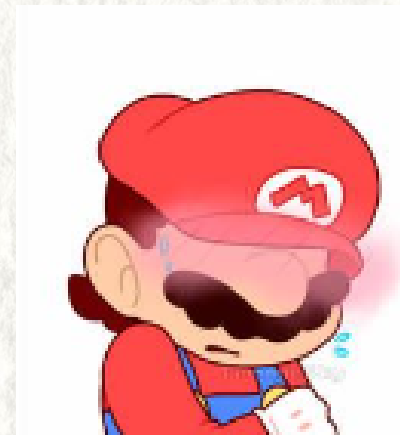
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2 Background, Context & Method



Fei Yue's Youth Services



Youth Centre (Fajar)

- Street & Digital Engagement/ Outreach



Bukit Batok Project 180

- Integrated Service Provider (ISP)



Hidden Youth Outreach Service



CREST • Community Mental Health Programme

ReConnect • Online Counselling



- 12-21 years old
- Out-of-school, not engaged in meaningful work
- School students with high absenteeism
- At-risk behaviours



- 12-21 years old
- MSF-funded programmes for at-risk youths and young offenders
- Triage System
- Guidance Programmes



- 12-25 years old
- Socially isolated for at least 6 months
- Through Outreach, Casework and Intervention, and Interest-based Programmes

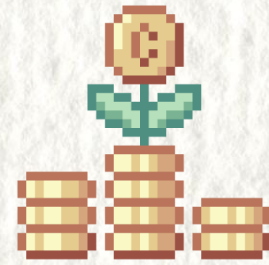


- 12-25 years old

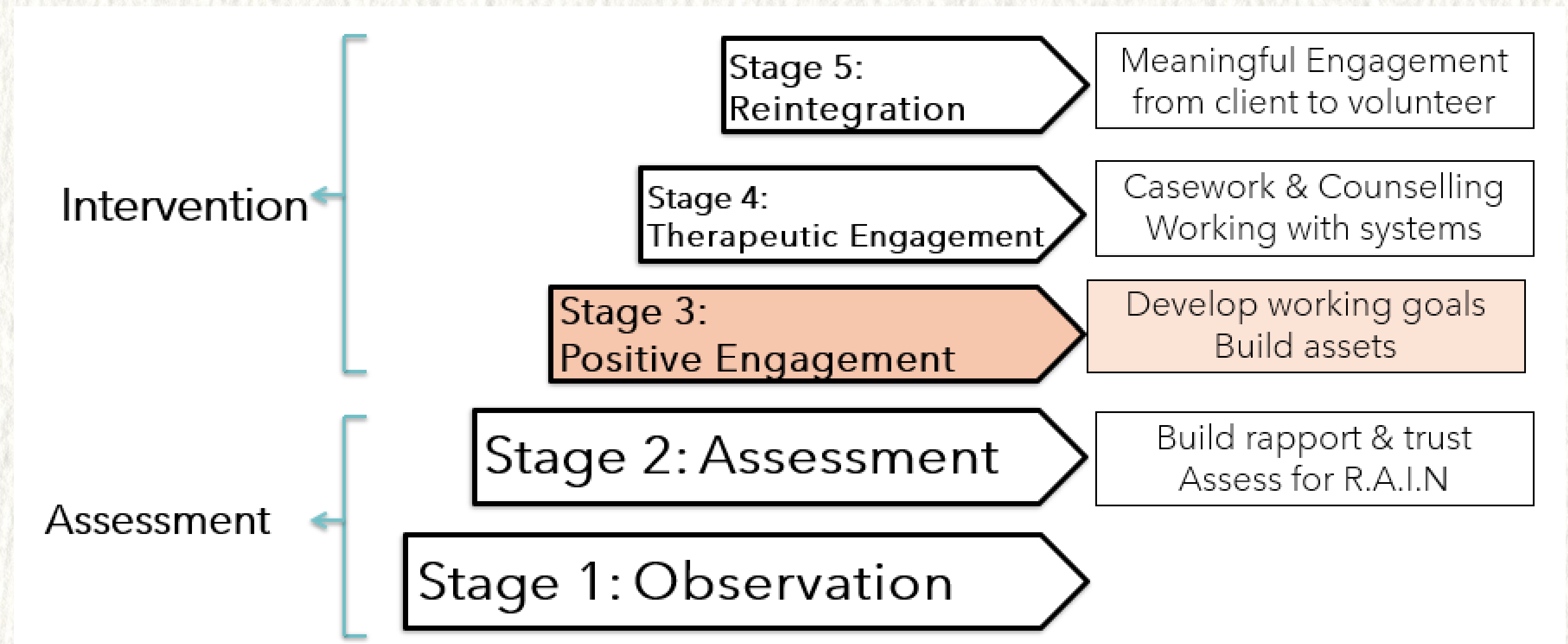
- Promote early identification of mental health concerns
- Through outreach events, working with parents and/peers, linking youths up with relevant resources

- An online counselling service
- Supporting youth facing challenges relating to interpersonal relationships and their sense of self

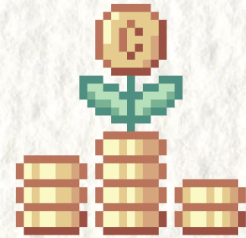
Why Interest-Based Programmes?



Complements existing programmes



Why Interest-Based Programmes?



Complements existing programmes

Stage 4: Reintegration

- Skills-training & job shadowing
- Support youth's return to school or work



Stage 3: Intervention

- Motivate youths to engage with others
- Develop social and emotional skills



Stage 2: Engagement

- Establish trust

Stage 1: Intake/ Assessment

- Understand needs and strengths



Hidden Youth Intervention Programme

Adapted from Khatani
et al., 2023

Why Interest-Based Programmes?

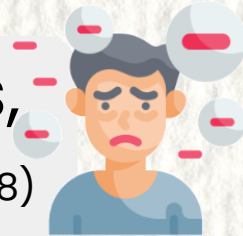


Challenges & Needs

Social isolation/ exclusion
(Liew et al., 2021)



Negative self-perceptions,
lack confidence (Pavlova et al., 2018)



Lack clear goals for the
future (Seddon et al., 2013)



Low motivation
(Tamesberger & Bacher, 2014)



Limited research in the local context; from youth's perspective



Benefits/ Programme Outcomes

Increased social
connections (Su et al., 2023)



Increased self-efficacy
(Seddon et al., 2013)



Developed meaningful goals
related to career aspirations
(Greene & Seefeldt, 2020)



Increased career
engagement
(Su et al., 2023)



Positive Youth Development

- Our programmes are based on **Positive Youth Development (PYD)**, which takes a strengths-based, person-centered approach to youth work (Lerner, 2005)
- Interventions targeting the **5Cs** have a positive effect on academic achievement, psychological adjustment, well-being and socio-emotional skills (Ciocanel et al., 2017; Taylor et al., 2017)

Competence

Positive view of one's actions in specific areas (e.g., social, academic, cognitive, vocational)

Confidence

An internal sense of overall positive self-worth and self-efficacy

Connection

Positive bonds with peers, family, school, and the community

Character

Respect for societal and cultural rules; youth has a sense of right and wrong and morality.

Caring & Compassion

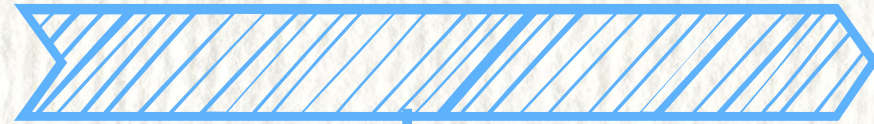
A sense of sympathy and empathy for others



Lerner, 2005

Youth-Research Partnership

Pre-Programme

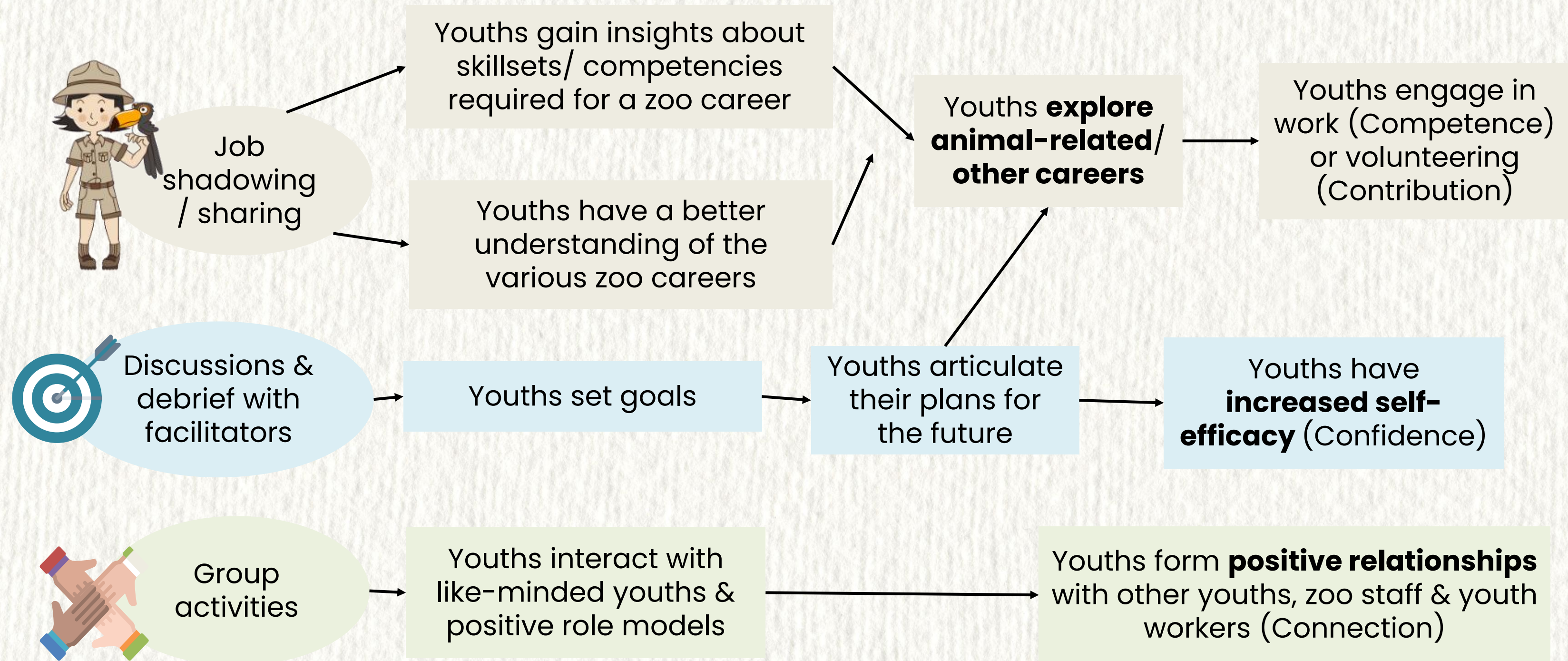


Develop theory of change

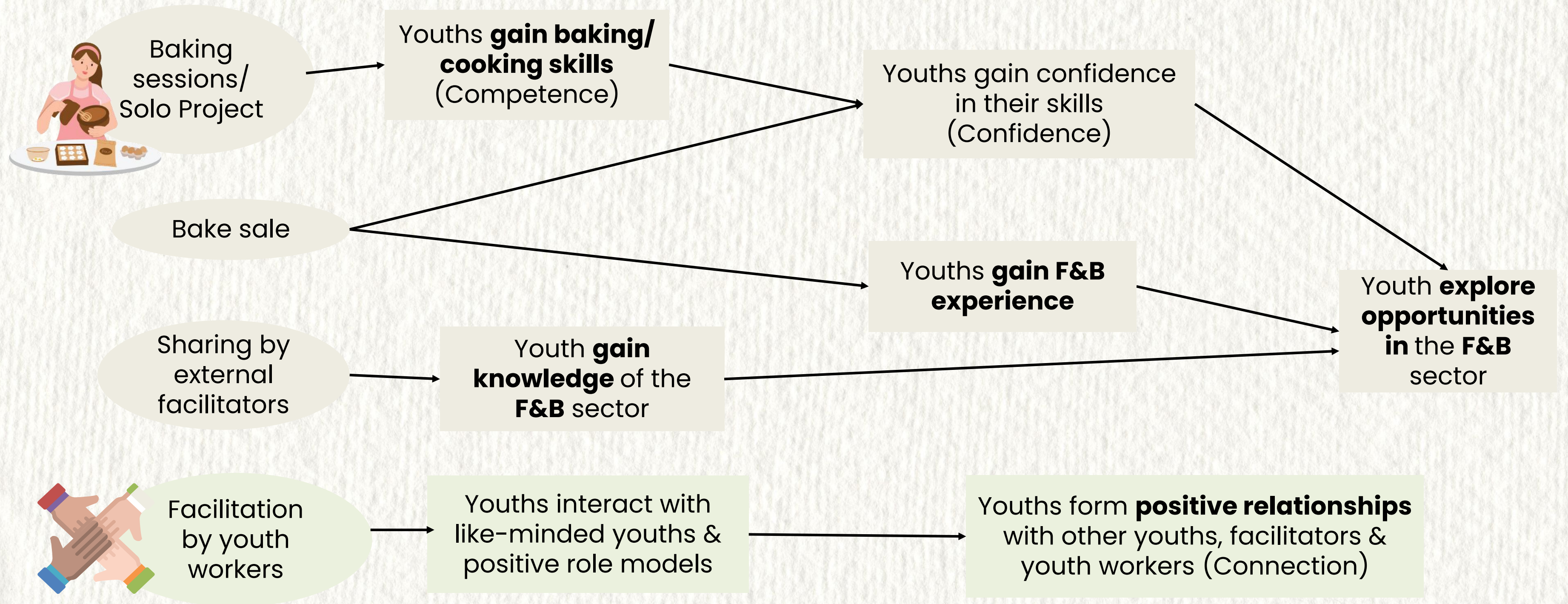
- Shared understanding of programme
- Clear outcomes

Theory of Change

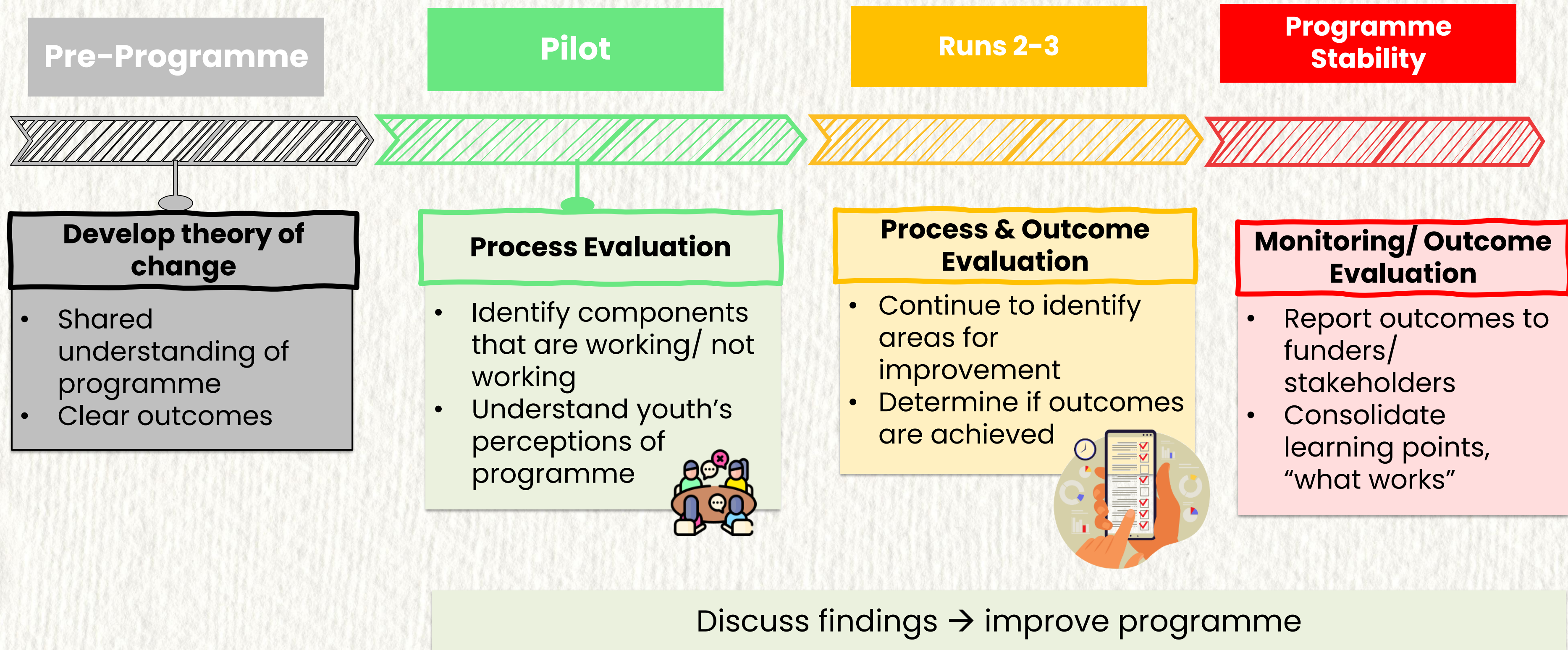
(Zoo Career Exposure)



Theory of Change (Baking)



Youth-Research Partnership



Purpose

What contributes to the high engagement and low *pai tao* rate?

What are the “must-haves”?

I always *pai tao* (not show up) halfway [for other programmes]. I will just like join for the first few days and every time I will just gone case. I don't join back. Then **I don't know why my motivation for this one was like high.**



-P2 (Zoo)



Good practices– components & features of the programme that were linked to positive experiences and/or benefits from the youth's perspective



Benefits – what youths gained through participating in the programme (from their perspective)



- Important to know what components are essential to make a programme successful (Fixen et al., 2009)
- Important to understand youths' perspectives and reflect findings in design and implementation to maximise effectiveness (Martin, 2018)

Data Collection

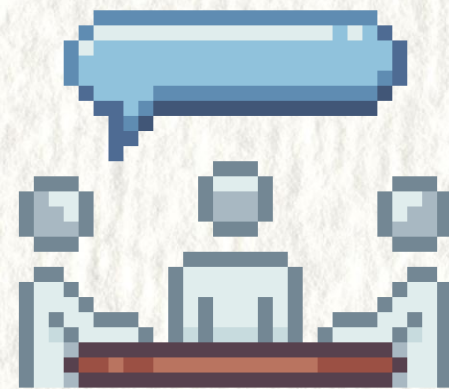
Pilot

Runs 2–3



Interview guide:

- Youth's experiences in the programme
- What youths gained from the programme
- Feedback and suggestions for improvement



Interviews

- Conducted by researchers and interns
- Conducted 1–2 weeks after the last session
- **Semi-Structured interviews** (10 youth)
 - Average duration: 48 min
- **Focus group discussions** (13 youth)
 - Group size: 2–4 youth
 - Average duration: 51.9 minutes



Participants

- 23 youths aged 14 to 19
- Completed programme (63–75% attendance)
- Written informed consent from youth and parent



Data Analysis

- Re-analysed deidentified transcripts (verbatim from audio-recordings)
- Thematic analysis (Braun & Clarke, 2006; Boyatzis, 1998)



Reflexivity –
acknowledged how
experiences, positionality
and beliefs may influence
interpretation of data



- Open coding of 3 transcripts – discussed as a team.
- Joint development of codebook.

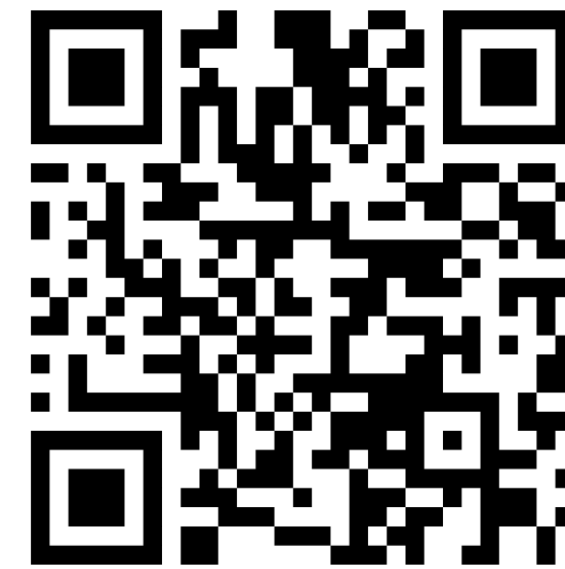


- Recoding of transcripts with codebook
- Review themes and sub-themes

3 Scenarios

2 different scenarios!

As a youth worker, how would you manage these scenarios?



4

Programme Components & Good Practices



Vocational Exposure

Animal-Care Program:

- Exposed to Zoo Keeping and Animal Presenters' jobs at the Zoo
- Hands-on experience with work tasks and getting to understand what the work entails

Baking Program

- Link up with F&B business owners to expose youth to the F&B scene in Singapore
- Hands on experience in F&B operations: cashiering, kitchen operations, waitressing.
- Imparting of baking knowledge and skills





Vocational Exposure

Incorporating hands-on activities

There's more hands-on [activities].. **That's how we learn, by hands-on**



-P2 (Zoo)

It think also **easier for us to learn** because it's hands-on you get to try doing things that the zoo workers do.



-P23(Zoo)

I think is because of getting to work closer with the animals, you actually know how the zookeepers work, **how they actually feel when they do all those work**.. Like raking the leaves..[imagine] how tired the zookeepers will be after a full day of work. It's only like just a one-hour session and we were already feeling all tired.



-P13(Zoo)

Providing opportunities for personal growth



I find that I'm lacking a bit of courage... [but during the animal show] **I just want to give it a try**. I just anyhow raise up my hand.



-P19 (Zoo)

So I have very **bad social anxiety**. This programme has been like **my way of** like **coming out** and like.. **socializing with people**... try to work on my social skills.



P7 (Baking)

Sharing of Work Experience by External Facilitator

- Personal sharing by staff about their experiences, their journey of getting to work at the Zoo/F&B industry and how they navigated through the challenges
- Characters and traits to thrive in the industry
- Words of encouragement from the Zoo staff to the youths to pursue their goals





Sharing by External Facilitators

Sharing challenges and lived experience

Some of them open up their own shops.. They said **starting is quite hard**.. Took some **hard work and perseverance** to get their shop to work.. I think in the future if I open a shop, I **must listen to their advice**.



P24 (Baking)

The presenter shared with us that even [if] before work [your] mood not there, ...you still need to think.. how you're portraying yourself.. **You in good mood, bad mood, they can feel you...** I find is **important to learn how to manage myself**. if [horses] have some stomach problem.. have to continue walking them overnight. Some even stayed back for three days to just take care of the horses



-P22(Zoo)

Authentic sharing about their journeys

His education wasn't that good, but he took 20 years to reach to the position he's in. So I was like, that's really cool and like I really **admire him, respect**. Like **maybe I can do it too**. Cos he **said he failed his O levels. And like I haven't been to school in a year**. But I guess the talk gives a bit of hope.



-P8 (Zoo)

-P1 (Baking)



She shared her experience in F&B. I could tell that she's very passionate about her job.. [I] **felt motivated**. Like **she didn't really give up**



Youth found value in learning from the stories, personal experiences and career trajectories of guest speakers (Greene & Seefeldt, 2021)

External Facilitators

- Sharing with external facilitators on profile of youth and collaborating with them on program design (i.e, hands-on, pacing of session, tone used, role clarification)
- External facilitators focus on imparting vocational knowledge and skills and mentoring youths in exploring vocational interest

Target Clientele

Youths aged 15-21 who are not meaningfully engaged in school or work, who:

- Spend time hanging out on streets
- Are socially isolated or withdrawn
- Experience mental health concerns

Common Misconceptions About Youths

❌ "Detached youths are the problem"

✅ Detached youths face problems and challenges where they may need support from volunteers, social workers and positive adult figures who believe in them

❌ "Youths are very hard to talk to"

✅ Youths are **NOT** difficult to talk to, they may be less open to talk to new people due to past experiences

Done by Fei Yue Community Services Animal-Care Team | June 2022
Only for Fei Yue's Circulation When Necessary

Things You May Notice About Youths

Behavioural

- Tired-looking
- Avoiding Eye Contact
- Quiet

Emotional

- Crying
- Sudden Outburst
- Anger
- Sadness
- Anxiousness
- Irritable

Physical

- Bruises
- Cuts
- Injuries
- Tattoos
- Multiple Piercings

Done by Fei Yue Community Services Animal-Care Team | June 2022
Only for Fei Yue's Circulation When Necessary

Do's ✅

- Take note of good behaviours and highlight them
- Encourage them with positive words
- Check in on what they're looking forward to/what they hope to learn during each session
- Discuss on the challenges they face and how they could overcome them
- Be mindful of sharing personal contact details and social media accounts
- If youths disclose sensitive topics, acknowledge them but shift back to the programme topic. After youths leave, highlight it to the programme IC/youth worker

Don'ts ❌

- Ask personal questions (family, school, finances, etc.)
- Ask about their physical injuries

Done by Fei Yue Community Services Animal-Care Team | June 2022
Only for Fei Yue's Circulation When Necessary



External Facilitators

Patient and non-judgmental



-P7 (Baking)

I'm quite slow. That's the whole reason why I had to drop out from my [previous] cooking class... I was really lucky to have them be very **patient** with me, and also **like give me time to catch up** with the rest

They had to like **prompt me** times **again and again**. They **guide me through** all the way.. if not I could not accomplish my feat of selling cupcakes



-P9 (Baking)

Affirming and Supportive

We were cleaning the bunny barn right.. I vacuum until *legit clean sia*. Then the zookeeper come to me and she said "**wah so clean**". This is the first time I see the place so clean".



-P2 (Zoo)

Engaging & Fun

They **entertain our nonsense** a lot. They also **play along** with us... they **laugh, joke around**. So it's not serious... I don't really like a solemn, very serious, very zen kind of facilitator.



-P22(Zoo)

Youth Workers

- Focus on building trust and rapport with participants and attending to specific needs of the youth.
- Provide encouragement and belonging for the youths attending the program.





Youth Workers

Created Safe, Inclusive Spaces

a. Accepted youth; non-judgmental

I was like thinking.. Please don't be too much energy, later people judge you.. But after the first session.. I just enjoy myself. Like **even if I'm very loud or very like chaotic**, the **facilitator never really like why you like that**.. They don't mind how loud I was, so I was quite glad because if I have to tone myself down I would feel very awkward



-P22(Zoo)

When talking to them, you don't have to be formal.. Just talk to them like how usually you talk to your friends like that, so it.. Makes a very **comfortable space between us and the youth workers**.. **Just let you be yourself lah.**



-P6(Zoo)

b. Pacing

[Youth worker] was very encouraging. Like if you don't want to try something she **won't pressure you** a lot. She'll just "okay you **don't have to do this but if you want you take your own sweet time**. Baby steps"



-P14
(Zoo)



Youth Workers

Created Safe, Inclusive Spaces

c. Ensured that interactions were inclusive

This group right they make sure everyone is there, **make sure everyone join**. And they **include everyone**.. Like if we are doing activities, later one of us will be standing by the side. They will try to include us in. Then **if we like look down or we are tired they will come to us and ask are you ok**



-P2 (Zoo)

d. Mediated conflicts to ensure interpersonal safety

[I was] overwhelmed with a conflict with another person there. I was very scared.. then I started crying and then I didn't want to do anything anymore after that... we had another **youth worker to help like resolve the conflict**. Like she sat us down, like we had a talk.



-P1 (Baking)



- Students highlighted the importance of adults creating an environment where they felt welcome and safe (Williford et al., 2023)
- Safe space created by youths and coordinators allowed youths to meaningfully engage with the programme (Montreuil et al., 2018)



Youth Workers

Provided Encouragement, Support, Affirmation

They stay with us and **help us** with some stuff we don't know... Like answering questions.. Cos like I have questions but I don't dare to ask.. [it] makes me anxious. So like **she just helps me say instead..**



-P8 (Zoo)

They are very encouraging because like there were times.. I wouldn't want to go and they **encouraged me to come**. Like they will force me out of the house



-P1 (Baking)

We just keep telling [youth workers] we are tired, we are tired. They will just like "just hold on, you are there, you are there"



-P4 (Zoo)

Family Involvement

- Youths got to invite their youth workers and family members during graduation. It is a platform for them to witness and affirm the youth's journey and growth during the program.
- **Animals Program:** Youths, together with their guests, worked on making enrichment together for the animals. Youths brought their family members around to share their work attachment day experiences with their family.
- **Baking Program:** Using the skills learnt from the program, each youth prepared and presented a dish during graduation.



Post-Programme (Baking)



- After graduation, youths who show continued interest in baking programme activities are sponsored to obtain their food and hygiene certification
- After graduation, youths are given an opportunity to sell their graduation dish in a bake-sale and earn profits.
- Youths learn how to budget, package and produce their dishes on a larger scale.
- Corporate partners provide internship opportunities for youth to work at their F&B establishment

The social workers.. help me... get into the food and safety course. Which might **help me in the future** cos the food and safety course is important for F&B. Cos **if you want to get a job you might need the certificate.**



-P10 (Baking)

[Bake-sale was] very stressful. But I think it's quite **good to get a bit of experience**.. cos if I were to open up my own home business, I think **I can take a few lessons [from it]**

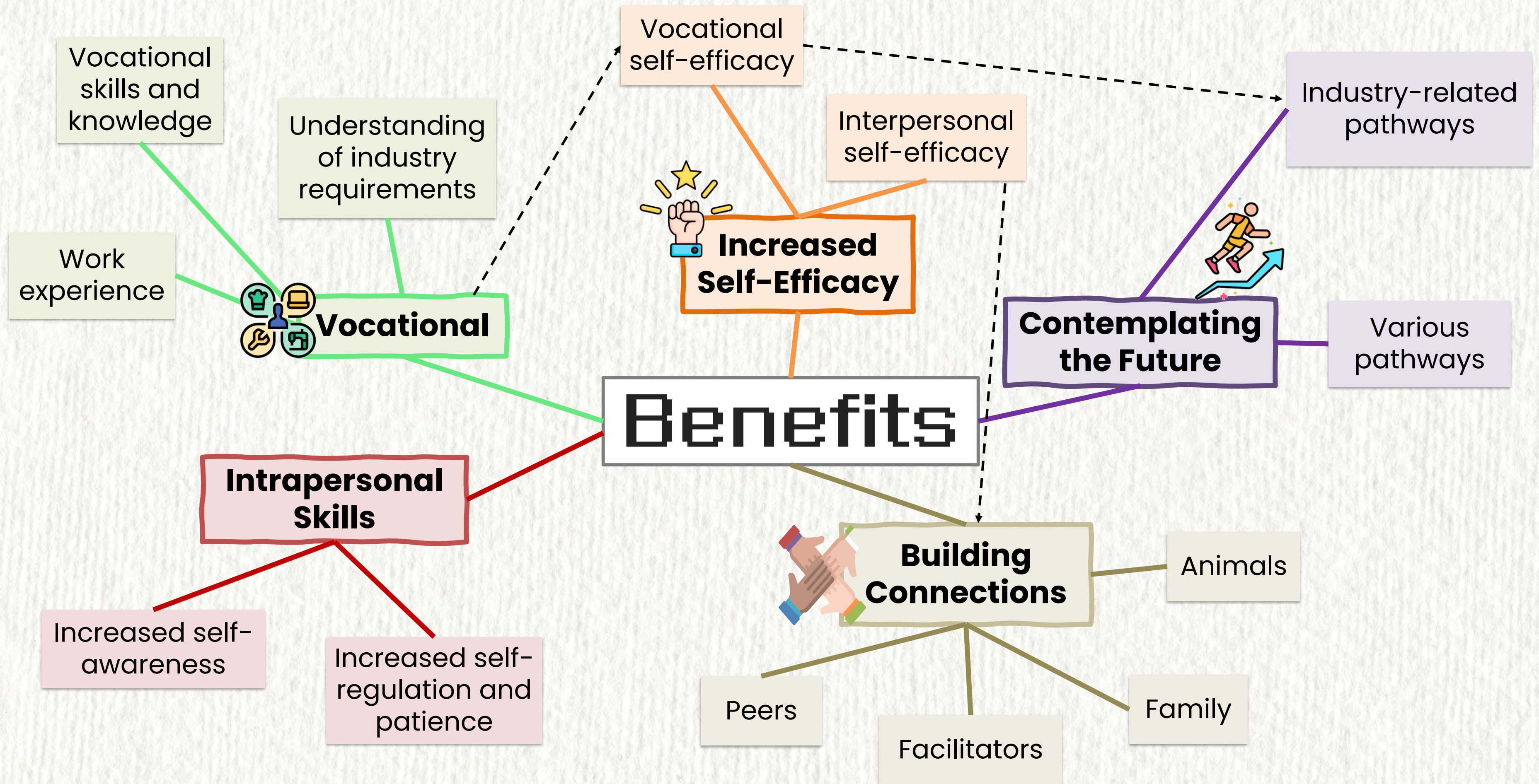


-P24 (Baking)

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Benefits of Programme







Vocational

a. Vocational Skills & Knowledge

I learn **baking skills**. I've learned how to use the stand mixer and not to be so careless.. I managed to **improve my precision**. Cos in baking and cooking right, you have to be precise in the ingredients.



-P10 (Baking)

c. Work Experience



-P21 (Zoo)

[I gained] experience. What really goes behind working there... **in my resume I can put that** and it increases my chances

b. Understanding of Industry Requirements

It's **very stressful**... If you want to open up your own shop, you **must work really hard** on the days you bake. Must make sure people like



P5 (Baking)

I learnt that...you must have **patience** with some of them because some animals are a bit slow. . Most important is the **passion** because sometimes you must work on Saturdays, Sundays or public holidays



-P12 (Zoo)



Increased Self-Efficacy

a. Vocational

I'm **more capable of handling animals than I thought...** I am very soft with animals it turns out!



-P15 (Zoo)

It gives me **confidence** to actually think that I can **actually bake properly.**



P5(Baking)

b. Interpersonal

I'm a person who doesn't speak up. So like I always have a lot of questions but I never ever ask because I'm **afraid of being judged.** So I realized and learnt that.. if I have any problems **I should just speak up...** I did try to step out of my comfort zone and **try to ask more questions** and it **made me feel even more confident**



-P1 (Baking)

I am more confident than I was back in school. Like really **much more confident.** Like last time... usually I won't talk to people until they talk to me first. But for this group, I more or less like talk first.



P14 (Zoo)



Contemplating the Future

a. Industry-related pathways

It helped me to see.. a **possible career in the animal industry** even though I don't have a very big, big cert



-P22(Zoo)



P7 (Baking)

I'd like to open up my business even more... Like if you don't work on your dreams,... you sort of miss your shot at it.

b. Various pathways

I might apply (to the zoo)... Maybe I want to rank up a bit, then you need to have certain studies right, certain diploma.. **Then I will go back to school** just to learn that.. and start working again.



-P2 (Zoo)



-P12 (Zoo)

Before the programme, I was thinking like maybe I should [start a small business]. But then now suddenly it's like I really enjoy the work thing... then also the zoo will probably give stable income.



Building Connections

a. Peers



-P7 (Baking)

[From] the first session we sort of like texting or WhatsApp or Instagram... **we really had a bond**... that really helped me feel better about how anxious I was... [I] asked [other youths] about their opinion about some things that had happened to me due to bullying ... I **shared with them** what's going on... it was just amazing.

- Youths mentioned "making friends" and having positive interactions with other youths during the programme.
- Youths exchanged contacts on social media
- Some felt it would be difficult to sustain friendships after the programme ended

b. Family

Me and my [family] we have nothing to talk about most of the time. Then because of this programme right, **suddenly we have a lot of things to talk about**. Then I **start becoming close to them** again.



-P2 (Zoo)



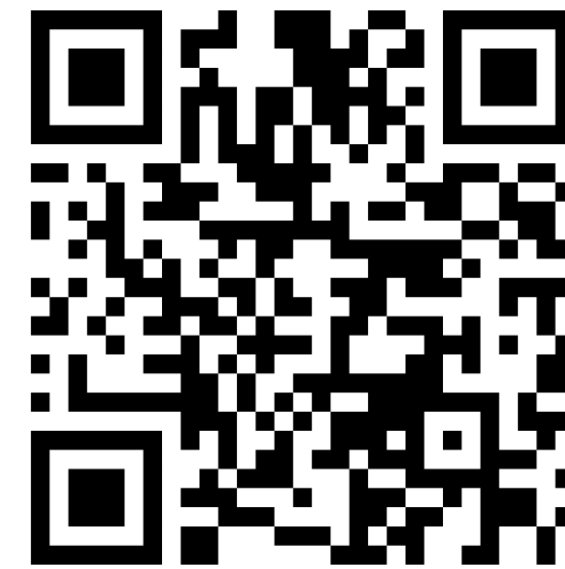
-P7 (Baking)

Everyone got to try my cake at home.. In a way **my family were bonded**.. Cos usually if we all come from work or after school very tired.. own stuff to do. [now] **everyone is at the table, eating** [her bakes]

3 Discussing about Scenarios

2 different scenarios!

As a youth worker, how would you manage these scenarios?



Alumni Engagement- Baking

Continue vocational exploration in F&B establishments



Building their sense of self through contribution to the community



Internship Opportunities

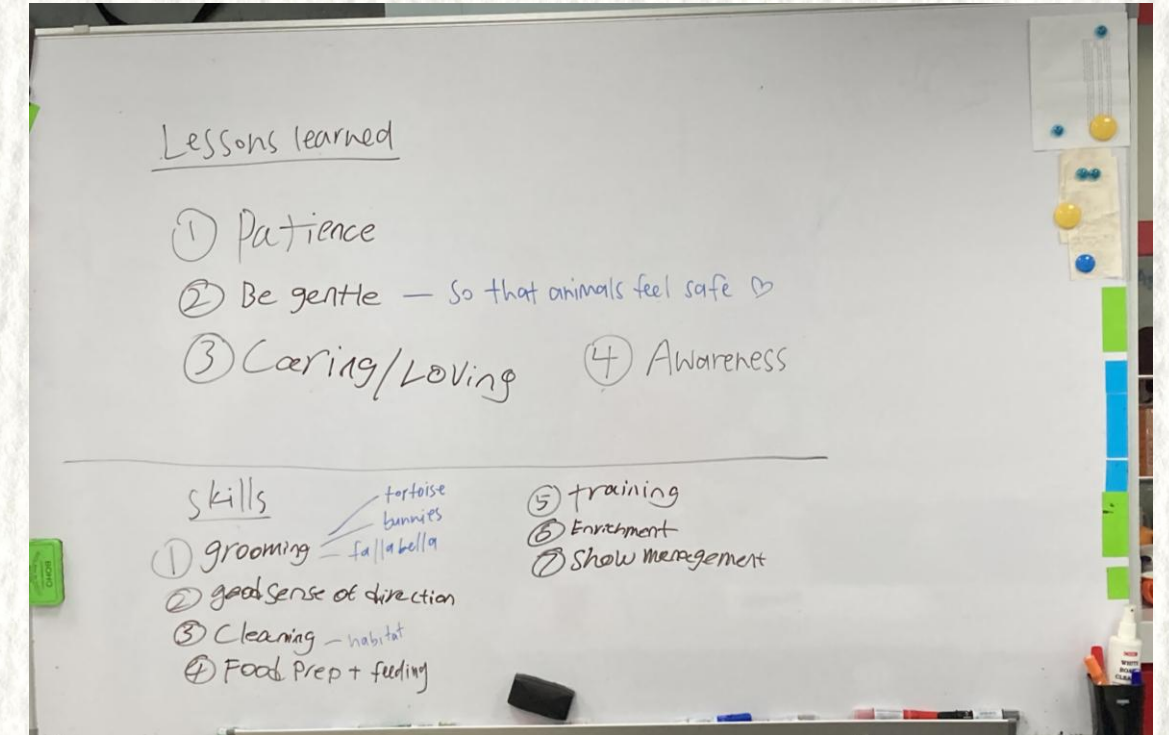
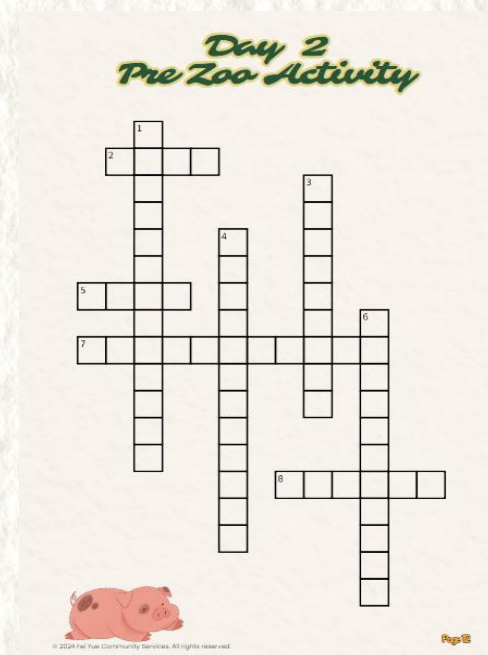
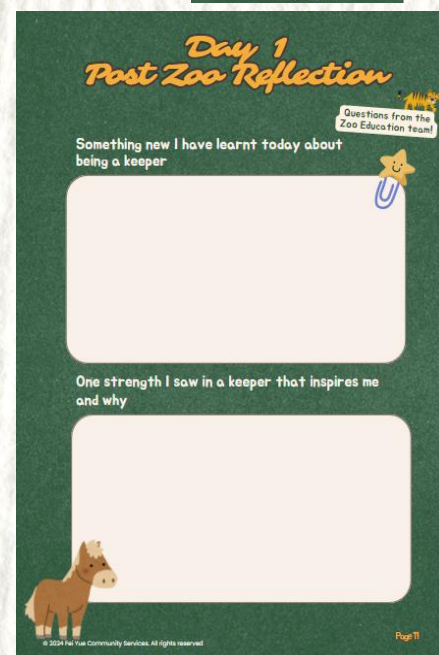


New Initiatives – Zoo Career Exposure Programme

Morning Session components

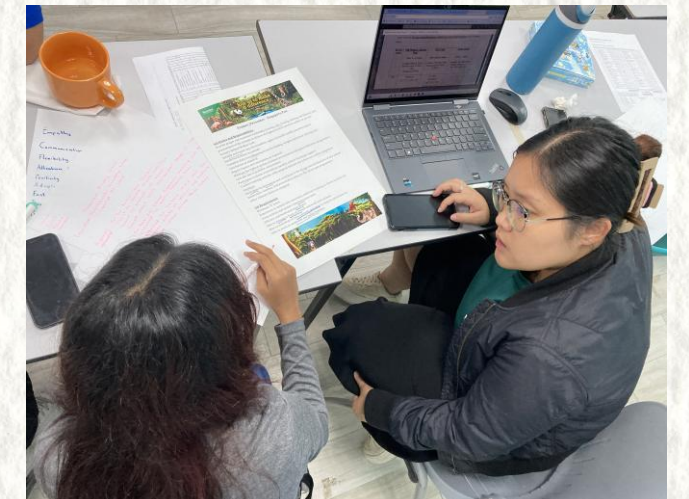


Programme Booklet

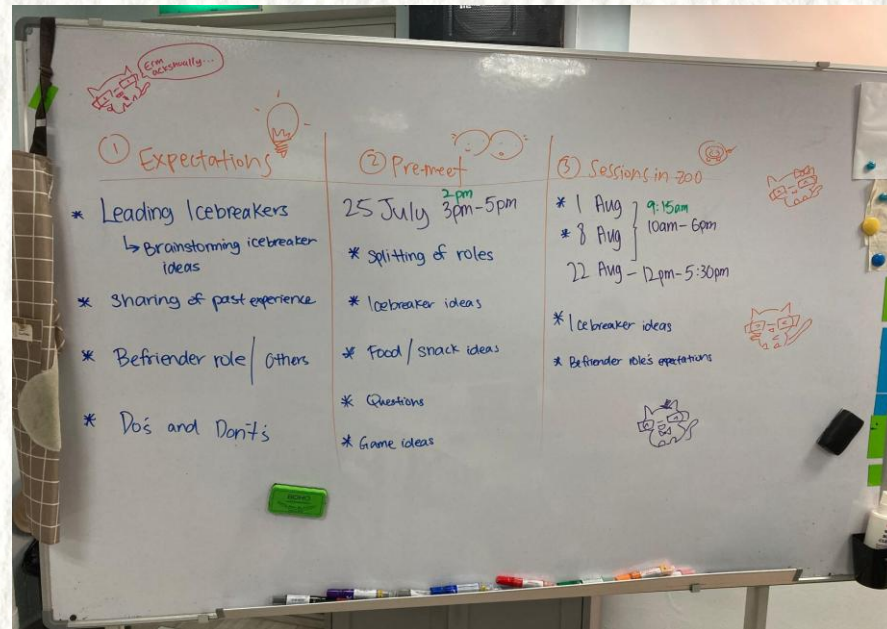


Resume Writing & Vocational Identity Exploration

- Youths exploring with Fei Yue workers about their strengths, qualities and skills required to be a Zoo staff
- Youths submitting their resumes to the Zoo
- 1 youth securing a job too

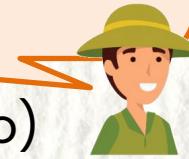


Alumni Engagement – Zoo Career Exposure Programme



It'd be better if there's like more bonding time or like **more time.. to get to know each other...** because there's no **icebreaker**.

-P19(Zoo)



The icebreakers.. they should make it.. not [just] break the ice, but has to go through the sea bed!

-P15(Zoo)



See me next year, I'm coming back.. as a trainer!

-P16(Zoo)



Same! We are gonna help with the making friends part!

-P15(Zoo)



- Youths tend to be quite socially anxious and are uncomfortable to speak up in social settings, even with peers, especially those they are meeting for the first time.
- The Zoo Career Exposure Programme enabled youths to grow in confidence in their social skills with not just peers, but with the Zoo and Fei Yue staff as well.
- Some youths were open to trying out planning and running icebreakers in front of the whole cohort and even being a 'befriender' by journeying with the youth throughout the session and encouraging them too.

Alumni Engagement – Zoo Career Exposure Programme

Designed by our alumni youths



6 Reflections & Future Directions



Limitations & Future Directions

1.

Only includes youths' perspectives

Focus group discussions with youth workers to understand good practices and areas for improvement

2.

Limited sample:

- Excluded youth without informed consent
- Did not interview youths who dropped out

- Obtain informed consent for evaluation at during programme enrolment
- Understand reasons for drop-out through youth workers

3.

Youths' profiles and characteristics that could potentially relate to outcomes not captured

Examine predictors of successful outcomes in future studies

4.

Change of external facilitators and youth workers

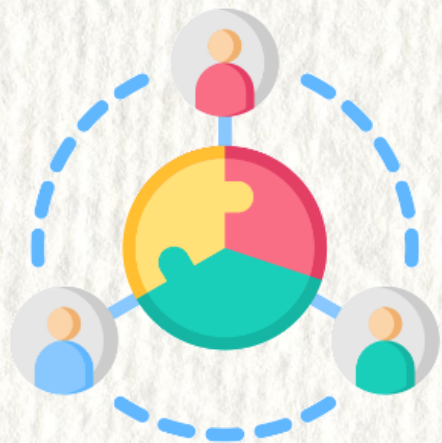
Continue ongoing monitoring of programme to ensure quality

Reflections



Importance of good partnerships

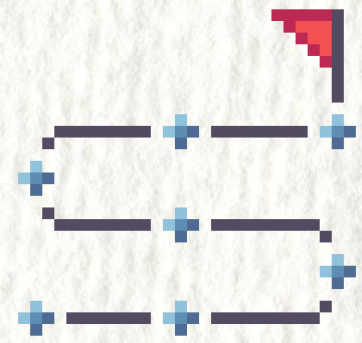
- Partners with aligned goals
- Openness in understanding youth
- Willing to modify how they work with youth
- Patient, willing to give youth time



Involvement of all stakeholders

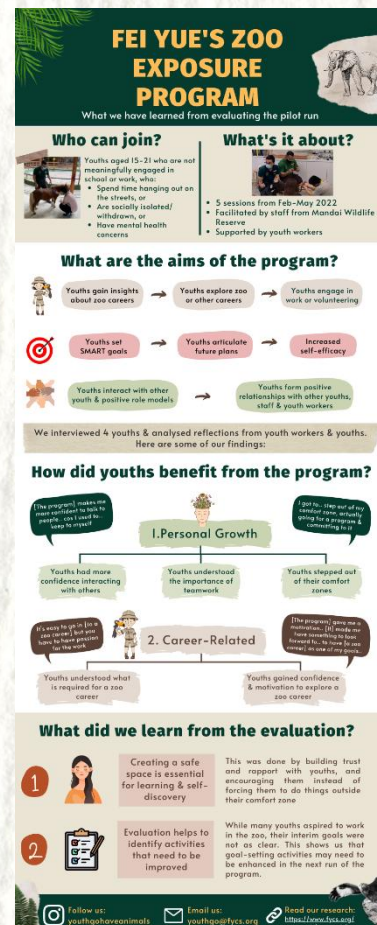
- Continually get feedback to improve programme
- Debrief with partners after each session/ run
 - What went well
 - What can be improved
 - What was their experience with the youth

Reflections



Importance of Programme Planning & Theory of Change

- Creating purposeful activities that contribute to intended outcomes
- Importance of change process – intentional in how we decided on components of programme and how they relate to the change process
- Clarifying and defining outcomes – evaluation
- Documenting programme components
- Communication with team and stakeholders.



Feel not afraid for the programme next year cos **they will be improving all of the programme** especially the orientation **thanks to the interviewer!**



-P15(Zoo)

Evaluation

- Be clear about the goals of evaluation
- Don't jump into outcome evaluation prematurely!
- Resource management – weigh costs and benefits
- Share findings in friendly ways – *use* them!
- Be youth-centric!
 - Rapport building sessions prior to interviews
 - Understanding youth's perspectives
 - Including their voices

References

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