



## YOUTH PROJECTS GET FUNDING BOOST IN THE REGIONS



Young people from E Oho

**The Minister of Youth Affairs, Hon. Paula Bennett, has announced that 11 local government projects have been approved funding for the fifth round of the Youth Development Partnership Fund.**

The total funding of \$713,427 comes from the Ministry of Youth Development's Youth Development Partnership Fund. It will support a variety of projects benefiting young people and their communities.

*"The great thing about these projects is that they get young people actively engaged and helping their peers. Having young people involved in the development and implementation of these projects is vital," Ms Bennett says.*

The Youth Development Partnership Fund supports local authorities and young people to work together on projects that respond to youth needs.

"Projects designed by adults for young people risk not hitting the mark. Why not go straight to the source? I believe it'll help strengthen young people's participation and engagement with their community," says Ms Bennett.

Since its inception in 2005, the Youth Development Partnership Fund has funded 40 local councils to deliver 55 projects. Over 8,000 young people have benefited from these projects in terms of enhanced education, training and employment outcomes.

### 2009 Youth Development Fund projects

TERRITORIAL AUTHORITY	PROJECT NAME	CONTRIBUTION (EXCLUDING GST)
Clutha District Council	M.A.D. – Clutha C.A.C.T.U.S.	\$30,759
Franklin District Council	Operation Youth Space	\$26,667
Hastings District Council	Hastings District Youth on Track	\$53,333
Hurunui District Council	HYP (Hurunui Youth Programme)	\$87,200
Hutt City Council	Nga Ara Kete	\$131,760
Rotorua District Council	E Oho – Awaken	\$57,778
Selwyn District Council	Destination E-merge Youth	\$35,556
Stratford District Council	Focus on Youth – By Youth for Youth	\$32,667
Wairoa District Council	YROA YNOT!	\$113,778
Waitakere City Council	Youth Action 4 Change	\$102,222
Waitaki District Council	Waitaki Community Garden/ Learning Centre	\$41,707
Total		\$713,427

### Clutha District Council: M.A.D. – Clutha C.A.C.T.U.S.

The Combined Adolescent Training Unit and Support (C.A.C.T.U.S.) will provide a physical training programme, career and employment information, and resources for young people in the Clutha District. Linking with the existing Making a Difference (M.A.D.) support and leadership programmes, it will help develop healthy, fit, motivated young people with high self-esteem who can make informed career decisions.

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## **Franklin District Council: Operation Youth Space**

Operation Youth Space will establish a youth advisory committee to lead the process of re-designing a youth-focused, open-space area in Franklin. The project will link young people to local government and to the community and assist them in gaining leadership and project management skills. Young people will work with council staff, councillors, police and the community to increase usage of the open space and prevent graffiti and damage.

## **Hastings District Council: Hastings District Youth on Track**

A youth co-ordinator will establish a youth forum and a leadership training programme in Hastings. This programme will provide young people with opportunities to develop employment skills, to engage with local government and youth service providers and to participate and volunteer in their communities.

## **Hurunui District Council: HYP (Hurunui Youth Programme)**

HYP provides flexible, mobile and youth-centred development programmes, sessions and entertainment for young people throughout Hurunui. A youth co-ordinator will assist young people to plan events for other young people and organises extension classes and activities that develop social, life and employment skills, connectedness and a sense of place and belonging in the community.

## **Hutt City Council: Nga Ara Kete**

This project provides a team of youth workers to support young people to run school-based and after-school programmes that connect with young people who are currently disengaged. The emphasis is on leadership, participation in the community, decision-making and developing positive role models.

## **Rotorua District Council: E Oho – Awaken**

Rotorua District Council will partner with Te Waiariki Pura Trust to deliver mentoring and training workshops for young people to enable them to transition into education, training and employment and to increase their participation in community decision-making.

## **Selwyn District Council: Destination E-merge Youth**

Young people will design and develop activities for youth in their community with the assistance of youth workers. This will provide connections for young people in Rolleston and West Melton, give them things to do and places to go and develop their capacity so they can participate more fully in their community.

## **Stratford District Council: Focus on Youth – By Youth for Youth**

The Focus on Youth project has the vision of a ‘one stop shop’ for Stratford youth. The project will employ a youth worker to work with local young people to investigate the need for a multi-focused youth facility in Stratford.

## **Wairoa District Council: YROA YNOT!**

The project enables a youth project facilitator to work with youth and assist them to develop projects and programmes in the Wairoa region. Programmes include mentoring, leadership training, and sport and recreational activities. The facilitator will also support the newly developed Youth Council.

## **Waitakere City Council: Youth Action 4 Change**

The project provides for a youth development broker to deliver the SUSS-IT programme and supports the Youth Action 4 Change (YA4C) scholarship programme in Waitakere. SUSS-IT is an information and support space within the youth facility in Henderson. The YA4C scholarship programme enables young people who have had direct experience of a youth-relevant social issue to develop a programme to assist other young people.

## **Waitaki District Council: Waitaki Community Garden/Learning Centre**

The Waitaki Community Garden/Learning Centre will employ a youth worker to co-ordinate the development of a community garden and learning facility for young people. The garden will create a physical and social environment where the skills and experience of the community are utilised to engage with young people. The project will support young people to connect to their community, to provide pathways to further education, employment and knowledge, and to strengthen and develop self-esteem.

# E OHO – THE AWAKENING

## ENABLING YOUNG PEOPLE'S VOICE TO COUNCIL

**E Oho is a partnership project between the Rotorua District Council, Te Waiariki Pūrea Trust and groups of young people from the Fordlands, Koutu and Western Heights communities. The entire project is influenced, planned and implemented by young people for young people, fostering both community and youth development. The young people receive direct mentoring through weekly meetings with their project mentor and monthly training workshops with relevant experts, as well as attending six training weekends throughout the year.**

On 8 April, the E Oho groups combined for a Submission Writing Workshop facilitated by Jill Morrison, Youth Projects Officer, Rotorua District Council – 18 youth attended, and 11 submissions were written and submitted by the young people to the council.

Submissions ranged from fixing up parks and reserves in their communities to getting sport and recreation organisations to provide activities, coaching or mentors to encourage sport and usage of the parks.

Teiwei MacPherson, Moana Kingi, Amiria Petipeti Wharearere, Saul Herbert, Tuau Takao and Hori Thompson presented oral submissions to the Rotorua District Council and were interviewed by Ministry of Youth Development staff Blair Gilbert and Kevin Austin, with support from Jill Morrison and Tireni Ratema, Youth Development worker for E Oho.



**“They encouraged us to do it next year and said that young people can change things – they just need to stand up and say it.”**

## WE ASKED THEM ABOUT THE EXPERIENCE

### **What was the feedback you got from the councillors?**

They encouraged us to do it next year and said that young people can change things – they just need to stand up and say it.

One councillor said that, in all his years as a councillor, he has not heard this type of youth voice presenting plans to the council.

### **What was the experience like?**

- Nerve-racking.
- We were shaking.
- Nervous.
- Trying to think what we would do and say.
- It was really formal – around a big table and microphones.
- They were asking “mean as” brainy questions.

- If we stopped, they encouraged us – they said there are no right or wrong answers.
- We all sat together and that helped because we had to talk into a microphone.
- We said what we wanted – more things for young people to do, so they don't hang around and drink and get into trouble. It would be good to have more basketball, skate parks, rubbish bins, public toilets and dog control.

### **What was it like talking to the councillors?**

- The council was happy to hear what we really thought. One councillor said she read our submission because she was interested in young people's views.
- They asked us questions like: “Why do you think youth drink, do drugs, tag and join gangs?”

### **What advice would you give to other young people?**

- Don't be scared.
- Be yourself.
- Be honest – tell it like it is.
- We did it for our community – trying to get something for our community – to change the drink and drugs that youth do.
- The E Oho project helped us do it. We would not have ever done it otherwise.

### **Having been through this experience, would you present a submission to the council again?**

- We would totally do it again.
- Next time we would be more prepared.
- Think about what questions they might ask us.
- We would explain “why” more – this was a question they asked a lot.

# PAPA ATAWHAI CONSERVATION CORPS STUDENTS DO US PROUD

Tūranga Ararau is an iwi tertiary education provider established to provide and promote skills, knowledge and qualifications. One of their programmes is Papa Atawhai Conservation Corps – a 20-week programme run twice a year for young people aged 16 to 24 years. The aim is to prepare students to enter the armed services, police or fire service by working on their fitness, literacy and numeracy skills.

Former students of the Papa Atawhai Conservation Corps programme Kani Tomoana and Daen Reader were among 71 other recruits who graduated from their Royal New Zealand Navy (RNZN) basic training at the Devonport Naval Base in March.

During their course, Kani and Daen were put through basic weaponry, sea survival, seamanship and physical fitness training. This training is built on three core values of the Royal NZ Navy – commitment, courage and comradeship.

Kani and Daen are both into their Basic Branch Training (BBT) phase, where Kani will train as a marine technician and Daen will specialise as a navy diver.

*“We are really proud of their achievements. They have both worked hard to achieve their ultimate goal, and we wish them the best in their professional careers in the Royal New Zealand Navy.”*

PROGRAMME SUPERVISOR, TATAI KUTIA

Over the past 2 years, ten other students from the Papa Atawhai Conservation Corps programme have gained entry to the services.

“Having young people come to us needing a bit of guidance and support, then seeing them enter a positive and secure career is a real awesome and very rewarding experience,” says Tatai.



## DAEN'S STORY

**Daen Reader left Gisborne to begin his basic training for the RNZN and was determined to be a navy diver – nothing was going to stop him.**

However, when only halfway through his training, Daen sustained injuries to both legs and had reconstructive surgery.

Returning to Gisborne, he decided the best thing to do was to return to Papa Atawhai Conservation Corps to help recuperate and get back into the navy.

Two months later, he returned to the navy to complete his basic training and graduated alongside 71 other recruits. His whānau and friends were there to support him as he marched out at the Devonport Naval Base.

The ceremony was the pinnacle of many months of hard work, pain and heartache. Where others would have given up, through sheer determination, commitment and self-belief, Daen overcame his injuries and achieved his ultimate goal.

“We are very proud of him. He showed maturity beyond his years, believed in himself and stuck to what he had set out to do. He is truly an inspiration to all young people,” says Tatai.

# PAPA ATAWHAI STUDENTS HIT THE STREETS TO CONSERVE ENERGY

Students from the Papa Atawhai Conservation Corps programme contributed towards Earth Hour on 28 March by delivering 10,000 free eco-bulbs to Gisborne households over 7 days.

The eco-bulbs were donated by the Electricity Commission and Energy Mad – an organisation set up to lessen climate change through economical energy savings.

Anne Lister, Environmental Officer for the Gisborne District Council, invited the Papa Atawhai Conservation Corps to deliver free eco-bulbs to households in Gisborne.

“Our students were all for it and keen to help,” says programme supervisor Tatai Kutia.

It was a big week for the ten students, running, walking and pushing trolleys loaded with eco-bulbs.

Students Richard Green and Harmony Hauraki learnt a lot from the experience.

“We didn’t realise how big Gisborne actually was,” says Richard.

“When we finally finished, we looked back at the map of all the areas we had covered and wondered how we managed to pull it off in such a short time. It was an awesome experience doing something so positive for the community,” says Harmony.



*“It was a rewarding experience for our students because not only did they contribute positively to our community, they were part of a worldwide environmental initiative.”*

PROGRAMME SUPERVISOR, TATAI KUTIA



## YES 2 HEALTH AND FITNESS

**The Yes 2 Youth Trust in Porirua supports young people to reach their goals. Their main aim is to ensure that young people can build on skills learnt on the programme and fully participate in further education, training or employment.**

While on the programme, the young people receive first aid training, sit their learner’s licence, participate in a range of recreational activities, gain work experience, learn about their own culture and discuss health issues.

Young people from the Yes 2 Youth Trust have been working on their own health and fitness programme and are reaping the benefits.

The students have been able to focus on their individual health and fitness and are achieving their goals by working together in a group.

A majority of the students are rugby league players and are fast moving up the ranks of representative teams.

The health and fitness programme has involved joining the local gym and workouts twice a week with a trainer. Some of the students had never attended a gym before and have found it very beneficial to their health. It has also encouraged them to take a good look at some of their lifestyle choices such as smoking and drinking.

“We have really noticed the interest and enthusiasm of the boys since they started, and they look forward to each session. It is often the deciding factor on what they do the night before a gym session – whether they have a drink or not – because they know it will affect their ability to wake up on time the next morning and not miss their workout”, says programme supervisor Alofa Tuaoi.

Another part of the health and fitness plan is to encourage healthy eating. For lunch, the students have been opting for healthier food such as filled rolls and fruit. They’ve also been drinking lots of water instead of their normal diet of takeaways and fast food. Course organisers are also looking at including healthy cooking over the next couple of weeks to teach the boys basic recipes they can cook at home.

Sandra Meredith from the Ministry of Youth Development joined the students at the gym. A keen gym-goer herself, she was able to work with the boys, giving them tips and ideas on ways to improve their own training.

She blew the boys away with her weightlifting ability, and they are keen to continue training and match the heavy weights she was able to lift.



# MY STORY

## HAMISH CRICHTON

The Malcam Charitable Trust in Dunedin provides Youth Service Corps and Conservation Corps programmes that involve young people participating in community projects or conservation work in the local community.

It also operates a semi-residential programme, based in Alexandra, that focuses on improving confidence, self-esteem, health and fitness – while also removing barriers to learning.

**Hamish Crichton shares his story of finding direction in his life and his experience on the semi-residential programme in Alexandra.**

In the past, I've had a little trouble finding the right direction in life. It took almost nothing to turn my life upside down and lose almost all determination and drive to keep on the right track and live a positive and happy life.

Things had gotten pretty bad for me. I was abusing myself with alcohol and was having panic and anxiety attacks, which made things worse.

My mother said there was a course that deals with young people and helps them find their way. I thought this was a good idea and wanted to see what it was about and how it could benefit me.

I met with Fiona, the Manager of Malcam Charitable Trust, and was a little worried when I heard that the course would be a residential programme based out of town for 20 weeks. But, I really needed the time away, free from adult responsibilities, to get my head straight and chill out. I decided to give it a go regardless of whether I thought I would like it.

The first day was a big shock for me, I felt like I was at school for the first time. I found that I was very out of place and felt different from all of the other students. However, I discovered that we

were more alike than I thought. We were all young people that have had a hard time and are now doing the best we can to move forward, instead of staying in the same dull place that was getting us nowhere. Whether it was staying out of trouble, learning life skills, gaining confidence, treating others with respect or dealing with issues like substance abuse, we were all here to learn something.

After the first week, I knew what the course was about and how much I was going to learn and grow from being a part of the group. I decided to put all my effort into getting everything out of it that I could. I found everyone in the group was very different, had different problems, types of behaviour and personalities.

Michelle (the supervisor) was a very good leader. Watching her and seeing how she worked with students when they were misbehaving taught me more about myself. I was very curious and wanted to know how you support people.

We would go away every week, usually Monday to Thursday, with a half-day activity on Friday mornings in Dunedin. We worked in a variety of different places

doing lots of different jobs. We did work with the Department of Conservation and various other community groups. For me, this experience has been very fulfilling, and meeting new people has been fun and exciting.

I've been able to do work I would never have been able to do, like building an ice luge in Naseby (the only one in the southern hemisphere) and identifying the sex and species of rare types of grasshoppers.

Doing these different types of jobs has given me a better perspective about pursuing a career in the mental health area. I have learned that I have a lot of patience and commitment to work with people, helping them deal with their problems and supporting them as they move forward. I am looking at studying in Wellington next year to pursue this career.

I have learned a lot and have got to do some really cool things. One thing I really liked doing was the Kepler Track. I'd never done any big hikes before and never thought I would enjoy hiking. Completing one of the most intense walking tracks in New Zealand has been one of the best things I've done in my entire life.

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*Some of my good friends have told me how unbelievable it is to see how much I've changed since I started this course. The things I have done have been so cool. I've even had people tell me that they want me to take them on the Kepler Track and do the things I have done. It's awesome that people come to me and say that I am such a different person because they can see how far I have come.*

The Malcam Charitable Trust course has helped me far beyond any expectations that I had. Without the lessons I learned from this course, I would be in the same place I was – spiralling into a deep dark hole.

Thank you everyone who has made it possible for me to do this course and get my life back on track. I am eternally grateful and thankful for the opportunity to learn about myself before it was too late.

**Hamish Crichton**



## THE KEPLER TRACK CHALLENGE

**Brendan Clifford and Joseph Tapuni are students who took part in the Malcam Charitable Trust Conservation Corps programme. They share their experience about completing the Kepler Track – a 60-kilometre circular track in the south-west of the South Island. Students walk the Kepler Track as part of a challenge to build confidence and self-esteem, as well as bonding the group together as a team.**

Getting prepared to do the Kepler Track was a challenge in itself. From the beginning of the programme, we had to do a variety of recreational and fitness-building activities. This included a gym/swim twice a week and a number of bush walks.

We weren't that keen on walking anywhere, let alone 60 kilometres of track on a mountain in the bush! Garth and Dusty, our supervisors, made sure we were well prepared and had the correct gear so we were safe and comfortable.

There were two groups that walked the track. One group left Dunedin on the Sunday and started walking on the Monday morning, and our group left on Monday and walked up to Luxmore Hut on Tuesday morning.

The first day was a pretty gruelling 6-hour walk uphill, which was hardest by far – the rest of the days felt like a "walk in the park" compared to that climb. After leaving Luxmore Hut, we all climbed to the very top of Mount Luxmore – 1,471 metres – it provided an amazing view of Lake Te Anau.

After that, we descended down into the Iris Burn Valley and took a gentle walk to Moturau Hut for our last night in the bush.

This was an amazing experience, and now we can see why Garth, Dusty and the team at Malcam Charitable Trust make us do so much fitness training and walking. I know if we hadn't done all that work first it would have been really hard. Our feet and shoulders were sore but we were buzzing along with the rest of our group when we finally walked out at Rainbow Reach and got back to the van. It was awesome to sit down and think back about how cool it was.

The weather was great and the views were spectacular and breathtaking. It really made the walk worthwhile, and it was awesome to experience such amazing scenery in our very own backyard.

On the way home, all we talked about was the tramp, the fun we had in the limestone cave at Luxmore Hut and jumping in the freezing creek at Iris Burn to see how brave we were... or not!

*Thanks guys for taking us on this track. It was a cool experience, and we've all learned something about ourselves.*



# STUDENTS EXPERIENCE WORKING IN THE DUNEDIN BOTANICAL GARDENS

As part of the Malcam Charitable Trust Conservation Corps programme, students spent some time working in the Dunedin Botanical Gardens. Here are some thoughts from students who took part.

*"During the course, we got to work and contribute to the community by working with staff at the Botanical Gardens on a wide variety of outdoor work. We have been removing tree stumps, bush thinning and replanting in some of the upper and lower garden areas."*

*"We have had a lot of fun in the gardens getting to know other students who are training to be apprentices and other Malcam Trust students on the Project Green course who work there as well."*

*"We got to meet Phil Goff when he came to visit, and he had a look at the work we had been doing that day."*

*"The Gardens' staff have been really cool and welcoming. They have been teaching us about plants and weeds and how to tell the difference."*

*"It's been a fun project, and lots of people walking past have spoken with us about the community work we do."*

*"I think it's cool that people like us for the work we are doing and that they take the time to say hello."*

*"Thanks Dusty for getting us all there each day, it was a lot of fun."*



# WHENUA ITI OUTDOORS TRUE NORTH TRAINING COURSE

**Whenua Iti Outdoors is an outdoor education centre that encourages the holistic development of individuals.**

True North – one of the 12-week courses offered by Whenua Iti Outdoors – equips young people with goal-setting skills and confidence in an outdoor setting.

The seven hardy souls that lasted the distance tested themselves on the rivers, mountains and caves of the Tasman region.

Highlights included 3 days working with the Department of Conservation on Farewell Spit – a nature reserve and bird sanctuary where students got to meet rare katipō spiders.

The students took part in other activities including kayaking the rapids of the Buller River, mountain biking through Rainbow Road, navigating 4 hours underground in the Commentary Cave and competing in the raft-a-cross contest at Bullerfest in Murchison.

“While it all sounds like fun and games, I can assure you that the group were tested many times over as they faced their fears, pre-conceptions and even their conventional thoughts and opinions. They strove to challenge themselves, grow and become fitter, more capable and experienced people,” says Mark Merriman, course co-ordinator.

“The group were a real pleasure to have around and hopefully have taken away many positives from their experience,” says Mark.

**A group of students who finished this course share their experience:**

*“We climbed Mt Lodestone! Nicky, Mary and I were the first to the top. It was scary, winding and super cold, but it was good once we got there.”*

RACHEL

*“After breakfast, Clayton took us to find some katipō spiders. They looked pretty awesome with the designs they had on their back. Katipō spiders are the most poisonous spiders in New Zealand.”*

BEN

*“On the first day of our river kayaking trip down in Murchison, we went down the Buller River. It was pretty scary at first because the river looked a lot faster than the other rivers we had been down.”*

MARY AND RACHEL

*“On Tuesday, we started our bike ride from Rainbow to Hanmer. It was fun at the start, there was a lot of downhill, then it was hard-out up and down till we stopped and put up camp at Coldwater Creek. On Wednesday, we carried on biking until we got to Hanmer Springs. When we got there, we went to the pools. It was great.”*

DANIEL

## DIRECTIONZ

**The Foundation for Youth Development is an organisation that manages youth development programmes aimed to inspire school-aged children to reach their full potential.**

Their advisory group – Directionz – is made up of 12 young people aged between 11 and 17, representing seven different cultures, nine different schools and three Auckland regions.

The group was established in November 2008 as a 1-year pilot programme in Auckland. The aim is to maximise young people’s individual potential and community involvement through contributing to programme development.

Nine-hundred young people who were involved in the Foundation for Youth Development’s three programmes – Kiwi Can, Stars and Project K – were invited to send in applications to be part of the group.

It was felt that the 12 young people selected demonstrated high levels of creativity, innovation and motivation.

Group members have made a 1-year commitment. They meet monthly and identify and work on projects that will make the biggest difference for young people taking part in Foundation for Youth Development activities.

Directionz is all about young people working together to help their peers and maximise youth development, leadership and social skills.

The name “Directionz” symbolises the group’s diversity and the fact that they travel long distances to meet.

“Directionz has been good because it has taught me leadership skills and how to work in a group, how to listen openly to other’s suggestions and build on them,” says Shea Pike, Directionz member and recent Project K graduate.

For the past 4 months, the group has been busy building relationships and team cohesiveness. Members have received training on teamwork, project management and governance.

Currently, they are working on projects that include developing programme materials and an event to demonstrate positive youth contribution.

For further information about the Foundation for Youth Development, please visit [www.fyd.org.nz](http://www.fyd.org.nz).



# YOUTH WORKER SUCCESS STORIES

## YOUTH AND CULTURAL DEVELOPMENT

The aim of the Youth and Cultural Development Society (YCD) is to navigate young people through the journey of self-discovery to develop their strengths and reach their potential.

*“Young Sid commended me for the work I do and said he actually thought of becoming a youth worker as well. This shocked me at first, but then he told me that, when he was young, a youth worker he looked up to went out of his way to put him on the right path.”*

DANIEL MATAKI



**Daniel Mataki – a youth worker at YCD – shares his learnings about the value of youth work and the importance of keeping up with the latest in youth culture.**

Fifteen months ago, a young person named Carlos came into work and was excited about a new CD he had bought called *The Truth*, from up and coming New Zealand rap artist Young Sid. He played a couple of tracks for me, and as I listened, I couldn't help but see Carlos's enthusiasm. He probably had the album for a week, and in that amount of time, he had managed to memorise nearly the whole album.

This really got me thinking – why did Carlos have such an infatuation with this particular artist? I had never really listened to Young Sid's music, but the impression I had of him was that of a clichéd American gangsta-type rapper. (Nothing new, as I had seen many New Zealand/gangsta rap artists come and go.)

Fast forward a few months, and as fate would have it, I was invited to go on a trip to Dunedin as a support act for

Young Sid. (Outside of youth work, I am also a night club DJ.) Here is what happened when I went on this trip.

The trip between Dunedin and Christchurch is about a 5-hour drive, and I ended up sitting next to Young Sid, which was kind of interesting. I really wanted to ask him about a whole range of things, mainly to see if his credentials of hardship and understanding of what's happening in the poorer communities were genuine.

I had grown up in “the hood” areas of Christchurch and had parents who committed their lives to fixing the ills of society, which eventually led me to my current occupation.

Young Sid convinced me that, yes, he truly did understand what is happening out there for people in the struggle of poverty – in particular, young people. The best thing about it is that he can articulate it in a language young people can understand – hip hop. I told him I was a youth worker and that I see young people going through these types of issues everyday.

Young Sid commended me for the work I do and said he actually thought of becoming a youth worker as well. This shocked me at first, but then he told me that, when he was young, a youth worker he looked up to went out of his way to put him on the right path. This was a major milestone in Young Sid's life and got him to where he is today. He also wanted to support his community. This really made me stop and think about the relationships I have with the young people I work with and the impact I have on their lives.

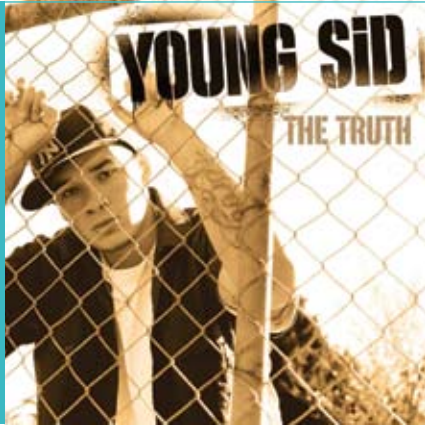
When I got back to Christchurch, I was so blown away by the conversations I had with Young Sid that I thought it was only right I gave his album my full attention. So I picked up a copy of his album and actually listened to each track line for line, song for song, start to end – at least ten times.

Straight after the first few times I listened, I slowly picked up on the general theme of the CD and also gained a better understanding about why young Carlos had been able to relate to the music.



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## CONNECTIONS FOR CHANGE



It all started to make sense to me, because Carlos is very much your average brown kid statistic – in and out of trouble, always sporting gang colours and dropped out of school early. His background was not exactly the picture perfect upbringing.

At that point, I realised Carlos identified with Young Sid as somebody out there telling his story to the world. I then started watching YouTube videos and reading old interviews of Young Sid and the same themes and rawness of what I had discovered were always there. I just never really bothered to pay attention or fully grasp these themes. I also found that a lot of his media interviews and articles failed to totally understand Young Sid and the message he was putting out there.

I have put this story together to give the view of somebody that is neither part of the media, government or music industry – but a 27-year-old Christchurch-born Polynesian youth worker who is trying to make things better for our young people.

I want to pay homage to Young Sid – a truly inspirational young man who has taken it on himself to present the problems and his own solution – in turn, giving hope to countless other young people.

As a youth worker, I strongly recommend you either listen to this CD or get hold of a copy for any young people you work with that may fit this demographic. In my view, it is a valuable resource.

**Connections for Change (C4C) is a pilot programme and joint venture between Child, Youth and Family and Tamaki Ki Raro Trust, based in Māngere/Ōtāhuhu.**

C4C is a local intensive home-based programme designed for young people who have committed a number of offences. They participate in the programme with their families in their home community. The timeframes of the programme range from 3 to 6 months.

Junior Tui, a Youth Worker for Tamaki Ki Raro Trust, shares his experience of working with Henry through the C4C programme.

Henry is a New Zealand-born Samoan, the youngest of seven brothers and sisters. His mother has a physical illness and often needs his help around the house, and his father is a truck driver who spends most of his time away.

Henry was 14 years old when he joined the Court-ordered C4C programme for young offenders. He had been expelled from college for truancy and was influenced by his two older brothers and their gang-affiliated friends. He had a history of breaking into cars and homes and assaulting elderly women.

“When I first met Henry, he did not speak openly, he looked down and acted staunch. After he had offended several times, he was uplifted from home and placed in Youth Justice North. Henry told me that, after spending time away from home, he vowed never to return to Youth Justice North again.”

“Connecting with Henry was not hard, and getting him involved with sports

community events and youth groups was great for strengthening his character.

“When he was around positive Pacific men, he saw them in a real and different light. He found out that being Polynesian doesn’t mean that you have to be the ‘tough guy’ or be in a ‘gang’. He saw that it’s OK to be yourself, have fun, work hard and be positive.”

“It has not been easy for Henry to make the decision to leave his brothers and gang life behind. Over the past 6 months, Henry has faced many crossroads, and it was up to him to make his own decisions on which road to take. Many times, his old friends and brothers have come to his home to mock him or tempt him back to his old ways.”

Henry has one friend from his course, and they help each other. He has an older brother not involved in gangs who also supports him. He has made connections with positive Pacific males in the community who have challenged his thinking and supported him, and he now has ideas about how he wants his future to look.

Henry is currently at an alternative education school in Manukau City. He likes maths and is working on the school work he missed over the years so that he can follow his ambition to work with computers. He also wants to play rugby league and then plans to move out of the area and live with his aunt.

**We are interested in profiling your success stories as a youth worker. Please email us if you have any stories you want to share [mydinfo@myd.govt.nz](mailto:mydinfo@myd.govt.nz)**

# INVOLVING YOUTH IN RESEARCH



Youthline began in 1970 and is well known for its youth and family counselling and information services. Youthline has been involved in youth research for nearly 30 years.

Aligning with the Youth Development Strategy Aotearoa, Youthline uses six principles to guide their approach to research and their involvement of young people.

## 1 YOUTH DEVELOPMENT IS SHAPED BY THE "BIG PICTURE"

The principle of the "big picture" sees youth research as a part of the community, with community organisations leading research projects.

Youthline Clinical Services Manager Jayne Lowry explains what this looks like in practice: "The idea of community-based research recognises that those who work at the grass roots level are best placed to measure the outcomes of their work and are often connected into community networks that can assist in the research process. This complements academic research, with the opportunity to implement findings and evaluate the effectiveness of interventions," says Jayne.

## 2 YOUTH DEVELOPMENT IS ABOUT YOUNG PEOPLE BEING CONNECTED

The principle of connectedness can be approached as both something that is an essential goal for any intervention with young people and also an outcome of involving them in the research process. Young people can offer a connection to a range of youth networks but also develop connections with themselves, their peers and the researchers.

## 3 YOUTH DEVELOPMENT IS BASED ON A CONSISTENT STRENGTHS-BASED APPROACH

Taking a strengths-based approach requires a philosophical shift, focusing on positive outcomes for young people.

For many, the words "youth research" bring up thoughts of research about young people and youth issues. Youthline, however, sees youth research as an opportunity where young people can become key parts of a youth-centric research process.

"Rather than looking at the 20 per cent of young people who experience negative outcomes in a particular area, what can be learned from the 80 per cent that don't, and how might this be replicated?" says Jayne.

Youthline say strengths-based research also involves a youth-centric approach, looking at what outcomes might be seen in the young person as opposed to looking from a service or intervention perspective. For example, Youthline will be developing and trialling a tool to evaluate their effectiveness. Measures will focus on improvements in young people's health, wellbeing and connectedness at individual and population levels, as opposed to service outputs.

## 4 YOUTH DEVELOPMENT HAPPENS THROUGH QUALITY RELATIONSHIPS

The principle of quality relationships looks at ensuring that young people's involvement in research is meaningful for both them and the research. When young people are involved, they can ensure that research is genuinely reflective of their perspective. At the other end is the risk of tokenism and assuming that one young person can represent the whole.

Youthline recently presented at the Australia New Zealand Third Sector Research Conference about involving young people in research. A group of young people spoke about their experiences in research projects and answered audience questions about how best to engage and involve them. One young person highlighted the risks of tokenism: "The worst thing that can happen in research is stereotyping, where we are consulted just for being young or for being Māori or Pacific."

This links with the big picture, recognising that young people are more than simply the characteristics for which they have been asked to participate.

*Continued on page 13 >>*

## 5 YOUTH DEVELOPMENT IS TRIGGERED WHEN YOUNG PEOPLE FULLY PARTICIPATE

Under the principle of participation, there are a number of ways that young people can be involved in research – from participating in focus groups to being part of a peer research team, involved in design, data collection and analysis.

Young people need to have a clear task and be equipped and developed to meet that task, which can often take time.

“Involving young people in the research process is a commitment to their development. It can be resource-intensive but the end results are worth it, particularly when both the outcomes and the process benefit young people,” says Jayne.

## 6 YOUTH DEVELOPMENT NEEDS GOOD INFORMATION

The principle of having good information includes keeping young people informed throughout the research and afterwards. Youthline say young people love to be involved and want to know what happens to their information and the work that they have done. They can feel “used and abused” if they are not kept up to date.

This principle also recognises that young people not only need to be informed – they can inform the research. They have a lot of knowledge about how best to approach and connect with other young people or interpret the findings of research from a youth perspective, not to mention being technologically savvy.

Young people have worked with Youthline to inform it around what they would want – from Youth One Stop Shops, service needs and best practice for youth engagement, to service development and delivery.

Good information also involves reporting accurately and faithfully what young people have said. This may require leaving behind academic language to let young people tell it like it is in their own way.

“They can be refreshingly direct,” says Jayne.



## YOUTHLINE RESEARCH

In its many years of involvement in research, Youthline has grown its research capacity, from simply supporting master's level students, to undertaking reviews and consultations with young people across the country.

In 2008, Youthline completed a number of research projects including a review of health services for alternative education students and the development of an evaluation framework for community youth health centres.

In 2009, Youthline will be completing investigation of best practice guidelines for mentoring at-risk youth, to build on some of the work already done by the Youth Mentoring Trust, and trialling the implementation of an assessment tool for community youth health centres such as Youthline.

### YOUTHLINE RESEARCH PROJECTS AVAILABLE FOR DOWNLOAD

[www.youthline.co.nz](http://www.youthline.co.nz)

- What would a health service for alternative education students look like? Review of best practices (2008).
- Are we doing a good job? Providing evidence for the effectiveness of Youth One Stop Shops (2008).
- Parenting Teenagers: A review of best practice principles in New Zealand parenting programmes (2007).
- A model of youth development for Manukau (2007).
- Youth engagement project (2006).
- Counties Manukau Pacific One-Stop-Shop (2006).
- Schools survey (2005).
- Young men's sexual and reproductive health report (1999).
- Young men's views on risk-taking behaviours (1998).
- Youth Directory – runaway youth referral list.
- A review of services for Asian youth.
- Literature review on health-seeking behaviours.
- An international review of current trends in the provision of helpline services.
- A review covering Youthline face to face and family therapy teams.
- A survey of young peoples' knowledge of youth services.

# WHAT'S HOT IN THE WORLD OF RESEARCH?

## EDUCATION COUNTS

The last issue of 12to24 (April 2009) contained an article on education-related websites of relevance to the youth development sector.

This issue continues that theme by looking at the wealth of information and resources available on the Education Counts website ([www.educationcounts.govt.nz](http://www.educationcounts.govt.nz)), which comprises education data and statistics that are public and freely available.

In the Themes section of the website, there are a number of links to sub-pages, most of which have some relevance to youth-related work. These very user-friendly pages include relevant indicators, statistics, reports and discussion such as:

- **Pasifika Education** including the *Pasifika Education Plan*
- **Māori Education** including *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012*
- **Research** including the interesting suite of research reports from the *Students' Transition from Primary to Secondary Schooling* programme on Year 8 to Year 9 transitions.

Of particular relevance for local youth work planning is the section under publications that details national school roll projections. This includes current and forecast snapshots and scenarios and assumptions for primary and secondary-age trends in enrolment levels.

There are also links to indicators and statistics relating to a wide range of measures. These are broken down into graphs and references with key conclusions and trends such as:

- student participation including truancy, stand-downs, suspensions,

exclusions and expulsion data, and retention of students in secondary schooling

- family and community: family and community factors are crucial in access to and success in quality education
- other categories such as Māori, Pasifika and special education.

Under Indicators: Family and Community, follow the link "Education of primary caregiver: schooling" to see the highest qualification of primary caregivers of children aged 5 to 17 years. A key trend indicates that the proportion of primary caregivers in New Zealand with no qualification is dropping across the board, although with higher proportions in Māori, Pasifika and single-parent families. This is significant for positive youth development as it is a key indicator of success by children and young people securing educational or vocational qualifications.

More than parental income, the level of parental education has greater impact on educational attainment. The website states that: "Parental education, and in particular mother's education, is linked to higher student achievement and longer participation in schooling...[and] can influence the provision of rich home learning environments that facilitate children's success at school."

## FUNDING DATABASES

At the Involve 2008 conference, the Funding Information Service (FIS) ([www.fis.org.nz](http://www.fis.org.nz)) ran a stall with laptops showing their searchable databases relevant to the youth sector. This followed on from the FIS noting that the youth sector had become more active in approaching them for advice on funding options.

The FIS is the government-provided service for accessing funds. Their databases are user-friendly and comprehensive. Surprisingly, the FIS databases remain generally under-used by the youth development sector and many people are only aware of FundView. These are the main databases of interest:

**FundView** is the first port of call to find information of funding criteria and information from a wide range of sources.

**BreakOut** separately lists scholarships and awards available to individuals, mainly for study and professional development.

**Corporate Citizens** is for organisations looking for relationships with businesses offering volunteering, mentoring, sponsorship and other initiatives.

While there are free options for accessing the databases (e.g. public libraries), most organisations, including local councils, should have subscriptions. Check out the options on the website [www.fis.org.nz](http://www.fis.org.nz).

**NZLive.com** [www.nzlive.com](http://www.nzlive.com) has combined all three databases specifically for initiatives in the arts, culture and heritage area.

Also of relevance is the *Future Focus* publication, a guide to youth-focused funding, available for free download from [www.jrmckenzie.org.nz](http://www.jrmckenzie.org.nz)

Short reports titled *Making Things Simpler for Fundseekers* and *The Four Myths of Funding* are also useful resources for the youth development sector fund-seekers.

If there are other websites, reports or research issues that you would like featured in forthcoming issues of *12to24*, please email Dr Marten Hutt at [marten.hutt004@myd.govt.nz](mailto:marten.hutt004@myd.govt.nz)

# BOOK REVIEWS

In future editions of *12to24*, we will feature reviews focusing on books of interest to the youth development sector. Each issue will feature brief discussions of one recent and one historical book.

## CURRENT BOOK REVIEW: THE RISE OF THE TEENAGER

Jon Savage, *Teenage: The Creation of Youth Culture* (2007: Viking, New York)

This 500-page door-stopper entertainingly covers popular youth culture in Britain, Europe and America in the period 1875–1945. While New Zealand is not mentioned, the research of Margaret Mead on Samoan young people in the late 1920s is included.

The impact of British and American culture on New Zealand can be estimated, as many of the concepts and fashions that Savage covers were directly imported into this country.

The examples he chronicles – from zoot-suiters and jitterbugs in the United States, to Hitler Youth and French “Zazous” – are fascinating. Savage also describes well the development of political, academic and social interest in new terminology such as “youth”, “teenager” and “adolescent”. This book is a reminder that these terms were extremely radical concepts when first formulated not that long ago.

Now, at the end of the first decade of the 21st century, these terms are coming under renewed challenge:

- Has “young person” substituted “youth” as a descriptor?
- Is there a mismatch between social, emotional, physical and neurological development in young people?
- What is the impact of challenges relevant to youth research from the 20th century, such as controversy about the methods used by Margaret Mead in researching Samoan young people?
- Does the apparent earlier onset of female puberty affect our understanding of what the age ranges of “youth” are?
- Do “tweens” (people aged between 7 to 11) count as “young people” or are they “children”?

It is to be hoped that Savage writes the post-1945 history of youth culture as a companion volume to this exhaustive but easy to read book. If there are any quibbles of the book, it is that it could have done with more illustrations and also more discussion of how European and American popular youth culture was exported – or resisted, adapted or accepted – to other parts of the world (including Australia and New Zealand).

A recommended book for youth studies and youth development course reading lists, to give international historical perspectives.

## HISTORICAL BOOK REVIEW: MORE THAN MILKBARS – KIWI YOUTH IN THE LATE 1950S

In 1957–58, young American psychologist David Ausubel spent a year as a Fulbright Scholar at Victoria University of Wellington. His observations on New Zealand became well-known at the time, through a 1960 bestseller in both British and American editions, entitled *The Fern and the Tiki – An American View of New Zealand National Character, Social Attitudes, and Race Relations*.

The book is still readable today because of its robust focus on Māori-Pākehā relations, its largely accurate view of the future and in its unusually positive view of young people. Ausubel's research revealed the potential changes that young people would make on a conservative New Zealand society. He wrote of a late 1950s attitude in New Zealand towards young people that was “unwarrantedly bitter, unfriendly and punitive... [with] an intense national preoccupation with problems of juvenile delinquency and sexual promiscuity.”

Ausubel eloquently wrote of young people as changing that attitude:

*“The young generation impresses me as both less rigid than their elders and as more desirous of establishing democratic relationships between persons of varying age and status...[so that] overconformity, hypersensitivity to criticism, intemperateness in debate, and contentiousness in personal relations [by New Zealanders] should gradually diminish as the cane and short pants [brigade] pass into limbo.”*

As a book that is influential and very different because of its positive youth focus, this book was ahead of its time.

# HAMILTON SKILLS CENTRE – TE WHARE ARAPUNA

Hamilton Skills Centre – Te Whare Arapuna is a personal development, outdoor pursuits and leisure training centre based in Hamilton. Its programmes offer a wide variety of adventure-based and experiential outdoor training.

Here are some positive experiences from students that have participated in their programmes.

*“We believe being members of the Te Ara Rangatahi youth course gives us more confidence and endurance to overcome our fears and establish our goals.”*

*“The activities we do include kayaking, canoeing, tramping, mountain climbing, abseiling, rock climbing, caving and camping and are based on teamwork and trust. We set goals and stay focused until we achieve them. We have done things that are a once in a lifetime opportunity. For some people, it’s an extremely big step to take, but in the end, we put ourselves on the edge, give it a go and conquer our fears.”*

*“While being on this course, we have overcome our weaknesses of thinking we can’t do it and turned our lives positive. The activities are fun and enjoyable, and at some stages, they can be hard but still achievable. Being around the outdoors has had a huge impact – we’ve gone from being un-interested to interested and learn new skills every day.”*

*“I have been here for 14 weeks and have really enjoyed the activities that we’ve done so far. My main highlight was abseiling and kayaking because, to me, it was really challenging, and I gained more confidence each time I did it.”*

*“From first starting this course to now, I feel I have more confidence and know that I can achieve most of the activities. I know that I’ve got the support of my team mates and tutors being there and helping me through the things I find hard. I also like the fact that we have something different to do every day. Sometimes doing class activities based on teamwork, honesty and trust helps me through the outdoor activities.”*

*“It’s really cool seeing everyone get up and have a go at everything. It’s even better at the end of the day going home and feeling good that I’ve achieved something.”*



# IMPORTANT HEALTH INFORMATION

## 300,000 YOUNG WOMEN BEING OFFERED HPV IMMUNISATION

**Around 300,000 girls and young women are being offered free immunisation (with a vaccine called Gardasil®) to help protect them against the four types of human papillomavirus (HPV) that cause 70 per cent of cervical cancer and 90 per cent of genital warts.**

Girls can decide whether or not they want to be immunised. Those under 16 years need a parent's or guardian's consent to receive the vaccine at school.

### WHO IS ELIGIBLE?

- The vaccine is available free to girls and young women born from 1 January 1990.
- Girls and young women attending year 8 and upwards at school will be offered the vaccine through school, if their school is participating in the programme.
- Girls and young women who are no longer at school, or who can't have the immunisation at school, can get it from their family doctor, health clinic or family planning clinic.
- Young women born in 1990 or 1991 have until 31 December 2011 to get the first of the three doses.
- Girls born from 1992 onwards have until their twentieth birthday to get the first of the three doses.

Regular cervical screening will continue to be essential for all women from 20 years of age to help prevent cervical cancer caused by other HPV types and for those who miss out on HPV immunisation.

### FACTS ABOUT HPV

- HPV is a common virus and is highly transmissible.
- Around 40 types of HPV can infect the genital area.
- The majority of women (and men) are infected at some stage in their lives, usually with no symptoms.
- The peak incidence occurs in young people shortly after the onset of sexual activity.
- Amongst New Zealand women, the peak incidence occurs between the ages of 16 and 20.
- To be most effective, the vaccine needs to be given before young women become exposed to the types of HPV virus the vaccine protects against.

For more information, visit [www.cervicalcancervaccine.govt.nz](http://www.cervicalcancervaccine.govt.nz) or call 0800 IMMUNE (0800 466263).

## FACING FACTS ABOUT YOUNG PEOPLE AND SMOKING

**Most smokers start when they are adolescents. The nicotine in cigarettes means – very quickly – smoking goes from being a choice to being an addiction. Research with young people has shown they get addicted to smoking much more easily than they thought they would and then find it very difficult to stop.**

The National Year 10 Action on Smoking and Health (ASH) Snapshot Survey is a survey of around 25,000 14–15 year olds investigating trends in teenage smoking. Since the survey began in 1999, there has been a consistent downward trend in smoking prevalence and an increase in the proportion of students that have never smoked. Smoking in the home, as reported by students, is also continuing to decrease.

While these results are very encouraging, smoking prevalence rates for young people aged 15–17 years and 18–24 years, measured by the New Zealand Health Survey 2006/2007, are 15 per cent and 27 per cent respectively. This indicates that young people are still smoking but are starting at a later age.

### HOW CONFIDENT ARE YOU IN DEALING WITH SMOKING BEHAVIOUR?

Smoking is everyone's issue. To find out what is going on in your area or for any smoke-free query in New Zealand, visit the website at [www.smokefreecontacts.org.nz](http://www.smokefreecontacts.org.nz).

### FACTS ABOUT SMOKING

- One in five New Zealanders smoke.
- Tobacco is the single biggest cause of preventable death in New Zealand.
- Five thousand people die each year as a result of smoking and exposure to second-hand smoke. That represents more people than road fatalities, suicide, murder and drowning put together.

For more information, visit [www.facethefacts.org.nz](http://www.facethefacts.org.nz) and [www.notourfuture.co.nz](http://www.notourfuture.co.nz).

We acknowledge that the two photos in the story "Good Practice Comparisons – Learn while you earn" that featured in 12to24 April issue were supplied by the Te Waiariki Pūrea Trust.

[newzealand.govt.nz](http://newzealand.govt.nz)

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