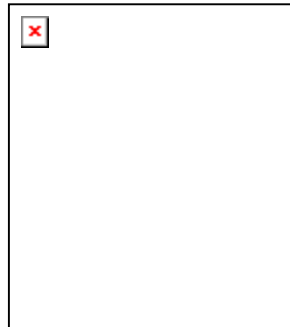


SUMMARY ANALYSIS OF RESPONSES FROM AGENCIES AND ADULTS

on the Consultation Document

*Supporting the Positive Development of Young people –
A discussion document for consultation on a
Youth Development Strategy Aotearoa*



**Ministry of Youth Affairs
November 2001**

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SUMMARY ANALYSIS OF RESPONSES FROM AGENCIES AND ADULTS on the Ministry of Youth Affairs’ Youth Development Strategy Aotearoa Consultation Documents

INTRODUCTION

This report summarises written responses received from agencies and individual adults, including young people who have left secondary school, on the discussion document for the proposed Youth Development Strategy Aotearoa (YDSA). There were 160 responses from adult and agencies. Individual adults made 57 responses and agencies made 103 responses.

Agencies who made submissions included:

- 18 from local authorities
- 8 from religious organisations
- 9 from education and training sectors agencies
- 1 from employment sector agencies
- 3 from central government policy agencies
- 10 from health sector agencies
- 15 from interest groups
- 5 from justice sector agencies
- 7 from Maori organisations
- 25 from youth organisations
- 2 from other types of agencies.

A full list of the respondents is provided at the back of this document. The written responses were supplemented with information gathered from consultation meetings and focus group meetings involving approximately 490 adults.

Methodology

The responses were read to identify the key themes. A coding structure was then developed to sort, summarise and analyse the data. All responses were recorded and sorted using an Access database. A further refinement of key themes was then undertaken to produce this analysis report. Key and common themes were noted and common aspects recorded. Many of the comments are recorded verbatim or paraphrased.

OVERALL FEEDBACK ON THE PROPOSED STRATEGY

General comment

- There was a lot of support from agencies and youth organisations and individual adults across sectors that the youth development approach is what is needed to better meet the needs of young people in New Zealand
- There was agreement that the Strategy should provide a clear directive from Government
- There were a few comments that the title should be “Aotearoa/New Zealand” but overall there was little feedback on the title
- There was some concerns about implementation and whose responsibility it is to implement the Strategy. It should not be a just a document that sits on a shelf
- Sufficient funding will be required to establish and implement the Strategy if there are to be any positive changes to the development of young people
- The positive development of young people is critical to the future of this country.

“We are really excited about this Youth Development Strategy as it values young people and gives them a say about their future!”

“A youth development strategy must be dynamic and not static. It must be open to new developments and thinking in respect of youth development.”

“If New Zealand is to be a “great country to be young in” then there needs to be a huge leadership and resource push to drive this Strategy.”

“This Strategy must be linked to other Government strategies, and the links need to be clearly articulated to avoid duplication of effort or resources.”

Age Range – Adolescents and young adults and definition of young people

The key areas were as follows:

- Youth = adolescent + young adults (need to acknowledge the difference between those at school and those that have left school)
- 12 year olds are ‘poles apart’ from ‘25 year olds’ in maturity, financial levels, self-connectedness, life experiences, aspirations, community involvement etc. This needs to be acknowledged.
- Include explanation of the reasons for the 12-25 age group
 - School-aged young people
 - Life experience of young people with children of their own
 - Young people in tertiary education
 - Young people with little formal education
- Better acknowledgment that young people move from dependence to independence and interdependence
- Describe the different cultural definition of ‘young person’ and the appropriate role of young people in society and within their communities
- There was some confusion in a few responses with the overlap in age (12-17 years) with the Agenda for Children and where young people fit in.

Bi-cultural aspects of the Strategy

- Need to effectively identify and address the social and economic disparities between young Maori and non-Maori
- Needs to encompass a strong Maori perspective and a bicultural focus
- Need to acknowledge Maori as the indigenous people of Aotearoa New Zealand
- The positive reviewing of the youth development approach needs to incorporate a Treaty of Waitangi framework for action
- Strategy should be proactive in its recognition to the Treaty of Waitangi in terms of Maori rangatahi needs, interests and aspirations
- Treaty of Waitangi affirms Maori are the indigenous people of New Zealand, therefore, not a minority group
- There needs to be a flowing theme throughout the Strategy which incorporates the key principles of the Treaty
- Recognition that Maori youth are a growing group in New Zealand society
- Urbanised rangatahi are probably less in touch with their culture while rural rangatahi do not have the economic prospects of their urbanised peers. This means there are distinct target groups within one ethnic group that will require different approaches
- The Strategy need to recognise that Maori youth development is closely linked to the development of whanau, hapu, iwi, and community and reconcile the tension between young Maori people as individuals and young Maori as part of a collective.

YOUTH DEVELOPMENT CONCEPT

Of the agencies, youth organisations and individual adults who responded on whether they agreed or not with the youth development concept:

- 74 agreed with the current wording of the youth development concept
- 7 disagreed with the current wording of the youth development concept
- 2 were undecided.

General comment

Comments from respondents that summarised the key issues on the youth development concept include the following:

- It is important to ascertain where young people are today. To identify the current issues and difficulties they are having, acknowledging these and giving youth skills, to create skills
- The description of the concept should be unique to New Zealand and must be reflected in the positive development of young people
- Need to also take into account the wider socio-economic implications that affect families, including employment, health, education, welfare, housing and justice
- These macro factors can influence the capacity of young people to be connected
- General support for a youth development approach that sees participation from young people as being essential.

Connected vs disconnected diagrams and description

- Use a 'pathway' metaphor – connects youth development to early childhood and adult development
- Young people have aspects of both models without being 'good' or 'bad' (connectedness of young people fluid and constantly changing – diagram showing a continuum rather than 'either or')
- Disconnected is not always negative and can be temporary. Some people choose to disconnect for a period of time in their lives
- Place more emphasis on the factors that influence and determine why the four social environments are not connected with young Maori people
- Needs to include the internal resources of a young person and how it affects their ability to form and maintain connectedness
- Acknowledge that young people may need 'time out' from these environments, ie family to sort their head out
- Need to emphasise the quality of connectedness – a young person may be in school but not necessarily connect to that environment
- Implementation of a structural and systematic analysis into the positive resiliency approach is essential, because it is structural and systemic factors (part health and education) that determine why young Maori are more likely to be disconnected from the 4 environments
- Capture the day-to-day dynamics of being an adolescent – normality of to process
- Strengths of the links (interconnectedness) between these 4 social environments are fundamental to development
- Need to add a spiritual aspect to the diagrams as an overlay to the whole thing. Youth disconnected from a sense of spiritual identity seem to be more greatly at risk. Nurturing the spiritual dimension is also important including a positive worldview and sense of identity.

Family/whanau - social environments

- There was strong support for the importance of the family and whanau
- Need strong recognition of the roles played by parents and care givers
- Young people can also be empowered to seek this connection and if they have high self-esteem, they will do so. A connection with themselves is critical to their willingness to make their own connections and take up opportunities
- Differing social environment of the family – has a strong presence in a young persons life yet they preach different messages, one can feel torn, lonely and the tension of conflicting expectations.
- The power of the family diminishes once children reach teenage years
- The importance of family needs to be stressed, including the cultural realities of family structure such as tension between cultural tradition and youth rights.

Community – social environment

There was strong support for the need to stress that there are various cultural values towards community. For some cultures the positive development of a young person the individual has to be seen in the context of family/ extended family (whanau, iwi, and hapu). This should be identified in the context of a wider community development.

Other issues raised included:

- Youth development and community development are intrinsically linked
- The need for developing the resiliency and capacity of young people, particularly through groups and relationships
- Need to look seriously at youth isolated from the wider community
- The cultural and community contexts in which young people grow and express their interest are important determinate of how much young people will develop.
- Different cultural groups would have different examples of connectedness
- The ‘problem’ is a dislocation from those activities and institutions that give the young people a sense of belonging, a sense of self, such as community youth programmes
- Young people need opportunities for community service
- From a programme perspective, the significant people in these social environments can enhance well being by establishing links between themselves and other social environments in a young person’s life. Examples include:
 - peer mentor programmes that are linked to ethnic/cultural communities
 - teachers recognising and involving parents in the education of their children
 - schools that have significant involvement in their communities
 - youth workers that network with caregivers and parents
 - family involvement in young persons sports teams.

School/training/workplace – social environment

- While schools shouldn’t be solely responsible for fixing all youth ills, they need to be an active party and have mechanisms in place to identify problems early and enable holistic intervention to occur
- The best schools will place a higher emphasis on social values and relationships
- Within a supportive educational environment, young people are more likely to learn and to relate well to teachers and other young people
- Effective schools should be a safe environment, especially in terms of sexual harassment
- The role of tertiary education as a social environment needs to be better recognised
- The “user pays” principle for tertiary education has reinforced disadvantage and is also impacting on young people’s future life choices, including marriage and parenthood.
- The provision of meaningful employment and training opportunities to young people will be a major challenge to the Government on meeting the aspirations of the Strategy
- Workplaces should be an environment that facilitates the growth of young people and promotes integrity and opportunities for skills development and self-development.

Peers – social environment

- Peer groups also need to provide young people with the opportunity to take risks that are necessary to achieve the balance in life
- Young people are influenced by “global youth culture”
- Peer group is a place for the future development of a sense of self
- For a young person the need for peer group acceptance outweighs the need to be autonomous
- Peer groups are also an important place for developing and exercising community and commonality of purpose, actions and beliefs.

Spiritual/religious beliefs

- There was strong support for better acknowledgment of the role of spirituality within education. The concept include ‘Spirituality’ definition – Health & PE curriculum ‘the

values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness', and the concept of hauora – physical, mental, emotional, social and spiritual dimensions of health and well being.

Broader societal influences

- Positive youth development requires some support within the broad socio-economic frameworks for example, raising the youth minimum wage complimented by support for participation in the work place by young people, for example, by requiring employers to recognise the particular needs of workers under 25
- Addressing poverty – lack of access to (adequate) work or income or education is important to positive youth development
- The positive youth development concept should be placed within a context of society to highlight the source of the external pressures acting on young people that may lead to disconnected youth
- No strategy which aims to support the true development of young people in New Zealand can be successful unless the wider socio-economic implications that affect families are taken into account. This includes employment, health, education, welfare, housing and justice
- There was support for better acknowledgment of the impact of broader socio-economic factors on the wellbeing of young people.

Acknowledging risk taking and addressing risk factors

- Need to balance the youth development approach with acknowledgment that the problems that young people experience also need to be addressed by families, communities, government agencies eg mental health issues, drug and alcohol issues, educational achievement, sexual health issues, employment options, and opportunities to address poverty/families abuse.

DIVERSITY OF YOUNG PEOPLE

General Comments

Strong recognition of the diversity of young people at the front of the document and throughout the document was a key overall comment. Most respondents raised this issue to some degree.

Awareness of the diversity of young people

- Young people in Aotearoa come from numerous ethnic, religious, cultural, social and geographic origins and the diversity of these origins will only increase in the future
- The diversity of young people needs to be considered when developing policy, programmes and working with and relating to young people
- Race, gender class, disability and life circumstances affect young peoples' development path
- Diversity needs to be acknowledged at all levels – individuals, groups, organisations, sub-groups in the community and national groups
- The diversity of young people includes refugees, Asians, new immigrants, disabilities (physical and mental) chronically ill, hospitalised, institutional care, prison, foster home etc, rurally isolated, poor, gay, lesbians, bi or transgender.

Diversity of youth culture

- Need to acknowledge the needs and realities of young people in the Aotearoa/New Zealand context – adaptation of 'positive resiliency model'
- Minority groups such as young people with disabilities need to be recognised
- Wide diversity needed – youth contribute in different ways and at different levels
- Recognition of the positive youth cultures – young people doing wonderful things versus drunken youth culture
- Acknowledge the diversity of music in youth culture

- Recognition of skateboarding and other 'xtreme' sports
- Recognise that there are various sub-populations who have participated and have high development needs including Maori and Pacific young people
- There needs to be a balance of youth culture against ethnic culture. Young people often relate more in terms of the clothes they wear or the music they listen to, rather than where their parents were born
- Youth out of school need to be included.

Ethnic diversity

- Young people who are encouraged to appreciate their own culture and are secure in their own ethnic identities are more likely to have a positive attitude towards people of other ethnic groups
- Ethnic specific goals/implications need to accentuate the development of young people's identity as member of an ethnic community of New Zealand society to complement the development of their own youth culture and identity
- There needs to be provision in the Strategy to work with young people from a variety of cultures. Young people that move to New Zealand from their home country have challenges that young people born in New Zealand do not.
- New Zealand is becoming more multicultural than in the past. An effective Youth Development Strategy would need to take these factors into consideration while keeping in mind the special relationship between Maori and the Crown as outlined in the Treaty of Waitangi
- Ethnic minorities are often caught between cultures
- Understanding the difference between young people born overseas and those born in New Zealand (Pacific Island young people).

Support for specific groups of young people

There was support for actions for promoting appropriate and responsive approaches that support positive development of the following groups of young people in addition to rangatahi and young Pacific people. These specific groups include:

- Young people from minority ethnic groups – in particular refugees and recent migrants
- Young people with disabilities
- Young people living in rural areas, in particular isolated areas
- Young people with alternative sexual orientation
- Young people with multiple disadvantages (at risk).

Young people below the poverty line

- Some of our youth are living below the poverty line and coping with stresses associated with such a lifestyle. Their needs in a youth development programme are likely to be different from young people that live in a more privileged environment.

Young people with disabilities

- For young people with disabilities it is important that within the school setting the environment is totally accessible through the removal of both physical and communication barriers
- Need to encourage young people with learning disabilities.

Rural young people

- Need to address high youth unemployment in rural and city centres pro-actively
- Set up government funded projects for youth in rural areas than provide real jobs.
- Being on the Conservation Corps course helped one member of the group widen his social environment which has help build his confidence. He is normally in a rural isolated environment

KEY COMPONENTS OF YOUTH DEVELOPMENT PROGRAMMES

Key issues that were raised about the key components of youth development programmes included the following:

General comment

- Programmes should be holistic and needs based, tailored, set realistic goals, identify barriers to achieving goals, support young people to develop ongoing resilience, advocate on behalf of young people, consistently deliver, have regular internal and external supervision, community buy-in and networking, capacity to respond to cultural, spiritual and practical needs
- The programmes need to be endorsed by young people, targeted to meet their needs, regularly reviewed and changed to remain relevant with, professional people to work with young people. Programmes should develop recreational skills and be interesting and fun for young people
- The 'critical people factor' omits the core requirement to listen to young people, respond to their needs and promote decision making, participation and youth led initiatives. It needs to incorporate another point "people with a clear understanding of their own values that direct their actions and understanding of others"
- Programmes should enhance the physical, mental, spiritual and social development of young people and affirm the Treaty of Waitangi
- Effective youth development programmes take a long-term view of social change and address the social and community context. All the key components of programmes can be widened/changed to be effective for a young person or peer culture.

Programmes for young people run by young people and involving young people

- Programmes are often run by young people – youth workers and peer support workers eg Youthline, youth health centres, peer sexuality support and Rainbow Youth. Church youth groups
- Young people empowered to make their own special contributions alongside adults to cultural and community activities – need to be indicators and have some decision making power and feel heard
- Critical elements of a good youth development programme should incorporate foremost, consultation with youth. Youth need to be valued in the process of developing such programmes, not considered purely participating as recipients of such a process – 'by youth for youth'
- Youth helping youth always works best – finding and supporting youth initiatives in the direction for youth culture
- Peer support and mentoring should be part of youth development programmes.

Adult support

- Changing attitudes of adults towards children and young people is the key component. The population in general must recognise that to have a strong and healthy society, our children must be valued and respected from the very earliest age – this is a priority
- Highly trained and skilled individuals and remuneration levels that reflect the value of their involvement. Adults working with young people in sexuality programmes have clarified their own personal values to ensure professional objectivity
- Teachers in schools need to identify youth strengths/qualities in a positive way
- Parents/caregivers need to be involved and there is a requirement for more parenting courses for young parents

Community and family involvement

- Inclusion of whanau and family values in youth development programmes. Parental responsibility is a key strategy to develop children and manage youth issues
- A seamless approach, requiring collaboration with a number of organisation and agencies

- In relation to the four social environments, a good youth development programme will emphasise working alongside family, school, community, and peer group. Youth development programmes are not separate from the wider community, effective strategies are integrated into the environment, where adults are also involved and in locations which are visibly part of the wider community
- Programmes and services to young people should be based on the 'point of contact' model and have a notion of integration with other community institutions. The community should be encouraged to fill the cracks identified by policy-makers and funders
- Evaluate programmes on their positive approach to providing community connections. Community development approaches are important, as this allows full involvement of young people, families and the wider community and results in programmes being developed and run 'with' young people
- Enlist the assistance of schools, colleges, and churches to advertise the programmes.
- An action research approach can also be used at a local community level to justify and bring about the holistic approach to youth development and well being.
- Programmes should encourage young people to be active community members – people who care and take an active role in their community.

Developing identity and skills

- Achieving self-direction and empowerment in youth development programmes is a balance between setting boundaries/guiding behaviour and allowing for freedom and self-guided development. This will depend on the age range, social and psychological development and ethnic/cultural make up of the target group of young people for a particular programme
- Youth development programmes should include specific social and cognitive skills and a moral framework that is holistic, evidence-based, and delivered in an accessible and relevant fashion
- Opportunities for young people to create, perform and develop their own arts and to have access to arts. Art and music provide a way for them to become resilient.
- Life skill/values education in high schools has a critical role in dealing with hurt, emotional health, relationships and sexuality, and the long-term ramifications of 'mistakes'. Programmes should provide social skills, life skills, cultural experiences, promote a sense of belonging, adventure and challenge
- Opportunities for understanding roots, history and culture are important.
- Youth development programmes should include apprenticeships for practical subjects.
- Support is needed for young people to develop ongoing resilience.

Beliefs/ Spiritual aspects

- Youth development programmes should provide opportunities for young people to be part of a caring community of faith. Teach and emphasise values as a nation
- Inclusion of the spiritual aspects of connection which incorporates/respects a sense of mental well being or taha wairua and a recognition of the social and economic prerequisites of health and well being such as food, shelter, employment etc.

Cultural appropriateness

- No assumptions should be made about cultures being internally consistent and unchanging. Young people can be supported to build their own cultural identity rather than having it defined for them. To recognise cultural difference, programmes need to show options/pathways to a fulfilling future
- Central to delivering and developing youth development programmes for young Maori, is an analysis of the damaging and on-going effects of colonisation on young Maori people, including the resultant poverty and economic disadvantage, education and health system failure. All adults working with young Maori people, should have clarified their own personal values regarding Maori youth and have a very clear analysis of colonisation and racism

- Whanau involvement and mentoring are particularly important for programmes targeting young offenders
- Understanding and participating in ones culture is essential and can provide the basis on which to appreciate and accept other cultures
- Involvement with cultural groups is an integral part of ethnic/geographic communities.

Funding

- More funding into sports programmes
- Government funding of youth development programmes such as Scouts and Guides would increase accessibility (as shown in Australia). The benefits of being in such a group are overwhelming
- Fund programme that are resiliency-building programmes eg Guides – put funding in some areas, so their ‘unit fees’ are not an obstacle for some people to overcome. Kids from ‘poorer’ areas need to benefit from the options offered by youth organisations
- Sufficient resources/funding to maintain programmes
- Programmes need to be fully funded in sustainable ways that include setting up and infrastructure costs as well as ongoing programme delivery costs.

VISION FOR YOUTH DEVELOPMENT

Of the agencies and individual adults who ticked the box in the response form the vision,

- 80 agreed with the current wording of the vision
- 5 disagreed with the current wording of the vision
- 4 were undecided.

General comments on the vision

- The vision does not include the elements of youth that mean developing and challenging boundaries
- The vision needs more of an element of excitement
- The draft vision is too ‘individual’ based. It needs to have a more holistic approach
- Empowered is a word that many organisations have a problem with
- Greater recognition of structural barriers to youth development in schools and the workplace is needed for the vision
- The vision needs to not only be youth focussed but focussed on adult responsibilities, to create an environment where young people are central
- The vision paints the picture of how we see our young people becoming
- The vision as it is, provides a sound platform for ACTION
- The on-going assessment and evaluation of the vision for youth development is a vital direction of which we must address, to ensure we create a well-balanced future and society, where success , goals, happiness, health and education are in easy reach of all youth
- The vision is very political, which does not necessarily reflect the needs of young people
- A number of submissions suggested that young people should have the means in order to contribute to society
- Visions are things that can be seen. ‘Supported and empowered are not things you can see’.

Specific changes to the wording

- The use of ‘seek’ and ‘empower’ in the vision statement received criticism from a number of submissions
- There is interpretation on what constitutes a “fulfilling life” ‘Some people feel smoking pot to be a fulfilling life
- Highlight the importance of family
- A statement to clarify who or what process empowers young people

- A statement on the connection of young people to family and whanau
- Clarification of the term 'fulfilling life' would be appreciated and we would also stress a need for opportunities, that are well resourced and supported, rather than enhancing the status quo'.

Other suggestions for vision

- 'Young people need to contribute and have a sense of responsibility'
- 'Motivate people to take up challenges to adopt a more positive attitude towards life'
- "New Zealand, a great place to be young"
- 'Wider community is also encouraged to value young people and their contribution'
- 'Every young person in New Zealand has the opportunities, and is encouraged, to become independent self-fulfilled adult members of their community'
- 'We must all equip our youth as to make the right choices in fulfilling an abundant life'.

AIMS FOR YOUTH DEVELOPMENT

Of the agencies and individual adults who ticked the box in the response form about the vision,

- 50 agreed with the current wording of the aims
- 2 disagreed with the current wording of the aims
- 1 was undecided.

General comments

- The goals should be linked to the Aims
- The proposed aims appear to address Maori young people's needs and realities in an 'add-on' way
- Education and access to education needs to be improved
- There are too few resources available to youth
- Young people need to be motivated to take up challenges and adopt a more positive attitude towards life
- Some submissions suggested Maori people were singled out and the document should not focus on specific ethnic groups but all young people.

Suggested changes to improve the aims included:

- Qualifications and experience stability in work and employment for young people should be recognised as a significant priority for young people and therefore an aim
- Equity to be added
- As there are goals relating to Pacific people and Maori people there should be aims relating to them as well
- Aim to have access to information
- Aim to have a society that values the input of its young people
- All young people are entitled to live in a supportive family environment
- Aim to have professional youth work field
- Aim to encourage youth to take responsibility for themselves and ensure they realise they have a responsibility towards society
- Aim for youth to understand they are valued
- If the Aims are going to list groups then list all groups
- Change language from emotion centred "feel and believe –to something more concrete like "know they have the opportunity to contribute
- Better co-ordination at a Government level
- The ideas around young people could be strengthened to make all young people know they are all contributing something of value to society
- Require more emphasis on definition of the aims
- 'Feel' needs to be changed this word is not active enough
- There needs to be a wide range of people to develop the aims

- Disabilities (mentioned in the first aim) needs to include learning disabilities
- Reduce the age range. (Suitable aims for someone of 13 could have little relevance for someone aged 25).

THE GOALS – OVERALL COMMENTS

There was general agreement for the level of the first four goals, ie not sector specific but broad enough to capture a wide range of actions across sectors.

The population-focused goals had mixed support as goals at that level. The key issues were around:

- the Crown's specific relationship with Maori and the need for this to be stronger throughout the document and their role as tangata whenua
- the inclusion of goals on Maori and Pacific young people to the exclusion of young people from other ethnic groups and other specific population groups of young people.

GOAL 1 – ACHIEVE A GREATER UNDERSTANDING AND COMMITMENT TO A YOUTH DEVELOPMENT APPROACH ACROSS ALL GOVERNMENT SECTORS

Of the agencies and individual adults who ticked the box in the response form about goal 1, 56 agreed with the goal, none were disagreed and one was undecided.

A wide range of actions was suggested. The following is a summary of the themes and specific action areas identified that cut across sectors as well as specific actions for sectors.

The key sectors identified to be targeted by this goal included:

- education (school, tertiary education, ongoing education and training)
- health and disability
- employment
- local government
- justice
- the community and voluntary sectors
- the work of the Ministry of Youth Affairs.

Youth issues addressed and understood in a holistic way at the Government level

- A Cabinet Committee/ministerial grouping considering policies for young people.
- Process in place to audit current and prospective policy and practice for good practice in relation to youth development
- Educating government and government agencies about what issues young people face in 2001
- Government at all levels need to recognise that youth are a unique sector of society that needs to be adequately catered for and protected
- Local and central government responsibilities to be outlined, to ensure that we create the environment physically, emotionally, culturally and develop, and support youth development that is a natural part of the life of our country.
- Government policies and services will recognise the crucial role that the welfare of young people plays in the future of our society – to drive the resource allocation
- Every government department to have workshops/educational activities run by young people. To explain the nature of youth development, risk and resiliency, connectedness as a protective factor and how these affect policy direction and work plans.
- Government agencies to visit young people and see what they are doing in the community
- Consider young people from a holistic perspective that encompasses their physical, emotional, cognitive, social and spiritual welfare and development

- Accountability – select committee to raise questions of all government departments
- A framework should be developed to allow government and agencies to examine their policies and structures against this Strategy
- Government agencies to have common understandings of and approaches to the wants, needs and desires of the different ages, cultures, genders, socio-economic groups etc.

Involving young people in government policy development and services

- Government agencies put in place processes that allow the active involvement of young people achieving. Listen to the concerns of young people – constructive and ongoing way rather than ad hoc basis
- Young people involved in decision making processes in education, employment, health and justice
- A national level Youth Advisory Group (nominated and elected by young people).
- Government, government agencies, local government, NGO's and communities adopt a policy that all who have a formal/professional role in working with youth, are expected to consult with youth on a regular basis about the service they provide.

Communication and collaboration between sectors

- Communication and collaboration between sectors, local, and with young people
- Involving young people in government and local government policy, planning and practice, including youth councils, in local authorities and youth advisory groups in government agencies
- Youth appropriate practices, protocols and initiatives need to be encouraged and co-ordinated
- Interdepartmental committees set up to administer funding and planning of youth projects, involving at least two young people
- Communication and interaction between sectors and local government
- Cross sector approach to youth issues is the only way to achieve lasting improvements to the well being of young New Zealanders – especially between education and health
- Importance of co-ordination between social sections and existing and new projects
- 'Whole of government' and 'whole of community' approach involving key NGO's, agencies and local government departments. Input in terms of a greater involvement and commitment to a youth development approach
- Engaging in linked policy development across agencies.

Information resources to help agencies with youth development

- Training and workshops cross sectors on a positive youth development approach (including cultural and ethnic appropriate and acknowledging the diversity of young people) and training run by young people on understanding young people
- Encourage and support advocacy by young people and training and advocacy support for youth-focused NGO's.

Need for research

- Appropriate data collection – 12-24 not split, 2-14 and 15-44 years old
- Research and centre of excellence for young people and programme evaluation.
- Indicators to guide community, government and local government effort
- Centres of excellence – core activity to deliver multi-disciplinary youth development leadership training. Training of an expert youth workforce.

Role of Youth Affairs

- Youth Affairs staffing and resources need to be expanded to effectively implement the Strategy
- Youth Affairs needs to spell out very closely, the advantage of implementing the youth development strategy to each departments key performance indicators
- Youth Affairs lead in providing information on what works and what doesn't

- Youth Affairs to ensure that all government sectors have youth policies and Youth Affairs will have a monitoring role to ensure these are used/achieved
- Youth Affairs to hold youth development seminars, youth participation sessions with government agencies, undertake evaluation with other sectors on youth development approaches, develop Youth Affairs 'audit' role of other government agencies commitment/approach to youth.

Implications for Local Authorities

- There needs to be focus on making youth councils meaningful so that youth representatives at a political level are clearly involved in strategic development
- Youth involvement must be meaningful with responsibilities, accountability and consequences
- Local authorities and the business community need to develop amenities in consultation or partnership with young people to cater for their recreational and social needs (so it can be their place too)
- A more common national approach to involving youth in local government via youth councils could be promoted and developed by Local Government NZ in consultation with DIA
- Development of local/regional youth development strategies (guidelines for local authorities).
- Ensure local government is encouraged, supported and resourced to enact youth development initiatives, for example youth councils, economic development strategies and provision of appropriate facilities and activities.

Implications for services (health, social & education) for young people

- Enabling the youth services sector to develop will assist in creating a neighbourhood where young people are central
- Improve systems for co-ordination of services for young people especially co-ordinators at a local level
- Any service to youth should be based on an initial question "how does that young person get connected back through to service or programme to the community" eg mentoring programme incorporated, school, parent and community
- Training in adolescent health
- Interdepartmental approach to the finding of service provision for young people – young people's input
- Point of contact services – eg social worker in schools
- An alliance of social service agencies that develop seamless service approach to work with young people who are having difficulties and their families
- Wrap-around approaches to services for young people (inter-agency communication where cross over occurs). Have discussions with young people and their families
- Combined service approach – joint assistance – funding young people.

Implications for employers

- Employers recognising the particular needs of workers under 25
- Role of employers – private and public needs to be included
- Businesses that provide apprenticeships and training pathways, adequate pay and working conditions and a respectful culture of management
- Involvement of potential employers interacting with schools and communities, to look at work experience of a young person's trade
- Employment of young people in government sectors
- Provide incentive to employers to provide apprenticeship and sustainable employment opportunities for young people
- Matrix of what makes a 'youth friendly business' that can be applied to the private/business sector on a voluntary participants basis. Similar matrix for voluntary organisations
- Family friendly policies and time for attending young peoples school events.

Implications for schools

- Incorporates the principles of respect for diversity into charters of departments and schools
- The issues of cultural diversity need to involve all cultures, including youth cultures and informal cultures as well as ethnic cultures and classical cultures
- Adults, especially teachers, have a role as models for young people to emulate. Need to show respect for and understanding of the importance of diversity in a community – at schools, town or country
- All students are free from harassment and discrimination
- Life skills in schools
- Schools being willing and able to engage the young people. This involves their engagement in the running of the school, fun and excitement, access to sports and cultural recreation for all
- Paramountcy of the Health and PE curriculum in secondary schools is important
- Provide a great blueprint and place to start for the development of young people
- Teachers and schools need to be better supported, trained and equipped to use it
- Style of teaching in schools
- Consult with youth on education
- Career development within schools needs to have a much stronger emphasis on identifying and the individuals ability, and assisting them in developing these skills in a 'stepped' manner rather than only aimed for 'the top'.

Other suggestions

- Rather than saying 'all sectors' – state the key areas of government that need to be targeted
- Aim of Youth Development Strategy to be to ensure that these processes are put in place.

GOAL 2 – INCREASE THE PARTICIPATION OF YOUNG WOMEN AND YOUNG MEN IN DECISION-MAKING AND IN ACTING ON AND REVIEWING THESE DECISIONS

Of the agencies and individual adults who ticked the box in the response form about goal 2, 58 agreed with the goal, two disagreed and one was undecided.

A wide range of actions was suggested. The following is a summary of themes and specific action areas identified that cut across sectors.

General comments

General comments included the following:

- It is important to use the right atmosphere – using appropriate facilitators and sensitively eg Pacific youth have to be facilitated differently from European
- There may be barriers to participation. For example, Maori and Pacific Youth may perceive barrier to speaking up and challenging their elders, which means that although the opportunity for them to speak may be there, they are not able to
- Youth participation enable young people to:
 - tell other youth about decisions that are made
 - better understand themselves, their peers and wider community
 - participate more fully in the life of their communities and relate more meaningfully to the people around them
 - initiate achieving in their own right, with newly gained skills, confidence and support
 - represent their view point and have a more powerful influence, in a variety of settings on matters that effect them
 - safe environment for youth participation

- involving the wide range of young people not just high achievers – all demographic groups
- Youth participation is important because as human beings, we learn and develop by doing
- Links with UNCROC
- Educate, communicate and resource and involve young people at all levels and in all aspects of New Zealand life.

Creating more opportunities for young people to participate

- Creating more opportunities for young people to participate across sectors
- Ability to be involved in decision making processes as well as willingness (they have the willingness but adults need to assist in making it possible)
- Involving young people in decision making and service delivery processes
- Organisations – creating a body representative of young people - that are part of their target group to consider policy and proactive
- Young people also need to part of service delivery and service evaluation, especially where services are targeted at young people.

Providing information on opportunities available using youth media

- Information for young people on what is available and how to participate including using youth media
- Encouraging young people to express their views via general media and youth media
- Youth friendly videos and websites with draft policy/strategy information on them
- Use youth media – Tearaway, Bfm, nzgirl-on-line magazines, Internet site: www.urge.co.nz, billboards, radio, music, TV, and newspapers.

Having incentives for young people to participate including feedback

- Need to be both extensive and interesting for young people to increase their involvement in decision making
- Change and adapt formal processes to be more attractive to young people
- Get young people involved in the things they are passionate about and educate young people in how government policy is relevant to them
- Make it fun with food and rewards for participating.
- Young people need to be provided with practical support, with matters such as transport, training and mentoring.

Promoting peer support for participation

- Mechanisms of peer support and youth infrastructure in youth participation
- Equipping young people to become peer teachers or mentors
- Need to develop a wide range of methods and approaches including peer research and to acknowledge the cost implications of such a commitment.

Involving the community in youth participation

- Opportunities for youth participation through community service
- Criteria for youth-friendliness – town, community, employers.

Avoiding tokenism of young people

- Young people's input needs to be listened to and have meaningful outcomes for young people
- A milestone of youth consultation of any sort is not only to listen but also to act on what was said.

Active involvement of local authorities in youth participation

- Opportunities for young people to have a say in local government/local communities
- Local government recognise their youth in policy and youth participation
- Youth seats on council

- Youth sub-councils on iwi/Maori/Maori Committees, would promote participation of ‘young Maori’.

Promoting opportunities for having a say in schools and in educational policy

- Opportunities for young people to have a say in the education sector (key sector for young people)
- Opportunities for participants in schools and tertiary institutions.

Emphasising young peoples responsibility when participating

- Ensure that young people have a responsibility to be held accountable for the consequence of the decisions that they contribute to.

Training and information for young people involved in committees

- Young peoples participation in decision-making bodies such as – funding bodies, local government, health boards, polytechnic councils and encouragement of youth representation – training packages for young people involved with boards and committees.
- Training for young people – basic training – understanding of meeting processes and procedures, committee language, use of and reading body language, brain storming technical (discuss etc)
- Training for young people – workshops and meetings – in relevant topics – government processes, media presentation, running workshops.

Sharing information on youth participation and methods

- Consistency in youth participation across sectors
- Information sharing – inter-agency about youth participation and networks.

Training for agencies on youth participation

- Training on youth participation across sectors in methods of participation including culturally appropriate participation
- Young people involved need to be managed to ensure that burnout doesn’t occur. The management of the resources and training they require to actively participate in the decision-making process is also important (especially for high profile, polished environment, board of directors etc)
- Training for staff in appropriate techniques.

Research on youth participation

- Research on youth participation
- Measurable objectives are needed for monitoring including:
 - number of young peoples progress made by young people
 - number of services which incorporate youth participation
 - number of contracts between government agencies and providers which require youth participation as a part of their performance criteria
 - the level of funding of youth participation
 - analysis of the barriers to real participation
 - research – what motivates young people to participate
- Need to develop a wide range of methods and approaches to research on youth participation including peer research and to acknowledge the cost implications of such a commitment.

GOAL 3 – PROVIDE A COHERENT APPROACH TO YOUTH DEVELOPMENT PROGRAMMES AND ACTIVITIES

Of the agencies and individual adults who ticked the box in the response form about goal 3, 56 agreed with the goal, one disagreed and four were undecided.

A wide range of actions was suggested. Also see the earlier section on “Key components of youth development programmes”. The following is a summary of themes and specific action areas identified that cut across sectors.

Ensuring programmes are focused at the right level, appropriateness and interests

- Youth focussed eg – sense of being treated with tokenism, being denied opportunities and resources, pre-judged (diversity, passion, skills and ability)
- The attention on preventative programmes.

Improving and expanding school-based programmes

- Expanding and building on school-based programmes and using the school setting
- Youth workers place in schools to inform and advocate for young people
- Criteria (MYA and MoE) to distribute to all schools, PTE’s and tertiary institutes, for ensuring they are running an establishment which implements a youth development approach eg participate, skills development, contributing, taking responsibility etc
- More school counsellors and face-to-face counsellors for young people
- More co-ordination of government funded youth development programme – importance of after school/every/weekend activity for youth/teens.
- Utilising out-of school hours capacity in school facilities and other existing facilities.

Improving, developing and supporting community-based programmes

- Support for community-based programmes eg sports and recreation, community service and churches
- Encouraging local communities/authorities and young people to work together in youth development, with an emphasis on community and youth ownership
- Consistent approach – programmes at the right level, appropriateness (ethnic, diversity) and interest (school, community, justice, health)
- Important of strengthening and building the effectiveness of what is established in the community
- Links between schools and community programmes
- Programme for young parents – continue education
- Ensure projects are in place that enable young people to express themselves creatively and engage fully in society and their culture
- Encourage key NGO youth programmes (Salvation Army, other churches, Project Adventure,) to adopt youth development into their operational structure and organisational culture.

Developing programmes for the diversity of young people

- Programmes that address the needs of gay and lesbian young people
- Programmes for the diversity of young people (ethnic-based, sexual orientation, living in rural areas, with disabilities etc)
- More programmes for young people who have left school and are on the margins
- Programme for special needs groups.

Educating leaders (youth workers) including training and skills development

- Education on youth development for people working with young people
- Workshops for training for people working with young people.
- Provision of training and skills development of youth workers and adults working with young people including best practice standards

- Subsidised training provided to youth workers, teachers, social and community worker (and to managers of youth services).

Promoting the use of role models/mentoring programmes

- The need for role models and mentoring, in particular for young Maori and young Pacific peoples
- Training for mentoring programmes.

Providing more funding for programmes

- Funding - Interdepartmental approach to funding of youth programmes, including setting up an interdepartmental committee to administer funding and planning of youth projects (including two young people)
- Funding – criteria for funding programmes for young people should include the requirement for a youth development approach
- Youth development programmes need to be fully funded in sustainable ways that include setting up and infrastructure costs, as well as, on-going project delivery costs
- There needs to be sufficient funding for programme to thoroughly evaluate their projects and programmes
- Funding programmes with proven track record to provide effective programmes
- Funding recognition and support for non-formal organisation such as Scouts, social workers, Guiding, YMCA, YWCA
- Funding for sport and recreation activities and homework/e-resource centre appropriately staffed and resource
- Government salaries for youth workers.

Promoting youth run programmes and youth ownership

- Youth run and youth ownership of programmes
- Consulting with young people to see what they actually want before developing programmes and maintain ongoing consultation.
- Youth development opportunities need to be youth driven not just good ideas from adults
- Training young people in their peer roles at school.

Improving collaboration and co-ordination between agencies and with young people

- Collaboration between sectors, agencies and with young people
- Leadership is needed in youth development programmes and activities
- A body eg Youth Affairs needs to take on the responsibility to get the buy in from sectors, to get a coherent approach. They need to have the capacity to do this and be connected with strong links to the community and be accountable
- A lead agency in each region liaising with an overall co-ordinator
- Promote and support current initiatives which bring schools and tertiary institutions together via business-education partnerships
- Facilitating of networks between organisations and youth programmes – consultation process on the discussion document allowed a little bit of this to happen already
- A co-ordinating body, a structure – nominate a NGO and/or local authority (employing youth advocate) take responsibility for community co-ordinator planning, with regard to youth needs and monitor progress in relation to Goal 3
- Consistent definition of young people between agencies
- Strategic co-ordination between social agencies in any district throughout New Zealand
- Inter-departmental meetings – communication and consultation.

Developing best practice standards for programmes

- Best practice standards/guidelines for programmes including about what youth development consists of (participation, skills development, contributing, taking responsibility etc)

- Links with statutory requirements for agencies delivering services under the Children Young Persons and Their Families Act 1989. Need a robust Code of Best Practice and auditing processes to ensure that this consulting process is used effectively
- A set of published guidelines and standards (best practice for contractual service and programme details)
- Criteria for funding project should include the requirement for a youth development approach in Youth Work) for youth workers and people who are working with young people.

Improving youth worker networks and infrastructure support

- Raising the status and profile of youth workers and youth worker training (including to university level)
- A national and regional infrastructure for youth workers could provide trained and safe youth workers and the infrastructure to support them and networks
- Youth workers positive public profile
- Networking of youth workers needs to be reflected in contracts with providers.

Improving information on youth development programmes

- An effective database needs to be compiled, widely disseminated and added to regularly.
- Requires better access to existing resources and information including, better ability to disseminate effective information in the community
- Developing a directory of youth services
- Stocktake of what is already being offered by different sectors and what the quality and outcomes are.

Ensuring the evaluation and monitoring of programmes

- Evaluation and monitoring of programmes is important
- Evaluation needs to cover needs assessment, feasibility, process and outcome and meet the changing needs of young people
- Government should do a cost benefit analysis of, and evaluation of what's currently happening to ensure providers are making the best use of available funds
- Ongoing needs assessment eg Modern Apprenticeship scheme
- Good co-ordination of all youth development projects including uninformed organisations, not just government funded organisations.

GOAL 4 – EQUIP ADULTS TO BETTER UNDERSTAND AND EFFECTIVELY SUPPORT YOUNG PEOPLE

Of the agencies and individual adults who ticked the box in the response form about goal 4, 60 agreed with the goal, one disagreed and two were undecided.

This goal was emphasised more in the responses from the young people's submissions, where there was strong support for adults to understand young people. Agencies and adults did, however, suggest a wide range of actions. The following is a summary of themes and specific action areas identified that cut across sectors.

Educating adults/information for adults

- Awareness programme in the community to education adults about young people
- A focus is needed on educating adults at all levels of society to manage an walk alongside young people effectively
- Formalised supervision of/for isolated youth workers – seek professional advice
- Ensure that secondary schools training, social services and youth worker training include youth development principles

- Education and support for specific groups of adults who have contact with young people eg health professionals, police, teachers, DWI, social workers, business employers, youth workers
- Training of professionals involved with young people – health professionals, teachers, school counsellors, legal professionals and police
- Degree to which professionals and volunteers working with young people, have appropriate ongoing professional development and supervision
- Many adults working with young people have been trained to complete tasks but few, if any, have studied the phenomena of adolescence or spent time reading research, analysing or reflecting on what is really going on with children and youth today.

Opportunities for adults involvement with young people

- Adults working in partnership with young people and interacting with young people.
- Value young people as resources by giving them opportunities to work alongside adults
- Talk to young people first to find out what they suggest as ways for adults to understand and effectively support them.

Training of teachers

- Teachers training colleges – training in youth development and youth work practices in conjunction with NGO & local authorities
- Great goal and thoughts but need to be careful not to overload the already overloaded teachers.

Information about young people should not be biased or stereotyped

- Changing the attitudes of adults to young people to a positive youth development
- Communication and promotion, educate people on how teenagers define themselves and get them to realise that young people like to be involved and gain life skills from successful members of the public
- Appreciate how young people define themselves.

Parenting education

- Parenting and communication skills – mothers and father (part fathers) is crucial
- 0800 number for parents of adolescents.
- Parent and family development training skills for families
- Provision of parent training and support groups and the attendance levels at these
- Make parents aware that it is harder to get employment than when they were younger.

Workplaces supporting families with young people

- Family friendly policies in the workplace, that encourage flexibility for time off to attend young people's important events such as school events.

Other actions

- Encourage the continued recognition and development of youth social work as a specialised occupation, including the promotion of a national registration
- Encourage and support multi-disciplinary initiatives.

GOAL 5 – PROMOTE APPROPRIATE AND RESPONSIVE APPROACHES THAT SUPPORT RANGATAHI DEVELOPMENT

Of the agencies and individual adults who ticked the box in the response form about goal 5, 52 agreed with the goal, four disagreed and two were undecided.

A wide range of actions was suggested. The following is a summary of themes and specific action areas identified that cut across sectors.

General comments

- It also needs to be recognised that young Maori are also faced with living in conflicting systems of two cultures. This can create issues when faced with developing their identity
- Positive youth development is vitally important for the future of Maori development
- Reconcile the tension between young Maori as individuals and young Maori as part of hapu/iwi/whanau
- A collective approach is needed
- Identify the structural and systematic issues that continue to address major disparity between Maori & non Maori
- The Strategy provides an excellent opportunities to direct Government portfolios integral to youth development to prioritise young Maori in their work.
- Central to the development and delivery of good youth development programmes for Maori is an analysis of the damaging and ongoing effects of colonisation on young Maori and economic disadvantage and educational and health failure
- Maori youth need more support than other groups and it is the Government's role to work for and with Maori to ensure that they are able to change our society to one that celebrates Maoridom and supports their rights over this land.

Strengthening whanau/hapu/iwi is key

- Recognise that the Maori youth development is extricably linked to the development of Maori whanau, hapu, iwi and community
- Strengthening of whanau/hapu/iwi will directly benefit rangatahi development
- Strengthening of whanau and community is required in order to support Maori youth
- Strongly promote parallel development and living and working by the principles of Te Tiriti o Waitangi
- Whanau need to be grounded in their own identity first.

Importance of cultural identity

- Culture plays a significant role in strengthening young people's identity
- Sense of Maori cultural identity for rangatahi is essential
- Identity provides the links to cultural norms, values and supports
- Young Maori need to know where they came from and whom they belong to and for them to know their whakapapa.

Consulting and involving rangatahi

- Consult with rangatahi about what they want
- Participation of rangatahi in iwi/Maori development is important as they will be the leaders of the future and will support the continuity of knowledge
- It is essential to encourage rangatahi Maori to be involved in whanau/hapu and iwi programmes and that they play a greater role in their communities as they are becoming a larger proportion of the Maori population
- Opportunities for rangatahi participation in all areas.

Importance of education/schooling

- The education and schooling is important for rangatahi development
- The right methods need to be used. Often young Maori prefer a more inter-active method of learning and understanding their world – experimental and adventure based learning and the notion of apprenticeship.

Support systems/culture groups in school

- Promoting Maori culture, support groups, language, music, festivals and art in schools
- Make cultural development an important part of school including language
- Support and promote young Maori in schools.

Educating non-Maori about Maori culture

- Educating non-Maori young people and adults about Maori culture

- Increase non-Maori communities understanding and acceptance of tikanga Maori and rights of rangatahi to participate in a culturally appropriate manner
- Non-Maori need a greater understanding of Maori culture.

Mentoring programmes

- There is a need for mentoring programmes
- Continue to encourage role modelling and mentoring
- Fostering Maori leadership and development such as teina and tuakana mentoring practice.

Community-based programmes for rangatahi

- Community-based programmes for rangatahi, with youth ownership
- More marae-based programmes
- Resources for Maori youth organisations.

Acknowledging some rangatahi are not connected to their communities

- Opportunities for rangatahi to be connected to their communities
- Like youth in general, rangatahi Maori are not a homogeneous group, with different levels of connection to Maoridom. Not all rangatahi Maori have a strong sense of whanau, hapu and iwi but however, identify themselves as Maori. This 'connectedness' should not be seen as the standard and is rather, not something that can be taken for granted
- Urbanised rangatahi are probably less in touch with their culture while rural rangatahi do not have the economic prospects of their urbanised peers. This means two distinct target groups within one ethnic group that will require different approaches.

Feedback on “rangatahi” as a suitable term for young Maori.

There was general support for the use of the term “rangatahi” from those who commented. Some organisations and adults stated they could not comment on “rangatahi” as a suitable term. The other terms suggested for young Maori (ie taiohi, taitamariki, ohanga, te hunga ririki and tenei reanga) received little comment.

GOAL 6 – PROMOTE APPROPRIATE AND RESPONSIVE APPROACHES THAT SUPPORT YOUNG PEOPLE PEOPLE’S POSITIVE DEVELOPEMENT

Of the agencies and individual adults who ticked the box in the response form about goal 6, 50 agreed with the goal, two disagreed and four were undecided.

A wide range of actions was suggested. The following is a summary of themes and specific action areas identified that cut across sectors.

General comments

- Many Pacific Island young people do not know who they are – a real migrant first generation issue
- Promote understanding of the diversity of cultures and nations in the Pacific Islands
- Growing numbers of Pacific Island students.
- There are strong church connections in Pacific communities.
- Young people appear to occupy a particularly low status in Pacific cultures. Parents expect their children to be very obedient and this contrasts markedly with the relative permissiveness of Pakeha mainstream culture. There can be considerable tensions in Pacific Island families living in New Zealand as a result.

Importance of culture to identity

- Many young Pacific people do not know who they are – a real migrant first generation issue. They are talented but in many instances are not reaching their potential at all.
- Encourage Pacific young people to discover their roots.

“One of the group members experiences is that he is half Samoan, born in New Zealand. He had very little Samoan culture while he was growing up but was fully integrated and accepted in school as a New Zealander. However, he feels like he has missed out on the Samoan part of his culture.”

Developing support systems/culture groups in schools

- Culture development is an important part of school
- Promoting Pacific cultures and languages, support groups, festivals and art in schools
- Programmes in schools that teach Pacific students about their culture and rights.

Investing in Pacific young people

- Need for Pacific Island youth leadership programmes and conferences
- Pacific island youth leadership conferences focused on training and equipping Pacific leaders of the future.

Supporting Pacific adults and communities

- Support for Pacific adults and communities in supporting the positive development of Pacific young people
- Whatever it takes empower families
- Encourage family involvement and strengthen family environments.

Recognising the diversity of Pacific young people

- Recognise the diversity of young Pacific people and their needs working to foster involvement that links to a young person’s development, personality and social issues.
- Acknowledge the different Pacific communities – need to mention the difficulties between New Zealand born and migrant Pacific people. This can have a huge impact on self-identity, as can their family status in the Islands eg Matai status
- Promote an understanding of the diversity of cultures and nations in the Pacific.

Educating non-Pacific people about Pacific cultures

- Increase the non-Pacific Island communities’ understanding and acceptance of Pacific cultures and the rights of Pacific young people to participate in a culturally appropriate manner
- Create more opportunities for all young people (and old) to enjoy the riches that Pacific cultures have brought to New Zealand through multi-cultural festivals, celebrations and TV programmes
- Offer more workshops about culture.

Supporting mentoring programmes

- Mentoring and role models was strongly supported
- Mentoring programmes are needed that link up young Pacific people with enterprises, government organisations and NGO community organisations.

Developing for Pacific by Pacific programmes

- Pacific Islanders by Pacific Islanders programmes
- Training for Pacific youth workers
- Using Pacific people to deliver programmes means more training is needed.
- Promote Pacific Island value models.

Actively involving Pacific young people

- Increase the level of support and resourcing for the creation and ongoing development of forums such as youth councils for young Pacific peoples.

Using appropriate methods of engagement with Pacific young people

- Appropriate methods of engagement with Pacific young people

- Many Pacific young people prefer a more inter-active method of learning and understanding their world – experimental and adventure based learning and the notion of apprenticeship.

OTHER GOALS

A wide range of suggestions was made for other goals in particular around the key concerns for young people. These included:

- Support systems for young people that drop out of school
- Review student loans/allowances and the cost of education
- Equity of education and outcomes for all young people
- Promoting youth leadership
- Guidance with job opportunities and training
- Goals for other ethnic groups of young people
- Investing time and money in young people
- Addressing young people's self esteem and self worth issues
- Supporting and fostering youth initiatives.
- Diversity specific – promote appropriate and response approaches that support the development of all New Zealand young people – Ethnic, Culture-youth, Sexual orientation, Disabilities
- To consider youth from a holistic perspective that encompasses their physical, emotional, cognitive, social and spiritual welfare and development.

IMPLEMENTATION ISSUES

The following is a summary of comments made about the implementation of the Youth Development Strategy Aotearoa.

- Who will drive it – who are the people that ensure that all government departments and local government work in a positive way with young people
- Implementation should be dynamic not static
- There needs to be a huge leadership and resource push to drive this. If the Ministry of Youth Affairs is the vehicle to make this change, then staffing and resources will have to increase dramatically
- To ensure buy-in from other government departments – Youth Affairs needs to spell out very clearly the advice of implementing the Youth Development Strategy to each department's key performance indicators
- Needs to be linked to other government strategies
- Needs sufficient funding and lead agencies charged with achieving these goals
- To translate the strategy into reality, needs a win-win approach for youth and those who are part of their worlds
- Analysis is needed of the barriers to young people's development and action plans to address these barriers (involving young people)
- Local authorities and other agencies should be encouraged to develop their own strategies, that hopefully link into the vision of the Youth Development Strategy
- The positive development of young people is critical to the future of the country. It depends on a number of key ingredients that affect the total population, including job creation/employment, adequacy of incomes and housing, and the importance of excellent and accessible life-long systems
- Progress the Youth Development Strategy - an opportunity for central government to liaise closely with local government – connection to ACC youth policy, Youth Action
- A Strategy only implies action, if it is adopted by the individual, families/whanau young people and communities and those people are mandated to enact it.

Evaluation and monitoring issues

- Bi-annual reviews
- Evaluation of the process of the development of the Strategy and outcomes of the Strategy in 1-2 years time
- Measurable indicators to guide community, government and local government efforts in youth development
- Need to have measurements put in place to monitor progress on reaching the aims (targets and performance linked to various Ministries or departments).
- Development of monitoring and research criteria for programmes and education providers to ensure that they are running programmes and an establishment that incorporates a youth development approach.

LIST OF ADULTS AND AGENCIES WHO RESPONDED

AGENCIES AND YOUTH ORGANISATIONS

Actionworks Youth Employment Service, Christchurch
Alcohol Healthwatch
Alexandra Youth Forum
Amnesty International New Zealand
Ann D'souze, Society of St Vincent de Paul
Aotearoa Legalise Cannabis Party, Christchurch Branch
Arts Access Aotearoa
Ashburton Youth Council
Auckland City Council
Boys Brigade in New Zealand
Breige Renell, Hawkes Bay Children, Youth and Family Ministry, Hawkes Bay
Brent Davie and Alastair Hall, Papatoetoe Baptist Church
Bush Skills
Careers Service
Catholic Education Centre/Catholic Youth Commission
Catholic Justice, Peace and Development Office, Wellington
Central Otago Conservation Corps, Malcam Charitable Trust
Child Development Foundation of New Zealand
Children's Media Watch
Council of Trade Unions
Counties Manukau Health Council,
CPIT National Youth Work Certificate Class, Christchurch Polytechnic Institute of Technology
DARE Foundation of New Zealand
Dunedin City Council
Family Planning Association of New Zealand
Girls Brigade New Zealand
Guides New Zealand
Hikurangi Learning Centre
Horowhenua District Council, Youth Policy Committee
Hutt Valley District Health Board, Regional Public Health,
Inland Revenue, Child Support
Inland Revenue, National Office
Invercargill Youth Council
Kaipara District Council
Kapiti Coast District Council, Community Services
Laureen Pont, Guides NZ Nelson
Library and Information Association of New Zealand Aotearoa (LIANZA)
Man Alive
Manawatu District Council
Manukau City Council
Marlborough Youth Team - GGANZ
Masterton District Council
Mental Health Foundation
Mid-Central District Health Board, Public Health Services
Ministry of Women's Affairs
National Collective of Independent Women's Refuges Inc
National Council of Women of New Zealand
National Federation of Ethnic Councils Inc
Nelson Safer Community Council
Nelson/Marlborough Institute of Technology, Conservation Corps
New Plymouth District Council

New Zealand Association for Adolescent Health and Development Inc (NZAHD)
New Zealand Association of Adolescent Health and Development, Waikato Branch
New Zealand Catholic Education Office
New Zealand CCS
Nick Bohm, Fuse Rangatahi Trust
Pacific Health, Toi Te Ora Public Health
Papakai Conservation Corps
Porirua City Council
Project Adventure New Zealand, Community Development Unit
Project Director, Living Values
Project K Trust
Project Pegasus, New Brighton Police, Christchurch
Public Health South, Regional Health Promotion Team
Raglan Community House
Richie Williams, Project Ranui
Rotorua District Council
Rotorua Safer Community Council
Safer Whangarei Community Council
Save the Children New Zealand
Sergeant KJ Davidson, New Zealand Police, Southern District Headquarters
Skill New Zealand
Skylight
SPELD NZ (Inc)
Taranaki Health, Health Promotion Unit
Te Kaiawhina Ahumahi
Te Puawai Tapu
Te Puni Kokiri
Te Roopu Tamariki
Te Waiariki Porea Trust
Te Whare Awhina Foundation
The New Zealand Chinese Youth Trust
The Otago Youth Wellness Trust
The Salvation Army
University of Canterbury Students Association, Canterbury University
Upper Clutha Resource Centre
Upper Hutt City Council
Victoria University Labour, Victoria University
Waitakere City Council
Waitakere Youth Health Clinic
Wanganui District Council
Wellington City Youth Council
Wellington Open Home Foundation
Wesley Wellington Mission, Methodist Mission Aotearoa
YMCA Christchurch, Get an Edge Youth Leadership Programme
YMCA Invercargill, Conservation Corps
YMCA Masterton, Conservation Corps
YMCA Nelson, Get an Edge Youth Leadership Programme
YMCA Tauranga, Conservation Corps
Youth Union Movement
YouthLaw Tino Rangatiratanga Taitamariki Inc
Youthline, Auckland
YWCA of Wellington and Hutt Valley

INDIVIDUAL ADULTS

Phil Trotter	Anton
Margaret Bishop	Mitchell Tiaiti
Donna Reynolds	Gus Row
Warren Judkins	Lynne & Grant Langdon
Richard Whitfield	Sefa Lafaialii
Peter Shuttleworth	Penny Pearce
John Eastwood	Lisa Hokke
Georgina Parata	Royce Nurse
Peter Walton-Jones	Pawrini Isherwood
Frederick Church	Kataraina Mulgrew
Jonny Fromont	Peter Pan
Dave Mann	Tony Milne
Ngairé Harris	Viv Whimster
Bernadette Mackie	Raewyn Pepene
Ana Gilling	Sarah Collison
Sara McLeod	Graham Lal
Trish Morison	Areta
Peter Watson	Steve Chadwick
Renee White	Del Gibb
Cedric Gwynn	Sue
Tracy Pollett	Maggie Button
Kelly Soper	Alissa Bell
Fiona Carter-Giddings	Jane Ewing
Daniel Harman	

There were also 10 submissions with no name or contact details provided.