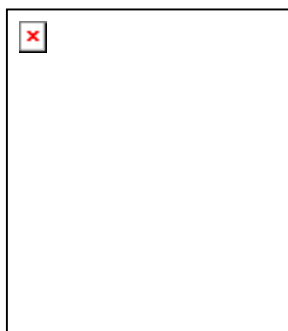


SUMMARY ANALYSIS OF RESPONSES FROM SECONDARY SCHOOL-AGED YOUNG PEOPLE

on the Consultation Documents

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

***Help Government get it right – A special chance! Take it!
Youth Development Strategy Aotearoa***



**Ministry of Youth Affairs
November 2001**

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SUMMARY ANALYSIS OF RESPONSES FROM SECONDARY SCHOOL-AGED YOUNG PEOPLE on the Ministry of Youth Affairs’ Youth Development Strategy Aotearoa Consultation Documents

INTRODUCTION

This report summarises key themes and comments from the written responses received from May to July 2001 from secondary school-aged young people (12-18 years) on the Ministry of Youth Affairs’ Youth Development Strategy Aotearoa (YDSA) consultation documents. Approximately 1200 young people were involved in preparing responses.

A total of 227 responses were received from throughout the country in the following categories:

- 149 responses from individual secondary school-aged young people
- 62 group responses from secondary school-aged young people (with an average of thirteen young people involved per response)
- 16 group responses from secondary school-aged young people involved with youth organisations or groups.

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 250 young people.

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. Most of the comments or “young people’s voices” are recorded verbatim but at times they have been paraphrased. The areas covered in this report are in the same order as the discussion document.

OVERALL FEEDBACK ON THE PROPOSED STRATEGY

General comments

- Hold the strategy up as a public issue and give it media coverage.

“Thanks to the MOYA team for this consultation process. This Youth Development message is not new and it is the obvious key to progress.”

“I feel that you have made an excellent Youth Development Strategy and I am very impressed that the government and others are taking extensive amounts of time to consider the youth of New Zealand.”

“A lot of people can’t be bothered with politics but are happy to whinge about politics, so this is difficult to comment on, but more youth understanding would be appreciated.”

Clarity of the Strategy

- The booklet ‘Supporting the Positive Development of Young People in New Zealand’ was well set out and on the right track to improving New Zealand’s youth.
- Needs to be clearer about how information will get to the public.

“The brochure was hard to understand for a group of 13-17 year olds with no adult supervision/help.”

“Our group found that the pamphlet, which we had to read, was directed and appropriate for our age group which ranges from 10-18.”

Hearing and including young people's voices

- Make sure young people's opinions are heard and not ignored
- Youth could fill out surveys on what the Government wants to find out about
- Encourage youth opinions in government decisions.

"This development would really encourage youth to speak out about how they feel. This is extremely important to New Zealand's future. We hope this programme is successful."

"Sometimes we may feel insignificant, and we need to be encouraged to say what we think, speak up and out."

"They want to know if their opinions put down in here will actually be considered. They want to make changes but often feel ignored."

"That our ideas will be listened to! And that our ideas have made an impact on Government decisions."

"Make sure all 'youth' based organisations are consulted on all the issues that affect young people."

Funding

- Ensure money is not a restriction.
"To achieve safe environments, schools and communities should allocate funds to this matter."

Age range of the Strategy

- Age group 12-25 yrs is very broad
- Impossible to have one strategy for 12-25. Diverse needs within this age group.

Work of Youth Affairs

- Need a better view of what Youth Affairs are doing
- Concept and work of the Ministry of Youth Affairs needs to be promoted, better known and more widely available.

"In order to provide a clear and respected approach the whole Youth Affairs Dept has to revamp its image."

YOUTH DEVELOPMENT CONCEPT

General comment

One hundred and five individual or groups of young people ticked that they generally supported the youth development concept. Seven disagree.

Specific comments included:

- Agreement with concept, promotion of self-belief and encouragement.
- Concern expresses that this concept is not achievable, concern that people won't take any notice and that model may not be effective
- Messages on youth development need to be more widespread, in terms of getting it to young people
- Young people need advice and leadership and acknowledgment of their differences
- General agreement that the language needs to be more accessible and easier to read
- Concept should also be about having the courage to stand up for rights
- Build positive attitudes and promote active involvement of young people in all areas of life
- Promotion of the youth development concept and programmes needs to be aimed at youth.

"I think I agree but is the planned strategy going to be effective and efficient for its costs. Maybe certain problem areas should be located and focused on with more intent."

"Yes, I agree with what has been said about youth development, and think its great something is happening but I'm not sure the benefits of such a strategy will reach youth at all."

"Instead of making youth 'feel' or 'believe', you need to make it so they 'know' they are making a contribution. They are all necessary skills and elements for our youth to have so that they are able to reach their own individual potential as long as effective methods are found to follow up the ideas."

"The use of the word 'feel' implies pulling the wool over youth's eyes and we don't think it should be included. Instead a more definite word such as 'be'."

Connected versus disconnected models

- Diagrams and explanations are too generalised, or extreme
- Add low self esteem to disconnected model
- Many of the goals and issues don't relate to disconnected youth
- Doesn't say how disconnected youth will be helped
- Needs to be solutions around helping disconnected youth
- Need early interventions for disconnected.

"I agree what is said about Youth Development however, I did find a few of the diagram suggestions a little to generalised. Not all drop outs will run away, do drugs etc."

"Basically the group believed that if you want the 'disconnected' persons in our society to be a minority, then you would have to address the problem earlier than 12, as that is the time when personalities/characteristics are defined."

"We decided that on the positive connected diagram that we would like to see "seek leadership roles" and also "many job opportunities."

"It is very important young people feel 'connected' in society, to be the best they can be."

"'Disconnected Youth', didn't agree with model. In our community some of those things are accepted as normal, this is probably the most difficult thing to change."

"What happens if the youth can't see that their involvement in society ie disabled or poor family. What kind of skills will they have?"

"Diagram add, 'positive young person', supportive and caring caregivers, strong personal belief/values. 'Disconnected young person', add – lack of supportive friends, truancy."

Family – social environment

- Emphasis on role that parents play and their influence over young people's development ie impact on early youth mental, religious, social development
- Peers and teachers have more influence over young people's actions than parents do.
- Government should support families
- Need to recognise parental support for young people within the youth development concept.

School/training/workplaces – social environment

- Important to focus on workplace and support for young people
- Focus on pay rates so that employers do not take advantage
- Need more work experience opportunities during school
- Enforce idea of involvement of youth in group activities ie life skills, their involvement with others
- Fix things, which are possible to fix. – ie. youth pay rates, rights to increases, being able to resign
- Increase parental/family/guardian involvement in schools
- Pushing fine arts not just sports and drama
- Promote university education.

Community – Social Environment

- Young people need to be encouraged to fit into society and to be encouraged to know that society needs them
- Special emphasis should be placed on young people having a say on changes in their community
- Communities should provide safe environments for young people to experience and have fun
- Culture and religion play an important part in a young person's life
- Society needs to show an interest in young people and youth development.

“Work with youth group and take leadership in that. When youth have been acknowledged in the communities for good things they have done, make then work even more.”

DIVERSITY OF YOUNG PEOPLE

General comments

- Respect beliefs and opinions
- Consider youth not as a group but as individuals
- No stereotyping
- The use of labels not useful for acknowledging the diversity of young people. The word youth can raise negative images
- Create different things to cater for the diversity
- Clearly explain the importance of diversity. Advertise and promote diversity.

“By having support groups for the different diversities within schools and the wider community.”

“Many people live in various different home environments, you have to acknowledge this and cater to everyone's needs.”

Awareness of diversity

- Government agencies need to work together to include differing groups of young people
- Emphasis on individuality cultures and religions – acknowledging their own identity
- Understanding diversity with ‘youth’
- Youth are not a homogeneous group
- Everyone's opinion is important
- Good representation of all races when considering changes
- Greater interaction between the cultures.

“The diversity of youth needs to be understood – many adults stereotype ‘teenagers’.”

“I feel that the racial side of things is too strongly focussed upon. We should be trying to bring up this generation of New Zealanders as one, focussing on similar interests rather than different racial groups.”

KEY COMPONENTS OF YOUTH DEVELOPMENT PROGRAMMES

General comments

- Key components are involving everybody, no matter what their race, religion, sex or age
- Make everybody feel welcome and acceptable as equal
- Should involve youth input, involvement and consultation
- Develop self confidence and build social skills

- Development programmes will succeed by being neutral and not judging people
- Programmes need to be accessible
- Need to have non judgemental attitudes and acknowledge the changing structure of society
- Programmes need to be flexible, have purpose, be open to new ideas, available to youth at all times and not have bias actions
- Helping youth to feel good about themselves and to feel they are important
- Supporting and empowering youth to do anything
- Programmes need to be developed to support and include lesbian and gay groups
- Young people need to be involved in youth development and have their voice heard.

“Our group agreed with what you said about youth development, believing the programme was a great way to give help and show the interest that teenagers so badly need.”

“Create better apprenticeship schemes, create activities and programmes for people (youth) with different needs or people who have different views and perspective’s. .A range of different activities because of the range of people there are today.”

“Youth input is a fundamental part of youth development programmes. The people involved also need to be people we can relate to so we can find some ease and comfort in participating. This will provide a positive environment in which the youth will find a source of freedom.”

“Ability to make mistakes in a safe environment.”

Adult Support

Key component of good youth development is trust and having someone to support young people. These include:

- Trust - Earn trust
- Respect and communication
- Clear and concise support
- Young people need to be empowered and supported
- Training for people taking programmes.

Community and family involvement

- Cooperation between adults and students
- Young people need to know that for youth development to work both parties need to work together.

Developing identity/social skills

Key component is helping young people to identify who they are through:

- Development of social skills, self confidence and leadership skills
- Leadership Skills
- Develop self confidence.

“If young people have a support network, they can make positive choices and excel in whatever they want.”

Cultural appropriate programmes

- Programmes need to cater for students from all cultures
- Students are entitled to have a chance to an insight into who they are and where they come from if they so wish to do so.

VISION FOR YOUTH DEVELOPMENT

Ninety-four individual or groups of young people ticked that they agreed with the vision. Four disagreed and two were undecided.

General comments on the vision

A very wide range of comments was provided on the proposed vision. General themes included the need to focus on inclusion of youth in decision-making, a need to acknowledge that not all young people have opportunities or even the same opportunities, and the need to resource the Strategy appropriately.

There were themes around creating an environment suitable for learning, achieving and participating as well as ongoing involvement of youth in discussions and decision making. Specific comments included:

- A fulfilling life is a universal term, which could be used in application to spirituality, career, and, personal goals. If these three subsets were all acknowledged it would make for an excellent direction
- Support of young people is important
- Government needs to get behind young people and what they want to achieve
- Challenging youth while supporting them
- Some people are severely disadvantaged financially and so don't get the same support as others
- Agreed that young people need encouragement and support
- Actions need to be implemented now for empowerment to begin at infancy ensuring youth understand from birth the opportunities and support society is willing to provide for them
- One person thought it was too ambitious to say ALL young people.

"It is up to the youth of NZ what we want to do with our lives. You just need to be aware of what you are offering us."

"You need to make it clear that youth are the people of the future who are going to make the changes."

"Actions need to be implemented now for empowerment to begin at infancy ensuring youth understand from birth the opportunities and support society is willing to provide for them."

Changes to improve the vision

General agreement that the vision is heading in the right direction, suggestions are around specific word usage and the relevance/meaning for young people themselves. Specific comments included:

- It should say something about being helped and guided by peers
- Inclusion of youth in decision making
- The draft vision should include something about providing resources for youth
- More emphasis should be placed on positive outcomes, fulfilling could have negative connotations and be interpreted wrongly
- A fulfilling life is a universal term, which could be used in application to spirituality, career and personal goals. If these three subsets were all acknowledged it would make for an excellent direction
- The vision needs to include youth ability to interact and work with others, working together and supporting each other in order to achieve the best of our ability
- Leave out new – what about people who don't want new challenges
- Include a point around concern or interest in the well being of others
- Reconsider the use of "empowerment" it sounds a bit too strong

- Add in “motivated, supported and empowered” – some young people felt that young people would slip through the gaps if they weren’t first motivated to want to achieve goals and success
- Incorporate the ideal that everyone has the opportunity to seek new challenges.

“Add to the vision something about being proud of being a New Zealander.”

Suggested rewording of the vision

“All young people in NZ are supported and given the opportunities to take up new challenges and to seek a satisfying life.”

“Change “to seek a fulfilling life” to “to find fulfilment in life and to give them a discipline to make changes in their life.”

“Youth are fully supported to lead a positive lifestyle with lifelong skills and confidence, to succeed in their arena and get every opportunity possible.”

“All young people in NZ are supported in every way (i.e.. financially, mentally, spiritually) and empowered to take the opportunities (tertiary education, jobs) and challenges offered to them. Also to seek a fulfilling life.”

AIMS FOR YOUTH DEVELOPMENT

Note there is less feedback on the aims, as the pamphlet version of the Youth Development Strategy Aotearoa did not ask for responses on the aim for youth development.

General comments

- Great aims that are broad and cover all things
- Need to come up with new ways of targeting youth and getting them involved
- Aims are currently too vague; need to be more specific.

“These aims in all honesty seem like visions themselves. They don’t appear to be obtainable without drastic unrealistic actions.”

“Until you come up with some new ways of targeting youth & actually getting them involved it is going to be a hard job.”

“These aims are appropriate to our society and structure, by letting youth recognise they have a say in their futures you are pathing a pathway to future success.”

“That with contributing to society, young people are part of it.”

“More focus should be put on everyone, Maori, European, Asian etc to be one group.”

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

General comments

“Government worker to go to bad areas and actually see what it is like to live like real people.”

“It is really important the Government realises that a youth approach is needed and that they are prepared to listen and we know they accept we’re different – really encourage a youth development approach in education-employment links – sectors should ask people whether they feel understood – we need to understand what the different government sectors do and how it involves us.”

Involving young people in government and policy development

An overwhelming number of submissions suggested that young people wanted to be involved in Government and policy development. Comments included:

- Student representatives involved

- Consulting all aspects of teenage life. Talking to a wide range of people rather than a select group who will hold the same views
- Asking youth for their opinion on anything that concerns them like changing policies or new policies
- Youth representatives in Parliament
- There should be a meeting held in which all the youth affairs representatives would participate in order to get a well-balanced view of what to discuss with the Government, the possibility of a 'Youth Affairs Day'
- National student representative
- Communication through Minister of Youth Affairs, directly with youth
- A student rep within each ministry to act as a liaison between youth and ministry officials
- Not all Government sectors need to be involved, as they are not all relevant to youth
- Hold a conference day where there are representatives from each school
- If government accepts policy recommendations of youth, youth should be told so, as this will increase future responses
- Lower the age limit to speak in parliament
- Have Youth Government that meets more than once every three years.

"We also thought that the legal age in Parliament should be lowered so our voices can be heard."

"More regular Youth Parliament events. Actually have a Youth Affairs' Minister for each region who is a teenager and they report to the top people so there is direct contact with Government and us. WE WANT OUR OWN YOUTH PARLIAMENT."

"Definitely consult youth on policies relating to education."

Information for young people on how to contribute

- Make the most of opportunities open to youth and ensure they are widely advertised
- Intensive media campaigns to inform people of the goals and visions
- Send pamphlets to let youth know what is going on, not very many teenagers watch the news
- Public profile of government actions being taken for youth and youth involvement in these actions.

"Sending government personnel out with the youth, to familiarise youth with government policies and how these policies will effect them enabling youth to see that the government are interested in them, what they do and how they feel."

Actions for a youth development approach in schools

- Support and encourage those who struggle at school. Get them involved in the school environment
- Alternative programmes for non-achievers
- Policies against abuse in schools
- To have more young people involved in decision making eg Board of Trustees, maybe 3-4 students to avoid feeling intimidated by the board
- Counselling within schools needs to be strengthened
- Youth give up because they don't feel good enough for schools or tertiary education etc
- More work experience while at school, more practical skills
- More computer courses/Internet/technology courses in schools
- Could the youth development approach be taught through the health programme/curriculum in schools? Consultation could be through this and could some ideas be implemented in the health curriculum.

Tertiary education issues

- Education especially tertiary is a huge problem as people are put off by the cost.
- Tertiary education should not be a disincentive ie cost.

“We strongly believe that the age restrictions, especially concerning student allowances are completely un-prioritised and should be looked at.”

Employment Sector Issues

- Set up employment opportunities or make sure employment is an option for every youth that leaves school
- Give young people realistic ideas about employment
- Working schemes for people who are sick of school.

Health sector issues

- Consider special health costs for young people
- Government set up or give money for others to help teenagers with health problems.

Justice sector issues

- Students have a particular interest in what occurs regarding the justice system especially in the case of justice of young people
- Improve education on how the justice system works.

“Be treated the same as adults. Youths put for a week or so in an adult jail to ‘scare’ them.”

Local government involvement

- Youth representative on local councils
- Making young people decision makers in local and central government levels
- Make local government more accessible for young people
- Set up a number of youth councils throughout NZ, with representatives from school, youth groups and youth organisations.

Communication and collaboration between sectors

- More consultation across agencies- utilise working within them – Youth policy coordinator for inter-agency work
- Does this apply to all Government sectors? Will they follow up consultation?
- Ask what young people need of each sector. Run youth programmes within communities and smaller areas
- Students believe it is a big ask for government agencies to work together. If they do decide to follow the same guidelines, do so whole heartily.

“Need to have all government parties working together instead of [on their own]. Otherwise, one party sets something up and another one just changes [it].”

Information resources to help agencies with youth development

- Make special programmes available to extend the employee’s or students knowledge
- Consult on a variety of issues.

Need for Research

- Survey students/young people on important issues eg drink laws/smoking/driving age
- Have a questionnaire for all youth, every three years.

“There should be more surveys on young people, not just adults.”

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

Creating more opportunities for young people to participate

- Encourage young people to have their say through an easy, free service
- A student radio station
- Holiday programmes and weekend programmes
- Consultation with youth needs to be wider, as many youth do not have input into decisions - a youth government like network system
- Measure youth participation
- Hold forums for youth to attend with maybe their MP or representatives to discuss decisions
- Reward/Acknowledge/Use incentives
- Set up groups for men and women who take their ideas to the Youth Minister
- Getting in touch with colleges, enabling youth to express themselves through the community they are in
- Have older youth in charge and running the links between the youth and the Government.

“This is happening already with the Youth Forum. Things like this need to be pushed. Adults need to understand youth, and allow for differences in the generations, by increased participation this may be helped.”

“Have young people help to make plans because they are the ones in need and know what’s what.”

Informing young people about what is available and how to be involved

- Talk to 7th formers about how they can contribute to their community – need to appeal to those who want to help out
- Advertise more about opportunities to participate
- The community to play a part in what young people could have been doing within their own communities
- Promote government ideas for what young people could be doing to help themselves at expos; sports events, and other places you would find youth
- Things like youth councils and Youth Affairs reps are good
- More widely publicised, so youth are aware of the places they can go and things they can do to have their say
- Schools are a great place for people to come and talk about issues. It is hard for us to find out about meetings being held around town
- Raise more young people’s awareness so youth know what is happening
- More advertising
- Raise awareness as to what opportunities are available. Becoming involved in the local district council
- Present ideas over and over until they gain some interest
- Advertise Youth Affairs internet address, so people can find more about Youth Affairs and give advice
- Ensure opportunities from Government and within youth groups are widely advertised.

Advertising using youth media

- Other means of communication with youth eg TV, Forums, newspapers
- Using other forms of media and producing fliers and pamphlets
- Radio announcers should be more down to earth. Youth only listen for the music not for what DJ has to say
- Promotion/publicity of activities
- Youth television programme/channel run by youth

- TV commercials promote decision-making. Fliers and brochures promoting decision making
- Specialised programmes for cultural reasons but also for everyone
- Various youth programs and activities more widely advertised, especially in schools
- Public radio tool of expression used carefully to be successful
- Promotions on TV and radio saying important points about youth issues
- Talk back style TV for youth to talk about youth issues and law
- A youth week where all current affairs shows and news programmes focus on youth issues and young people
- Young people to have more access to give their opinions through media. More young people in newspapers, radio and TV
- Add free youth radio station
- More widely spread things like 'Tearway' magazine and more options through schools for this
- Talkback radio designed for youth with popular DJs
- Having increased Government support and advertising campaign promote coherent approach
- Use billboards
- Advertising in local newspapers, youth having own column to write their problems and views
- More advertisement of student issues
- Ads on TV to attract youth attention
- Young people need to have forums in all areas to express voice and views – give them more voice in a media dominated world
- TV programmes where participants practise decision making
- Advertising livened up – youth take keen interest in it.

“Advertising and promotion of the youth strategy and offer public feedback so that everybody in a community is aware that something is being done for them and that they are important. The whole factor will empower people, especially the ‘disconnected’ category.”

“Include information on Youth Development Strategy, interviews with several youth, encourage youth to get involved in creating better futures for themselves, also address major problems facing youths, eg suicide, depression.”

Gradual programme of involvement using areas of interest

- Would take some time to get some inactive youth to participate so a gradual programme would have to be put in place. Sport is a very good way to begin this
- Coaching a sports team would not be ideal, as things like that are quite time consuming. School work takes a lot of free time especially at senior level
- Some youth have cultural interests, not just sports.

Having incentives for young people to participate including feedback

- Encourage young people to participate by having increased Government support
- Motivation or challenge involved to get people excited about participating. There needs to be something clear and worthwhile at the end to strive for
- Incentives would increase participation
- Incentives for filling in surveys
- Making leaders at young age – make sure programmes are of interest to youth
- Provide incentives to get involved.

“If incentives were offered for participation then there would be an increase in participation. Youth often feel they are invisible and can’t change anything. I think that by showing positive effects from youth councils then participation may increase.”

“The strategies you have listed on how to achieve the goal aren’t based on the choices young people will make. For example, the local government youth councils and public radio ‘airing’s’ will not draw youth attention and therefore won’t be effective. There needs to be a way for people to want to be involved.”

“Listen to youth and give us feedback. If you would like our feedback we would like yours.”

Promoting peer support

- Have some of the youth form a group that other youth can go to if they need advice or help with issues
- Promote peer support because kids understand kids best.

Avoiding tokenism of young people

- Treat youths ideas opinions and suggestions more seriously
- Get feedback, youth have the idea they are not being listened to
- Make them feel as though their voice is being heard that their time hasn’t been wasted
- Make sure young people know their opinion will and can count for something.

“We feel that even if the Government does include young people in their decision making, they will not take the comments or recommendations seriously. Even if they say they will what is the guarantee that they actually will. These goals have been set before but they have not been followed through.”

Using different methods of youth participation

- A chance for students to meet with Government members would help with more ideas
- Encourage and support. Provide a forum for discussion
- Simplify processes for those young or inexperienced – suggestion boxes for those too shy to stand up
- Workshops are an effective way of getting youth involved. Able to express values and thoughts through experience
- More needs to be done to involve young people
- Give young people the opportunity to run events with the support of elders to develop decision making
- Student councils, express views on radio should be able to express views on TV as well
- Student councils within high schools, have more say in running of school to teach decision-making and democracy
- More consultation with teens
- Surveys to public census forms
- Create websites dedicated to receiving opinions from teens about current issues. Websites. The website needs to be advertised through as many types of media as possible.

Actively involving local authorities

- Provide forums like youth councils
- More involved in city councils so we can see the changes happening
- Board of youths to meet with councils to discuss things
- Community Youth Council
- Regional youth council groups
- Local councils should be aware and take youth into account when planning.

“Raise youth awareness as to what opportunities there are by becoming involved in local or district councils.”

Having a say in schools, educational policy and education choices

- Getting student councils to speak on behalf of youth
- Give them more responsibility in schools if they want it.

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

Information for young people about programmes

A key theme, that there needed to be a greater emphasis placed on the wider promotion of programmes for young people by involving church groups, newsletters, local councils, and through the Internet.

- Programmes should be promoted at fairs and stalls, and at expos
- Increase public support for programmes for young people
- Youth Internet Portal
- Wider promotion of activities, over airwaves, internet
- Organise speakers to tour schools who keep in contact with each school liaison youth
- MoYA should publish its goals and successes and develop a database of groups involved in youth development programmes
- Information on programmes needed to be relevant to young people
- Remember differences in age groups.

“Publicise what the programmes and activities are, as we have never heard of half the examples stated in Appendix 1 ”

“Clubs and schools should become more involved or else teens don’t even bother about community centres ”

“What are these development programmes. The only one our group had heard of was Scouts and felt that no one had an interest in it, as it was a “dork” thing to do. No one else had heard about the rest ”

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

General theme of communication and language, and information expressed in a way that youth understand and can relate to. Consideration needs to be given to the needs of other ethnicities in terms of language.

- Greater levels of consultation with young people.
- Programmes need to be interesting, relevant fun, more diverse and exciting to attract young people
- Programmes should cater for all ethnic groups and consider young people’s hobbies and interests by being inclusive
- Need to consider drug awareness groups and programmes
- Key theme to expand youth community centres to after school activities/education with greater diversity, recreational activities (indoor and outdoor) and to develop programmes that are a follow on from the school day but more focused on what the young person wants
- Need more diverse options eg, poetry, art, yoga, study night seminars
- Need to consider the different needs of rural and urban young people within this
- Ask youth what development opportunities they would like

“Government should take an active role in providing opportunities for young people to find out what their wishes are and provide funding for the development programmes ”

“The groups given don’t take into account the needs of the disconnected group ”

Expanding school-based programmes

General theme that school programmes needed to be expanded to include participation with the community.

- The types of programmes needed to include decision-making, involve levels of competition and have rewards
- Set up programmes in schools and have a representative from the school as the coordinator. Within the school set up a group who takes ideas to the rest of the school
- Create a Youth Affairs Activity Competition in schools
- Get schools and tertiary organisations involved in setting up groups to discuss youth issues
- Make youth development and empowerment of youth compulsory under the New Zealand education curriculum for secondary schools.

“Set up the programme in schools and have a representative from school as the coordinator, then within the school set up a group who takes ideas to the rest of the school as a whole.”

Supporting and promoting community-based programmes

There was a general theme of youth and community supporting and promoting participation by young people. Specific comments included:

- Community should have a role in providing direction with programmes well supported by individuals and the wider community
- Programmes need to be more accessible for young people; such as youth advice centres and needed to consider differences in geographical location
- Community-based programmes should include night time activities for young people on a regular basis, be more accessible for young people and provide direction. They could include drug awareness programmes
- Employ people in each community to run programmes
- Encourage communities to provide development opportunities
- Increase social interaction between youth so they get along and co-operate.

“Encourage volunteers in communities by providing incentives to create youth organisations, activities and groups.”

“Our community needs night time activities for teenagers. Young people drinking and causing trouble is a big problem in our town. Youth programmes and activities are needed to provide us with direction and to keep kids off the street. Youth programmes need to be introduced to our areas, this would cure many social problems.”

“Provide more community-based programmes based on sporting and cultural groups with emphasis on partnership, and enjoyment as opposed to ability.”

“Fundraisers or gala like afternoons that advertise and express youth issues in an atmosphere that young people enjoy being in. Concerts. Existing youth programmes can be considered boring.”

Culture-based programmes/groups

General theme that there needed to be recognition of the diverse number of ethnicities and therefore a commitment to developing programmes that promote such diversity.

- Clear communications to Maori
- Programmes for Maori youth.

“A variety of ethnic group representatives enforcing law/role models.”

“Promote multi-racial status with youth development activities.”

Educated leaders (youth workers)/ training and skill development

- Young people themselves should be encouraged to lead groups
- Training sessions should be available for young people
- Leaders, teachers, parents and adults needed to be encouraged, well motivated and in tune with youth to run youth programmes.

“Good starting out in the community, and school is good but trainers of such programmes and activities need to be a ‘people person’, familiar with youth and their needs, instead of believing in stereotypes, they have first hand experience. The community opportunities need to be more publicised.”

“Have leaders to motivate the youth and good role models.”

Promote role models/mentoring

General agreement with the importance of role models and mentoring and following ideas:

- Need for greater promotion of role models
- Increase role models of leadership for youth
- Young people need to be motivated, encouraged and have good role models
- Role models that young people admire
- Adults should share their skills and talents so young people can learn from them.

“Promote role models etc. For example days like “youth leaders day”, these encourage role models – positive.”

“Adults to share their skills and talents so young people can learn from them.”

More funding for programmes

General theme that there needed to be an increase in government funding that was more accessible to enable development and running of programmes. Specific comments included:

- Government should take an active role in providing opportunities and then fund development programmes
- Youth funding for NZ on Air for youth programmes
- Accessible funding
- Local government needed to be involved in funding youth programmes
- Sponsors for programmes
- Fund/subsides programmes such as defensive driving
- Funding included government supplying facilities and then letting the community take over and develop the course
- Funding needs to recognise the diverse nature of youth and their interests.

“Have greater access to funding – especially in smaller towns which are often overshadowed. Youth run – groups. Government should visit successful programmes, and support volunteers.”

“More youth funding for NZ on Air for youth programmes.”

“Government funding to aid the programmes – youth centres fail because of poor funding.”

Youth run programmes and youth ownership

There was a lot of support for youth run programmes and youth ownership. Specific comments included:

- Adults need to provide back up support
- Involve youth workers
- Youth leading activities
- Youth involved at every point of the activity
- Youth need help with structures to be organised.

"Ability to develop/use skills – in differing environments (ie skills in community/work recognised at work."

"Give older youth the option to lead younger youth. Have youth workers go to the youth in each community and let them know what is happening."

"Youth working for and encouraging youth, can often see the source of the problem and can help."

"Have a gathering whereby youths can express their opinions to authoritative figures so that they can have their say."

Collaboration and co-ordination of youth development programmes

- Youth coordinators with wide reach at the local level (with appropriate funding) to ensure groups are getting support and reaching youth in appropriate areas
- Focus on the need to establish universal coordinators, with the purpose of supporting youth groups and connecting groups within similar geographical locations, particularly at the local level
- Better coordination of government funded youth development programmes

"Make sure all areas are working together, that there is no conflict, competition between any programmes and activities."

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

Overall comments – adults understanding young people

Young people showed significant interest in this goal and provided substantial comment. There was general agreement that there should be food understanding, strong communication and encouragement of young people by adults.

- Adults need to make an effort to continually keep up with the issues and concerns of young
"Let the adults realise that supporting their youths decisions whatever it is, is the most important thing they can do, support from your adults really helps and it allows a youth to be an individualist and develop a character."
"Do you think adults would be interested in doing this training? We thought it would take more than training a bunch of adults."

Adults as role models and mentors

There was strong support for adults as role models with the proviso that they need to understand youth, without being patronising or unrealistic. Specific comments included:

- Adults need to listen and understand to young people and build trust
- Support from family is encouraging
- Mentoring systems should be put in place
- Young people need to have confidence in adults.

"I believe that most problems among people evolve from the parents not spending enough time with them really. Getting to know their kids – schools and social services can't raise a child and set him on the right path. If someone's taking the wrong track – why would they go to social service? They don't want help, they think they've taken the path most open to them."

Educating adults/information for adults

There was general agreement on the need for information and support for parents/adults on how to relate to young people via media, household brochures, documentaries and videos. Specific comments included:

- Information should encourage parents to support youth in what they want, and generate understanding
- Need for education of adults and parents on young people today
- Information about youth issues needs to be put into the wider community to generate a great understanding of young people, their issues and how they think
- Adults should have training to enable and encourage an understanding of young people as they are today
- Workshops for parents and young people together should be encouraged
- Carry out activities together
- Parent-child communication
- Focus on families/whanau and the role of professionals
- Provide seminars for adults within communities.

“Send out brochures to families which have basic information on how parents should react to situations eg. 16 year old daughter allowed to go out with guys, party etc, what to do in this case.”

“Publicise the importance and significance of preventing methods, even have help lines that parents can call if they need some advice on how to control rebelling children. Point out and emphasise to adults that our generation is very different to theirs, must have an open-minded approach to the lifestyles of youth today.”

Opportunities for adult involvement with young people

General theme of increasing exposure of youth with adults. Specific comments included:

- Involve 20-30 year olds more to bridge the gap between parents/adults and young people within the home/school and community environment
- Community events are great for all age-groups to associate
- Give adults exposure to the youth of today and use the media to give clear messages
- Run meetings and hold seminars to encourage interaction between adults and youth
- Parents need to spend more time with young people.

“Train adults in early 20s to work with young people, these people would be mature but young at heart.”

Training of Teachers

General theme that teachers should be trained to interact with young people.

- Teachers should understand youth issues
- Youth development should be incorporated into teacher training and imparted to young people themselves
- Teachers need more training in dealing with youth issues
- School counsellors do a good job, but still need to be monitored.

“Teachers should be trained more to interact more with youth development and try to incorporate it into studies.”

Information about young people should not be biased or stereotyped

General theme that information about youth issues needs to be available in the wider community and that young people should not be stereotyped. Specific comments included:

- Address negative media stereotypes, adult views, perceptions of young people, and negative labels
- Ensure positive messages, responses, images, and aspects of youth are highlighted
- Agencies (MoYA) have a role in promoting positive images, views of young people
- Remove negative stereotypes and provide information. This should be encouraged within and supported by communities and schools.

"I think that people in general need a more positive view on youth. We are automatically categorised when for example, walking into a shop, as a possible stealer. This is a horrible generalisation and I think that the more positive aspects of youth need to be further highlighted. Such things as recognition in newspapers and the news are a very positive approach."

"It was felt that adults are very influenced by the labels people have. Agencies need to work to break down some of the stereotypes adults have."

"The majority of students felt often adults applied a negative stereotype (typical teenagers) to them, and it was agreed that adults working with young people needed to relate to their needs and try and understand them. It was agreed that this is difficult and specialist training for adults working with young people was a good idea."

Respect young people/avoid tokenism

General theme that society needs to have better views on young people.

- Young people themselves and their opinions should be respected and listened to
- There needs to be comfortable and safe environments in which youth speak and adults listen
- Respect by adults and society for each individual young person and their views
- Adults and society should be more open to young people, their interests and activities
- No bias/stereotyped material
- Encourage youth to speak their mind and adults to listen
- Adults need to understand that young people like choices rather than being told what to do and like to be appreciated and spoken to with respect.

"Need to establish better attitudes in society about the younger generation. Don't make assumptions. Older people forget how influenced the younger generation is."

"Explore the interests and activities of young people without being bias or instantly judgemental."

Support for adults (teachers, families and communities)

Agreement that parents, adults and the community need support.

- Financial resources
- Counselling resources
- 'Adultline'
- Free resources.

"Parents from different generations need informing eg. Workshops for younger parents of the future, just like there's pregnancy groups etc."

"Offer a free helpline for adults, especially parents, who are having trouble with youths."

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

Overall comments – rangatahi development

General agreement with proposed actions, with the addition of support for hapu, iwi, and whanau development to empower rangatahi. Comments included:

- More whanau activities
- Education on Maori culture needs to be positive, informative and include spiritual aspects and values
- Ensure that more advertising and public awareness occurs to promote Maori development
- There needs to be more opportunities to develop cultural pride and identity
- Encourage job opportunities and employment for rangatahi.

“Development of Maori is important. Focus on the family aspect is infinitely more important and should be focused on and presented in the future.”

“Set up more youth centres, more classes about your career, more work experience, educational workshops. Get them off the street, more help in schools and jobs, teach them about their culture, teach them how to speak Maori. Action more family activities.”

“Recognition of the Tiriti O Waitangi and Maori native rights. We as Maori do not recognise in respect to the very few chiefs who signed. This Pakeha treaty is non-valid.”

“The Maori population of young people need a boost of some sort. It could increase their opportunities or be promoting their cultural development.”

“Make sure young Maori realise they have the same opportunities equal to all other New Zealanders.”

Importance of education/schooling

There was strong support for the importance of education. Specific comments included:

- Recognition of the importance of culture within an educational setting
- Rangatahi need to be encouraged to remain at school via easier access to education, an acknowledgment of language and culture, financial incentives and acknowledgment of different types of education to encourage rangatahi
- Education for Maori should be targeted at their needs through their education, and different strategies of education in school should be considered
- Need to be taught about issues and at risk Maori ie drugs and alcohol, teen pregnancies and ways to avoid this
- More Maori scholarships
- Promote awareness of teen pregnancy
- Maori teachers in schools, and greater levels of support via financial contributions, cultural education and respect.

“Get schools more involved in Maori aspects of life, culture, make Maori compulsory in primary or secondary school just for 3rd and 4th formers.”

“Encourage Maori youth to stay in school for education. Promote economic development in young Maori families to encourage a good education and get families to motivate and encourage so that they can achieve their hopes and dreams of the future. Let them know they are worth it.”

“Some Maori children need different teaching strategies, which teachers need training to teach. Some parents need to be taught better ways to help youth development as well.”

Support systems/cultural groups in schools

There was agreement that support in schools for rangatahi should be developed. For example,

- Encourage cultural groups
- Increase opportunities for rangatahi
- Need a greater understanding of difficulties that Maori young people face
- Set up support groups and promote pride.

“Increase encouragement of Maori in academic as well as cultural areas. Attempt not to highlight Maori as underachievers (as they are often seen in this particular school/area), so change the way in which they are received by other youth. By this it is meant that young Maori should not be isolated, while still meeting their needs.”

Promoting Maori culture, language, festivals and art in schools for rangatahi

- Need to promote, increase awareness in public, schools and with adults
- Promote via competitions
- Promote language in schools and Maori culture and tikanga
- Kapahaka competitions.

“Maybe have more cultural groups. Advertise with posters, radio, money etc. Organise activities so people get more involved. We think our school is very good with Maori culture as it is available to anyone and everyone. Maybe get all schools to at least have a culture group.”

“Putting culture across to the young public. More advertising.”

“Mural projects that involve Maori youth for Maori youth.”

Educating non-Maori about Maori culture

General theme that there needed to be greater understanding, training, and involvement for non-Maori, especially for those working with Maori.

- Culture, identity and te reo needs to be promoted in schools, and presented in a positive way to promote pride
- Have seminars that include Maori and Pakeha students and learn about different cultures
- Promote Maori culture with non-Maori students
- Give a greater understanding of the historical context of Maori and support Maori in their own development
- Encourage young people to participate in Maori events and culture.

“Maori culture should be promoted more in schools as many non-Maori students do not understand or know of much Maori language or culture. There should be groups in schools for young Maori to support one another.”

Mentoring programmes and role models

There was strong support for mentoring programmes and role models. Specific comments included:

- Peer support and role models for rangatahi in school and the community
- Maori social workers and Maori sports stars to encourage pride in culture and identity.
- Maori need role models and equal opportunities to develop
- Maori need to be provided with positive role models
- Young Maori providing support to other young Maori
- Need Maori role models.

“Mentoring/peer support programmes in schools.”

“Mentoring and role modelling for Maori is important.”

“Support for troubled Maori is best provided by young Maori (18-29) who have experienced problems and overcome them.”

Community-based programmes for rangatahi

There was agreement that programmes are needed in the community to promote Maori youth development.

- Should be Marae based
- Include youth centres, cultural groups
- Promote cultural awareness
- Promote language
- Promote cultural values, and the value of family and church to enhance rangatahi
- Work with iwi/hapu/whanau.

“I think someone (the Maori tribes or Government) should organise Maori Children and youth groups just like the churches.”

“Work with communities, iwi, hapu, and whanau, teach and work with te reo. Use role models to relate to youth.”

Early intervention – eg primary school

- Promote programmes at an early age to provide skills for rangatahi to face the future.

“Start programmes earlier – by 7, if a youth has a problem it lasts forever. Earlier enhancement programmes, our youth lack experience and curiosity – they watch too many videos and wait for the answers – they don’t problem solve. Parenting skills need to be improved.”

Acknowledge some rangatahi are not connected to their communities.

“Local iwi have to take ownership, because of itinerant Maori population, they don’t identify with local iwi, not strictly tangata whenua.”

“Because of mixed culture, young people have to want to identify with being Maori.”

Opportunities for rangatahi participation

- Rangatahi need to be provided with opportunities for participation, equal to others
 - Promote participation of rangatahi in cultural development.
- “Use rangatahi themselves, to promote development schemes.”

Actions for Maori adults and communities

- Promote development schemes in communities and with adults by using rangatahi
- Support is needed for older Maori people who have a high burn out rate
- Parenting skills need to be improved.

Terms for young Maori

Comments were mixed on specific Maori terms for young Maori. There was, however, agreement that Maori need to be asked, and that the terms should be understood and easily pronounced.

- Rangatahi was the preferred term.

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

Overall comments

There was an overall theme of promoting education and cultural values. Specific comments included:

- More work experience whilst at school
- Use wider media such as TV to promote communication within society and encourage understanding of Pacific participation in communities by involving schools, parents and families
- Acknowledge difference between NZ born Pacific people in programme development and the different direction needed for the older generation of Pacific peoples.

“Have more Pacific Island related things in society, like festivals, competitions. Even a TV programme because not that the Maori TV is up and running, we could now maybe talk to our Pacific Island whanau. Create Pacific Island agencies who will fund or give scholarships etc to students of their race to help them develop and continue on.”

“Better understanding of cultural differences with all cultures not just Pacific cultures, would definitely make NZ a much better place, however, maybe the Pacific young people want to have the same opportunities/environments as other cultures. They should be consulted.”

Supportive environments to live and learn and maintain culture

- Culture needs to be kept alive via cultural groups and Pacific role models
- Work within churches and youth groups and communities
- Have youth centres, to enhance learning, educate on values, language
- Transition through cultures needs to be recognised, understanding both Pacific and other worlds/influences
- Promote equal opportunities for disadvantaged.

“Make sure the move from one culture to the next is smooth and support for new and old culture is available.”

“Cover a range of activities with education in mind about values of a Pacific youth of today. Church and family is a part of culture.”

Support systems/culture groups in schools

General theme for more educational groups in schools to enhance Pacific people learning about culture and heritage.

- Opportunities for learning about culture and heritage to be shared
- Increase support systems for young Pacific people in an educational setting
- Provide English language education.

“More opportunities to develop their own culture eg in sports, art, music eg, encourage more activities like Smokefree Rock Quest.”

“More education groups that enable them to learn about their Pacific heritage and opportunities for this to be shared.”

Promoting Pacific cultures & language, festivals and art in schools for Pacific

- Encourage multicultural events
- Educate in a Pacific persons local culture to enhance confidence
- Encourage schools to have Pacific Island culture groups which meet once a week
- Promote Pacific culture in NZ and work towards continuation of a multicultural society.

“Encourage elements of culture (specific) to help gain confidence with the decisions that need to be made.”

Actions for Pacific adults and communities

- Promote and encourage support systems for Pacific adults and Pacific communities
- Promote understanding of Pacific cultures within communities
- Endorse community education projects for young immigrants
- Get programmes into Pacific Island communities
- Run community courses for Pacific adults
- Encourage support from teachers and family in schools.

“Providing cultural development and have community support groups to help.”

“A support system needs to be set up to make sure they know they can achieve their goals, the whole community should be involved.”

Educating non-Pacific people about Pacific cultures

- Increase support and promote awareness of Pacific cultures
- Promote culture in communities and particularly in schools where there is lack of knowledge and understanding of Pacific language, culture, values and practices
- Help Europeans understand different cultures, customs, practices and values.

“Pacific culture should be more promoted in schools as many non-Pacific students do not understand or know much of Pacific language or culture. There should be groups in schools for young Pacific to support one another.”

“Basically the same as Maori development. We decided that there is a very small Pacific Island population where we live (Rangiora and even Christchurch) so we need to educate people in the community about their cultures and hopefully will allow for more job opportunities as well as life opportunities to be offered to them.”

Mentoring programmes

General support for mentoring programmes. Specific comments included:

- Should include development of role models and peer support programmes in schools
- Involve Pacific people who are successful in business, arts, and sport to mentor and act as role models
- Promote Pacific Island role models.

“Getting people who are successful in business to help mentor young Pacific people, giving them a head start in what could help with their future.”

“Try and mentor younger NZ born plus go in a different direction than the older generation.”

Appropriate methods of engagement with Pacific young people

- By and for Pacific people is important in the development of role models
- Pacific people’s can provide expertise in terms of teaching and support
- Look to different learning techniques, and consider that Pacific people may learn better or prefer workshops as they enjoy and learn at the same time through ‘hands on work’.

“Provide cultural action groups, which would allow people of Pacific culture or descent to inter-relate with other people from the same culture eg National Pacific Islanders Day.”

“Pacific islanders supporting Pacific Islanders, only those in the know can teach.”

Importance of educating and schooling

- Encouragement to stay at school and gain further education important
- Help Pacific youths to get where they want to go
- Encourage them to succeed
- Use website and e-mails to promote access
- Educate teachers on Pacific peoples and their needs
- More Pacific teachers in schools.

“Treat them the same, but try and encourage education more, as the minority ethnic groups seem to be having trouble with passing public exams and tend to lack motivation to be at school, due to previous role models dropping out.”

OTHER SUGGESTED GOALS AND ISSUES

General comments

A wide range of suggestions was given for other goals. These general comments included:

- Allowance for people/students at the age of 16 and upward. Homework centres run by the community but financed by the government
- Develop patriotic feeling with the Youth of New Zealand
- Send young people to schools to give advice about future things we need to know about eg tax, student allowance information and so on
- Build more entertainment buildings near our areas

- Smoking and drugs – should be illegal and enforced as that. It is unfair if I chose not to smoke, but people who want to smoke are polluting the air I breathe. They are killing me. The banning of smoking in restaurants is a good step
- The driving age is too low. Foreigners should be tested as to driving ability. The drink ads are good
- Today's 12-25 year olds can be educated so that the next generation of parents will be aware of the consequences of their actions
- Promote more anti-drug, anti-smoking campaigns. Have counsellors people can openly go to reduce suicide rates, safe sex and advertise family planning more
- New goals need to be added targeting suicide and teen pregnancy etc
- There has to be an admission that NZ youth aren't the best and do need help and development in specific areas ie drugs and pregnancy
- Encourage youth volunteer work.

“World peace – Nuclear war – Don't charge kids tax – Legalise marijuana- Cheaper petrol for boy racers – Teenage dance clubs – More organised youth social events – Less restrictions toward youth eg police normally target youth.”

Equity of education and outcomes for all young people

- Education needs to be free for our youth. In order to go further, costs should not be a barrier for our young to learn
- Many programmes and scholarships are given to the Maori population. This is helpful in achieving this goal but there should be more scholarships for other cultures as well (general immigrant scholarships)
- Change the school leaving age, if are only allowed to vote when we are 18 why not make that the age when we are allowed to leave school. Encourage youth to pursue education and to attain more achievements and qualifications
- Ensure youth have enough qualifications to gain work
- Support Pakeha students. There are few scholarships just for pakeha
- Help them develop skills and education they will need in the future, so we can all be productive New Zealanders which will benefit us in the long run and in the community. There is a need to promote education so we can be resourceful in skills.

“This goal leads onto the ideal of ‘Equity of Education’. Through a young persons influences they may have misconceptions of their ability to continue in the schools system. It needs to be reinforced that everybody has the right to be and achieve at school.”

Support systems for young people who drop out of school

- Many people feel the education system has failed them and they need to know that there is training facilities and other education facilities available to them. They need to feel confident in leaving school if it is not the place for them
- Greater support systems for students that drop out of school
- There needs to be more support for the youth that drop out of school early and then go on to the dole. There should be opportunities to catch up in subjects – there could be summer summer schools with ‘catch-up’ classes
- We need to give our disadvantaged young people more stability such as youth hostels for young people on the streets where they can get free medical help and food and somewhere to stay.

Student loans /allowances and the cost of education

- Review legal age limits especially 25 before being financially independent of parents
- Lower tertiary fees
- Lowering the cost of secondary education in public schools

- Free education or more scholarships for more types of young people
- Subsidise university fees
- Look at student loan system
- Reduce student debt
- Give tertiary students the equivalent of the unemployment benefit
- Have special circumstances looked at for student allowances
- Scholarships for low -income families
- More money into education. Aim for nil fees.

“Help young people who have financial problems to achieve their goals eg a youth who really loves music who likes playing drums couldn't afford it so he can only practice on pans and yellow pages.”

Guidance with job opportunities and training

- Important to recognise development of skills and employment capability for instance changing needs – constant upgrading of technology
- Open days and visits to work places would be good motivation especially if the student gets to choose an area they would like to try/visit
- To provide a programme for young people designed to guide them through job opportunities or guidance counselling with respect to future employment opportunities therefore reducing the numbers of qualified graduates moving overseas to work.

A focus on training issues

- Have cheaper training schemes
- More Government scheme courses
- More internationally recognised qualifications so immigrants are given a chance and so are New Zealanders in other countries
- More linking between tertiary education and colleges
- Goals relating to student leadership.

A focus on employment issues

- Supply more jobs for young students
- Give young people jobs and support good employment practices
- Minimum youth rate is appalling. Tax is extremely high. Youth until a certain age should not have to pay tax.

Investing time in young people

- Something for the disconnected youth
- Help for at risk youth
- Potential and current problems facing young people in New Zealand should be identified and action taken to deal with these problems. This action should include education to raise awareness of these problems and offer help to young people.

Promoting self esteem and self worth issues

- Promote self worth
- Support all young people to be the best they can be'
- Help young people to help themselves when they are depressed or in some kind of trouble
- Young people need to feel good about themselves and their individual identity before anything will work
- Help youth to understand they are our future.

“More support should also be available for depressed students, as only the other day, a student at our school took his own life and another girl earlier in the year at another local school. There needs to be something done to help these young adults.”

Meeting the needs of rural young people

- The youth in cities and large towns have more support and variety of new challenges unlike rural areas
- Recognition needs to be given to the difference between rural and urban needs when designing programmes for young people.

Meeting the needs of young people with disabilities

- Connect with disabled youth getting involved with ‘normal’ youth
- Have a goal related to disabled youth.

Goals for other ethnic groups of young people

- A goal aimed to help youth of other ethnic groups eg Asian
- Support for young Asian people. Programmes could be set up for them
- Asian races lose out heavily in New Zealand.

“Goal: support European, young Maori and Pacific peoples development in the best possible way – ALL EQUALLY WE ARE YOUNG PEOPLE AND ALL DESERVE to be supported in the best possible way.”

Ethnic differences – multicultural New Zealand

- This isn’t a bi-cultural nation we are multicultural. Singling out cultures only widens the cultural gap
- Having equal support for ethnicities of NZ - equal support based on need not ethnicity
- Encourage youth of all races to mix together and be tolerant of peoples other than their own
- There is not a need for special programmes separating young Maori and Pacific peoples from New Zealand Europeans. No need for goal five and six
- New Zealand is becoming increasingly multicultural especially within the youth community
- Pacific Islanders should be encouraged in their culture they should also be encouraged to take part as a New Zealander as well
- There is stereotyping of Maori and Pacific Islanders as well as in the treatment of Asians
- Cultural identity should be promoted, but not at the expense of other cultures, or create barriers and tensions between Maori and non-Maori.

LIST OF INDIVIDUAL AND GROUPS OF SECONDARY SCHOOL-AGED YOUNG PEOPLE WHO RESPONDED

GROUP RESPONSES FROM SECONDARY SCHOOLS

Auckland Metropolitan College	(7 students involved)
Auckland Seventh Day Adventist High School	(11 students involved)
Baradene College, Auckland	(Number involved unknown)
Blue Mountain College, Tapanui	(9 students involved)
Burnside High School, Christchurch	(12 students involved)
Cathedral College, Christchurch	(Number involved unknown)
Colenso High School, Napier	(Number involved unknown)
Dannevirke High School, Dannevirke	(42 students involved)
Fielding Agricultural High School, Fielding	(Number involved unknown)
Hamilton Girls High School, Hamilton	(10 students involved)
Havelock North High School	(11 students involved)
Hillary College, Auckland	(40 students involved)
James Cook High School, Auckland	(8 students involved)
Kaipara College, Helensville	(8 students involved)
Kavanagh College, Dunedin	(18 students involved)
Kerikeri High School, Kerikeri	(8 students involved)
Long Bay College, Auckland	(9 students involved)
Lynfield College, Auckland	(Number involved unknown)
Lytton High School, Gisborne	(12 students involved)
Mangere College, South Auckland	(12 students involved)
Marlborough Boys' College, Blenheim	(9 students involved)
Marlborough Girls' College, Blenheim	(Number involved unknown)
Matamata College, Matamata	(Number involved unknown)
Melville High School, Hamilton	(12 students involved)
Menzies College, Wyndham, Southland	(10 students involved)
Morrinsville College, Morrinsville	(15 students involved)
Mt Maunganui College, Mt Maunganui	(16 students involved)
Napier Girl's High School, Napier	(29 students involved)
New Plymouth Boys High School	(19 students involved)
Opotiki College, Opotiki	(11 students involved)
Orewa College, Orewa	(40 students involved)
Otamatea High School, Napier	(16 students involved)
Palmerston North Girls High School	(Number involved unknown)
Palmerston North High School	(10 students involved)
Pompallier College, Whangarei	(9 students involved)
Rangiora High School, Rangiora	(19 students involved)
Reporoa College, Reporoa	(16 students involved)
Rongotai College, Wellington	(6 students involved)
Sacred Heart College, Lower Hutt	(7 students involved)

GROUP RESPONSES FROM SECONDARY SCHOOLS

Sacred Heart Girls College, New Plymouth	(7 students involved)
Scots College, Wellington	(Number involved unknown)
Spotswood College, New Plymouth	(10 students involved)
St Catherine's College, Wellington	(Number involved unknown)
St Hilda's Collegiate School, Dunedin	(12 students involved)
St Mary's College, Auckland	(Number involved unknown)
St Mary's College, Wellington	(18 students involved)
St Patrick's College Silverstream, Upper Hutt	(4 students involved)
St Paul's Collegiate, Hamilton	(Number involved unknown)
Stratford High School, Stratford	(Number involved unknown)
Tamatea High School, Napier	(12 students involved)
Taradale High School, Napier	(9 students involved)
Te Awamutu College, Te Awamutu	(9 students involved)
Te Puke High School, Tauranga	(8 students involved)
Timaru Girls High School, Timaru	(9 students involved)
Wainuiomata College, Lower Hutt	(11 students involved)
Waiopahu College, Levin	(Number involved unknown)
Waitaki Girls' High School, Oamaru	(18 students involved)
Wanganui Collegiate School, Wanganui	(12 students involved)
Wanganui Girls College, Wanganui	(4 students involved)
Westlake Boys' High School, Auckland	(6 students involved)
Westlake Girls' High School, Auckland	(8 students involved)
Whangaroa College, Kaeo, Northland	(4 students involved)

GROUP RESPONSES FROM YOUTH ORGANISATIONS

Fell House Rangers, Nelson College, Nelson	(6 young people involved)
Guides New Zealand	(2 responses – numbers involved unknown)
Guides New Zealand North Canterbury	(Approximately 5 young people involved)
Guides New Zealand Christchurch	(Approximately 3 young people involved)
Guides New Zealand Manawatu	(5 young people involved)
Guides New Zealand South Canterbury	(28 young people involved)
Guides New Zealand Waikato Region – four Ranger Units	(30 young people involved)
Guides New Zealand, Wellington	(3 responses – Approximately 15 young people involved)
Guides Wellington Youth Council	(Approximately 7 young people involved)
New Plymouth District Youth Council	(Numbers involved unknown)
Otago Police consultation meeting with young people	(12 students involved)
South Taranaki District Council consultation meetings	(189 young people involved)
Taupo Youth Council, Mangakino No Limits Group	(Approximately 5 young people involved)

INDIVIDUAL RESPONSES SECONDARY SCHOOL AGED YOUNG PEOPLE

Jermaine Chamber	Tamatea High School (4 individual responses)
Dwayne Russell	Havelock North High School
Lisa Scott	Westlake Girls
Casey Hurcomb	Opotiki College (10 individual responses)
Johnelle Tarawhiih	Casey McDonald
Vaughan Luchman	Tania Pinfeld
Margo Yule	Zoe Moran
Gina Thomas	Andrew Ball
Jason King	Matthew McDonald-Bates
Glenn Tucker	Felicity Tuputaia
Glenn McCord	Filipa Lynch
Kathryn McLaren	Jordan Buckley
Yugaraja Yugatheen	Huriana Lawrence
Hana Whaanga	Marama Pullan
Andrea Winchester	Eru
Gemma Craven	Aimee Wilson
Robyn Moriarty	Tineka Adam
Johnathan Lasenby	Jemma Irvine
Jennifer Forbes-Dawson	Thomas
Lisa Blakley	Russell Lightfoot
Holly Hill	Steven Makisi
Amber Bates	Cameron Simmonds
Glenis Harrison	Damien Avery
Tim Bain	Imogen Smith
Kirsty Bowyer	Tamara Scott
Caitrin Aitken	Bevan Frame
Dorette Prinsloo	Ben Kendrew
Zee	Lynsey Crowley
Sam Birch	Karl Chen
Magur Ghandi	Andrea Scott
Eqi	N Culliford
William Wilson	Jessica Burns
Megan Jones	Rebecca Light
Jessica Dennison	Stephanie Salmon
Thomas Foot	James Waters
Corry-Ann Geuze	Marama Pullan
Lina Tuiga	Heather Maxwell
Michael	Mark Shuttleworth
Moana Nati	

60 responses were also provided with no name or contact details.