



Action for Child and Youth Development

BEYOND ...

Focusing ... on 'at risk', negative labels, problems ...

Blaming ... teachers, parents, TV ...

Reacting ... in an ad hoc manner to youth issues

Fixing ... single youth problems in isolation

TOWARDS ...

Understanding ... young people as partners in their development

Encouraging ... adults to be supportive mentors

Planning ... being intentional, having a plan and setting high goals

Achieving ... an inclusive economy/society - where young people are innovative and energetic participants

ACKNOWLEDGMENTS

A wide range of individuals, organisations, groups of young people and adults have been involved in the development of the Youth Development Strategy Aotearoa. The hard work of the project team at the Ministry of Youth Affairs and valued advice and comments from the following people are particularly acknowledged:

- Youth Development Strategy Aotearoa Reference Group
- Youth Advisory Forum
- Consultation meeting participants
- Young people and adults who responded to the consultation documents.

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Foreword from the Minister of Youth Affairs

He mihi nui tēnei ki te hunga taiohi, ki ngā pakeke hoki o ngā whakatipuranga katoa e tiaki mai ana i te rangatahi.

He koanga ngākau tēnei te tāpae atu i te Rautaki Whakawhanake Taiohi o Aotearoa nei ki mua i ō koutou aroaro. Kāore he mea i tua atu o te whakawhanake oranga pai, harikoa hoki o te hunga tamawahine, tamatāne. Ka tutuki ana tēnei whāinga, ka pai ake te hauora ā-iwi me te oranga ohaoha o tō tātou whenua. Ki te kore e tutuki i tātou, ka nui rawa te pouri ka pā mai me te whakapau pūtea mō te kore hua noa.

Greetings to young people and adults of all generations who care for young people. I greet you all. I am pleased to present the Youth Development Strategy Aotearoa. There is nothing more important than the healthy and happy development of young women and young men. If we do this well, we improve the social and economic health and wealth of our nation. If we do this poorly, it costs us dearly in unhappiness and negative expenditure.

This document sets out how government, working with families and communities, can support young people to develop the skills and attitudes they need to take part positively in society, now and in the future. It is an important step in shifting our thinking from the old focus on ‘youth problems’ to an understanding of young people as partners and contributors, with all of us supporting their development. The Strategy provides a plan for how we can achieve this.

With our ageing population and shrinking working-age population, educational or employment failure for any group of young people will cut deeply into our health and wellbeing as a society. Solutions to these challenges will require new ways of thinking that move us beyond our traditional fragmented sector-driven approaches to interacting with young people. The Youth Development Strategy Aotearoa provides a tool to support a ‘big picture’ view of young people and a common policy platform for the whole of government.

This Strategy has been developed and refined with extensive input from many young people and adults from across sectors. Approximately 1,450 young people throughout the country either attended consultation meetings or contributed a written response. It is an excellent example of how, when asked in appropriate ways, young people can make a significant contribution to the policy process.

Finally, a Strategy implies action. I will be working with my colleagues across many portfolios to ensure this Strategy shapes all policies and programmes that work with and for young people. Rather than establishing totally new initiatives, the focus is on improving and building on existing ones.

I hope this Strategy will have value beyond government, and will be applied within local government, workplaces, schools, youth and community organisations. We each have a very real interest in ensuring

that all young New Zealanders are supported to grow into resourceful and resilient adults. We have a desire to live in ‘a country where young people are vibrant and optimistic through being supported and encouraged to take up challenges’.

Laila Harré

HON LAILA HARRÉ
Minister of Youth Affairs



Government's Action for Child and Youth Development



The Government has a keen interest in the healthy development of all children and young people in New Zealand/Aotearoa. In addition to the Youth Development Strategy Aotearoa, the Government has also been developing the 'Agenda for Children' which focuses on issues for the 0-17 age group. The aim of the Agenda for Children is to make New Zealand a great place for children to grow up and live in.

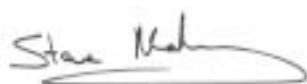
The Youth Development Strategy Aotearoa and the Agenda for Children are two separate but closely related Strategies. Both propose fundamental changes to the way we think about children and young people. Both seek to enhance the wellbeing of children and young people by:

- building a common understanding of what is needed to support their healthy development
- promoting a broad whole person approach to addressing their issues and needs
- raising their status and profile in government business
- encouraging a multi-sector response by government.

We wish to acknowledge and thank the thousands of children, young people and adults around the country who have helped shape these two Strategies by raising their issues and sharing their views on what is important for children and young people.

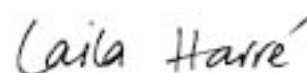
For the next stage of work, the Youth Development Strategy Aotearoa and the Agenda for Children have been brought together under the umbrella of Government's 'Action for Child and Youth Development' work programme. This combined work programme will promote collaborative work to improve outcomes across the whole 0-24 age group. However, the Agenda for Children and the Youth Development Strategy Aotearoa will continue to be two distinct Strategies. This will ensure an ongoing focus on the different interests and needs of sub-groups within this broad age spectrum, for example, the 0-6 and 19-24 age groups.

The publication of the Youth Development Strategy Aotearoa is an important milestone. In the coming months we will also publish a public report on the Agenda for Children. These Strategies and the ongoing Action for Child and Youth Development work programme represent the beginnings of real positive change for children and young people in this country.



HON STEVE MAHAREY

Minister of Social Services and Employment



HON LAILA HARRÉ

Minister of Youth Affairs

The Youth Development Strategy Aotearoa - *In Summary*

The Youth Development Strategy Aotearoa is about how government and society can support young women and men aged 12 to 24 years inclusive to develop the skills and attitudes they need to take part positively in society, now and in the future.

HOW THE STRATEGY WAS DEVELOPED

The Strategy was developed by the Ministry of Youth Affairs and informed by literature and broad consultation. This included advice from a ten person external Reference Group and a Wellington-based Youth Advisory Forum and consultation with young people, adults and agencies working with young people or on youth issues. Appendix 3 lists the consultation meetings and the respondents who provided written feedback.

“To be perceptive and actually ask questions, is really how these goals can be achieved. Once you have a combined force within government, just imagine all the wonderful things that could be achieved.”

16-year-old female, Te Puke

WHO THE STRATEGY IS FOR

Government has agreed that this Strategy provides a policy platform for public sector agencies when developing policy advice and initiatives relating to those aged within the 12 to 24 years inclusive age group.

Although this Strategy will be used by public sector agencies, it is also for individuals, groups and organisations that work at all levels with young people and on youth issues. Together we can make a difference.

The Strategy’s Components

THE VISION

A country where young people are vibrant and optimistic through being supported and encouraged to take up challenges.

THE PRINCIPLES OF YOUTH DEVELOPMENT

The Strategy is based on a youth development approach that has six key principles:

- 1. Youth development is shaped by the ‘big picture’.**
- 2. Youth development is about young people being connected.**
- 3. Youth development is based on a consistent strengths-based approach.**
- 4. Youth development happens through quality relationships.**

5. Youth development is triggered when young people fully participate.

6. Youth development needs good information.

In combination, these principles contribute to the desired result of positive youth development, where young people gain a:

- sense of contributing something of value to society
- feeling of connectedness to others and to society
- belief that they have choices about their future
- feeling of being positive and comfortable with their own identity.

THE AIMS

Aim 1 All young people have opportunities to establish positive connections to their key social environments.

Aim 2 Government policy and practice reflect a positive youth development approach.

Aim 3 All young people have access to a range of youth development opportunities.

THE GOALS

Strengths-based Approach

Goal 1 - Ensuring a consistent strengths-based youth development approach .

Quality Relationships

Goal 2 - Developing skilled people to work with young people.

Youth Participation

Goal 3 - Creating opportunities for young people to actively participate and engage.

An Informed Approach

Goal 4 - Building knowledge on youth development through information and research.

SUGGESTED ACTIONS

The Strategy development process identified a range of actions to support the positive development of young people in New Zealand. These actions relate to the the goals and social environments where youth development takes place.

“All of the students agree that the development of a youth strategy was an excellent idea... young people have rights too... we are the future of New Zealand and we need to have a say...young people are an important part of the community and need to be recognised as one... decisions made affect young people the most as they will have to live and grow up with the results of those decisions.”

Group of secondary school students, Auckland.

THE IMPLEMENTATION - WHAT HAPPENS NEXT

The Ministry of Youth Affairs will take a lead role in working with other central government agencies to apply this Strategy across government portfolio areas. Appendix 1 lists some of these areas. However, the Ministry

and other central government agencies, are not the only organisations responsible for implementation. As the actions illustrate, local government, non-government agencies, communities, families and individuals all have a role to play. This document can be used as a resource for all of these groups.

Specific actions by Government in implementing the Strategy (and the Agenda for Children) will inform the Action for Child and Youth Development work programme, which guides the work of the Ministries of Youth Affairs and Social Development on these Strategies for 2002/03 and beyond.

If the nation or community acts on the understanding that positive youth development:

- is shaped by the 'big picture'
- is about young people being connected
- is a consistent strengths-based approach
- happens through quality relationships
- is triggered when young people fully participate
- needs good information

young people are more likely to grow up knowing:

- they can make a positive contribution to society and have opportunities to do so
- they have supportive and caring connections with a range of groups and people who care about them
- they can influence their own lives through choices and skills
- they feel good about who they are and what they can offer

and we help create...

- a country where young people are vibrant and optimistic.



Why A Youth Development Strategy?

How we raise and support young people is too important to be left to chance. A healthy and vibrant youth population is a valuable asset for our nation - for what it offers both now and in the future. A number of interrelated factors highlight the need to re-think how we can improve the lives of all young people.

THE WORLD IS CHANGING RAPIDLY

Globalisation, new technologies and associated social change are challenging and altering all aspects of society within single generations.

Successfully adjusting to change and harnessing the opportunities it brings requires new approaches and attitudes. Innovation, creativity and the resiliency to endure change have become the critical determinants of future prosperity and are linked to good youth development.

A CRITICAL STAGE - For Young People and Society

The years from age 12 to 24 inclusive are critical for human development - they build on experiences of childhood and

generate the foundation skills for adulthood. This is also a critical stage for wider society; young people 'test' its values and norms, enhancing its capacity to adjust to a rapidly changing world.

INCREASING STRESS ON THE YOUTH POPULATION

The increasing rate of social change and competition for training and job opportunities is increasing the stress on young people. This is reflected in rising mental health issues for this group. Over the past 40 years, the youth population has not shared the health gains of other population groups.

AN ECONOMIC ESSENTIAL

Too many young people are arriving at adulthood unprepared to contribute productively as citizens and employees.

This group continues to be disproportionately made up of Māori and Pacific young people. The trend has doubled the associated costs through negative investments in the justice and health systems and lost returns from non-involvement in the labour force.

In addition, New Zealand's ageing population and shrinking working-age population accentuate the economic risks of not improving outcomes for all young people in New Zealand.

WE KNOW HOW WE CAN DO BETTER

There is a great deal of evidence on what young people need to develop in positive ways. They need to be successful: at school; in relating to friends and partners; at work; and emotionally.

Building a youth development strategy on this information base makes it more likely that all young people will enjoy this success and that fewer will suffer from mental illness, unemployment, addiction, unwanted pregnancy, loneliness or become involved in crime.

*"...by letting youth recognise they have a say in their futures you are paving a pathway to future success."
Eight secondary school students, Auckland.*

Young People Today

WHO ARE 'YOUNG PEOPLE'?

The term 'young people' describes young women and young men moving between childhood and adulthood, aged 12 to 24 years inclusive.

There are no set boundaries between 'children' and 'young people' and 'adulthood' - they depend on the person's culture, their individual personality and choices and their social and financial circumstances. Likewise, there are many terms that describe this period, such as youth, adolescent, teenager, young adult, taitamariki, rangatahi, taiohi and tupulaga talavou (Samoan).

Today, the term 'young people' refers to a longer time span than in the past. This is largely because young people today generally depend financially on their parents for longer than earlier generations.



Young people aged 12 to 25 account for around 20 percent of New Zealand's population (747,200 in the 1996 Census). Overall, young men outnumber young women. However, women outnumbered men in the 20 to 25

year age group in 1996, with a sex ratio of 98 men per 100 women. The youth proportion of the whole population is decreasing and is expected to fall to around 15 percent over the next 50 years. Within

this proportion, an increasing percentage of young people will be non-European¹.

YOUNG WOMEN AND YOUNG MEN

Gender influences young people's lives in many ways, as highlighted by the consistently different outcomes of young women and young men.

For example, young men are more likely to excel at sport, offend, be prosecuted and commit suicide, while young women are more likely to gain a qualification after leaving school, develop an eating disorder and attempt suicide. Appreciating how gender (and attitudes to gender) can shape young people's life experiences is important in the 'big picture' of youth development.

A COMMON PROCESS FOR A DIVERSE GROUP

The process of 'growing up' consists of similar opportunities and challenges that all young people are likely to experience.

These challenges and opportunities, which shape much of what we understand as being 'young', can include:

- negotiating school
- living as part of a family while becoming more independent
- getting along with friends and peers
- adjusting to physical changes and growing sexual feelings.

However, there is a tremendous diversity in young people's individual characteristics and backgrounds, such as gender, ethnicity, being a recent migrant,

¹ *New Zealand Now - Young New Zealanders*. Wellington, NZ: Statistics New Zealand, 1998.

socio-economic status, sexual orientation, rural or urban location, disability, religious affiliation and family structure.

The interaction of these characteristics has a significant effect on the development process, life experience and outcomes and, therefore, needs to be carefully considered in a youth development approach.



The Youth Development Strategy Aotearoa - *In Full*

The Youth Development Strategy Aotearoa places a strong emphasis on how policies and programmes are designed and provided for the betterment of young people.

It is based on the understanding that New Zealand already has a wide range of resources and opportunities available to contribute to supporting young people. The task is to release and apply those resources in a way that gets the greatest results and generates the most opportunities.

The youth development approach can be applied across all of Government's portfolio areas. This Strategy document now forms a policy platform for public sector agencies when developing policy advice and initiatives relating to those aged within the 12 to 24 years inclusive age group. Its holistic nature encourages a strong emphasis on partnerships amongst the groups that contribute to young people's development.

The Strategy uses four elements to apply the positive youth development approach:

- a **VISION** - a statement of what we would like to see happen
- six **PRINCIPLES** - the foundations of the youth development approach
- three **AIMS** - the Strategy's key and overarching directions
- four **GOALS** that can be used as tools across key social environments and government areas.

ACTIONS are also suggested, which link to the aims and goals and can be used in implementing the Strategy or as a checklist.

APPLYING THE APPROACH FOR RANGATAHI - A TREATY-BASED RESTORATIVE PROCESS

The Government has an obligation to support kaupapa Māori approaches in the development of rangatahi.

A positive youth development approach is consistent with a kaupapa Māori approach. A restorative process is required for many young Māori who are disconnected from their whānau, hapū and iwi. The approach needs to support initiatives to reconnect young Māori with their whakapapa links and encourage kaupapa Pakeha (mainstream) institutions to be more responsive to the needs of young Māori. An example of this approach is *Kia Piki Te Ora O Te Taitamariki* - the Māori component of the *New Zealand Youth Suicide Prevention Strategy*.

“Promote economic development in young Māori 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.”

Eight secondary school students, Kerikeri.

ACKNOWLEDGING THE DIVERSITY OF YOUNG PEOPLE

The Strategy applies to all young people in New Zealand, in all of their diversity.

The social, economic, cultural and ethnic characteristics that shape this diversity and subsequent opportunities for young people include:

- their gender
- their age
- their ethnic background - Māori, Pacific, European/Pakeha, Asian and other ethnic groups
- their 'connectedness' to their culture (for example, language)
- where they live - urban, rural, provincial
- how they live and who they live with
- how long they and their families, have lived in New Zealand (for example, if they are recent immigrants)
- their fundamental beliefs and values (or world view)
- their religious affiliations and spirituality
- their sexual orientation and identity
- their physical, intellectual or learning ability
- their mental health
- their level of educational achievement
- their socio-economic background
- their lifestyle interests, such as sports, recreation and music
- their dependency on and responsibilities for others
- their paid and unpaid work, including self-employment and family responsibilities.



The Strategy provides for the specific needs that result from this diversity to be considered and applied. Key issues for specific groups of young people are highlighted on pages 40-43.

LINKS TO OTHER YOUTH POLICIES AND STRATEGIES

Young people's lives are the subject of many existing policies and strategies. This Strategy deals with the 'big picture' of young people growing up and provides a common platform for all other youth-related policies.

National youth strategies that have either been developed or are being developed and link closely to this Strategy are:

- the Agenda for Children
- the *New Zealand Youth Suicide Prevention Strategy - In Our Hands* and *Kia Piki Te Ora O Te Taitamariki - Strengthening Youth Wellbeing*
- *Health and Physical Education in the New Zealand Curriculum*
- the Youth Health Action Plan
- the Youth Offending Strategy
- the Care and Protection Blueprint for Children and Young People.

Other related, broader strategies and policy frameworks that have been considered in developing this Strategy and that will add to the ongoing work programme include:

- the *New Zealand Health Strategy*
- the *New Zealand Disability Strategy*
- the *New Zealand Positive Ageing Strategy*
- *Inclusive Economy*
- Sustainable Economic Development
- Capacity Building for Māori
- Capacity Building for Pacific peoples.



The Strategy's Vision

A country where young people are vibrant and optimistic through being supported and encouraged to take up challenges.

The Principles of Youth Development

The Youth Development Strategy Aotearoa is based on a 'positive youth development approach' and a common understanding of what needs to happen for young people.

The youth development approach has six key principles:

1. Youth development is shaped by the 'big picture'.
2. Youth development is about young people being connected.
3. Youth development is based on a consistent strengths-based approach.
4. Youth development happens through quality relationships.
5. Youth development is triggered when young people fully participate.
6. Youth development needs good information.

In combination, these principles contribute to the desired result of positive youth development, where young people gain a:

- sense of contributing something of value to society
- feeling of connectedness to others and to society
- belief that they have choices about their future
- feeling of being positive and comfortable with their own identity.

*"Sometimes we may feel insignificant, and we need to be encouraged to say what we think, speak up and out."
16-year-old female, Stanmore Bay, Whangaporoa.*

A positive youth development approach:

- forms the platform for consistent youth policies and programmes and for improving our ability to achieve better outcomes for all young people
- seeks to foster the ideal environment for young people to learn, grow and contribute, thus supporting them to move into responsible adulthood

- acknowledges individual young people’s evolving capacity to initiate change and the interaction of the wider social and economic factors that either restrict or enable positive outcomes.

1. YOUTH DEVELOPMENT IS SHAPED BY THE ‘BIG PICTURE’

This principle reflects the fact that wider social and economic contexts and dominant cultural values set the big picture within which young people grow up.

Social and Economic Contexts and Trends

Young people’s experiences - the act of ‘growing up’ - are shaped by wider social and economic contexts, whether they be fluctuating economic situations, wars, family histories, natural disasters or changing political systems. For example, young people entering the labour market in 1991 (at the peak of an economic recession) had a harder time than earlier groups in finding a job and were more likely to experience the related negative effects.

These social and economic contexts and their related institutions and structures provide an historical and current context to life in New Zealand and shape the outcomes for young people.

Cultural Context

All aspects of young people’s lives take place within a cultural context of how things are done, who does them and why.

This context is complex and dynamic, as many influences merge to shape the spheres of young people’s lives. The cultural mix can include ethnic culture, organisational culture (for example, school), and youth sub-cultures.

Treaty of Waitangi

The Treaty of Waitangi is significant in defining us as New Zealanders and in setting out our relationships and responsibilities.

The Treaty maintains the protection of Māori as both tangata whenua and citizens of New Zealand. By recognising Māori rangatiratanga, it supports collective action for Māori to organise themselves and relate to other parts of the community.

This is how Māori maintain their identity and protect and develop themselves - and is essential for rangatahi (young Māori) development. As a mutually benefiting partnership document, the Treaty can help in sharing the strengths between the indigenous (Māori) understandings and the many non-indigenous (Tauīwi) people.

Past Government policies have acted to dislocate many Māori, heavily affecting their communities’ ability to support the healthy development of their young people. This legacy has strong implications for prioritising support for rangatahi development within the general thrust of building the capacity of Māori communities.

International Obligations

As a member of the United Nations, New Zealand supports the human rights provisions of the United Nations Charter and the Universal Declaration of Human Rights. New Zealand is also a party to the six core

international human rights instruments. These are:

- International Covenant on Civil and Political Rights (ICCPR)
- International Covenant on Economic, Social and Cultural Rights (ICESCR)
- International Convention on the Elimination of all Forms of Racial Discrimination (CERD)
- Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)
- Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)
- United Nations Convention on the Rights of the Child (UNCROC).

UNCROC is the principal children’s treaty that encompasses a full range of civil, political, economic, social and cultural rights. It reaffirms the fact that children, because of their vulnerability, need special care and protection. UNCROC applies to all children and young people up to 18 years and acknowledges the primary role of the family and parents in the care and protection of the child.

There are four general principles enshrined in UNCROC. They express the philosophy it conveys and provide guidance for national programmes of implementation. The key provisions focus on:

- non-discrimination
- best interests of the child
- right to life, survival and development
- views of the child.

UNCROC establishes a new vision of the child and young person. It combines provisions aimed at protecting them through positive action by Government, parents and communities, with the recognition of the child or young person as a holder of participatory rights and freedoms.

Values/Belief Systems

People’s values and beliefs vary. However, they are underpinned by a generic value and belief system that embraces the values of honesty, integrity, respect and compassion.

Positive youth development is closely linked to recognising spiritual wellbeing, which encompasses ‘the values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness’².

2. YOUTH DEVELOPMENT IS ABOUT YOUNG PEOPLE BEING CONNECTED

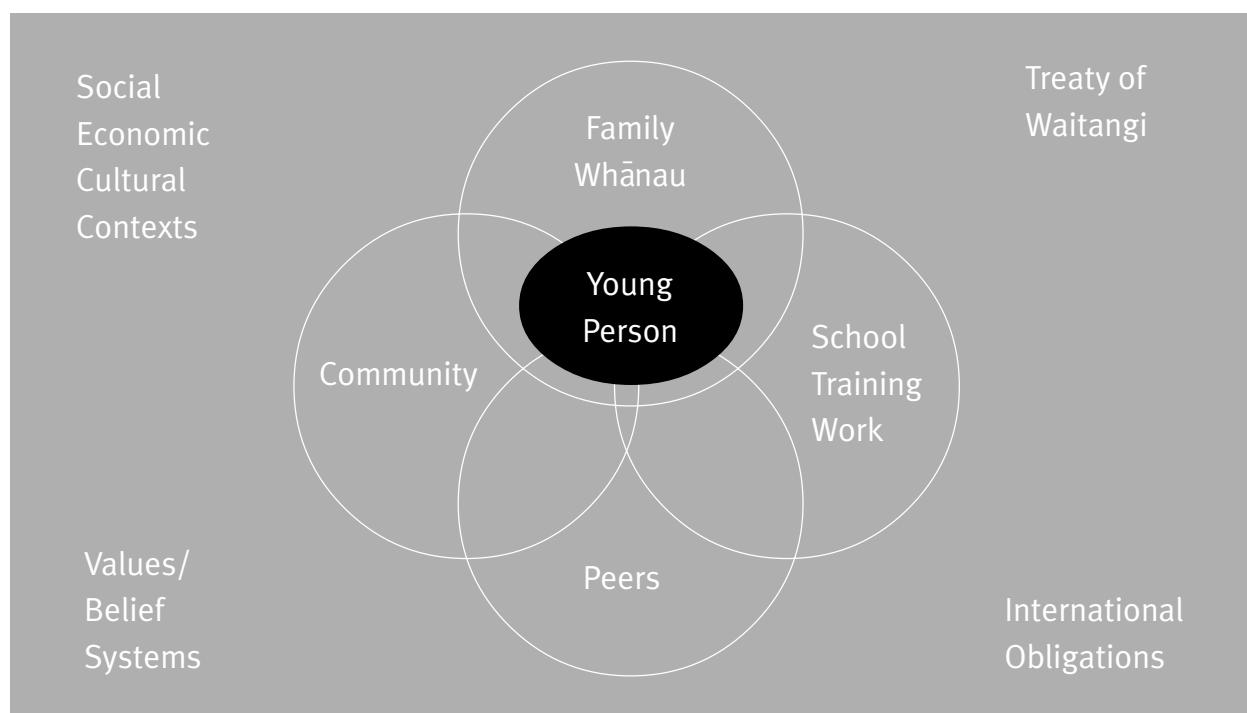
This principle acknowledges that healthy development is shaped by young people having positive connections with many social environments.

Positive youth development doesn’t take place in one social environment at one given time. Typically, the more settings where young people feel welcomed, valued and understood, the better.

“You need to reach the young people on a personal basis, come to their level and become familiar with their cultures, lifestyles and everyday lives. Many people live in various different home environments, you need to acknowledge this and cater to everyone’s needs.”
Eight secondary school students, Auckland.

² *Health and Physical Education in the New Zealand Curriculum*. Wellington, NZ: Ministry of Education, 1998.

Figure 1 The where - the social environments that shape youth development



As Figure 1 shows, the main social environments are:

- the family and whānau (the most significant)
- the community
- the school, university, training institution or workplace
- peers.

For this reason positive youth development is closely linked to healthy families, strong communities, healthy schools and supportive peers. In a Māori context, it is closely linked to strong whānau, hapū and iwi.

Strong connections to these environments can combine to form a supportive web that protects and fosters development. Negative experiences in one environment can be reduced through quality support in others.

Family and Whānau

Warm, accepting family relationships make a difference in the lives of young people, particularly when they are linked with clear limits, age-appropriate consequences and parents taking an interest in where young people are and what they are doing.

The combination of warmth and limits seems to make the difference, whether the family is single parent, two parents, divorced, extended or reconstituted. Parents, and others who act as

parents, are vital and have a big effect on the young people they care for.

Schools/tertiary education/employment

Outside the family, young people spend most of their time in schools and undertaking further education and training. Feeling positive about school and building sound learning skills greatly improves their chances of doing well in other parts of their lives, especially at work.

Teachers can be a big support, particularly for young people who are not getting a lot of support at home. In the shift to an increasingly knowledge-based economy, acquiring a sound educational foundation, including tertiary education, is critical to future wellbeing. Increased competition at all levels has reduced businesses' capacity to absorb lesser-skilled workers.

Work (paid and unpaid) can provide young people with important opportunities to learn skills, make a contribution through social connections and, in paid work, earn money. Young people are increasingly juggling both paid work and educational study. Research shows that those who are unemployed or underemployed, especially for long periods, experience worse mental health than those who are fully employed. Meanwhile, unpaid work, while a source of potential skill development and a significant contribution to many communities, does not earn the status of paid work.

A positive work environment for young people provides:

- contact with adults who are likely to interact in ways that promote social confidence and competence
- opportunities for skill development
- financial rewards that reflect the nature of the work and are equitable with others
- opportunities for interacting with peers in purposeful activities
- a recognition or a belief that the work is of value
- a sense of purpose and achievement.

Community

Communities take many forms, including those related to geography, ethnicity, religion and interests.

Outside school, young people have most contact with their neighbourhoods - an important part of the community setting. The support available within those neighbourhoods, for young people and their parents, can determine whether outcomes are positive. Neighbourhoods that aid positive development often include:

- a safe, crime-free environment
- housing in good repair with no overcrowding
- stable, long-term residents
- adequate educational and recreational facilities
- little local criminal involvement, weapon use, and drug use and sale
- good employment levels
- neighbours and local people who watch out for young people and provide supervision, informal limit setting and support (this can include local businesses and services such as police, church and youth organisations)
- local people who provide work opportunities after school and recreational opportunities.

Peer groups

Healthy relationships among young people with similar experiences or interests are very important for positive development. Within peer groups, young people can gain:

- friendship and support
- role models
- opportunities for leadership
- feedback they can't get from parents or teachers
- a place for developing and expressing autonomy
- opportunities to test decision-making skills in the absence of adults
- a natural setting for talking, negotiating, socialising and exploring future options
- opportunities for leisure.

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

This principle acknowledges that youth development addresses both ‘risk’ and ‘protective’ factors, as well as the range of skills young people need.

A strengths-based approach recognises that both ‘risk’ and ‘protective’ factors are acquired throughout a young person’s development.

- **Risk factors** increase the likelihood of difficulties in life and poor health and wellbeing.
- **Protective factors** enhance life opportunities and promote good health and wellbeing. They can reduce the impact of unavoidable negative events and help young people resist risk-taking behaviours.

It is important to design policies and programmes that both build young people’s capacity to resist risk factors and enhance the protective factors. For example, some young people experience difficulty at some or all stages of their development (and are frequently referred to as ‘at risk’). They can have a range of ‘youth problems’, such as offending behaviour, truancy, unsafe sexual behaviour, self harm, and drug abuse.

Additional help for these young people needs to be consistent with the youth development approach - that is, it needs to avoid defining the young person as ‘the problem’. This entails reducing risk factors while promoting protective factors. Any intervention or treatment, therefore, should help them reconnect with the four social environments, experience caring positive adult role models and provide opportunities to participate in activities around them.

*“Good youth development programmes need to have non-judgmental attitudes and acknowledge the changing structures of our society. Good youth development programmes need to celebrate the achievements of young people ie focus on the good and positive rather than pointing out the negative.”
Five young people, Guides, North Canterbury.*

Effective programmes that address specific youth problems share similar characteristics because of the many common factors that contribute to the problems. A consistent strengths-based approach highlights these common aspects and helps ensure that policies and programmes for young people are effectively co-ordinated across a range of sectors.

The skills young people need for healthy development include:

- social skills - being able to communicate with others, appreciate others’ perspectives, and resolve conflict peaceably
- emotional skills - knowing how to recognise and deal constructively with a range of emotions
- physical skills - being able to cope positively with physical and sexual development and manage fertility effectively
- autonomy skills - understanding how to make decisions, seek advice, live independently and support themselves

- work skills - developing a career, gaining relevant skills and qualifications and managing effectively in the workplace
- intimacy skills - being able to develop and maintain close relationships, both friendships and romantic
- education - having a positive attitude towards education, motivating themselves to study and set and reach educational goals.

COMMON PROTECTIVE FACTORS

- Large net of social support from wider family, teachers, school, workplace, church, youth organisations and leaders
- Faith that life has meaning, optimism, aspirations, hopes and plans for the future
- Parenting that combines warmth with clear limits and firm consequences
- Safe, supportive neighbourhoods
- Staying longer at school and achieving well
- Involved in extracurricular activities and having many interests and hobbies
- At least one close friend
- Mainly law-abiding friends with positive interests
- Thinking skills, including problem solving and seeing things from others' perspectives
- Positive social interactions with other people
- Attachment to the community and one's culture
- Meaningful employment.

COMMON RISK FACTORS

- Low self esteem, poor social or coping skills
- Chronic illness, mental health or behaviour or learning problems
- Lack of social support from family, neighbourhood and wider community
- Truancy, academic failure and dropping out of school
- Heavy use of alcohol and other drugs, especially where this is self-medication
- Parenting that is: overly harsh; sets insufficient boundaries; inflexible with regard to changing needs with age; overly permissive; abusive; violent; and neglectful
- Chronic marital conflict, particularly where it is in front of the children, destructive and/or involves violence
- Experiencing divorce while growing up
- Low income in the family
- Multiple problems or disadvantages in the family, including poor accommodation, mental health problems, unemployment, violence, addiction, crime and poverty
- Sexual abuse as well as emotional, physical and verbal abuse, bullying or neglect
- Transience, high mobility.

4. YOUTH DEVELOPMENT HAPPENS THROUGH QUALITY RELATIONSHIPS

This principle acknowledges the importance of supporting and equipping people for successful relationships with young people.

“...letting young people have a voice and making sure that the opinions of everyone are heard and not just ignored but taken into account when decisions are made about our future.”

*Ten secondary school students,
Palmerston North.*

Healthy youth development does not result from rare or special qualities but from the everyday magic of daily interaction amongst individuals, families and communities.

The way that people relate, listen and respond to young people is important and different relationships are more important at different life stages. For example, as young people move into adolescence, relationships with friends and schoolmates become increasingly important and having at least one close friend becomes a protective factor. Other people also start to increase in their significance.

Relationships between young people and their parents are most effective when the parents:

- relate to their children with warmth and acceptance
- set limits on where they may go, what they may do and who they may mix with
- can negotiate and adjust these limits to provide increasing opportunities for young people to make their own decisions.

In all their relationships with adults, young people like:

Young people growing up in difficult family circumstances can find that supportive relationships with ‘other’ people in their lives help them find their feet. These people could be wider family members, such as aunts and grandparents, church and youth leaders, or teachers.

Relationships with parents are continually important, even as young people become more independent.

Effective training in relating with young people can contribute to supporting quality relationships. Specific training is important for:

- the many adults who interact with young people on a personal level (parents, caregivers, siblings, relatives, neighbours)
- adults who work with young people on a professional level (doctors, teachers, police officers).

Training young people in peer communication skills is also a valuable way of supporting healthy friendships and relationships with adults.

- to be treated with respect
- concern
- good listening
- clear limits.

Training in relating to young people can include:

- understanding the changing world of the ‘young person’
- understanding youth culture and sub-cultures
- processes for triggering their participation
- practice at relating to them as equals and partners.

5. YOUTH DEVELOPMENT IS TRIGGERED WHEN YOUNG PEOPLE FULLY PARTICIPATE

This principle acknowledges the importance of providing opportunities for young people to increase their control of what happens to them and around them, through advice, participation and engagement.

People learn most by doing and reflecting on their doing. Likewise, people build trust through having opportunities to demonstrate their abilities and skills.

We can contribute to young people’s healthy development by creating opportunities for them to influence, solve problems, inform, shape, design and contribute to an activity or idea. Effective participation can lead to more ‘ownership’ of the activity/idea and help ensure that policies, services and programmes meet young people’s needs.

“The key component of good youth development is trust and having someone to go to, to talk to and someone who will support and understand them.”
16-year-old female, Te Puke.

‘Involved’ young people build not only their individual capacity but also the community’s capacity to respond to change. Working in effective partnerships with well trained adults, they contribute to community change and are on their way to becoming innovative, flexible and creative citizens and employees.

‘Participation’ has different meanings depending on the communities and social environments to which some children and young people belong. For example, a Māori conceptual framework of participation includes tikanga (cultural practices) and notions of collectivity.

Youth participation has been described as the “involvement of young people in policy and programme development, in having a say about what is done and being involved in decisions about what is done”³. A participatory approach requires an intentional process that progressively grows young people’s capacity to contribute.

UNCROC acknowledges this in its definition of ‘evolving capacities’- “an acknowledgment that children’s development towards independent adulthood must be respected and promoted throughout childhood”⁴. Evolving capacity emphasises the pathway to maturity and supports the argument that once a child has sufficient maturity or understanding, they should be making decisions for themselves.

Effective youth participation is based on the principles of young people:

- being informed
- having an effect on outcomes
- organising themselves
- making decisions or being involved in making decisions
- being involved in follow-up.

It can be promoted under five categories:

- organising - opportunities for planning and organising events
- advocacy - opportunities and training in highlighting an issue to the wider community
- leadership - training opportunities in leadership
- service - opportunities to contribute to the wider community’s wellbeing
- governance - opportunities to share in a group’s decision-making/policy-setting processes.

³ Youth Participation: Concepts and Structures. Ewen, J. In: *Youth Studies Australia*, Spring, 1998.

⁴ *Implementation Handbook for the Convention on the Rights of the Child*. Hodgkin, R and Newell, P. Geneva, Switzerland: United Nations Childrens Fund, 1998, p80.

6. YOUTH DEVELOPMENT NEEDS GOOD INFORMATION

This principle acknowledges that youth development is continually informed by effective research, evaluation and information gathering.

Research and evaluation is all about learning from what we do.

Collecting the right information and studying the trends and findings helps us add to our knowledge of what is effective and what isn't. It is important to link this information to inform a 'big picture' of youth development. This in turn feeds into our common thinking on youth development and the process of continually refining and growing our body of knowledge.

We need to involve young people and those who work with them in collecting and analysing data and sharing the findings. Good information is also needed to train and inform people about applying a youth development approach and to inform young people about youth participation.

A Youth Development Approach = Better Outcomes For Young People = Better Outcomes For Society

Figure 2 The Youth Development Approach

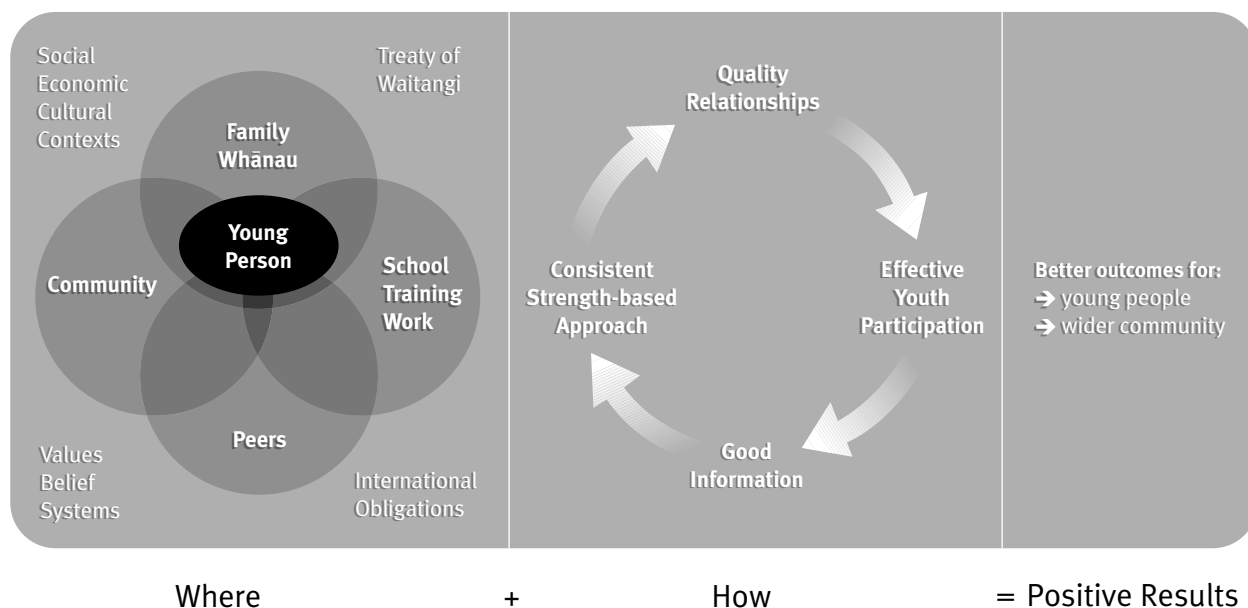


Figure 2 combines the six principles to explain the youth development approach in one diagram.

Principles one and two illustrate the 'where' (and who) aspects of youth development. The four social environments (four circles) within the 'big picture' (the box).

Principles three, four, five, and six illustrate the 'how' aspects of youth development. This is ideally what needs to happen within the 'where' aspects. By combining the 'where' (and who) principles with the 'how' principles, we create the most supportive environment for positive youth development to take place and achieve better outcomes for young people and society.

The Strategy's Aims

The three aims provide a medium-term focus for the Strategy.

Aim 1 All young people have opportunities to establish positive connections to their key social environments.

Aim 2 Government policy and practice reflect a positive youth development approach.

Aim 3 All young people have access to a range of youth development opportunities.

The Strategy's Goals

The goals provide a framework for applying the approach to the many settings and organisations that contribute to youth development.

STRENGTHS-BASED APPROACH

GOAL 1 - Ensuring a consistent strengths-based youth development approach.

This goal is about shifting the collective thinking about young people from a problem-based to a strengths-based approach.

It acknowledges the role of risk and protective factors and promotes a consistent understanding to help develop a more coherent and co-ordinated set of youth policies and programmes.

"I think it is ultimately important to support young people in their decisions and challenges."

A secondary school student, Blenheim.

"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."

Eight secondary school students, Auckland.

QUALITY RELATIONSHIPS

GOAL 2 - Developing skilled people to work with young people.

This goal is about valuing the importance of quality relationships with young people. It highlights the need for specific training for adults and young people who work with and live alongside young people.

The goal acknowledges that these people play an essential role in young people's positive development - whether they are parents, grandparents, whānau members, caregivers, neighbours, co-workers or friends, or working with young people as voluntary workers and professionals.

YOUTH PARTICIPATION

GOAL 3 - Creating opportunities for young people to actively participate and engage.

Youth participation is about involving young people in having a say in developing, evaluating and reviewing decisions that affect them, their family, schools and tertiary institutions, their community and their country. It is more than just consulting young people.

AN INFORMED APPROACH

GOAL 4 - Building knowledge on youth development through information and research.

This goal includes sharing more and better information on effective programmes and providing more support in youth development research and evaluation. It also includes developing information to educate and inform young people and adults on aspects of youth development and youth participation.

“It is so important to give youth all the opportunities possible so they can develop themselves socially, emotionally and physically to be the best they can be. Support in anything you do is a vital part of carrying something through, there’s nothing like a pat on the back for hard work.”

Eight secondary school students, Auckland.

“Government agencies should consult youths on their policies relating to youths. If the recommendations of youth are accepted, they should be told so, as this will increase future responses.”
Six secondary school students, Auckland.



The Goals Framework and Suggested Actions

This goals framework helps to identify the actions that can take to support young people’s positive development across social environments/settings and government areas.

GOALS → SOCIAL ENVIRONMENTS SETTINGS ↓	STRENGTHS-BASED APPROACH <i>GOAL 1 - Ensuring a consistent strengths-based youth development approach</i>	QUALITY RELATIONSHIPS <i>GOAL 2 - Developing skilled people to work with young people</i>	YOUTH PARTICIPATION <i>GOAL 3 - Creating opportunities for young people to actively participate and engage</i>	AN INFORMED APPROACH <i>GOAL 4 - Building knowledge on youth development through information and research</i>
Young people <i>Peers</i>	→ ↓	↓	↓	↓
Families and Whānau	→			
Schools <i>Tertiary education institutions</i> <i>Training providers</i>	→			
Workplaces	→			
Community <ul style="list-style-type: none"> • Youth Organisations • Sports clubs • Neighbourhoods 	→	Possible initiatives to advance the goals		
Iwi/Hapū	→			
Government <ul style="list-style-type: none"> • Political systems • Policy-making 	→			
Government services <ul style="list-style-type: none"> • Education sector • Health sector • Economic development • Social services • Justice sector 	→			
Local Government	→			
Media	→			

The actions in the tables below relate to each of the three aims and appropriate social environments and areas of central and local government. They provide a guide or possible checklist for what needs to happen for the positive development of young people in New Zealand.

The actions were identified while developing and consulting on this Strategy. Many were suggested by young people and adults who participated in the Ministry of Youth Affairs’ consultation process. They are purposefully broad so they are flexible and will stand the test of time.

TABLE 1- ACTIONS ACROSS THE GOALS FRAMEWORK APPLIED TO AIM 1:

‘All young people have opportunities to establish positive connections to their key social environments’

GOALS SOCIAL ENVIRONMENTS SETTINGS	STRENGTHS-BASED APPROACH <i>GOAL 1 - Ensuring a consistent strengths-based youth development approach</i>	QUALITY RELATIONSHIPS <i>GOAL 2 - Developing skilled people to work with young people</i>
<i>Young people Peers</i>	<ul style="list-style-type: none"> Promoting youth-led initiatives that educate and inform young people about the importance of strong connections to the key social environments 	<ul style="list-style-type: none"> Supporting youth-led opportunities for interaction with adults Helping young people in youth-led education of adults about young people today Promoting opportunities for youth leadership training Fostering peer coaching and mentoring between younger and older young people
<i>Families and Whānau</i>	<ul style="list-style-type: none"> Encouraging the active involvement of parents, caregivers and whānau in the lives of young people Promoting active family involvement and support in youth development activities 	<ul style="list-style-type: none"> Encouraging parenting education for parents of young people and acknowledging cultural differences in parenting Ensuring support for families in raising young people Promoting communication within families and whānau and encouraging adults to be approachable to young people
<i>Schools</i>	<ul style="list-style-type: none"> Encouraging schools to incorporate in school charters the principles of respect for diversity and a positive youth development approach to young people 	<ul style="list-style-type: none"> Training and equipping teachers and school staff in using a youth development approach, better understanding and relating to young



YOUTH PARTICIPATION <i>GOAL 3 - Creating opportunities for young people to actively participate and engage</i>	AN INFORMED APPROACH <i>GOAL 4 - Building knowledge on youth development through information and research</i>
<ul style="list-style-type: none"> • Providing training for young people involved in participation, in particular on boards and committees • Encouraging youth-led advocacy and input into policy • Encouraging and supporting youth-run and youth-initiated programmes and initiatives (for example, youth media and arts) • Promoting opportunities for growing the culture of young people expressing their views, being heard and expressing themselves creatively 	<ul style="list-style-type: none"> • Developing information for young people on how and where to participate • Developing frameworks to guide and evaluate youth-driven initiatives • Encouraging youth-led research • Developing resources for young people to help them deal with challenges in their lives
<ul style="list-style-type: none"> • Encouraging families to involve young people in family decisions and responsibilities • Supporting families, in particular parents, to enable them to involve their young people • Encouraging whānau, hapū and iwi to develop practices that help and support the inclusion of rangatahi in their communities 	<ul style="list-style-type: none"> • Encouraging research on practical steps for families and whānau in supporting the development of young people • Encouraging the development of parenting information
<ul style="list-style-type: none"> • Encouraging a partnership approach in running the school that involves consultation with young people, and their participation 	<ul style="list-style-type: none"> • Developing information and tools to help schools involve young people in the life and running of the school

	<ul style="list-style-type: none"> • Acknowledging the role of the Health and Physical Education Curriculum as a key component of youth development within schools • Encouraging programmes within schools, such as Health Promoting Schools and Mentally Healthy Schools, that promote a whole-school approach and family and community involvement to better meet the needs of young people • Promoting active career development (including career counselling, work experience, practical and life skills) within schools with a stronger emphasis on identifying an individual's broad range of abilities and interests • Ensuring the encouragement of extra-curricular activities, such as sports, arts, drama, music, cultural groups, support groups and social activities, and promoting youth leadership and ownership within these activities 	<p>people and involving young people. This includes teaching styles</p> <ul style="list-style-type: none"> • Encouraging workshops for teachers in understanding young people today, including students' cultures • Supporting and encouraging adults within schools, especially teachers, to be mentors for students • Encouraging training on peer education and support within schools - peer tutoring, mentoring and mediation • Encouraging training for young people on boards of trustees and student councils
<p><i>Tertiary education institutions</i> <i>Training providers</i></p>	<ul style="list-style-type: none"> • Promoting career development within tertiary education institutions • Promoting work experience as part of training courses to encourage a better transition to the workforce 	<ul style="list-style-type: none"> • Encouraging training for lecturers and tutors in tertiary institutions on understanding and working with young people • Encouraging youth work training in conjunction with non-government agencies and local authorities • Encouraging youth-led training opportunities for students
<p><i>Workplaces</i></p>	<ul style="list-style-type: none"> • Creating incentives for employers to develop and support young people through providing apprenticeships, mentoring and sustainable opportunities • Supporting and developing young people within workplaces to encourage connectedness • Encouraging workplaces to allow time for families, caregivers and whānau to be involved in important events in young people's lives • Encouraging respect and recognition for the diversity of young men and women, in particular for young people with disabilities 	<ul style="list-style-type: none"> • Encouraging employers to provide cross-generational opportunities for employees to better understand each other, such as through mentoring • Encouraging and supporting adults to participate in youth activities and organisations • Encouraging youth-led training of adults about young people today

<ul style="list-style-type: none"> • Encouraging strong representation from young people on boards of trustees and feedback mechanisms to the wider school • Ensuring mechanisms within schools that allow young people to be involved and listened to, so that they feel their decisions have an effect • Encouraging a flatter structure within schools' decision-making processes (for example, making social activities the responsibility of the student council) 	<ul style="list-style-type: none"> • Encouraging teaching within the curriculum about how young people can be involved and participate in society and about how the Government and its agencies work • Developing resources and information to encourage schools to create an environment that provides a sense of belonging and connectedness and an acceptance of diversity • Developing a wider set of performance indicators on what makes a good school, which include aspects of youth development
<ul style="list-style-type: none"> • Providing opportunities within tertiary institutions for young people to be involved and listened to and to feel that their decisions have an effect • Encouraging youth-led advocacy 	<ul style="list-style-type: none"> • Promoting research on youth development within tertiary institutions
<ul style="list-style-type: none"> • Encouraging young people's participation in workplace policy and planning processes • Encouraging young workers to take an interest in their working conditions, on-the-job safety and pay 	<ul style="list-style-type: none"> • Promoting information and guidance on youth-friendly workplaces • Promoting information on mentoring within workplaces • Evaluating and reviewing mentoring programmes within workplaces • Ensuring better and more accessible information about minimum pay and working conditions and how young workers can get help from people to advocate on their behalf

<p>Communities</p> <ul style="list-style-type: none"> • Sports and recreation groups • Churches • Ethnic-specific groups • Geographic communities • Communities of interest • Voluntary organisations 	<ul style="list-style-type: none"> • Promoting positive attitudes by communities to youth development and young people • Encouraging communities to recognise, expand and develop the talents and skills of young people, including involving young people in their areas of interest, such as sport and music • Encouraging setting up a creative space for young people in each community 	<ul style="list-style-type: none"> • Encouraging awareness raising within the community about attitudes to young people and the value of participation in communities • Creating opportunities for community leaders to meet regularly with young people • Encouraging communities to recognise the diversity of young people • Encouraging adult involvement in youth organisations and activities • Providing training for community-based media on reporting positively on young people and about youth development
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TABLE 2 - ACTIONS ACROSS THE GOALS FRAMEWORK APPLIED TO AIM 2:

‘Government policy and practice reflect a positive youth development approach’

<p>GOALS</p> <p>GOVERNMENT AREAS</p>	<p>STRENGTHS-BASED APPROACH</p> <p><i>GOAL 1 - Ensuring a consistent strengths-based youth development approach</i></p>	<p>QUALITY RELATIONSHIPS</p> <p><i>GOAL 2 - Developing skilled people to work with young people</i></p>
<p>Government</p> <ul style="list-style-type: none"> • Political democratic systems • Central Government structures 	<ul style="list-style-type: none"> • Ensuring at the executive Government level that policy for young people incorporates a youth development approach, such as creating a Cabinet committee and Ministerial grouping that oversees policies for children and young people • Establishing accountability mechanisms in all government departments for applying a youth development approach 	<ul style="list-style-type: none"> • Creating opportunities for Members of Parliament to have contact with young people
<p>Government decision-making</p> <ul style="list-style-type: none"> • Work of policy ministries and departments • Ministry of Youth Affairs 	<ul style="list-style-type: none"> • Establishing processes to audit current and prospective policy and practice in relation to youth development • Establishing inter-departmental committees to administer funding and planning of youth services and programmes to ensure they incorporate a youth development approach • Establishing mechanisms for collaboration and co-ordination of 	<ul style="list-style-type: none"> • Investigating in incentives for providing parenting education for parents of young people • Encouraging policy development that promotes training opportunities to better work with young people and on youth issues

<ul style="list-style-type: none"> • Encouraging communities to involve young people in community affairs at all levels • Acknowledging the cultural context of participation within different cultural/ethnic communities 	<ul style="list-style-type: none"> • Promoting information for communities in working with and alongside young people • Developing information for different communities on youth participation and youth development
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YOUTH PARTICIPATION <i>GOAL 3 - Creating opportunities for young people to actively participate and engage</i>	AN INFORMED APPROACH <i>GOAL 4 - Building knowledge on youth development through information and research</i>
<ul style="list-style-type: none"> • Ensuring the continuation and review of the Youth Parliament • Promoting a range of mechanisms for young people being involved at a political level • Strengthening young people’s political participation, in particular voting by young people aged 18+ • Creating a greater national voice for young people - a national youth network 	<ul style="list-style-type: none"> • Providing information at a political level on the importance and benefits of a youth development approach • Encouraging research into young people’s involvement in the democratic process
<ul style="list-style-type: none"> • Encouraging policy agencies to have parallel processes that enable young people to contribute to policy, planning and practice, through the use of youth advisory forums and other methods of youth consultation and participation • Acknowledging that participation in developing youth policies is more than just consultation 	<ul style="list-style-type: none"> • Developing indicators to guide community, central and local government efforts in applying a youth development approach • Developing mechanisms for evaluating sectors applying a youth development approach • Promoting a centre of excellence for youth development research and training

	<p>intersectoral policy for young people across sectors that incorporates a youth development approach and involves young people</p> <ul style="list-style-type: none"> • Ensuring sector-specific youth policy incorporates a youth development focus and involves young people in its development • Encouraging a link between budget spending for young people and youth development • Encouraging greater funding co-ordination for intersectoral youth services that work towards positive outcomes for young people <p><i>Ministry of Youth Affairs</i></p> <ul style="list-style-type: none"> • Providing a co-ordination role for youth development and youth participation • Encouraging the media to promote a positive image of young people that focuses on their strengths and potential and challenges prejudice and stereotyping of young people 	<p><i>Ministry of Youth Affairs</i></p> <ul style="list-style-type: none"> • Providing training for government policy agencies in applying a youth development approach to policy development, including involving young people • Facilitating a national youth development conference to provide broad training on youth development
<p>Government services</p> <ul style="list-style-type: none"> • Education sector • Health sector • Social services sector • Justice sector <p><i>NB For actions for schools and tertiary education institutions, see Tables 1&2</i></p> <p><i>For Government-funded Youth Development Programmes see Table 3</i></p>	<ul style="list-style-type: none"> • Promoting the use of a positive youth development approach in providing youth services and addressing the barriers to accessing services • Taking a combined, seamless approach to services, including point-of-contact services, and an inter-departmental approach to effectively addressing the needs of young people • Recognising the needs of young people in state, residential or custodial care for full developmental opportunities 	<ul style="list-style-type: none"> • Training health professionals in relating to and working with the diversity of young people • Training social service and justice providers in relating to and working with the diversity of young people • Including a youth development approach within pre-employment training programmes
<p>Local Government</p>	<ul style="list-style-type: none"> • Promoting the use of this Strategy as a tool for leading the development of youth development strategies and policies at a local level • Supporting local government in taking an active role in youth development within communities • Encouraging the establishment of youth advocates within the local authority structure 	<ul style="list-style-type: none"> • Training decision-makers within local authorities on youth issues and relating to and working with young people

<ul style="list-style-type: none"> • Recognising the importance of education to young people, and undertaking consultation and participation with young people on education policy (secondary school education, tertiary education, ongoing education) 	<ul style="list-style-type: none"> • Promoting research on youth development approaches for the diversity of young people, to inform policy development and services for specific groups • Promoting national surveys of young people to inform policy and increase the research and knowledge base about New Zealand young people • Ensuring young people’s involvement and youth issues covered in the media are monitored • Developing protocols on undertaking an analysis of policy affecting young people and incorporating a youth development approach <p><i>Ministry of Youth Affairs</i></p> <ul style="list-style-type: none"> • Producing a literature/evidence review on youth development • Encouraging the collection of good information, such as by the Education Review Office, on youth participation and the experience of connectedness within schools
<ul style="list-style-type: none"> • Encouraging young people’s involvement at all levels in services that have contact with young people • Encouraging regular consultation with young people in service planning and delivery • Encouraging the use of peer educators as part of service delivery 	<ul style="list-style-type: none"> • Developing tools and guidelines on involving young people in services’ planning, delivery and review • Encouraging regular reviews and evaluation of services for young people, including their appropriateness, youth involvement, effectiveness and use of resources
<ul style="list-style-type: none"> • Promoting youth involvement and consultation in local government policy making, planning and review • Encouraging the development of a national approach to involving young people in local government via youth councils • Encouraging young people to be involved in implementing local youth policy 	<ul style="list-style-type: none"> • Developing guidelines and information on young people’s participation in local government and the development of youth policies

TABLE 3 - ACTIONS ACROSS THE GOALS FRAMEWORK APPLIED TO AIM 3:

'All young people have access to a range of youth development opportunities'

<p style="text-align: center;">GOALS</p> <p>SOCIAL ENVIRONMENTS SETTINGS</p>	<p style="text-align: center;">STRENGTHS-BASED APPROACH</p> <p><i>GOAL 1 - Ensuring a consistent strengths-based youth development approach</i></p>	<p style="text-align: center;">QUALITY RELATIONSHIPS</p> <p><i>GOAL 2 - Developing skilled people to work with young people</i></p>
<p>Schools</p>	<ul style="list-style-type: none"> • Encouraging schools to offer a broad range of youth development opportunities both within the curriculum and as extra-curricular activities • Encouraging schools to work in partnership with community and non-government organisations to offer a wide range of youth development opportunities • Promoting youth workers in schools who work as part of youth development programmes • Encouraging parents' involvement in youth development activities • Encouraging schools to provide links and co-ordination with community youth development 	<ul style="list-style-type: none"> • Encouraging training in working with young people for people working within schools on youth development activities • Promoting leadership training for young people
<p>Government-funded youth development programmes</p>	<ul style="list-style-type: none"> • Ensuring a range of government-funded youth development programmes that appropriately cater for the diversity of young people • Encouraging a system of regional youth co-ordinators • Recognising multiple outcomes/ indicators for youth development programmes 	<ul style="list-style-type: none"> • Ensure training for youth workers in a comprehensive youth development approach
<p>Non-government agencies and voluntary youth agencies</p>	<ul style="list-style-type: none"> • Recognising and supporting community-based youth development programmes, including promoting more widely programmes that already exist • Promoting opportunities for co-ordination and collaboration between community-based youth development programmes to ensure a consistent approach and understanding • Encouraging greater inclusion and recognition of volunteer groups in the process of youth development 	<ul style="list-style-type: none"> • Creating an infrastructure for community youth workers' training • Encouraging formal supervision of isolated youth workers • Encouraging increased adult support for community-based youth organisations and activities

YOUTH PARTICIPATION <i>GOAL 3 - Creating opportunities for young people to actively participate and engage</i>	AN INFORMED APPROACH <i>GOAL 4 - Building knowledge on youth development through information and research</i>
<ul style="list-style-type: none"> • Encouraging young people’s participation in planning, delivering and reviewing youth development programmes and activities within schools • Encouraging young people to participate and be involved • Encouraging student-led initiatives and enterprise work • Encouraging young people to undertake service activities within the school environment and in their communities 	<ul style="list-style-type: none"> • Encouraging the regular review and evaluation of programmes and activities • Providing information to young people on the opportunities available to them within the school and in the wider community
<ul style="list-style-type: none"> • Involving young people in programme planning and delivery • Promoting mechanisms for young people to be involved in setting baselines for the success of youth development programmes 	<ul style="list-style-type: none"> • Developing criteria and best practice standards (benchmarks) for incorporating a youth development approach for government-funded youth development programmes • Evaluating, researching and monitoring programmes • Developing information for young people on the youth development programmes and activities available to them
<ul style="list-style-type: none"> • Promoting young people’s involvement in the governance and delivery of community youth programmes and services 	<ul style="list-style-type: none"> • Encouraging the development of training standards for community youth workers • Encouraging the evaluation and review of youth development programmes and activities

<p>Local Government</p> <ul style="list-style-type: none"> • <i>Service Provision</i> 	<ul style="list-style-type: none"> • Providing services, facilities and activities to allow young people to engage within their communities (for example, sports and recreation opportunities, opportunities for young people to create and perform and opportunities for meeting their social needs) • Encouraging local government to take a leadership role in youth worker networking to support youth development 	<ul style="list-style-type: none"> • Training youth workers working for local authorities in youth development and working with young people
<p>Communities</p> <ul style="list-style-type: none"> • <i>Sports and recreation groups</i> • <i>Churches</i> • <i>Ethnic specific groups</i> 	<ul style="list-style-type: none"> • Supporting marae-based youth development programmes • Encouraging youth development opportunities that are inclusive of all young people and not just targeted to high-need young people • Encouraging community-based youth development programmes and activities to provide opportunities for connectedness to families, whānau and the community 	<ul style="list-style-type: none"> • Encouraging training for people working with young people in community settings • Training community-based media on reporting on the strengths of young people rather than their problems • Promoting community-based mentoring programmes that promote intergenerational mixing

<ul style="list-style-type: none"> • Promoting youth involvement and consultation in local government policy-making, planning, service delivery and review • Encouraging the development of a national approach to involving young people in local government via youth councils 	<ul style="list-style-type: none"> • Developing guidelines and information on young people’s participation in local government • Evaluating local government-funded youth development programmes
<ul style="list-style-type: none"> • Promoting service opportunities for young people within their communities • Providing opportunities for young people to participate in community settings and to express themselves creatively and engage in society and their culture • Promoting opportunities in the community for young people to have an active voice through media - youth radio, TV, websites, youth magazines • Matching the genuine interests of young people with community participation opportunities 	<ul style="list-style-type: none"> • Promoting information for communities in working with and alongside young people • Developing information for young people on youth development programmes and activities available to them in community settings • Evaluating and monitoring programmes against a youth development model

Within the Strategy

- Key Issues for Specific Groups of Young People

The Strategy also acknowledges some key issues for specific groups of young people. Many of the issues were identified during the consultation process and many are interconnected. The issues also can be applied across the Strategy's goals.

RANGATAHI

Young Māori aged between 12 and 24 inclusive make up a larger proportion (27 percent in 1996) of the total Māori population than do Pakeha young people (18 percent in 1996) of the Pakeha population. The number of young Māori as a proportion of Aotearoa New Zealand's total youth population is forecast to increase, creating a number of opportunities and challenges for government agencies, Māori and communities in general.

“Give youth a chance at anything at all, just support the youth and encourage them to be unique and keep their cultures alive. Let them get involved in the community to help better themselves.”
Eight secondary school students, Auckland.

Rangatahi need to be properly equipped to contribute to their whānau, hapū and iwi. Many find that developing a greater sense of their Māori cultural identity helps strengthen their connection to their whānau, hapū, iwi and wider communities. Whānau may be able to teach rangatahi about their Māori identity, but some need more support than others. The Treaty of Waitangi establishes this as a right.

Key issues identified for rangatahi include:

- recognising rangatahi in the context of iwi, hapū and whānau
- recognising that rangatahi often live in conflicting systems of two cultures
- supporting community-based, rangatahi-driven youth development programmes
- providing opportunities for rangatahi for reo Māori and culture development, including relevant Māori values and practices and opportunities for connection to their whānau, hapū and iwi
- increasing non-Māori communities' understanding and acceptance of tikanga Māori and the rights of rangatahi to participate in a culturally appropriate way
- empowering rangatahi with opportunities to participate in decisions affecting their lives
- better understanding rangatahi and recognising their values, how Māori see the world and their preferred ways of learning.

PACIFIC YOUNG PEOPLE

Most young Pacific people in New Zealand are from the main Pacific ethnic groups: Samoan (50 percent of the Pacific population in 1996); Cook Island (23 percent); Tongan (16 percent); Niuean (nine percent); Fijian (four percent); and Tokelauan (two percent). However, an increasing number are of mixed heritage as a result of marriages between Pacific and other Pacific or non-Pacific peoples.

Pacific culture, values and practices are very strong in New Zealand. However, most young Pacific people (58 percent of the total Pacific population in 1996) were born here. This means they need to develop their own identity among conflicting systems and two or more cultures. Many young Pacific people's social, spiritual, cultural and youth development activities centre around the church.

Key issues identified for Pacific young people include:

- acknowledging the different Pacific communities
- recognising Pacific young people in the context of their families
- recognising first-generation cultural issues - New Zealand born and Island born
- promoting opportunities for retaining language and culture
- using appropriate methods and learning styles for engaging with Pacific young people
- promoting and using mentoring programmes and role models
- working alongside the strong church connections in Pacific communities
- providing culturally appropriate services in schools
- empowering Pacific youth with opportunities to participate in decisions affecting their lives
- supporting Pacific community-based youth programmes
- promoting exchange programmes for Pacific young people between New Zealand and the Pacific Island nations
- providing opportunities for Pacific young people to develop and express their talents and skills, for example, through scholarships
- increasing cultural understanding by non-Pacific people of Pacific cultures and values and how they are brought up.

YOUNG PEOPLE FROM MINORITY ETHNIC COMMUNITIES - *In Particular Recent Migrants and Refugees*

New Zealand has a diverse range of ethnic communities. In the 1996 Census, 300,000 (eight percent - of which five percent were Asian) New Zealand residents described themselves as belonging to an ethnic group other than Māori, Pacific Island or of British origin. The largest ethnic communities are Chinese (81,000), Dutch (47,000) and Indian (42,000). Since 1996, this number has increased, with a high proportion of new migrants each year coming from non-English-speaking backgrounds.

Ethnic people's needs and views vary according to their background and time spent in New Zealand. For example, many Asian young people come to New Zealand as students and then return on temporary visas, so are often not eligible for full citizens' facilities such as health care. They may not have money or insurance to cover the costs if they become unwell.

Key issues identified for young people from minority ethnic communities include:

- acknowledging that issues often depend on how many generations are born in New Zealand
- acknowledging the specific issues of young people who are recent migrants, including language barriers and conflicting cultures, with different identities at home and at work or school
- promoting opportunities for retaining language and culture

- meeting the needs of young people in New Zealand who are here on their own for study without support from their families
- recognising and understanding culture difference in values and practices
- helping parents better understand their young people in the context of the New Zealand youth culture at school or work
- acknowledging the specific needs of young people who are refugees
- helping in the transition to adulthood in a new and sometimes alien culture
- living with different culture and religious expectations from the majority of New Zealanders.

YOUNG PEOPLE WITH PHYSICAL, INTELLECTUAL AND LEARNING DISABILITIES

In 1996 about eight percent of all 15 to 25 year olds had a disability that limited their daily activities in some way. The most common disability is physical (affecting mobility) followed by sensory disabilities affecting sight or hearing.

The *New Zealand Disability Strategy* is a long-term plan for changing New Zealand from a disabling to an inclusive society. Objective 13 of the Strategy is to “enable disabled children and youth to lead full and active lives”. The Youth Development Strategy Aotearoa supports this objective.

Key issues identified for young people with disabilities include:

- providing opportunities for connections with peers, in particular young people without disabilities
- providing opportunities for meaningful work and ongoing education
- providing opportunities for strong links and active participation with their families, schools and communities and in wider political processes
- reducing barriers that limit young people with disabilities, such as transport, access to places and the attitudes of others
- achieving better awareness and understanding among young people and adults of the issues for young people with disabilities
- providing opportunities to be involved and participate in a wide range of youth development activities.

YOUNG LESBIAN, GAY, BISEXUAL AND TRANSSEXUAL PEOPLE

The proportion of gay people in our society is commonly cited as one in ten. Lesbian, gay, bisexual and transsexual young people face the same health, mental health and other challenges as their heterosexual peers, with the addition of social and health challenges associated with society often not accepting their identity. Developing a positive sexual identity is crucial to these young people’s self-esteem and wellbeing.

Key issues identified for young lesbian, gay, bisexual and transsexual people include:

- identity issues
- discrimination and harassment in schools and workplaces
- access to support groups and programmes.

ISOLATED RURAL YOUNG PEOPLE

Twenty seven percent of young people live in small urban or rural areas. The proportion of the population aged 15 to 24 years in rural areas is lower than the national average. This reflects young people's migration from rural to urban areas in pursuit of educational, employment and lifestyle opportunities.

Young people in rural areas face a number of unique challenges. For example, distance from family, school, peers, work, services and social opportunities can result in a sense of isolation. They do not often see themselves represented positively in the media and it can be difficult for rural young people to access national activities and programmes. However, young people from rural areas often also have a positive experience of growing up, with different opportunities available to them.

Key issues identified for young people in rural areas include:

- ensuring that services and programmes are accessible
- addressing transport issues where there is no public transport and travel distance is significant. This can particularly affect young people's ability to maintain social and peer connections
- enhancing opportunities for training, employment and social interaction in local areas
- acknowledging that a significant proportion of young people in rural areas move away from family and community for schooling, training and employment
- increasing opportunities for access to high-speed internet connections in rural areas.

YOUNG PARENTS - *In Particular Young Mothers*

Overall, young people are less likely to be parents than in the past. By the age of 25 most women (63.2 percent) have not had children. However, Māori women in their late teens and early 20s have higher rates of pregnancy than other women of the same age. Birth rates for young Māori women under 18 years in 2000 were 22.7 births per 1,000 compared with 4.9 per 1,000 for non-Māori young women. Births to young Māori under 18 years accounted for five percent of all births to Māori women in 2000⁵.

Key issues identified for young people who are parents, in particular young mothers, include:

- supportive communities and families
- support groups and income support
- opportunities for continued education and personal development.

⁵ *The Social Report*. Wellington, NZ: Ministry of Social Policy, 2001.

Y Implementing, Monitoring and Evaluating the Strategy

This Strategy provides a platform and a tool for developing policies and programmes for young people in New Zealand. It provides a framework and a series of actions as a start towards implementation.

The Ministry of Youth Affairs will lead the Strategy's implementation as part of the Action for Child and Youth Development work programme. The work programme is being developed by the Ministries of Youth Affairs and Social Development to ensure both the Youth Development Strategy Aotearoa and the Agenda for Children are implemented in a co-ordinated way. It will cover specific action to be undertaken by government.

However, the Ministry of Youth Affairs is not the only organisation responsible for implementation. As the actions illustrate, central and local government agencies, as well as non-government agencies, communities, families and individuals have a role to play.

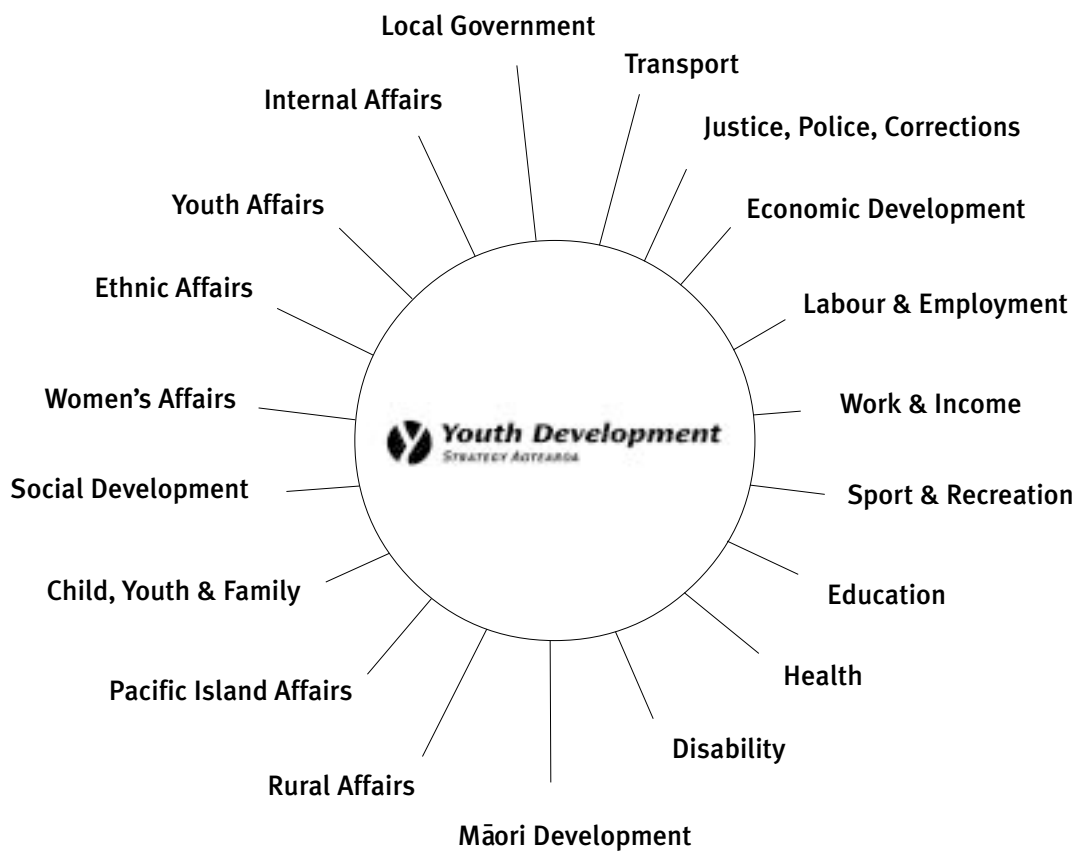


MONITORING AND EVALUATION

Monitoring and evaluating this Strategy will not be an easy task. However, as part of the ongoing work programme, progress on meeting the aims and goals of this Strategy and the related Agenda for Children will be closely monitored. This includes young people themselves monitoring and evaluating progress.

Appendix 1

The Government Partners in Youth Development



This diagram illustrates the many government portfolio areas integral to youth development and the Youth Development Strategy Aotearoa. A number of agencies have been or are working on specific youth policies and strategies.

Appendix 2

Current Youth Development Programmes and Activities in New Zealand

Current youth development programmes and activities in New Zealand include the following:

- The Ministry of Youth Affairs contracts a range of providers to provide New Zealand Youth Conservation Corps and Youth Service Corps Programmes. Other development activities include the Youth Parliament, youth advisory forums and the Student Representatives Scheme.
- The Ministry of Justice's Crime Prevention Unit funds or part-funds youth crime prevention programmes.
- The Department of Internal Affairs administers the Youth Development Fund (which funds programmes with a suicide prevention focus), Lottery Youth (which funds youth community development programmes), the Community Project Workers' Scheme (CPWS) and the Community Project Workers' Scheme - Crime Prevention (CPWS-CP).
- The New Zealand Police runs youth aid and blue light programmes, operates youth-at-risk projects and provides education in schools.
- The New Zealand Defence Force runs New Zealand Army Youth and Limited Services Volunteers programmes.
- In the secondary education sector, secondary schools and alternative education providers offer a wide range of youth development activities. The *Health and Physical Education in New Zealand Curriculum* also plays a key role in skills development and knowledge and in promoting and initiating youth development projects within schools.
- In the tertiary education sector, many youth development activities are youth driven, such as student associations, special interest groups and clubs. Other initiatives are facilitated by tertiary education institutions and associations, such as international student exchanges.
- Skill New Zealand is responsible for a range of vocational, educational and training programmes and initiatives that are accessible by young people. Many of these initiatives are specifically targeted at young people, such as Youth Training, Modern Apprenticeships, Gateway and Skill Enhancement.
- Work and Income NZ contracts a range of Work Confidence programmes, including the Work Confidence for Youth and Work Confidence for Māori Youth training programmes and motivational training programmes.
- Child, Youth and Family supports a wide range of youth programmes in partnership with community and Māori providers.
- In the health sector, youth development activities are mainly provided as part of youth health services, mental health promotion programmes, and tobacco and drugs, nutrition and physical activity and Health Promoting Schools programmes.
- The Hillary Commission provides youth development activities in the sport and recreation sector.
- Local authorities provide sport and recreation facilities and part-fund a range of youth programmes. Some have youth councils.
- Some organisations provide adventure-based programmes, such as Outward Bound, Spirit of Adventure and Project K.
- Non-government and voluntary sector youth development programmes and activities include: Youthline; the Prince's Trust; the Young New Zealanders' Challenge of the Duke of Edinburgh Awards; Guides/Scouts/ Venturers/Rangers; the New Zealand Cadet Forces; youth services clubs; Order of St John Cadets; and YMCA and YWCA activities.
- International youth programmes including youth exchanges and international relations.
- Hapu and iwi-based Māori youth programmes.
- Pacific community-based youth programmes include a collective of Pacific groups running a variety of mentoring programmes.
- Community youth programmes and activities are also run by cultural groups and organisations and religious/church organisations.

Appendix 3

How the Strategy was Developed

This Strategy was developed by the Ministry of Youth Affairs with help from:

- an external Reference Group made up of eight people who work with young people and two young people
- a Wellington-based Youth Advisory Forum made up of young people
- broad consultation with young people, adults and agencies working with young people involving consultation meetings and written responses to a discussion document.

The Youth Development Strategy Aotearoa Reference Group

The members of the Youth Development Strategy Aotearoa Reference Group are:

- Kevin Hague, Executive Officer, New Zealand AIDS Foundation, Auckland
- Teorongonui Josie Keelan, Programme and Business Manager, Faculty of Te Ara Poutama, Auckland University of Technology, Auckland
- Wiki Malton, Co-ordinator of Hastings Youth Council, Hastings District Council
- Philip Patston, Director, Diversity Works
- Dr Sue Bagshaw, Medical Practitioner, 198 Youth Health and Family Planning Association, Christchurch
- Mary Marshall, Employment Best

Practices Manager, Woolworths New Zealand Limited, Auckland

- Lea Cowley, Pacificare Trust and Research and Projects Collaboration (RPC), Auckland
- Timothy Manu, Child, Youth and Family, Porirua Office (until Nov 2001), member of the Porirua City Youth Council and Taimairio Youth Council
- Rees Fox, Manager, Matamata Conservation Corps, Matamata
- Glenn Duncan, Executive Director, The Duke of Edinburgh's Award in New Zealand, Wellington (until June 2001)
- John Lambert, Principal, Naenae College, Lower Hutt (from August 2001).

Youth Advisory Forum

During 2001, the Ministry of Youth Affairs held eight Youth Advisory Forum meetings focused on the Strategy for Wellington-based young people aged 16 to 24 years. These Forums helped to ensure the active contribution of young people throughout the development of the Strategy. Approximately 48 young people have attended at least one of the Forums.

Consultation Meetings

During May, June and July 2001, the Ministry of Youth Affairs held 16 consultation meetings and focus groups with adults working with young people and parents, 11 consultation meetings with young



people and a range of meetings with key individuals and government and non-government organisations. Approximately 490 adults and 250 young people attended the public consultation meetings.

The following consultation meetings and focus groups were held with adults:

- Kawerau focus group with parents and people who work with young people
- Rotorua consultation meeting with people who work with young people
- West Coast/Greymouth consultation meeting with people who work with young people
- Christchurch consultation meeting with people who work with young people
- Auckland fono with Pacific people who work with young people

- Manukau City consultation meeting with people who work with young people
- Auckland focus group meeting with people who work with young people from ethnic communities
- West Auckland meeting of young people and adults who work with young people, Minister of Youth Affairs' Budget Breakfast Meeting
- Whangarei consultation meeting with secondary school teachers and private training providers
- Porirua fono with Pacific people who work with young people
- Wellington consultation meeting with people who work with young people
- Upper Hutt focus group meeting with employers
- Upper Hutt consultation meeting with parents
- Wanganui hui with Māori adults working with young people and parents
- a consultation meeting with the staff at the Ministry of Youth Affairs
- workshop on the Strategy with the Youth Corps Supervisors who attended the Southern Youth Corps Supervisors' Conference
- formal feedback on the Strategy discussion document from the Youth Development Strategy Aotearoa Reference Group.

The following consultation meetings and focus groups were held with young people:

- Mangataroto Youth Affairs' Student Representatives' focus group, Mangataroto, Northland
- Auckland consultation meeting with young people in tertiary education

- Whangarei consultation meeting with young people - Whangarei Youth Service Corps and a mechanics course
- consultation meeting with the Youth Advisory Forum, Wellington
- Greymouth consultation meeting with West Coast Youth Affairs' Student Representatives and other secondary school students
- Kawerau focus group of hard-to-reach young people (Māori focus)
- Kawerau consultation meeting with young people on Youth Corps Programmes
- Rotorua consultation meeting with young people
- Christchurch focus group meeting with young people with disabilities
- South Auckland fono with Pacific young people
- West Auckland focus group meeting with young Māori (members of Waitakere City Council's Roopu Rangatahi)

Written Responses To The Discussion Document

There were 160 responses from adults and agencies to the discussion document - *Supporting the Positive Development of Young People in New Zealand - A discussion document on a Youth Development Strategy Aotearoa*. Responses 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 Māori organisations
- 25 from youth organisations
- 2 from other types of agencies
- 57 from individual adults.

Approximately 1,200 secondary school-aged young people from throughout the country were involved in preparing the 227 responses received from young people to the discussion document and consultation pamphlet. This included:

- 149 responses from individual secondary school-aged young people
- 62 group responses from secondary school-aged young people (with an average of 13 young people involved per response)
- 16 group responses from secondary school-aged young people involved with youth organisations or groups.

Summary analysis reports of the responses from adults and agencies and from secondary school-aged young people can be obtained from the Ministry of Youth Affairs or on the website

www.youthaffairs.govt.nz

Written responses were received from the following 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	Marlborough Youth Team - GGANZ	Headquarters
Auckland City Council	Masterton District Council	Skill New Zealand
Boys Brigade in New Zealand	Mental Health Foundation	Skylight
Breige Renell, Hawkes Bay Children, Youth and Family Ministry, Hawkes Bay	Mid-Central District Health Board, Public Health Services	SPELD NZ (Inc)
Brent Davie and Alastair Hall,	Ministry of Women's Affairs	Taranaki Health, Health Promotion Unit
Papatoetoe Baptist Church	National Collective of Independent Women's Refuges Inc	Te Kaiawhina Ahumahi
Bush Skills	National Council of Women of New Zealand	Te Puawai Tapu
Careers Service	National Federation of Ethnic Councils Inc	Te Puni Kōkiri
Catholic Education Centre/Catholic Youth Commission	Nelson Safer Community Council	Te Roopu Tamariki
Catholic Justice, Peace and Development Office, Wellington	Nelson/Marlborough Institute of Technology, Conservation Corps	Te Waiariki Purea Trust
Central Otago Conservation Corps, Malcam Charitable Trust	New Plymouth District Council	Te Whare Awhina Foundation
Child Development Foundation of New Zealand	New Zealand Association for Adolescent Health and Development Inc (NZAAHD)	The New Zealand Chinese Youth Trust
Children's Media Watch	New Zealand Association of Adolescent Health and Development, Waikato Branch	The Otago Youth Wellness Trust
Council of Trade Unions	New Zealand Catholic Education Office	The Salvation Army
Counties Manukau Health Council	New Zealand CCS	University of Canterbury Students Association, Canterbury University
CPIT National Youth Work Certificate Class, Christchurch Polytechnic Institute of Technology	Nick Bohm, Fuse Rangatahi Trust	Upper Clutha Resource Centre
DARE Foundation of New Zealand	Pacific Health, Toi Te Ora Public Health	Upper Hutt City Council
Dunedin City Council	Papakai Conservation Corps	Victoria University Labour, Victoria University
Family Planning Association of New Zealand	Porirua City Council	Waitakere City Council
Girls Brigade New Zealand	Project Adventure New Zealand, Community Development Unit	Waitakere Youth Health Clinic
Guides New Zealand	Project Director, Living Values	Wanganui District Council
Hikurangi Learning Centre	Project K Trust	Wellington City Youth Council
Horowhenua District Council, Youth Policy Committee	Project Pegasus, New Brighton Police, Christchurch	Wellington Open Home Foundation
Hutt Valley District Health Board, Regional Public Health	Public Health South, Regional Health Promotion Team	Wesley Wellington Mission, Methodist Mission Aotearoa
Inland Revenue, Child Support	Raglan Community House	YMCA Christchurch, Get an Edge Youth Leadership Programme
Inland Revenue, National Office	Richie Williams, Project Ranui	YMCA Invercargill, Conservation Corps
Invercargill Youth Council	Rotorua District Council	YMCA Masterton, Conservation Corps
Kaipara District Council	Rotorua Safer Community Council	YMCA Nelson, Get an Edge Youth Leadership Programme
Kapiti Coast District Council, Community Services	Safer Whangarei Community Council	YMCA Tauranga, Conservation Corps
Laureen Pont, Guides NZ, Nelson Library and Information Association of New Zealand Aotearoa (LIANZA)	Save the Children New Zealand	Youth Union Movement
Man Alive	Sergeant KJ Davidson, New Zealand Police, Southern District	Youth Law Tino Rangatiratanga
Manawatu District Council		Taitamariki Inc
Manukau City Council		Youthline, Auckland
		YWCA of Wellington and Hutt Valley

Written responses were received from the following individual adults:

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

There were also 10 responses from adults with no name or contact details provided.

Written responses were received from groups of students at the following secondary schools:

Auckland Metropolitan College	Palmerston North Girls' High School
Auckland Seventh Day Adventist High School	Palmerston North High School
Baradene College, Auckland	Pompallier College, Whangarei
Blue Mountain College, Tapanui	Rangiora High School, Rangiora
Burnside High School, Christchurch	Reporoa College, Reporoa
Cathedral College, Christchurch	Rongotai College, Wellington
Colenso High School, Napier	Sacred Heart College, Lower Hutt
Dannevirke High School, Dannevirke	Sacred Heart Girls' College, New Plymouth
Feilding Agricultural High School, Feilding	Scots College, Wellington
Hamilton Girls' High School, Hamilton	Spotswood College, New Plymouth
Havelock North High School	St Catherine's College, Wellington
Hillary College, Auckland	St Hilda's Collegiate School, Dunedin
James Cook High School, Auckland	St Mary's College, Auckland
Kaipara College, Helensville	St Mary's College, Wellington
Kavanagh College, Dunedin	St Patrick's College Silverstream, Upper Hutt
Kerikeri High School, Kerikeri	St Paul's Collegiate, Hamilton
Long Bay College, Auckland	Stratford High School, Stratford
Lynfield College, Auckland	Tamatea High School, Napier
Lytton High School, Gisborne	Taradale High School, Napier
Mangere College, South Auckland	Te Awamutu College, Te Awamutu
Marlborough Boys' College, Blenheim	Te Puke High School, Tauranga
Marlborough Girls' College, Blenheim	Timaru Girls' High School, Timaru
Matamata College, Matamata	Wainuiomata College, Lower Hutt
Melville High School, Hamilton	Waiopēhu College, Levin
Menzies College, Wyndham, Southland	Waitaki Girls' High School, Oamaru
Morrinsville College, Morrinsville	Wanganui Collegiate School, Wanganui
Mt Maunganui College, Mt Maunganui	Wanganui Girls' College, Wanganui
Napier Girl's High School, Napier	Westlake Boys' High School, Auckland
New Plymouth Boys' High School	Westlake Girls' High School, Auckland
Opotiki College, Opotiki	Whangaroa College, Kaeo, Northland
Orewa College, Orewa	

Written responses were received from groups of young people involved with the following youth organisations or groups:

Fell House Rangers, Nelson College, Nelson
Guides New Zealand (2 responses)
Guides New Zealand North Canterbury
Guides New Zealand Christchurch
Guides New Zealand Manawatu
Guides New Zealand South Canterbury
Guides New Zealand Waikato Region - 4 Ranger Units
Guides New Zealand, Wellington (3 responses)
Guides Wellington Youth Council
New Plymouth District Youth Council
Otahuhu Police consultation meeting with young people
South Taranaki District Council consultation meetings
Taupo Youth Council, Mangakino No Limits Group

Written responses were received from the following individual secondary school-aged young people:

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

There were also 60 responses from secondary school-aged young people with no name or contact details provided.

