



MINISTRY OF  
YOUTH DEVELOPMENT  
TE MANATŪ WHAKAHIATO TAIDHI  
*Administered by the Ministry of Social Development*

**YOUTHLINE**  
**BE CONNECTED**

# Youth Engagement Report

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# 1. Executive Summary

A range of young people from the five Counties Manukau communities of Otara, Mangere, Otahuhu, Manurewa and Papatoetoe were engaged to discuss the nature, design and delivery of youth services. To enable this process, a range of existing groups of young people participated in focus groups and workshops, facilitated by youth development workers. Groups represented a cross-section of the Manukau youth community in terms of locality, age and backgrounds. They identified issues in their communities and the services that existed for them. They then designed ideal services to address these issues. In addition, they identified risk and protective factors in their lives.

Participants were concerned primarily with gangs, violence as well as drug and alcohol abuse. They stated that too little affordable entertainment existed for young people and families with limited finances. They identified a need for more support to make healthy or 'right' decisions when faced with a range of issues from eating habits to recreation activities. Much of young people's resilience was tied to family and friends as well as community leaders. Barriers to accessing services included feeling judged or uncomfortable. Responses indicated that young people access services that actively engage them, such as through schools or in the community. There was less awareness of services young people had to find for themselves.

Young people typically wanted holistic approaches to their development. They wanted a better balance between clinical services and recreation services and youth development services. They wanted to be able to access recreation and clinical services in the same place, which provided both an opportunity to build rapport with service providers as well as an environment where accessing services was more comfortable. Their ideal services were almost exclusively recreation centres that included sport, entertainment, health and education services in one location. They wanted services to be delivered by younger people, people who better reflect youth culture and 'recovered users' such as former gang members, substance abusers and young parents. There was an overall desire for the services to have a youth-oriented feel and a relaxed environment.

## Key findings for provision of youth services

- The (financial) cost of making good decisions is often too high for young people.
- Services awareness was linked to actively engaging young people through schools or through the community.
- More free entertainment is needed for young people and for families.
- Many services exist for at-risk young people, but less positive support is available to help young people without identified risks.
- Young people wanted to integrate education, clinical services and recreation activities.
- Service providers should have real life experience or be 'recovered users' of the services they were providing.
- Service providers should be young people and those who relate naturally to the service users.
- Service providers and the services themselves should have a relaxed, casual feel.
- Services would be accessed more if integrated with recreation activities.
- A need exists for the city to provide better facilities to young people.
- Most young people are supported by relationships with family and friends rather than services.
- Many young people may be led to involvement with gangs from a desire to be recognised in the neighbourhood. Providing positive ways to become known may reduce this.
- Young people need to be involved more in all aspects of service design.
- A poor relationship exists between many young people and the services they use, where those services don't reflect youth culture.

## Recommendations for provision of youth services

- Youth participation in design of services for young people is key to their success.
- Transport should be provided for young people to increase their access to services.
- Services must actively engage with the community and young people in their own environments.
- Services need to link together to meet the whole needs of young people and families in their community.
- Integrating services with a place to hang out or with recreational, social, musical and cultural activities will improve utilisation of services.
- Services need to create environments which reflect youth culture and the local community (see 4.1.3).

- Staff at services for young people don't all need to be young people, but there is a strong preference for young people to be first point of contact. Adults involved need to be youth-friendly, including dressing casually. They should be able to engage with a wide range of young people in a way that is natural and relaxed.
- Young people want access to people who have themselves experienced the issues they are helping with.
- Young people want services to address issues such as boredom, such as activities, events and safe spaces for young people to gather.
- Young people identified issues that were most affecting them which points to nature of services which they perceive as most valuable/ relevant in their community (see 4.1.1)
- The best advertising is word of mouth, spread by young people about services they have experienced positively.

## 2. Introduction

This report outlines the findings of a series of focus groups and workshops with young people across five communities within the Counties Manukau region. A range of young people were engaged by youth development workers to discuss service provision to young people. The scope of this was describing the nature of services, their design and the means by which services are delivered and advertised. Existing services were not themselves evaluated.

To elicit information around service provision, focus groups were structured around what young people identified as the issues facing their respective communities, the services they were aware of for these issues and how they would design their own ideal services to address these issues.

Workshops were structured in response to focus groups. Questions were more fundamental than those in focus groups, identifying the risk and protective factors in the lives of young people.

The purpose of this structure was to engage young people to describe their service needs and examine how services can build resilience in young people and their communities, by recognising that questioning young people directly on these issues would not be effective.

A part of the project also included the formation of a small group of young people who attended workshops. This project team was established to present findings of workshops and focus groups to members of Auckland Youth Support Network, at a meeting facilitated by the Ministry of Youth Development (MYD). Details of this process are included in Appendix 2.

Findings of the report are collated in Sections 6-8. These sections relate to the key findings in relation to service provision for young people; recommendations for service provision to young people; and key findings for youth participation processes. The final sections is included as a significant conclusion of the report was that greater youth participation is desired by young people to ensure appropriate design and delivery of youth services. Findings therein state the learnings from youth development workers when facilitating the groups in this report and may be useful for subsequent youth engagement.

### 3. Methodology

A series of nine focus groups and two workshops were facilitated by Youthline youth development workers. The focus groups were held prior to the workshops and involved smaller numbers of young people. The methods relating to selection of young people, group set up, group questions and the rationale for these questions will be discussed in this section. Details on the youth engagement and participation processes that facilitated this are included in Appendix 1.

#### 3.1. Focus Groups

The nine focus groups were held with existing groups of young people in Counties Manukau across the five communities of Manurewa, Otara, Mangere, Papatoetoe and Otahuhu. These included Bounce Higher, Manukau City Youth Council, Tamaki Ki Raro, Counties Manukau DHB Youth Advisory Group, Manurewa CAYAD Youth Group, LotuMoui, YMCA and Unlimited Youth. Each group was approximately 90 minutes long. Descriptions of each of the existing groups that were involved, including the age range, locality and number of participants, as well as session plans the focus groups are supplied in Appendix 1.

Group size for the focus groups was typically 8-12 people, although two groups contained more participants. In several cases where more than one youth development worker facilitated a group, the groups were divided into smaller sub-groups. This led to a total of 13 groups or sub-groups, with a minimum number of four participants per group. These groups and sub-groups will be referred to as focus groups herein.

Focus groups identified issues they saw in their community, services that deal with those issues and they then designed an ideal service for young people to address one or more of those issues.

Some groups deviated from this format where this elicited better or more complete information from the young people involved. In these cases, additional information may also be included. For example, one group discussed what might stop a young person from using a service (4.1.2).

##### 3.1.1 Community problems/issues

Focus groups followed a general structure where young people were first asked to identify issues in their community. The group identified a top three issues by

consensus, while also listing other problems faced in the community. Identifying these issues established a youth perspective on problems in the community, which is an essential foundation for evaluating the nature of service delivery to young people.

Additional rationales for the structure and order of questions in focus groups are described in Appendix 1.

### 3.1.2 Service awareness

Focus groups were then asked to name the services they were aware of to help with these issues. The scope of this was to demonstrate awareness of services, not to discuss whether participants found the services to be effective. Participants did not evaluate any existing services, which is beyond the scope of this report.

The intention was to identify what support young people were aware of and to identify patterns of service delivery that were particularly effective with young people.

### 3.1.3 Design of an ideal service

The final stage of the focus groups was to design an appropriate service for the young people of Manukau. In addition to describing the nature of the service, the design included naming the service and its target groups, what cost would be involved with the service and how people would become aware of it. The young people were also asked to describe the type of person who would work for the service.

The purpose of this was to elicit what young people wanted in the services provided for them. Starting with a 'blank slate' to build a new service enabled young people to be creative with what services they wanted and how they wanted them to be delivered, rather than perhaps feeling constrained by any existing services.

It was anticipated that aspects of this idealised service would be able to be applied by services to ensure they are highly accessible and well utilised by young people.

## 3.2 Workshops

Two workshops were held during a one-day hui on Whaiora Marae. The young people who attended also attended the earlier focus groups. Facilitators were Youthline youth development workers who had previously facilitated the focus groups, with support of the MYD Regional Youth Participation Adviser. The day was divided up with other activities and entertainment. The timetable for the hui, the full process of youth engagement as well as workshop session plans are supplied in Appendix 2.

43 young people were involved in the hui, divided into four workshop groups of 10-12 people. Groups were rearranged to have different members in the first and second workshops. In the first workshop, groups were arranged by age, containing members who were aged either up to 15 years, or 16 years and over. The second workshop divided participants into groups by gender.

The two workshops were designed to garner information that was not elicited during the earlier focus groups. Young people identified the biggest struggles they faced as well as the best things in their community and what they needed to be happy. As such, young people were able to identify the risk and protective factors in their lives. Evaluation of this would enable services to reinforce self-defined protective factors in young people, thereby building resilience and encouraging young people to make better choices.

In some cases, workshop groups answered additional questions where the facilitator deemed this necessary to more appropriately engage with participants. These additional questions varied between workshop groups and will be included where relevant.

An evaluation and information gathering process also occurred as a part of the hui. Young people evaluated the hui, their participation in activities and that of others. Demographic information including age, location and service use behaviour of the participants was collected. Participants were also asked whether they believed the information would be applied by decision-makers. This information is collated in Appendices 3 and 4.

### 3.2.1 Protective factors

The first workshop comprised two main sections. In the first, participants were required to identify a single requirement for happiness or wellbeing in their life. This was intended to identify the factors that develop resilience in the lives of young people. The second section asked participants to brainstorm around six areas of wellbeing: Body/Tinana, Family/Whanau, Spirit/Wairua, Mind/Hinengaro,

Community/Whanaunaatanga and School/Employment. For each area of wellbeing, the young people were asked to describe what they needed to be well and happy, and how other people can help to make that happen.

Further, in the second workshop participants were asked to describe the best thing that was happening for young people in their community. This was intended to identify factors that were already supporting young people.

The overall purpose of this was to create a holistic picture of what develops wellbeing in Manukau's young people. This recognises the resilience built within young people themselves and by support around them.

### 3.2.2 Risk factors

The second workshop required young people to identify the biggest struggle facing young people in their community. They then brainstormed around single issues, such as violence, drugs, gangs or pregnancy. During this process, they were asked to explain what advice they would give a friend facing the issue and what services they would direct that friend towards.

This was intended to identify what leads young people to make bad choices, and how they would deal with problems and help others. As it demonstrates the approaches young people would take to these issues, it creates a model for service provision from the perspective of young people.

## 4. Results

### 4.1 Focus Groups

#### 4.1.1 Community problems/issues

When identifying issues, there was a large amount of uniformity, particularly when defining a top three issues (Table 1). Virtually all groups named gang problems, violence and drug/alcohol problems as the key issues faced by young people in Manukau. Violence included fighting such as night fights and violence or abuse in domestic or other situations.

In addition, several groups named issues such as boredom, a lack of family time and a lack of pride and belonging in the community. These reflected some central problems that may result in many of the recurring issues.

According to one group member, “people drink and do drugs because there’s nothing else to do and it’s too dear to go to Rainbow’s End or the movies.” She explained that if a group of people only had 15 dollars between them, they would have extremely limited options, and would be likely to buy beer and drink in a park.

**Table 1.** Top three community issues facing young people: focus groups’ responses. n=13 groups<sup>1</sup>

Gangs (9 groups)	No govt support
Violence (7 groups)	Lack of family time
Drugs (7 groups)	Lack of community pride and belonging
Boredom, lack of activities (3 groups)	Litter
Alcohol (2 groups)	Suicide
Youth offending (2 groups)	Problems with police, including racism
Teen pregnancy (2 groups)	Bullying

#### 4.1.2 Service awareness

There were no services that all groups identified in their community. The most commonly identified services were mentioned by six of the 13 groups, and another range were mentioned by three of the 13 groups. Other services were mentioned by one or two groups. (Table 2).

<sup>1</sup> Responses are collated as a list of the 13 subgroups’ responses, with three responses per group, for a total of 39 issues. Where more than one group identified the same issue, the number of groups is listed after the issue. Where no number is listed, the issue was identified by a single group. For example, nine out of 13 focus subgroups identified gangs as being one of their top three issues.

The most commonly identified services, which were mentioned by approximately half of groups, were church leaders, youth leaders, family, police and school staff such as teachers or school counsellors and Youthline. The relatively high rate of response for Youthline as a specific service reflects that youth development workers from Youthline facilitated the focus groups.<sup>2</sup>

Almost one quarter of focus groups identified the services of 274, doctors, counsellors, friends, Manukau City Council and Work and Income (identified by participants as WINZ.)

A range of other services were also identified by groups, including a range of community, governmental and recreational services.

**Table 2:** Services available for community issues identified by focus groups of young people. n=13 groups<sup>3</sup>

Church youth leader (6 groups)	AW	Mental health services
Family (6 groups)	CAYAD	Partner
Police (6 groups)	D-Shock	Peer mediators at school
Teacher or school counsellor (6 groups)	Dziah (hip hop dance crew)	Peers
Youthline (6 groups)	Dietrich (youth development worker)	People you don't know
274 (3 groups)	Family Works	Pools
Doctors (3 groups)	Fire fighters	Psychologists
Friends (3 groups)	FPK	Recreation centre
MCC (3 groups)	Good people	Security guard
WINZ(sic) (3 groups)	Government	Shilo
Community centre (2 groups)	Hospital	Social workers
Counsellors (2 groups)	Jail cells	Streets
CYFS (2 groups)	Jolly	Student representatives
Guidance counsellors (2 groups)	Kahu	SURP
OMAC (2 groups)	Kidsline	Swat team
Rehab (2 groups)	Lawyers	Tamaiti
Youth leaders (2 groups)	LDS centre	Tamaki Ki Raro
AA	Library	Unlimited
Ambulance	Loud	What's up?
		YMCA

One focus group was asked what prevents young people from accessing the services currently available to them. Responses included that people:

- worry they will be 'lectured' by the provider;
- are too far away from the service;
- worry about their parents finding out;
- believe their parents would refuse to let them go;
- are unsure about talking to someone about problems;
- don't know what services exist for them, or what the services do;
- felt ashamed, or that they would be judged and
- believed the providers were 'too serious'.

<sup>2</sup> However, 18Tracker survey results (2003) stated that Youthline was the most recognised youth support organisation

<sup>3</sup> Focus subgroups were asked to identify as a group the services available for their top three issues. No limitations were set on the number of services each subgroup could identify.

### 4.1.3 Design of an ideal service

Given the opportunity to design an entirely new service that addresses the needs of young people in their community, focus groups returned models that were remarkable in their similarity. The 13 groups described services they would like to see. Of these, ten services were multipurpose, youth recreation centres designed specifically for use by young people. The centres shared in common a feel that they were designed with young people exclusively in mind, and shared a mix of sport, music, entertainment, art (graffiti/bombing), education and helping services.

Some names for the centres suggested by the various groups were:

- Kick Back Shack,
- Pacific Vibe,
- Southern Vibe,
- Dial Up,
- Clendon Youth Centre and
- One Stop Youth Shop.

Graffiti art was mentioned by many groups as both a part of the design of the centre and as an activity that could be performed and taught. Some groups suggested that there should be graffiti walls outside, others that there should be several graffiti walls inside. Graffiti was the only art form specifically mentioned by young people during focus groups.

A range of sports were also mentioned as activities that would be desirable at a youth recreation centre. Sporting activities that were included by virtually all groups included basketball, pool and a gym. Other suggestions also included tennis, volleyball and table tennis.

Other entertainment activities included rooms where Playstation and other video games were available and rooms where movies and video clips could be viewed. These rooms had a relaxed feel, with couches and bean bags. Also, areas for dancing were highly valued, which young people envisioned could also be used for dance competitions, for styles such as krumping. Most groups stated that music should not only feature in this area but throughout the centre, which would give it a more welcoming feel. The groups also generally stated that the centre would then act as a venue for live music with well-known musicians and DJs who would be good role models for the young people.

In addition to an area used for listening to music, young people wanted to see an area to create music, generally including a studio for recording. This included the provision of turntables and instruments including guitars. Turntables could be

used to teach turntablism<sup>4</sup> as well as DJing. One group also suggested that a writing class for freestyling and MCing should be included.

Many groups also included a range of education activities as a part of their service. Little detail evolved on what form these would take or what content they would contain, although some suggestions were computer courses as well as academic courses. Some groups said that this would be a service that could have a charge attached to it.

A youth café was a further inclusion made by many groups. All groups that described the food provided at such a café stated that it should be healthy and should be provided cheaply or for free. One group stated that local youth art should be hung on the walls. Other groups that had not specifically mentioned the inclusion of a café in the facility also emphasised that healthy food be provided at the facility, preferably at no cost.

Further to their recreational needs, groups also integrated helping services into their recreation centre models. Participants stated that such integration might encourage young people to access these services more often, as they would occur in a relaxed environment and they would have the opportunity to build a relationship with the providers, leaving them feeling more confident to ask questions. Clinical services included a sexual health service, doctors and counsellors, including a text message service.

Issues of accessibility were important to the group participants. Groups were generally agreed that entry to these facilities should be free, although one group suggested a gold coin donation was appropriate. Several said that certain services could be provided at a charge, such as any courses that might be provided. Geographic accessibility was also a focal point for the groups. Several groups suggested that the facility should be close to train stations to maximise accessibility while others suggested that a part of the service might include cheap or free transportation to and from the centre. This included possible pick-ups from outside schools.

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<sup>4</sup> A neologism to describe the manipulation of turntables to create musical compositions, associated with a range of musical styles, although primarily hip hop.

There was a high degree of accord between focus groups about the staff who they envisaged working at these centres. Repeatedly, groups stated that they wanted the services to be provided by:

- other young people;
- former gang members;
- people with heaps of life experience;
- young people who had been through the issues they were helping people with, including young parents, former drug users and former gang associates;
- people who relate to young people in how they talk;
- people who dress like young people; and
- people who talk slowly and make young people feel relaxed.

Some groups stated they wanted a mix of young people and older people, others had particularly specific requests, such as wanting staff to be former gang members between the ages of 20 and 26.

Staff would include roaming youth workers who talk to people and make them feel welcome, while being able to monitor what young people were doing and keep everyone safe.

To market or advertise for the service, most groups identified a range of common media, such as newspapers, television, pamphlets, the Internet and radio stations such as Mai FM, Niu FM, Flava and 531 PI. Several other groups named other methods, such as advertising through schools, on buses and posters. Some participants suggested that people could approach groups of young people to tell them about the service. Commonly, groups said that the best advertising was word of mouth, suggesting that the service would effectively advertise itself if it met the standards that young people hope for.

## **4.2 Workshops**

### 4.2.1 Protective factors

When describing single requirements for happiness and wellbeing, participants gave a range of responses that reflected their personal, emotional needs primarily as well as issues of physical wellbeing (Table 3). Family was identified more than twice as often as any other response (11 participants). Friends, family, money and God were jointly the second most common responses (5 participants each).

The issue of what young people required for their wellbeing was then examined in further detail, as young people described their requirements for happiness within six areas of wellbeing (Table 3). Some participants did not have responses

in all categories. The greatest accord was in the category of community, where eight young people identified more places for young people as their top priority.

**Table 3:** Young people’s single requirements for happiness: individual participants’ responses. n=43 participants<sup>5</sup>

Family (11 participants)	Partner	Fame
Friends (5 participants)	Intelligence	Inclusion in society (for young people)
Money (5 participants)	Job	Support in sport and education
God (5 participants)	Food	World peace
Positive influences (2 participants)	Equippers (a youth group)	Seeing someone smile
Love (2 participants)	Having things to do	Vegetarianism
Physical fitness	Independence	Buds (marijuana)

In the area of school and employment, two people responded that not having a uniform would be helpful. They explained that many families are unable to afford to purchase school uniforms due to financial constraints, which leads to added stresses on the families and young people.

In the area of family/whanau, two participants suggested more family-oriented events. This was also related to money as large families in particular are unable to afford many social outings where there are costs involved per individual. Paying for each dependent, for example to go to a movie, is beyond the means of many families.

Young people were also asked to identify the best thing they saw in their community. A range of positive initiatives were identified (Table 4). The responses were varied, but focused around youth-focused activities such as sports, school, Melvin’s youth events, hip hop events, music and krump battles, as well as recognising individuals and organisations that support young people.

**Table 3:** Young people’s requirements for happiness across six areas of wellbeing: individual participants’ responses. n=43 participants

Body / Tinana	Mind / Hinengaro
Good food/vegetables (5 participants)	Mingle with the right people
Staying fit and active (4 participants)	To not be put down
Youth gym /fitness programmes (4 participants)	Church be youth oriented
Recreation centre (4 participants)	One family
Sports team/facilities (3 participants)	To be surrounded by encouraging people
Relationships/sex (3 participants)	Having workshops to engage young people
Better facilities (2 participants)	Making the right decisions
Being healthy (2 participants)	Be able to support family members to get health checks
Swimming pool	Encourage others to use your heads
Krump battles	Think before you act
Water	Music
Abs	Studio
Sleep	Quality family time
Free theme parks	Girls
More community activities	Games, Xbox
Being smokefree	
Being skinny	
Having fun	

<sup>5</sup> Responses for individual members of all workshop groups were collated. Responses do not represent a consensus of all members of workshop groups.

Family / Whanau	School / Employment
Culture and unity (3 participants) To know my heritage (3 participants) Family oriented events (2 participants) Support Values/morals God Youthline Job Liquor Drugs Money TLC Cooperation Communication Maintain identity Meeting different cultures Traditions More churches More youth empowerment programmes	Better/nicer teachers (3 participants) No uniform (2 participants) More or longer breaks (2 participants) Better pay in employment (2 participants) Teachers helping people to go to school More after-school activities (2 participants) Social workers at schools Financial stability at home Family and friends support Adjust school timetables (later start) Providing lunches at school One culture / unity More fun activities More teachers Good employers No more exams Friendly staff toward students Enough work Easy environment
Community / Whanaunaatanga	Spirit / Wairua
More places to hang out/youth centres (8 participants) People helping each other Bright, happy people Clean parks Presentable Development in families Getting rid of dodgy people in parks Nice shops/mall More money for the poor Need more youth workers Dance battle centre No robberies Free activities Safety Less gang violence Drop in centre Parks and gyms Youth dance clubs More Neighbourhood Watch groups Community involvement in youth projects Better sports opportunities	God (4 participants) Family and support (3 participants) Church (2 participants) Keeping it real – staying honest to yourself (2 participants) Learn and respect different religions (2 participants) Strength Hope Faith Social action Education Love Good choices Getting along with family Bible Positive attitude and vibe Relationships To believe there is actually a purpose and cause in life Prayer Guilt free Frequent gatherings for youth/church mentors Allow youth to find god in their own time

**Table 4:** Best things young people see in their communities: individual participants' responses.  
 n=43 participants

People trying to make a difference (3 participants) Youthline (3 participants) Youth activities (3 participants) Sports (2 participants) School (2 participants) Cultural understanding and tolerance (2 participants) Youth events run by Melvin (a youth worker) (2 participants)	Hip hop events (2 participants) Music Youth krump battles Boxing ring Playstation Diversity of food Flea market Free stuff Community-orientated activities	Basketball competitions Youthtime Epic youth (youth group) Hanging out with mates Police programmes in the community Maori wardens on trains Community patrols going to bus stop areas for transport Church
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### 4.2.2 Risk factors

Young people also provided a range of issues they identified as their biggest struggles. The focus was around several topics, including drugs, gangs, family problems, a lack of support and financial difficulties (Table 5). Other issues such as money and personal issues such as self esteem and a need to fit in were also raised.

**Table 5:** Biggest struggles in the lives of young people: individual participants' responses. n=43 participants

Drugs/alcohol (6 participants)	Peer pressure (2 participants)	Family members as negative influences and bad role models
Family issues (6 participants)	Violence (2 participants)	Crime
Gangs (4 participants)	Boredom	Police
No money (prostitution, stealing and youth crime) (3 participants)	Trying to avoid drugs	Self consciousness about appearance
Lack of support and leadership (3 participants)	A lack of encouragement	Peer pressure
Lack of confidence (2 participants)	Lack of sense of belonging	Age, ethnic group discrimination
Getting to school and staying there (2 participants)	Lack of food	Self esteem
Having nowhere to hang out (2 participants)	Lack of positive influences	Stereotypes
	Lack of ambition	Fitting in
	Little career advice	Shyness
	Trying to fulfil dreams	

Several workshop groups were asked what would lead people to join a gang. One response was that young people wanted to be well known or famous in their neighbourhood. The participant stated that if young people were given positive opportunities to become recognised or known, this would be preferable to a negative choice such as joining a gang.

Similarly, another respondent said that gangs were seen as cool. They suggested that positive groups such as D-Shock (a Christian organisation) should have more coverage so that they might be seen as the 'new cool'.

Groups also brainstormed around single issues. They were asked to imagine a friend was affected by the issue. For teen pregnancy, participants stated that they would tell a friend to:

- Go to family planning, because it is a free service
- See a local G.P.
- Talk to Youthline
- Talk to the police for rape or other serious situations
- See the person who got them pregnant , as both people need to make decisions
- Talk to someone they trust, for example family, church, close friends
- Go to a person who has been a young parent (if keeping the baby)
- Think before they act, to make the right decision
- Make sure they feel confident and sure that they are making the right decision
- Give them full support
- Think about the future
- Make sure it's the right decision
- Don't look back

Also for the issue of teen pregnancy, one group advised that teenaged students should be taken to family planning or have talks with young females who have been through pregnancy. They also stated that the subject should be one that everyone can talk about, including at church and between other young people. One participant said that sex education needed to be updated in schools, and should be included in health classes regularly.

Around the issues of gangs and violence, participants said they would advise a friend to:

- Go to a counsellor
- Talk to a youth leader or priest
- Go for a walk to cool down
- Move, if it's too serious
- Face the fear
- Go to family member
- Talk to social services
- Enter a youth programme
- Go to a youth church
- Talk to a teacher
- Call Youthline
- Talk to the police
- Go to a youth group
- Talk to parents
- 'Step it' or be the bigger man
- Talk to someone they trust
- Get a job
- Find new friends
- Join a sports club
- Team work
- Hang out with friends
- Church
- Ring a youth helpline (Youthline or What's Up?)
- Leave the gang
- Read the bible

One group also stated that people should invite such a friend into their home and offer them a place to stay. A participant of this group stated that it was important to be honest with their friend and tell them that they have made some bad choices. Another group stated that the issue of gangs was tied to image and role models. They said that by having more positive role models, both male and female, including former gang members, fewer people would join gangs. They also stated that more youth groups and youth programmes would help. Several members also stated that more police and harsher penalties for gang-related problems would help to reduce the problem.

Around the issue of alcohol or drugs, participants said they would advise a friend to:

- Find someone who has experienced the same problem
- Call a health line
- Visit a doctor
- Talk to a church minister
- Visit a health centre
- Go on a course
- Talk to their best friend
- Talk to a social worker
- Attend a workshop on drugs and alcohol
- Speak to a family member
- Go to a rehab centre
- Change their lifestyle
- Save their money (by not buying drugs/alcohol)
- Talk to someone they trust
- Tell them to tip it out (any alcohol they had with them)

One group stated around the issue of drugs and alcohol that the community could help by providing text-message counselling, or by building a recreation centre where affected people could talk to someone.

## 5. Discussion

Focus groups highlighted the limitations of asking young people about issues and services directly. In particular, younger participants and male participants experienced difficulties with concepts around service provision, despite warm-up processes to introduce topics and give context to the discussions. Female participants gave responses that were generally clearer and demonstrated a greater understanding of topics.

### 5.1 Focus Groups

#### 5.1.1 Community problems/issues

Many issues listed were symptomatic of wider social problems that several groups touched on, such as a lack of community pride and boredom related to a lack of youth-focused activities, and also a lack of safety in other environments such as parks or reserves. A further key social problem was a lack of money in many families, resulting in a range of wider problems. Family activities were limited by money, especially in large families where there are a lot of dependents to pay for. The interrelatedness of these issues suggests that a holistic approach to managing their causes is necessary.

Youth development workers had a sense that the focus on gang issues may have reflected negative media coverage around the time that the focus groups were carried out. It is possible that the responses may have been somewhat different if carried out at a different time. The workshops, which were held later, had a lesser focus on gangs. This may also have occurred as the wording of the questions was different, asking the participants to identify struggles for young people rather than problems facing the community.

#### 5.1.2 Service awareness

The services that young people were able to identify in their communities were services that took an active role in promoting themselves to young people. Many of these services approach young people through schools or in the community, rather than requiring the young people to seek them out or make first contact. Therefore, this approach should be a primary consideration for all services aimed at young people.

There was some confusion over what constituted a service. Many of the top responses for helping services were talking to a friend, family member or church leader. This, however, also reflects how young people currently access help.

### 5.1.3 Design of an ideal service

The responses from different groups were closely aligned, suggesting young people have coherent visions for how services could be improved in their communities.

While the services designed by young people were on a scale that would be too expensive to implement, some of the concepts could be used to adapt existing services, and be incorporated when introducing new services.

Such concepts include:

- the physical appearance of the service;
- the atmosphere or 'feel' of the service;
- the appearance, age and attitude of the service deliverers;
- the life experiences of the service deliverers; and
- combining recreation and helping services together to make young people more relaxed, and to draw young people to a service.

This study demonstrates that young people believe that services intended for them should be designed exclusively for them, not designed as a general service that includes young people.

Further, all areas of service design for young people would benefit from strong forms of co-management with young people from the earliest conceptual stage, as outlined in the recommendations below. Young people expressed a desire to be more included in the design of services for them. This was further highlighted during the presentation made by the project team to members of the Auckland Youth Support Network. When asked how often consultation should take place with young people, a project team member responded, "How often do you make decisions?"

## **5.2 Workshops**

The workshops were valuable in highlighting a range of issues that pointed to underlying causes of the problems young people identified in their communities. For example, young people expressed a desire for education when designing their ideal services in the focus groups, while the workshops highlighted some of the drawbacks of the current education system to properly connect with young people.

By identifying the biggest struggles in people's lives, the workshops enabled a 'snapshot' of the daily issues in the lives of young people. Although many of the same issues were raised as had been in the focus groups, a wide range of additional issues were also highlighted. The workshops also identified the best things young people saw around them. Between these, young people were able to identify their own risk and protective factors in their lives.

The most commonly identified protective factors in the community were services or initiatives that were brought to the young people, such as people actively helping the community, Youthline and youth activities. This again reflects that services brought to young people are the most effective. The inclusion of Youthline specifically is likely to reflect that the workshops were facilitated by Youthline youth development workers.

## 6. Key findings for provision of youth services

Across the various groups and workshops, it became evident that a number of themes were common to virtually all groups with regard to their service needs. A number of additional points were made by fewer groups or individuals, but resonated with others. These were:

1. The cost of making good decisions is often too high, leading people to make bad choices (e.g. for a group, alcohol is cheaper than going to a cinema.)
2. Services that young people were aware of were those that actively engaged the young people through schools or through the community, rather than services that young people would have to search out.
3. A need for more free entertainment exists. The cost of entertainment activities may prevent young people from making more positive choices.
4. Many services exist for at-risk young people, but little positive exists to help young people without identified risks.
5. Young people wanted to integrate education with recreation – such as areas for learning bombing/graffiti art, studios for music creation, and writing classes for MCs.
6. Service providers should have real life experience or be ‘recovered users’ of the services they were providing.
7. Service providers should be young people who relate naturally to the service users.
8. Service providers and the services themselves should have a relaxed, casual feel to make them seem more welcoming.
9. Services would be accessed more if integrated with recreation activities, such as in a centre, in an environment which puts the user at ease, and gives them another reason to be at the locations that the services are provided.
10. A need exists for the city to provide better facilities to young people, including sports facilities and dance facilities where dance competitions, such as hip hop and krumping, could take place.
11. Typically, young people are supported by relationships with family and friends rather than services. Relationships with family are also a common

source of problems for young people. Further, support for those around young people is equally important as direct support. Also, in order for services to provide better support for young people, service providers must engage with young people and build relationships and trust.

12. Many young people may become involved in gangs from a desire to become recognised in their neighbourhoods. Providing positive ways for people to become known may reduce gang involvement.
13. Young people need to be involved more in all aspects of service design, to ensure that everything is relevant to young people. One participant said they wanted an “equal partnership from beginning to end”.
14. A poor relationship exists between many young people and the services they use, where those services don't reflect youth culture, including the school system and police. This poor relationship contributes to young people feeling undervalued in society.

## 7. Recommendations for provision of youth services

1. Youth participation in design of services for young people is key to their success. Young people want to co-manage services, not be consulted where time permits.
2. Wherever possible, transport should be provided for young people to increase their access to services. It is not enough to be close to a bus route or a train station. For example, a van to pick up young people from schools or youth hang-outs would be useful.
3. Services need to actively engage with the community and young people in their own environments. For example, services should go into schools to promote themselves and build relationships. Also presence at youth events, in youth groups, and at youth hang-outs is required. Once a relationship with a significant person is built, a young person is more likely to go to the service where that person works. The relationship-building is key; this could be done in a variety of ways such as through sports clubs, sporting activities, cultural groups and dance (for example hip hop) groups as well as in churches.
4. Services need to link well with other services to meet the whole needs of young people and families in their community so young people have a full picture of what is available to them. A key aspect of this is linking services and activities that are otherwise not related, such as linking social and health with recreational services.
5. Wherever possible, integrating services with a place to hang out or with recreational, social, musical and cultural activities, including youth development programmes, sports, dance and art groups will improve utilisation of services. Young people are saying they need a reason to go to a place where a service is provided apart from, for example, counselling or health needs.
6. Services need to create environments which reflect youth culture and the local community. This includes their appearance, music, art, as well as the nature of services offered (see 4.1.3). This means information has to be geared at young people in a dynamic and engaging way, to make the experience enjoyable rather than dry and serious.
7. Staff at services for young people don't all need to be young people, but there is a strong preference for young people to be first point of contact. This means reception should be staffed by young people, and peer

- support workers, youth workers in drop-in centres should be young. There is a need to have young people involved in the service to assist the service users in feeling comfortable, Adults involved need to be youth-friendly, including dressing casually. They should be able to engage with a wide range of young people in a way that is natural and relaxed.
8. Whatever the nature of the service, there is a demand amongst young people to have access to people who have themselves had life experience in that area. If working with young people in gangs, then someone who has had former gang involvement would form a useful role model. Young people want to feel understood and feel less judged when dealing with someone who has also dealt with the same issues.
  9. Young people want services to address issues such as boredom. They want activities, events and safe spaces for young people to gather. Many services exist to address the problems faced by young people, but fewer target those not already identified as being at-risk. Such an approach could reduce the incidence of such problems.
  10. Young people identified issues that were most affecting them which points to nature of services which they perceive as most valuable/ relevant in their community (see 4.1.1)
  11. Services can advertise in a range of media, but the most effective form of advertisement for many young people is word of mouth. Young people will endorse services they like to their friends, meaning successful services effectively self-advertise. Although not investigated, the reverse is also likely to be true.

## 8. Key findings for youth participation processes

1. Transport is essential for getting young people to participate. Organising transportation for the hui highlighted logistical issues involved in bringing a large number of young people to a single location. Taxis were used in a number of cases, however, it was found that this was generally not appropriate for the young people involved. In many cases, they felt uncomfortable having a taxi arranged for them and preferred to get a lift with someone they knew or had formed a relationship with.
2. Care with scheduling is important to ensure maximum participation. Hui and focus groups could have been held in school hours, or on evenings of weekdays for those who are working. The use of weekends did not appeal to many young people. Wherever possible, such processes should be scheduled during an early stage of the school term, where students' workloads will typically be lower. However, this is not always practicable.
3. When young people are strongly connected to an organisation or community they are much easier to engage with. These people are typically confident, well developed and able to express their views. They are easier to correspond with via phone, text messaging or e-mail, as they generally have good access to these resources. However, because of this, they are often not perceived as the primary target group for youth services. In fact, resourcing and continuing to develop these young people provides for leadership and mentoring from within the youth community that may have an impact on more at-risk lives.
4. Engaging with less connected or at-risk young people is also fundamental to building a resilient youth community. However, this group requires more energy, resources and, in particular, time for those working with them. Often, it is not enough to organise a time and place to meet with such young people. From the initial contact often the maintenance of a steady relationship, often on a daily basis, is needed to ensure their continued engagement and participation. Due to the transient nature of their lives maintaining a relationship is problematic; often they will not be accessing e-mail, or cellphones or have a permanent residential address.
5. Furthermore, due to these accessibility problems, this group of young people are frequently not engaged with for youth advisory processes. This means that they are less familiar and comfortable with speaking their views in such a forum, meaning more time and effort is needed in the warm-up process and planning of such groups. Their role is vital, but these inherent difficulties create a cycle of disengagement.

6. In some cases, providing communication and engaging with parents, employers or significant people in young people's lives would have aided greater participation.
7. This project has highlighted that while youth engagement and youth participation may appear as straightforward processes to manage, in reality the process requires a strong commitment to building relationships with the young people involved before effective participation processes can occur. This requires a great deal of time and effort, a commitment to meaningful participation in addition to the focus on achieving the task.

## 9. Conclusion

Young people expressed a desire to see services more clearly designed for them, and designed by young people. There is a need for more complete or holistic approaches to youth development, providing a range of entertainment, education and health services in one place, to encourage better decisions to be made by young people.

Young people are tied with their families, therefore their development does not occur in isolation of their family. Community development and family development also contribute to development of young people.

Young people want to engage with others who have been through the same issues that face young people now. They want their services to be provided by people they can relate to better, in particular, younger people.

Young people need services that come to them and make the first advance to them, especially where the first advance might just be talking about other things to make them feel relaxed. They are not likely to access services that that require them to make the initial connection. Presence at schools, in the community and at events for young people is the best way to increase awareness of services and increase usage of these services.

## APPENDICES

### Appendix 1: Processes utilised in focus groups

Engaging young people to determine what they would like to see change in their communities can be challenging. Young people may not readily talk to people if they do not feel comfortable, questions must be worded carefully so that everyone has a similar understanding of what is being asked and suitable warm-ups are needed to appropriately introduce concepts that may be unfamiliar to many participants.

The processes that youth development workers employed to best engage young people for this project are detailed below, including session plans for the focus groups and workshops and the rationales for the activities that were included.

All youth participation processes were designed around the following best practice principles which formed a framework for the project:

- Young people are linked to a community organisation in order to provide ongoing support and development;
- Young people are provided with effective training and development processes as part of their involvement;
- Young people have available to them effective support and mentoring;
- Young people are supported as needed when linking with youth services; and
- Young people are supported as needed by Youthline's operational structure, for example, administration and information technology.

#### **Focus Groups**

A total of 82 young people were involved in focus groups, of whom 43 also attended the hui, where workshops took place. These young people were members of existing groups in the Manukau region. Where possible, youth engagement workers selected groups that they had previously formed relationships with. The rationale for this was to build on existing relationships rather than bringing together groups of young people where new relationships would need to be formed and rapport established. This follows the best practice principle of providing an ongoing relationship and support. A secondary factor was that limitations on available time for the project meant that young people may not have been able to be effectively supported by newly formed relationships.

The criteria for group selection was to meet the project requirement of covering a wide age range; covering the five Manukau communities (Otara, Papatoetoe,

Otahuhu, Mangere and Manurewa) and covering a diverse range of backgrounds and experiences, from high-risk individuals to high achievers.

The groups that were selected are as follows:

- *LotuMoui Youth Steering Committee*, which covers the regions of Mangere, Otara, Manurewa. This group provided ten participants. LotuMoui is a Pacific health symposium run by Counties Manukau DHB, and is a church-based initiative to improve health outcomes for Pacific peoples. The *Youth Steering Committee* is made up of young people nominated by their churches to help plan the youth stream of the symposium. The group is comprised of 15- to 22-year-olds, both students and employed young people.
- *Bounce Higher*, which covers Papatoetoe and provided a focus group of 4 participants. It is a transitional programme for 16- to 18-year-olds transitioning from high school into further education or employment. This group was largely composed of high-risk young people who had been removed from mainstream education.
- *Counties Manukau District Health Board Youth Advisory Group*, which is Manukau-wide. This group contributed 3 participants to the focus group held with LotuMoui. The group is made up from graduates of Youthline's Voice programme and has a strong Pacific focus. They have recently worked on developing a youth code of rights for young people using health services.
- *Manukau City Youth Council*, which provided a focus group of 22 participants. They were also joined by members of the Mangere, Manurewa and Clendon Youth Councils. These groups meet to discuss issues for young people in the Counties Manukau region.
- *Unlimited Youth*, which is based in Otara. This group contributed a focus group of 10 participants. It is a Christian-based youth group facilitated by members of the Christian Life Centre. The group runs every Monday and is a faith-based personal development programme for at-risk young people and young people who have 'fallen through the gaps'.
- *Tamaki Ki Raro* is a Mangere-based Trust that provides education and training programmes for disengaged young people. This group contributed a focus group of eight participants aged between 14 and 16 years. Participants were from Mangere, Manurewa and Otara.
- *YMCA Otahuhu*, which is the Otahuhu branch of this well-known organisation. Ten participants from the *Raise up 'n' Represent* youth development programme formed a focus group. Members were from Otahuhu and Mangere. *Raise up 'n' Represent*, facilitated by the YMCA, is designed for 13- to 18-year-olds and has a focus on putting on events for other young people in the community.
- *Manurewa CAYAD Youth Group*, which formed a focus group of 15 participants, aged between 14 and 18 years. Participants were members of the *Teen Parenting Unit* or were associated with CAYAD and the Clendon Recreation Centre.

## **Session plan for Focus Groups:**

### **Introduction**<sup>6</sup>

- Facilitators
- Youthline
- Process<sup>7</sup>
  - Focus Groups
  - Workshops (introduction for the hui)
  - Project Group (Presentation group and what the information will be used for)

### **Icebreakers**

- Build rapport
- Learn names
- Gain insight into group dynamics
- Energise group
- Have fun

### **Identify Issues**<sup>8</sup>

- Show issue's the issues which have been identified (visually)
- Fun exercise to link issues to services so participants gain an understanding of the relationship between the services and the issues.<sup>9</sup>

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<sup>6</sup> The process began with introducing the facilitators, who were youth development workers and their background with Youthline. This established rapport with participants, and gave a context for the project.

<sup>7</sup> It was important that the young people understood the overall project and what the information was being used for and that they were warmed up to being part of a bigger process. Although this was explained clearly, it was difficult for some to conceptualise, in particular for those who had not taken part in a planning or advisory group before.

<sup>8</sup> Although youth development workers had received a report from MYD that outlined issues young people face in Manukau and there was no intention to repeat this work, it was essential to cover these in order to appropriately introduce the young people to the concepts of issues, services and providers.

<sup>9</sup> Identifying the issues in terms of what the young people saw as most important for themselves and other young people in their community was done to clarify the notion of a service and what they deliver. It became apparent during the course of the focus groups that some of this language did not engage with the young people.

### **Brainstorm Services**<sup>10</sup>

- Participants will brainstorm different services to meet the needs of the identified issues. *E.g. what are the gaps? What might help?*
- The participants will then prioritise the services they have brainstormed from most important to least important.

### **Service Design**<sup>11</sup>

- Divide the big group into small groups with about 5 in each group.
- Each will be given a service from the list of ones they have brainstormed and design the service.
- They will become the decision makers and design the service.

*If there are 10 participants they will be split into two, one group will be given the service at the top of the list (most important) the other group will get the 2<sup>nd</sup> service on the list (the 2<sup>nd</sup> most important) and then they will design the service.*

They will be asked to include:

- What is it called?
- Who is it for?
- Cost?
- Location?
- Is it one service or a range of services?
- How do you get people to go there?
- What hours is it open?
- What does it feel/look like?
- How can you be involved?
- What is the staff like?

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<sup>10</sup> This exercise was done to gather ideas around the nature of services in a way that young people could readily understand and articulate.

<sup>11</sup> This exercise was designed to gather young people's ideas around the design of services as well as their delivery in a fun and engaging way that allowed for creativity.

They will then present back to big group.

- When they present back special care will be taken to draw the nature, design and delivery needs. Also express to groups that the service needs to be achievable and viable.
- Special care will also be taken to inform the participants on what the information will be used for. It is advising the decision makers on youth needs and may not necessarily happen but will be taken into account.
- We will break down and explain to participants what is meant by 'nature', 'design' and 'delivery' of services
- The small focus groups will be 90 minutes long with a meal at the end which we will provide <sup>12</sup>

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<sup>12</sup> Including food as a part of youth participation processes resonates with the findings of the report.

## Appendix 2: Processes utilised in hui and project team

Workshops were structured around the information that was not elicited during focus groups. It became apparent to facilitators during the course of focus groups that the language used and the warm-ups to the topic were not effectively engaging all of the young people involved. It was established that only one in three of the workshop participants identified themselves as having accessed services, therefore directly discussing services provision was not appropriate. Details of how concepts were framed differently are explained in the workshop session plans below.

Workshops were facilitated across a one-day hui on Whaiora Marae, Otara. All groups involved in the previous focus groups were invited to take part in this youth engagement meeting. The workshops were integrated into a day that involved entertainment. Fusion Dance Group was identified by the young people involved in the hui as the entertainment that they wanted. This group's members are themselves young people, from a local high school who were fundraising to go overseas. Their performance was a mix of contemporary, hip hop and cultural dance.

The MC was involved in the delivery of the workshops and was chosen because he reflected youth culture and was able to connect with the young people through his music and experience of working with young people, including some of the young people present. He also performed in the afternoon and his songs included some MCing in his native language, Fijian.

The guest speaker started the day by providing a solid foundation for the workshops. The guest speaker was a young person who started a youth service run by young people in South Auckland. She shared her experiences of this process, in a fashion which connected effectively with the young people. This provided a useful context for facilitators to use to reinforce material in the workshops.

The day was filmed for use in the final presentation by the project team. The film was shot and edited by two seventeen-year-old women, one of whom was a graduate of Youthline's Voice youth development programme. Key to the success of this aspect of the hui was that the filming was carried out by young people, whose presence was not intrusive in the day. An adult crew may have affected the behaviour of the participants.

The framework of the day was structured to mirror feedback we received from the young people during focus groups on the best way to engage young people.

It integrated a mix of recreation activities with the workshops that made the day enjoyable and useful for all those involved.

The hui was evaluated by participants, who were asked to discuss how their views on the day, their and other's participation levels and whether they thought adults would listen to their views. A range of demographic information was also collected.

The young people formed back into their original focus groups and nominated one or two members from each group to take part in the project team which presented information to decision makers.

An acknowledgment was given to each young person which was a funky shoulder bag, a \$30 Warehouse voucher, lollies, as well as MYD and Youthline merchandise.

The hui required co-ordination and ongoing correspondence with the young people involved and this process was compounded by several factors, in particular a limited timeframe. On reflection, the length of time available to engage with the young people within the parameters of the contract was marginal. Secondly, the time of year was a factor which affected the availability of young people, given that school terms were finishing or had finished. Out of the 82 participants of the focus groups, 43 were involved in the hui, which facilitators considered a positive response given these factors. Three groups involved in the focus groups did not participate in the hui.

### **Session Plan for Workshop 1**

**Ice Breakers/Warm-ups:** (20 mins) <sup>13</sup>

**Support Network:** (10 Mins)

Visually present the young person as an individual surrounded by their family, peers, and the community which includes services for young people. Then link to the Holistic Model, represented by a simple example. <sup>14</sup>

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<sup>13</sup> The icebreakers were used to energise and to build relationships within the group and make it more comfortable for the young people to share their ideas.

<sup>14</sup> This was explained to give a context to the whole project and what services were trying to achieve for young people.

**Opening Circle:** (10 mins)

Using Post-It notes and butcher's paper, describe "one thing you need in your life to be happy/ a well-being?"<sup>15</sup>

**Brainstorming around the six areas of Well-Being:** (20 mins)

Use Post-It notes and butcher's paper describe:

- What do you need to be well/happy in these areas?
- How can people that want to help make that happen?

The six areas of wellbeing were:<sup>16</sup>

1. *Body/Tinana:*

- Sexual Health
- Sports/Dance

2. *Spirit/Wairua:*

- Church
- Beliefs
- Values

3. *Community/Whanaungatanga*

- Neighbourhood

4. *Family/Whanau:*

- Culture
- Identity

5. *Mind/Hinengaro:*

- Emotions
- Relationships
- Friendships
- Mental health

6. *School/Employment*

**Closing Circle:** (10 mins)

Record on note-paper:

"What's something choice happening in your community?"<sup>17</sup>

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<sup>15</sup> Once facilitators realised that the language used around service provision was inappropriate for the young people, the approach was modified to take a bottom-up approach which looked at fundamental reasons to provide services, such as building resilience by providing and strengthening protective factors and mitigating risk factors. Facilitators posited that if youth services wished to contribute to the positive wellbeing of young people, then it was appropriate to ask young people what they needed for their positive wellbeing.

<sup>16</sup> The six areas of wellbeing were taken from YDSA Bigger Picture Model, coupled with Te Whare Tapa Wha model.

## **Session Plan for Workshop 2**

**Ice Breakers/Warm-ups:** (20 mins)

**Opening Circle:** (20 mins) <sup>18</sup>

Use Post-It notes and butcher's paper, identify:

1. "What is the biggest struggle facing young people in your community?"
2. "What is the best thing happening for young people in your community?"

**Brainstorm In two groups:** (20 mins)

Brainstorm on paper:

If your friend was struggling with Gangs/Violence/Drugs & Alcohol/Sexuality/Teen Pregnancy Issues: (Choose one issue for each group)

- Where would you tell them to go?
- What would you tell them to do?

Groups present back to each other, with a prize for the group with the most supportive ideas. <sup>19</sup>

Using one of the following issues – Gangs/Violence/Drugs & Alcohol/Sexuality/Teen Pregnancy, Brainstorm on paper:

- "How could the community or services help with this issue?" <sup>20</sup>

**Closing circle:** (5 mins)

Ask everyone to stand in a circle and say one word each, once everyone has gone. Count off 3,2,1 and everyone jumps up and yells their word. <sup>21</sup>

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<sup>17</sup> This was done to ascertain the current strengths in the community for young people so that the young people were left with a positive experience. It also identified what young people saw as positive, so that services could integrate more of these things.

<sup>18</sup> There were two rationales for this questioning. Firstly, it identified risk factors in the lives of young people that services could address, doing so in a fashion that differed from the focus groups. Secondly, it acted as a warm-up for the next part of the session, building a context for the questions.

<sup>19</sup> From the focus groups we understood that young people went to family and friends first when facing issues in their lives. Hence these questions were posed to ascertain what services young people were aware of. This helped us to then identify patterns in the delivery of those services, which we extrapolated to determine how they became aware of them and how services could be delivered differently.

<sup>20</sup> This was designed to link them with the fact that there are services that specifically address these same issues. It also again links with how the services could be better promoted and delivered – and therefore better utilised by young people.

<sup>21</sup> As the final part of the workshop sessions, this was used as a simple way to finalise the process and leave on a positive note.

### **The project team**

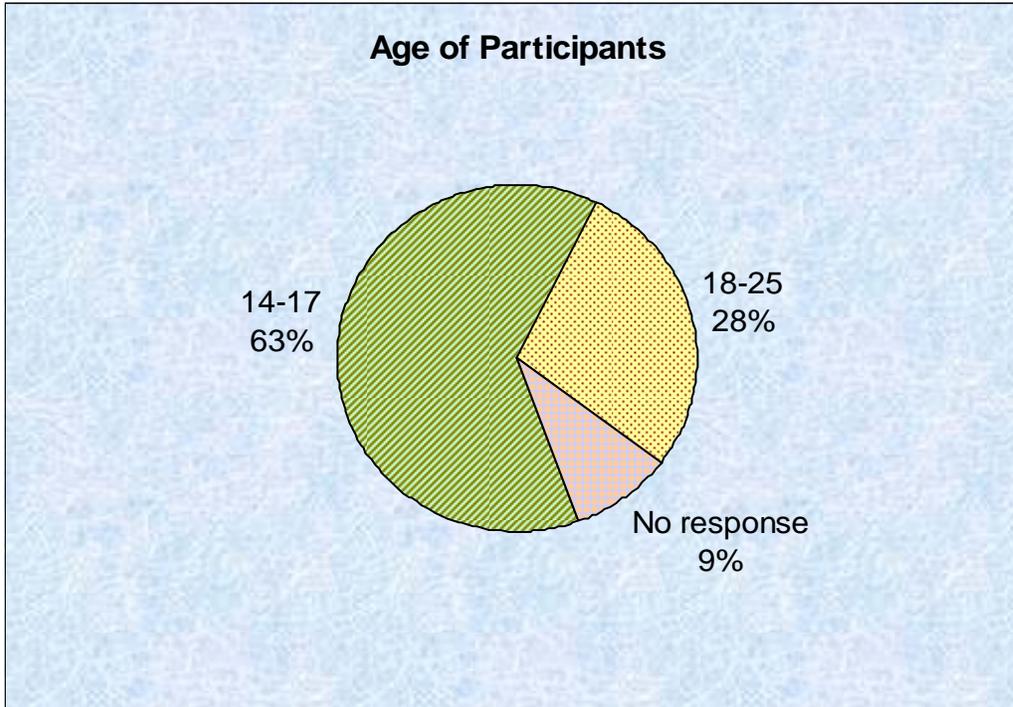
The project team comprised six participants of the hui, elected by other hui participants. The project team met on two occasions following the hui to prepare a presentation to members of Auckland Youth Support Network.

Following the hui, the information gathered during the focus groups and the workshops was collated, and key themes drawn out. This was presented to the project team in the form of a Microsoft *Powerpoint* presentation. The presentation was compiled primarily by project facilitators, with the input of the project team. Greater design control by the project team was not feasible within the available timeframe, although each project team member also presented original perspectives as a part of the presentation.

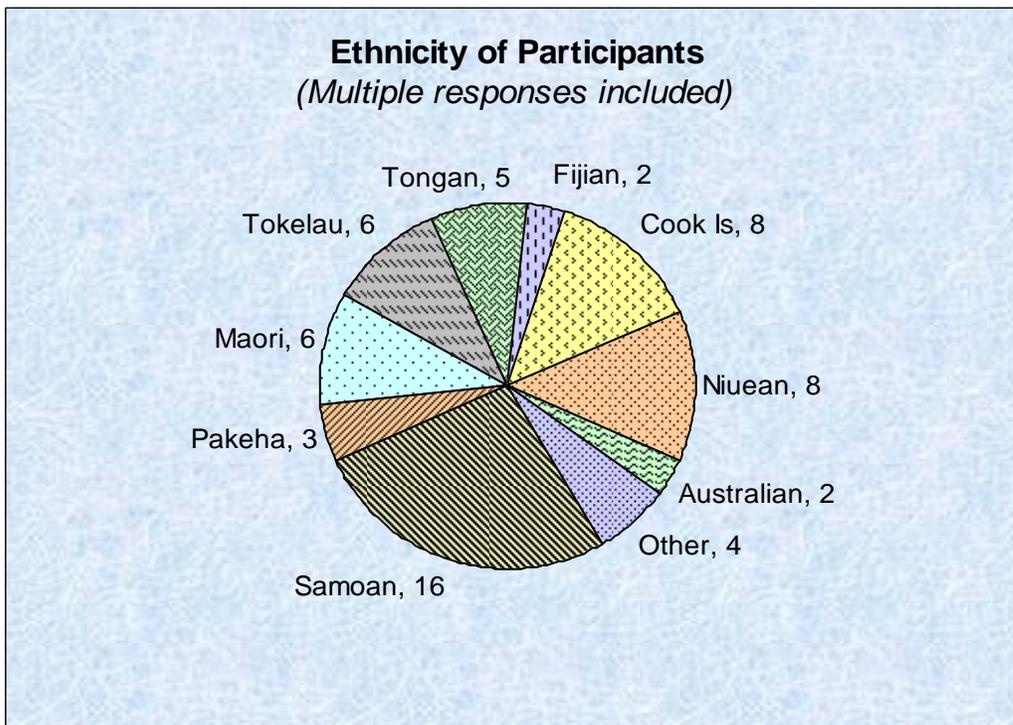
The project team delivered the presentation to members of the Auckland Youth Support Network on Monday 18 December, 2006. The presentation comprised the *Powerpoint* presentation, containing collated information such as key themes and results, each project team member's perspective on the overall process and the key messages each project team member wanted to deliver to decision makers.

Project team members were acknowledged with a gift for their time and effort and petrol vouchers were given to the drivers (or parents) to cover transportation costs.

### Appendix 3: Demographics of hui/workshop participants



**Figure 1:** Age of hui participants by group. n=43 participants



**Figure 2:** Ethnicities of hui participants. n=43 participants

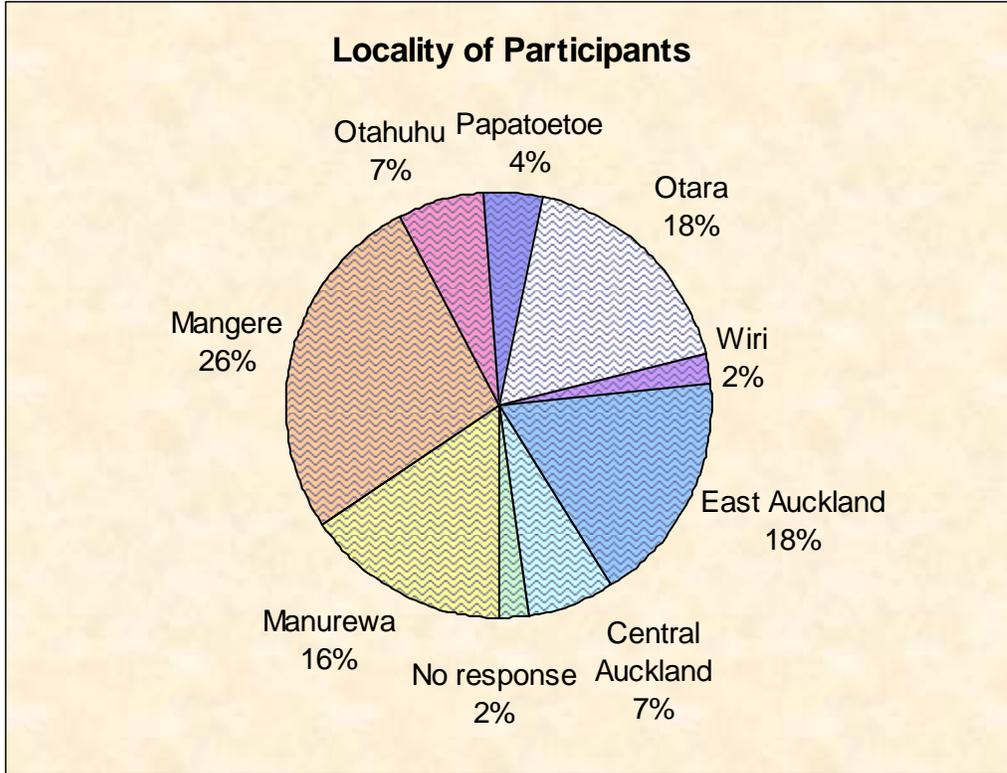


Figure 3: Locality of hui participants. n=43 participants

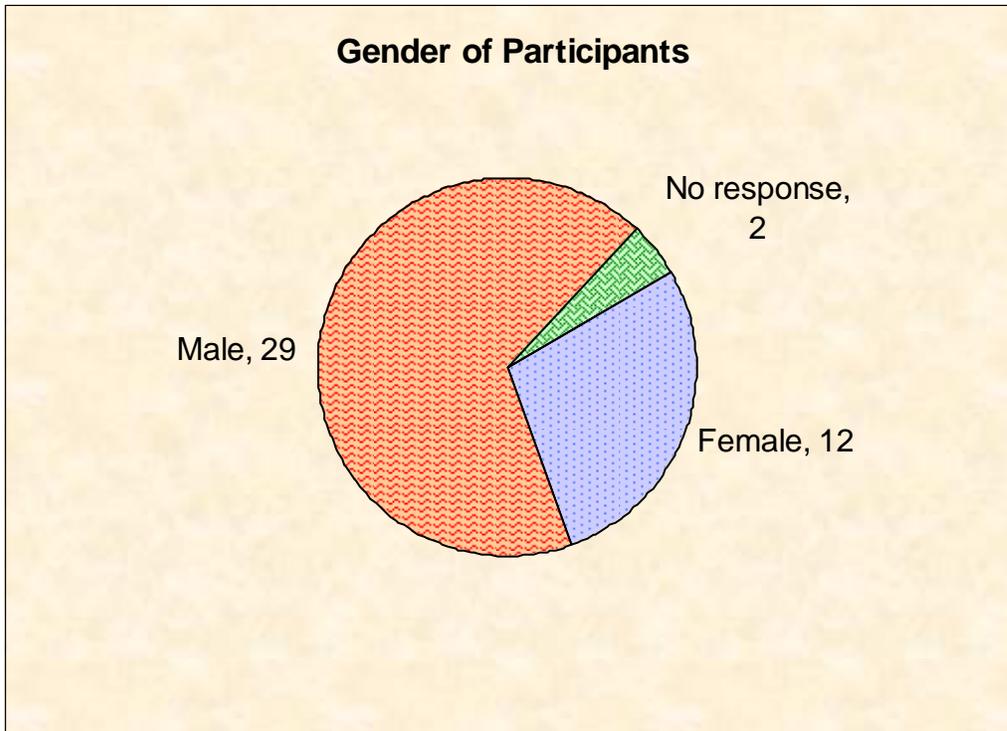
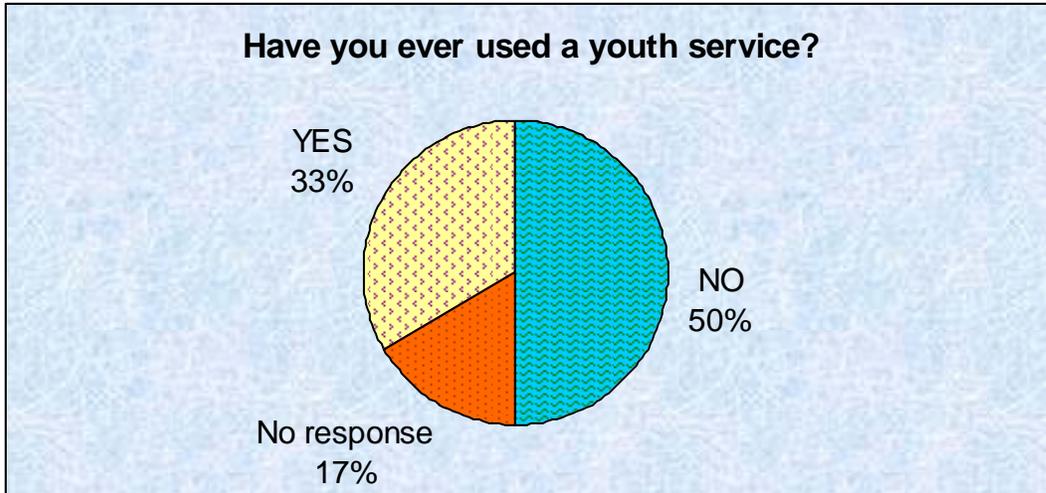


Figure 4: Gender of hui participants. n=43 participants

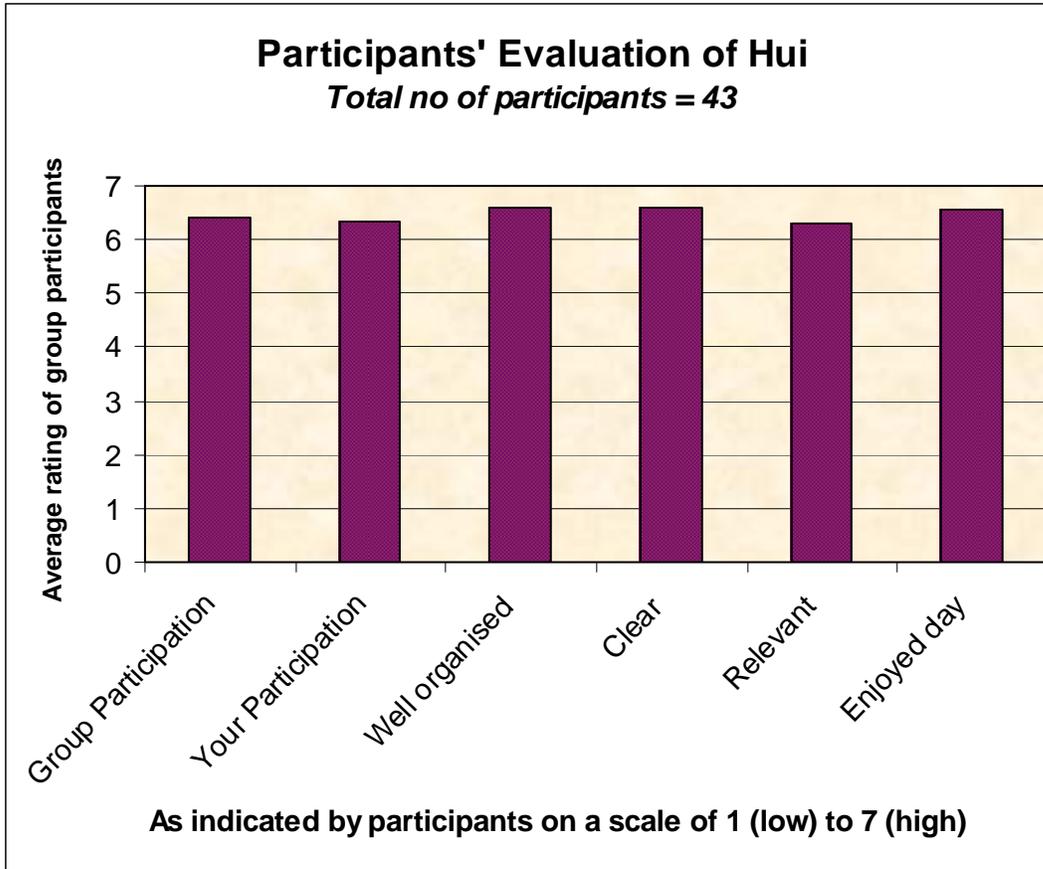


**Figure 5:** Patterns of youth service utilisation by hui participants. n=43 participants

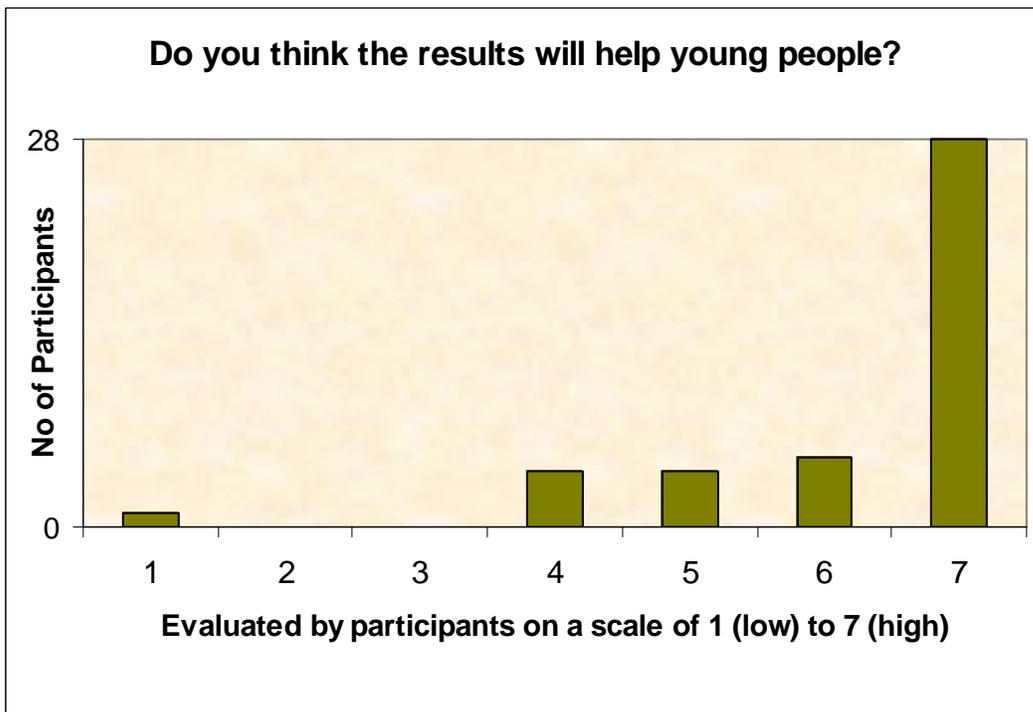
## Appendix 4: Evaluation of hui/workshops by participants

Written comments from participants regarding their experience:

- U guys rock!
- Coolies
- We liked the camera people they were cool...
- Thanks 4 da voucher!
- This was all great
- It was alright. Workers were good and very helpful.
- It was a well spent day which was interesting, and, hopefully, helpful to both the youth and the interested parties.
- Thanks Renee and Ramon. It was a cool day and I really enjoyed the information that I was given. Its gonna be useful.
- This programme was an awesome event. Even though I wasn't aware of the programmes that were available I do now and I'm sure the others do too and will be able to help their friends and peers utilise them.
- Kool
- Awesome! Keep up the work.
- Overall the day was awesome and I learnt a lot from it.
- Go hard.
- Relaxing place. First time been on a marae. Good place for a talk.
- Cool az day. Thnx!
- My day
- Great day.
- Well planned. Thank you Youthline & the Govt. Cool to bring PI and others to the marae. That's what they arr there for. Kora kotu.
- I felt important being Maori at the marae! Too much.



**Figure 6:** Hui participants' evaluation of hui experience. n=43 participants



**Figure 7:** Hui participants' aspirations for utilisation of results. n=43 participants

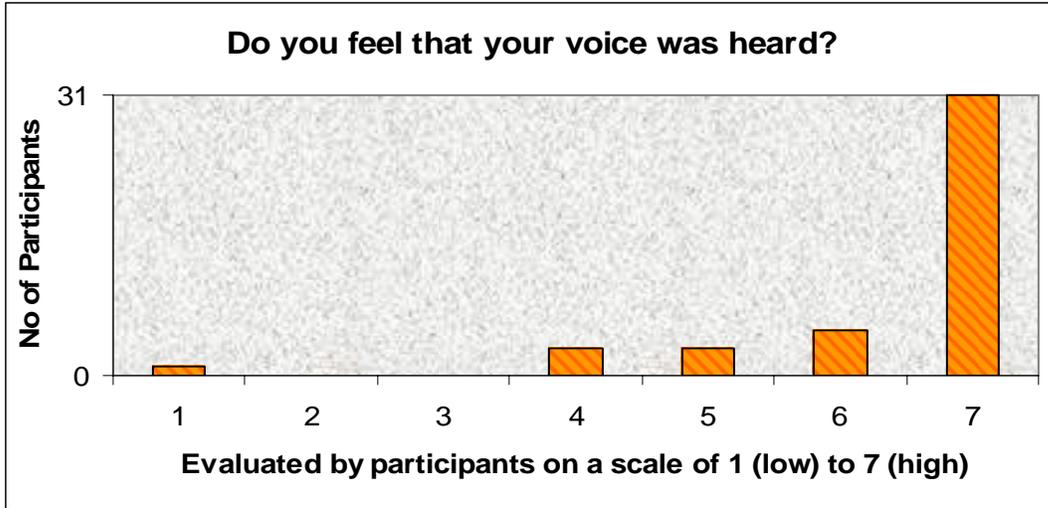


Figure 8: Hui participants' aspirations for utilisation of results. n=43 participants

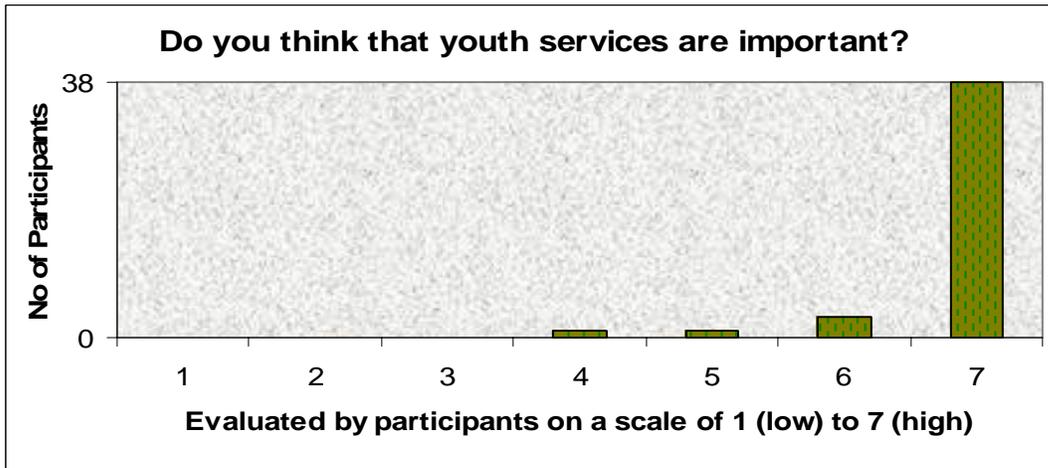


Figure 9: Hui participants' evaluation of the importance of youth services. n=43 participants

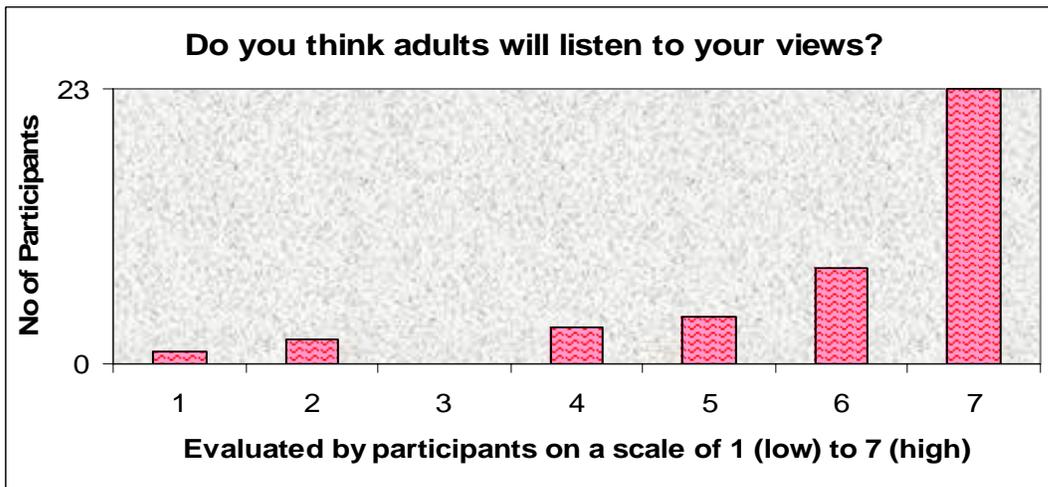


Figure 10: Hui participants' aspirations for synthesis of information by decision makers. n=43 participants