
Evidence Review:

The Youth Development Ecosystem

Mapping the context for a review of the Youth
Development Strategy Aotearoa

October 2018
Centre for Social Impact



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Foreword

Linn Araboglos, Director | Ministry of Youth Development

The Ministry of Youth Development (MYD) wants to see a country where young people thrive, where their voices are heard, and they influence decisions which affect their lives. We want to see young people supported to build capability and resilience to deal with challenges, and where they are optimistic about their future. Supporting the wellbeing of young people is an important kaupapa, and quality youth development is integral to this.

The heart of the Youth Development Strategy Aotearoa (YDSA) remains as relevant now as it was 16 years ago, but we know it's time for an update to better reflect our cultural context in Aotearoa and the world that young people live in today. MYD is committed to strengthening and reviewing the taonga that is the YDSA. We are very pleased to be partnering with Ara Taiohi and the Vodafone Foundation in this mahi, and collaborating with the Centre for Social Impact and J R McKenzie Trust on this first step, a review of the youth development ecosystem.

This collaboration reflects the approach we want to see being taken across all policy development and services for young people. We'll be engaging with young people throughout this process, and are very excited about the next steps.

Jane Zintl, Chief Executive Officer | Ara Taiohi

Ara Taiohi is the peak body for youth development in Aotearoa. Our vision is: *Te Puawaitanga ngā Taiohi o Aotearoa – that young people flourish in Aotearoa*. The youth development sector has embraced the Youth Development Strategy Aotearoa since it was first released in 2002 as a strategy that is foundational to support the flourishing of young people. We have integrated it into our Code of Ethics, our core competencies, as well as using these competencies as a basis for entry into Korowai Tupu (the professional association for youth work in Aotearoa). Its principles are integral to a huge number of youth programmes and services across Aotearoa, spanning, for example, iwi based, youth health, justice, education, faith based, rainbow, residential, uniformed organisations; and the list goes on!

Cries from our sector to revise and strengthen the YDSA have been increasing. While the principles endure, ensuring they reflect the reality of diverse young people today, as well as the rich cultural heritage of Aotearoa – in particular Te Ao Māori – is something we are passionate about.

Collaborating with the Ministry of Youth Development, Vodafone Foundation, J R McKenzie Trust and the Centre for Social Impact for this phase of the YDSA review has been a pleasure. This level of partnership and collaboration is essential for the YDSA to be embraced and held accountable to in all contexts of society.

Lani Evans, Foundation Manager | Vodafone New Zealand Foundation

The Vodafone New Zealand Foundation is committed to providing all young people with the resources and opportunities they need to thrive. Our goal is to halve the number of excluded and disadvantaged young people in Aotearoa New Zealand by 2027. It's an ambitious, complex and multifaceted goal and we recognise the important role the Youth Development Strategy of Aotearoa, and the wider youth development ecosystem, play in achieving it.

The YDSA has provided a framework for philanthropic decision-making since its inception. The revision and strengthening of the YDSA is an opportunity to grow and spread that influence, helping to ensure strong support and constantly improving outcomes for our rangatahi. We're proud to have collaborated with the Ministry of Youth Development, Ara Taiohi, J R McKenzie Trust and the Centre For Social Impact on this important mahi and we look forward to continuing to work in this space.

Alison Taylor, Chief Executive | Centre for Social Impact

The Centre for Social Impact works with social investors and changemakers to accelerate social impact. Through this report, we are excited to contribute to strengthening the evidence base on which future youth development strategies, policies and practices are built in New Zealand.

The evidence provided in this report demonstrates the richness and diversity of New Zealand's young people and our youth development 'ecosystem'. It also highlights a range of opportunities to further strengthen the ecosystem so that we can continue to support the wellbeing of our young people as their needs and aspirations change and evolve.

We have welcomed the opportunity to be part of a unique collaboration between the philanthropic sector, community sector and government. It is an exciting example of how social impact can be accelerated by drawing on the knowledge, networks and resources within each partner's respective sector. Through this type of cross-sector partnership, there is significant opportunity to shape policy and practice that is more three-dimensional, that responds more effectively to the aspirations of young people, and has greater potential for impact.

Robyn Scott, Executive Director | J R McKenzie Trust

The J R McKenzie Trust has a vision of a socially just and inclusive Aotearoa New Zealand. The Trust recognises the critical importance of enabling young people to flourish now and in the future. We're very happy to be working in collaboration to review and strengthen the Youth Development Strategy Aotearoa (YDSA).

Having an even more robust framework which incorporates the voices of everyone in the youth sector, including rangatahi, has significant implications. Not only will it ensure that the YDSA acts as a living guide, capable of evolving with agility to meet new trends and societal changes, it will also inspire best practice among those who work for, and with, young people.

Executive Summary

Context

- The Youth Development Strategy Aotearoa (YDSA) was developed in 2002 by the Ministry of Youth Development (then Ministry of Youth Affairs), to provide a blueprint for national youth strategy and practice. The Ministry of Youth Development (MYD), in partnership with Ara Taiohi and the Vodafone Foundation, and with support from the J R McKenzie Trust and the Centre for Social Impact, is undertaking a project to explore opportunities to strengthen the YDSA as a framework for national youth strategy and practice, including central government's approach to youth development. The government has developed a strong policy focus on wellbeing, and youth development is an important approach to support youth wellbeing.
- The first part of this work, this evidence review, was undertaken by the Centre for Social Impact. This evidence review provides summative findings from a desktop review, identifying evidence of effective youth development practice and alignment of this effective practice with the New Zealand youth development ecosystem (policies, providers, practices and investment approaches). It also provides summative feedback from a large-scale youth sector consultation, which identified opportunities to strengthen the YDSA.

Young People in Aotearoa New Zealand

- The number of young people in New Zealand is expected to exceed one million within the next 25 years, and the proportions of young Māori, Asian and Pacific New Zealanders will increase.
- The health, development and wellbeing of young people can be supported by strengthening protective factors, i.e. resources, relationships, people, skills, strategies and other environmental influences that can have a positive impact on a young person's resilience, and create positive conditions for young people to thrive.
- Key protective factors include, for example, quality interpersonal relationships with adults outside of the family; development of cultural identity, cultural competence and cultural values; access to extended family/whānau support; belonging to supportive environments (e.g. marae, youth groups or church); a positive school environment; access to employment opportunities; age-appropriate rules and boundaries; positive expectations and meaningful encouragement to do well; communities that value youth and create opportunities for young people to take on roles; and positive experiences in the early years.
- The health, development and wellbeing of young people can be compromised by the presence of risk factors. The Treasury identifies key risk factors by age group, alongside costs associated with poor outcomes for

young people most at risk. Underlying socio-economic factors contribute to these risk factors. Addressing risk factors through early intervention and prevention offers the highest return on investment.

- Strengthening protective factors can enable young people to take positive risks such as having the resilience to try new things and ‘fail’, without having a negative impact on their development and wellbeing.

Effective Youth Development Practice

- A number of national and international frameworks exist – both international and New Zealand-based – that seek to capture principles of effective youth development and guide the practice of youth work providers.
- Despite being developed over 15 years ago, the Youth Development Strategy Aotearoa (YDSA) is well aligned with the current New Zealand Code of Ethics for youth workers, and with other literature and models that evidence good practice. A notable example is the Positive Youth Development in Aotearoa (PYDA) framework, developed in 2011 by the Wayne Francis Charitable Trust; which provides principles and approaches that respond to international models of best practice and the insights of New Zealand youth.
- Principles of effective practice from these frameworks, alongside feedback from the New Zealand youth development sector, have been mapped to the existing YDSA principles. This supports considerations of opportunities to refresh and strengthen the YDSA (see points below).
- A wide range of effective youth development approaches, programmes and practices exists and is supported by evidence, literature and/or evaluation. Examples of key characteristics of effective youth development approaches include, for example:
 - Early intervention approaches (including those focused on the early years).
 - Youth mentoring approaches.
 - More intensive support where young people engaged are identified as having greater risks.
 - Approaches that involve family/whānau and the broader community.
 - Approaches that respond to individuals’ strengths and aspirations, and develop the whole person.
 - Youth development practice that draws on appropriate cultural frameworks.
 - Initiatives that empower young people through youth-adult partnerships, and where there is authentic and shared decision-making.
 - Long-term approaches.

The YDSA – Consultation with the Youth Sector

- Consultation on the current YDSA was undertaken at *Involve 2018*, the youth development sector conference. This consultation examined the appropriateness and ongoing relevance of the six YDSA principles; as well as considerations of gaps or potential ‘missing’ principles.
- Overall, sector feedback suggests that the YDSA is a largely fit-for-purpose strategy with principles that are still conceptually sound and relevant for young people and the youth sector today. The feedback provided evidence of the role that the YDSA plays as a principles-based guide to underpin effective youth development practice within the youth development sector.
- Feedback also highlighted opportunities for the YDSA to be strengthened, particularly to:
 - Ensure that the YDSA principles more visibly recognise the importance of culture, and that, as a framework, the YDSA has a strengthened cultural lens.
 - Use language that is more aligned to current terminology; as well as language that is youth-friendly and designed with input from young people.
 - Review the descriptors of the YDSA principles to ensure that they (i) reflect more strengths-based language, and (ii) incorporate practice-based examples.
 - Fully describe the youth development issues and concepts understood and valued by young people today.
 - Ensure that the YDSA remains a living document that is designed to evolve in relation to trends and contextual change.
 - Reflect changes to the way that young people connect and engage using the online/digital environment.
- Table 1 below maps the YDSA principles against (i) key principle and practice considerations from the evidence review (with a priority focus on the New Zealand-based PYDA framework); and (ii) key principle and practice considerations provided through consultation with the youth sector at *Involve 2018*. As a summative table, this provides opportunities for the Ministry of Youth Development to consider how the YDSA could be further reviewed and refreshed.

Table 1: Reviewing the YDSA principles – considerations from sector feedback and evidence review analysis

Principle	Sector Feedback/Language	Other Considerations from Evidence
1. Youth development is shaped by the 'big picture'	<ul style="list-style-type: none"> The 'big picture' includes addressing inequalities. Youth development is influenced by wider systems and policies. The YDSA needs to evolve and adapt to trends and contextual changes. The 'big picture' includes the environment/whenua. 	<ul style="list-style-type: none"> Online/digital engagement has positive and negative influences on young people. It is a key consideration that shapes the youth development 'big picture'.
2. Youth development is about young people being connected	<ul style="list-style-type: none"> Youth development is most effective when it happens within connected communities. Concepts of intergenerational connection are important. Collaboration can support youth development. 	<ul style="list-style-type: none"> Youth development is strengthened through the development of connected communities. Communities that are places of inclusion support young people to participate.
3. Youth development is based on a consistent strengths-based approach	<ul style="list-style-type: none"> Responding to identity and cultural identity are key strengths-based practices. Recognising the diversity of youth in today's New Zealand is important. Youth development should involve culture-based practice. Offering practice-based examples of 'strengths-based' approaches are useful to youth workers and help to anchor their practice. 	<ul style="list-style-type: none"> Youth development is effective when it considers development of the whole person in the context of the family/whānau and community. Strengths-based approaches assume that all young people have strengths, skills, interests and talents that can be nurtured or grown.
4. Youth development happens through quality relationships	<ul style="list-style-type: none"> Relationships with young people should be authentic and reciprocal. Adult-youth partnerships. Tuakana teina. 	<ul style="list-style-type: none"> Relationships with young people should be respectful and challenging. Relationships should be long-term and consistent. Relationships should offer young people both challenge and support in order to be engaging and develop resilience.
5. Youth development is triggered when young people fully participate	<ul style="list-style-type: none"> By rangatahi, for rangatahi, with rangatahi. Youth development should be youth-driven and youth-led. Empowerment of youth voice. 	<ul style="list-style-type: none"> Through participation young people can be empowered to engage in leadership.

Principle	Sector Feedback/Language	Other Considerations from Evidence
6. Youth development needs good information	<ul style="list-style-type: none"> Youth development practice is strengthened through evaluation and learning. Hearing and acting on youth voices is important. Utilising the Code of Ethics. 	<ul style="list-style-type: none"> The New Zealand Code of Ethics for youth workers provides practice-based guidelines to support effective and ethical youth work.

Mapping the Youth Development Ecosystem

- Youth development and wellbeing in New Zealand is supported and enabled by a complex ecosystem of statutory and government services, non-government agencies/service providers, community-based initiatives and youth-focused investors and funders. The whole ecosystem is shaped by and responsive to legislation and policy, social and population trends and other environmental influences – including the voices and leadership of young people.
- Mapping this system is challenging. For the purpose of this review, mapping focused on (i) government policy and investment; (ii) youth development sector practice and services; and (iii) philanthropic sector investment models. Across these parameters, key policy positions, investment approaches, services delivery models and providers have been mapped.
- Further mapping of these three spaces was undertaken using a continuum framework that includes four key types of approaches: (i) risk-based interventions; (ii) universal services; (iii) youth-driven approaches; and (iv) youth-led approaches. The youth-driven and youth-led approaches are characterised by increased agency for young people, and practices are more aligned with the principles of the YDSA.
- Table 2 below provides a high-level summary of the ecosystem mapping across this continuum framework.

Figure 1: Youth development ecosystem mapping framework

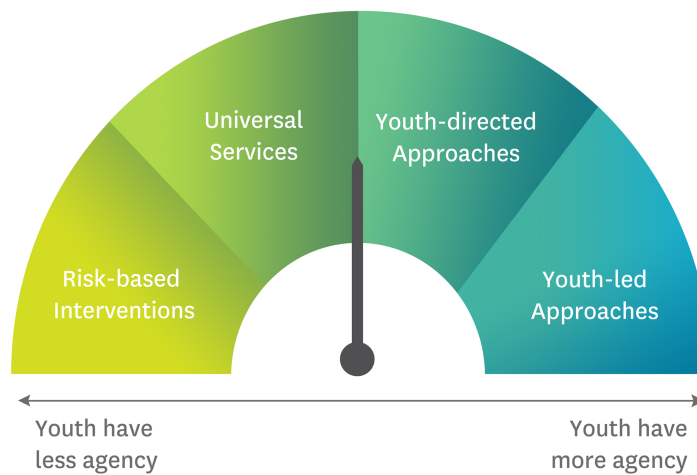


Table 2: Summary of the youth-development sector ecosystem – principles, services and approaches

	Risk-based Interventions	Universal Services	Youth-directed Approaches	Youth-led Approaches
Principles	<ul style="list-style-type: none"> • Focused on young people at highest risk. • Address acute needs. • Less well aligned with YDSA principles in terms of delivery approach. 	<ul style="list-style-type: none"> • Accessible to all young people. • Can be a ‘gateway’ to identify risk factors and/or generate youth-directed projects. • Some culturally specific frameworks exist within universal services e.g., Kura Kaupapa. 	<ul style="list-style-type: none"> • Youth are engaged in design and direction-setting. • Participation may be self-directed or sought by government or provider organisations. • Incorporates strengths-based approaches aligned to YDSA. 	<ul style="list-style-type: none"> • Full opportunities for young people to design and lead – either alongside adults or with peers. • Youth have – and develop – greater agency. • Strong alignment with the YDSA principles.
Services, Programmes, Policy and Investment Summary	<ul style="list-style-type: none"> • Youth Justice. • Care and protection. • Alternative Education. • Wrap-around NGO services. • Minimal philanthropic investment in this space – seen as government’s responsibility. 	<ul style="list-style-type: none"> • School, health care, welfare. • Wrap-around NGO services to support health and education outcomes, and transition from education to employment. • Philanthropic investment focused on lifting educational achievement. 	<ul style="list-style-type: none"> • Youth consultation on policy review/design. • Local and central government youth advisory groups. • Range of programmes e.g., mentoring, youth awards, leadership programmes, holiday programmes, employment skills development. 	<ul style="list-style-type: none"> • Local government youth councils. • Youth Parliament. • MYD Partnership Fund. • Range of programmes e.g., youth arts groups, business/enterprise programmes, youth social change movements. • Philanthropic investment focused on innovation and systems change.

- The ecosystem mapping process offers the following summary findings:
 - Government policy, programme delivery and investment focus is on risk-based interventions where needs are greatest, as well as universal services, the provision of which is a core role of government.
 - Some limited examples exist of central and local government policies and practices that align with the principles of the YDSA and support youth-directed and youth-led approaches to delivering outcomes for young people.
 - A wide range of programmes, services and projects are delivered by a rich and diverse ‘youth development sector’, which encompasses NGOs, community groups, churches, marae, sports clubs, social enterprises, advocacy groups and social service providers.
 - The youth development sector programmes cater to a wide range of youth demographics, issues, interests, needs and aspirations. Where programmes are focused on engaging ‘at-risk’ youth or supporting universal services, they are still likely to be provided or delivered in ways that reflect the YDSA principles – i.e., are strengths-based, build connections to community, develop trusting relationships and support young people to participate.
 - There is strong philanthropic sector alignment with the YDSA principles of practice, with investment focused on initiatives that deliver youth development outcomes by enabling access to opportunities for participation, and by strengthening key protective factors such as educational achievement.
 - There is also a strong philanthropic sector track record for supporting positive systems change in relation to the policies and practices that support young people to lead and thrive, through an increased ability and appetite to invest in innovation.

Findings and Opportunities

- The YDSA’s role in providing a framework that guides effective youth development practice in New Zealand is well established, and numerous examples of practice that incorporates the YDSA principles can be found through youth development ecosystem mapping.
- However, it is unclear the extent to which the YDSA acts as a clear and directional national ‘strategy’ for youth development; particularly in driving strengths-based practice more systematically across central government policy-making, programme design and investment approaches.
- Considering the extent to which the YDSA can influence government and cross-sector strategy and practice is a key opportunity for the Ministry of Youth Development and other sector leaders to take forward. This may include considering how:

- the YDSA principles might be used to inform a whole-of-government approach to youth development policy design, programme design and investment strategy;
- mechanisms of accountability to youth can be built into the next iteration of the strategy;
- the YDSA can be used as a platform or strategy for enhanced cross-sector collaboration between government, the youth development sector, philanthropy, business, iwi and other stakeholders; across which there are examples of effective practice aligned to the YDSA that can be shared and replicated to strengthen outcomes for young people.

Introduction

Context – the Youth Development Strategy Aotearoa

The Youth Development Strategy Aotearoa (YDSA) was developed in 2002 by the Ministry of Youth Development (then Ministry of Youth Affairs). The priority drivers for developing the YDSA were to “provide 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,” and to support “individuals, groups and organisations that work at all levels with young people and on youth issues”.¹

Since its development, the YDSA has played a critical role in guiding the practice of the youth development sector, providing it with a common framework for effective practice. A study by Ara Taiohi, the peak body for the youth development sector, showed that 53% of youth workers surveyed used the YDSA as a basis for their work.²

In 2018, the New Zealand Government has articulated a policy and budget focus on wellbeing.³ A series of policy frameworks is proposed or under development, underpinned by wellbeing indicators. The Living Standards Framework is currently being developed by the New Zealand Treasury, based on OECD analysis of wellbeing indicators.⁴ The Department of the Prime Minister and Cabinet have established a Child Wellbeing Unit to lead the government’s development of the first Child Wellbeing Strategy,⁵ which will identify opportunities to improve the wellbeing of children and young people aged 0-18 years.

In the emergent context of the government’s focus on wellbeing, the Minister for Youth and Ministry of Youth Development (MYD) have identified an opportunity to review the government’s approach to wellbeing and national youth strategy. Using the existing YDSA as a starting point, MYD has commissioned a cross-sector consultation and co-design process, intended to bring the government and youth development sector together to explore:

- Shared priorities for improving the wellbeing and development of young people in Aotearoa.
- Opportunities to support these shared priorities by reviewing, strengthening or reframing cross-sector youth strategy.
- Opportunities to strengthen outcomes for young people through the application of national youth strategy to government policy and wellbeing frameworks.

This is a collaboration between MYD, Ara Taiohi and the Vodafone Foundation, with support from the J R McKenzie Trust and the Centre for Social Impact.

Purpose of this Evidence Review

This review has been completed to provide background evidence and insights to inform a cross-sector co-design workshop (held 23 August 2018), at which stakeholders from across government, philanthropy and the wider youth development sector explored the future of national youth strategy in Aotearoa New Zealand. In this context, this review has been designed to provide insights relating to:

- The current and future population of young people in Aotearoa.
- The shape and focus of the youth development ecosystem, including:
 - principles of effective youth development practice;
 - youth development sector providers and services;
 - philanthropic investment approaches and priority outcomes relating to young people;
 - current government policy, investment and approaches to youth development and wellbeing.
- Feedback from a participatory design/consultation process conducted with young people, youth workers, volunteers and other stakeholders from across the youth development sector at the national *Involve 2018* youth sector conference. The consultation process was designed to capture insights from the sector about the YDSA and the future purpose and focus of national youth strategy.
- Potential gaps and opportunities with the current YDSA that could be explored, strengthened and taken forward with consideration to a whole-of-government approach to youth development and wellbeing.

This review is written through a strengths-based lens, and considers how approaches to positive youth development might support protective factors for young people, and provide opportunities for young people to develop social capital, with which they are able to thrive, achieve, belong and participate.

Alongside this review, consultation with young people has been conducted by ActionStation. The consultation with over 1,000 young people was designed to collate insights into the meaning of 'wellbeing' as defined by young people in Aotearoa New Zealand. A report has been separately published by ActionStation.

The cross-sector co-design workshop in August 2018 drew on the evidence and insights collected through this review and the above described participatory processes. The co-design workshop will support MYD to generate strategic messaging that can be shared with the Minister for Youth and wider youth sector, to support and inform the direction and shape of future government youth strategy.

Methodology and Data Limitations

This report has been developed from a limited desktop review of New Zealand-based and international literature and data. The scope of this review has been limited by available time and resources. Priority has been given to a review of online materials that enable high-level, strategic analysis of the youth development sector.

A summary of research methodologies is provided below. References are included at the end of the report.

Table 3: Research methodologies

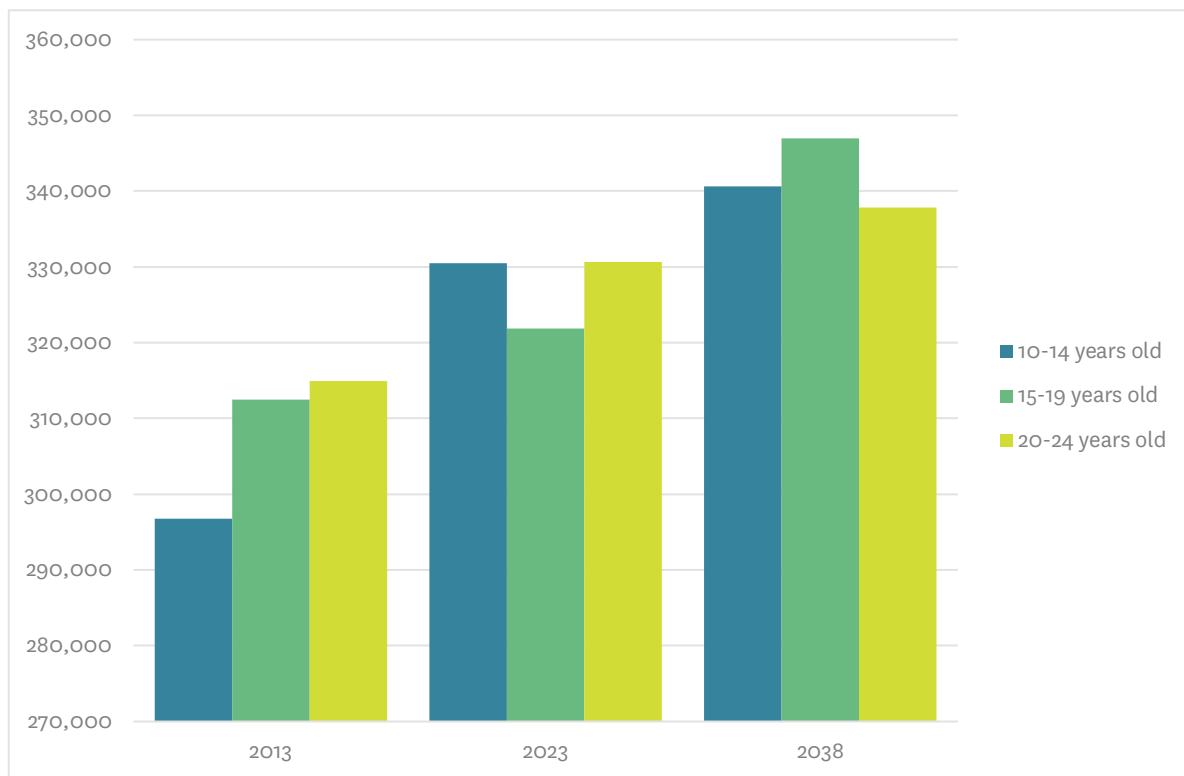
Focus Area	Data Source / Approach
Population data analysis	Analysis/mapping of population-based datasets published by Statistics New Zealand, and a range of other government agencies, to identify summative information and trends related to young people aged 12-24 years.
Government policy analysis	Analysis/mapping of information from publications and online resources published by New Zealand government departments to ascertain key policy positions, as well as significant programmes or investments related to young people aged 12-24 years.
Philanthropic sector analysis	Analysis/mapping of information published in online resources and strategic documents by philanthropic trusts and foundations, as related to a strategic, programmatic or investment focus on young people aged 12-24 years.
Youth development sector analysis	Analysis/mapping of key youth sector organisations, youth programmes and services and emergent practice, to identify key trends in terms of organisation type, provision type and approach.
Youth development practice literature	Analysis of published literature to identify key principles of effective practice youth development. The scope of literature reviewed includes published research, policy and strategy documents, youth consultation/co-design reports (of significant scope) and major programme/project evaluation reports.
Consultation data analysis – <i>Involve 2018</i>	Analysis of feedback comments provided by participants of the <i>Involve 2018</i> plenary session, ‘Crowdsourcing the Future’, and by conference attendees that engaged with a consultation stall/feedback wall. Comments were sought to understand opportunities to strengthen the YDSA, and subsequently analysed to identify key themes.

Young People in Aotearoa New Zealand

Population

Young people in New Zealand are identified as those aged between 12 and 24 years.⁶ At the time of the 2013 census,ⁱ there were just over 924,000 young people aged between 10 and 24ⁱⁱ years in New Zealand. Young people made up about one fifth (20.8%) of the total population. The population of young people is projected to increase to over one million over the next 25 years, and their proportion of the total NZ population will decrease to 17.8%.

Figure 2: Current and projected youth population in New Zealand 2013-2038 by age group⁷



ⁱ Data from the 2018 census is not yet available.

ⁱⁱ Census age data can only be broken down by age groups 10-14 years, 15-19 years and 20-24 years. This does not fully align with the definition of young people as being between the ages of 12-24 years.

Table 4: Current and projected youth population in New Zealand 2013-2038 by age group^a

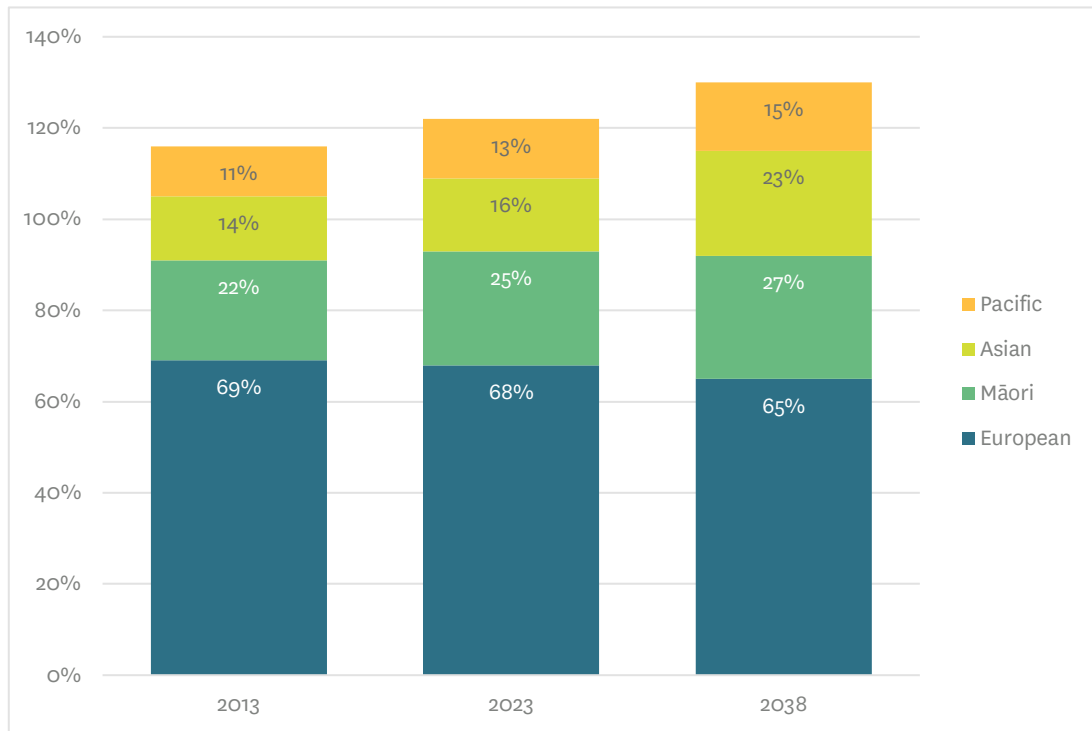
Age group	Population (Actual / Projected)		
	2013	2023	2038
10-14 years old	296,800	330,500	340,600
15-19 years old	312,500	321,900	347,000
20-24 years old	314,900	330,700	337,800
Total population	924,200	983,100	1,025,400

The Auckland region is home to the largest proportion of young people in Aotearoa New Zealand, with around one third of the total population of young people. A further 37% of young people is spread across Canterbury (15%), Wellington (12%) and Waikato (10%). The West Coast, Gisborne, and Marlborough regions have the smallest proportions of young people in their populations.

The geographical distribution of 15-24-year-olds is similar to those aged 10-14 years; except in regions with larger urban centres and tertiary institutes, which have higher proportions of 15-24-year-olds.

The population of young people is projected to increase by 2038 across most of the regions of New Zealand. Some regions, including Manawatū-Wanganui, Southland, Hawke's Bay and the West Coast, will experience a slight decrease in the population of young people.

In 2013, 69% of the total youth population aged 10-24 years were those who identified as New Zealand European, followed by Māori (22%), Asian (14%), and Pacific (11%). Over the 10 years following the 2013 census, the number of Māori young people is projected to increase by the largest amount of any ethnic group. By 2038, young people who identify as Māori will represent 27% of the total youth population, followed by those who identify as Asian (23%) and Pacific young people (15%).

Figure 3: Current and projected youth population in New Zealand 2013-2038 by ethnic group⁹Table 5: Current and projected youth population in New Zealand 2013-2038 by ethnic group¹⁰

Ethnic Group	Population (Actual / Projected) ⁱⁱⁱ					
	2013		2023		2038	
European ^{iv}	638,500	69%	669,100	68%	670,200	65%
Māori	199,600	22%	241,700	25%	278,800	27%
Asian	130,000	14%	159,800	16%	231,800	23%
Pacific	104,100	11%	125,600	13%	152,800	15%

Other Key Indicators

There is a range of population-based indicators that can be used to track the health, wellbeing and development of young people in New Zealand. The majority of these indicators are deficit-based, focusing on risk factors. Risk-based indicator data is, however, important to consider and is included in the section of this report that discusses

ⁱⁱⁱ Note: population by ethnic group can add up to over 100% as people are able to identify with more than one ethnic group.

^{iv} Including 'other' and New Zealander.

risk factors (see further below). Here, two more strengths-based indicators are considered – educational achievement at NCEA Level 2, and voter participation by young people aged 18-24 years.

NCEA Level 2 Achievement

Education can be a key determinant of a young person’s future social and economic wellbeing. Achievement of education qualifications can impact on social development, future employment opportunities, income and economic wellbeing, and overall personal wellbeing including health and social capital. New Zealanders without a qualification at NCEA Level 2 or higher have an unemployment rate 45% higher than those with this qualification.¹¹ In 2016, 80.3% of all school leavers attained at least NCEA Level 2 or equivalent, a 0.7% increase from 2015 (79.6%), and a 12.8% increase from 2009 (67.5%).¹²

In 2016, the highest percentage of school leavers attaining at least NCEA Level 2 or equivalent by ethnic group were Asian students (91.1%), followed by New Zealand European/Pākehā (83.7%), Pacific (74.7%) and Māori (66.5%). Since 2015, the highest improvement in those attaining NCEA Level 2 or above was for Māori students, with an increase of 3.3%. This was followed by Pacific students (0.6%), Asian students (0.4%) and European/Pākehā students (0.3%). Whilst achievement rates for Māori and Pacific students have increased by the highest percentage, the achievement gap with Asian and Pākehā students still exists.¹³

Voter Participation

Voter participation is an indicator of civic participation by young people. Data on the breakdown of voting statistics by age was available for the first time in 2014, when 62.7% of enrolled voters aged 18-24 years voted. This voter participation increased to 69.3% of enrolled voters in the 2017 General Election. The voter participation rate for enrolled young people aged 18-24 years was higher than that of enrolled 25-29-year-olds.¹⁴

Protective Factors

The wellbeing and development of young people can be supported and enhanced by strengthening key protective factors. Protective factors are resources, relationships, people, skills, strategies and other environmental influences that can support young people’s development. The presence of protective factors can create positive conditions that enable young people to thrive. Protective factors can also help to build resiliency which can help to mitigate risks and reduce the potential of these risks to cause longer-term harm to a young person.

Protective factors may also be associated with positive risk-taking, where young people are supported to try new things outside of their comfort zone. For young people, “risk can also be positive and can play an important part in creativity and achievement. Exposure to new and challenging experiences can help [adolescents] with learning and strengthening new skills”.¹⁵

Effective, strengths-based youth development should consider and build on protective factors to promote positive health, development and wellbeing. Protective factors for young people can be individual or contextual. Key protective factors identified in literature are summarised in Table 6 below.

Table 6: Key protective factors for young people ^{16, 17, 18}

Domain	Example Protective Factors
Individual	<ul style="list-style-type: none"> ● High-quality interpersonal relationships with family, other adults outside of family, teachers, friends/peers. ● Temperament, outlook and personality. ● Self-esteem. ● Self-regulation skills. ● Having hobbies and interests.
Family	<ul style="list-style-type: none"> ● Routine/structure and limit setting. ● Development of cultural identity and values. ● Supportive relationships and open communication. ● Positive parenting. ● Access to extended whānau/family support.
Community	<ul style="list-style-type: none"> ● Neighbourhood safety. ● Belonging to pro-social or supportive environments such as marae, youth groups or church. ● Having a close relationship with at least one adult. ● Connectedness to adults outside of the family, including access to mentors. ● Access to resources and support services.
School	<ul style="list-style-type: none"> ● Opportunities to participate in extra-curricular activities. ● Long-term school engagement. ● Positive school ethos and environment.
Employment	<ul style="list-style-type: none"> ● Opportunities to participate in employment or training.

The Search Institute has developed 'The Developmental Assets® Framework',¹⁹ which conceptualises protective factors as key supports and strengths that young people need to succeed. This Framework is summarised in Table 7 below.

Table 7: The Developmental Assets® Framework²⁰

External Assets i.e. the supports, opportunities, and relationships young people need across all aspects of their lives	
<p>Support</p> <p>Young people need to be surrounded by people who love, care for, appreciate, and accept them.</p>	<ol style="list-style-type: none"> 1. Family love and support. 2. Positive family communication. 3. Other adult relationships (three or more non-parent adults). 4. Experience of caring neighbours and neighbourhood. 5. Experience of a caring school climate. 6. Parent involvement in schooling.
<p>Empowerment</p> <p>Young people need to feel valued and valuable. This happens when youth feel safe and respected.</p>	<ol style="list-style-type: none"> 7. Communities that value youth. 8. Opportunities for young people to take roles in the community. 9. Young people serving in the community (>1 hr / week). 10. Young people feeling safe.
<p>Boundaries and Expectations</p> <p>Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.</p>	<ol style="list-style-type: none"> 11. Family that sets clear rules and boundaries. 12. School that sets clear rules and consequences. 13. Neighbours that take responsibility for young people's behaviour. 14. Adults that role model positive behaviour. 15. Peers that role model positive behaviour 16. High expectations – young people are encouraged to do well.
<p>Constructive use of Time</p> <p>Young people need opportunities outside of school to learn and develop new skills and interests with other youth and adults.</p>	<ol style="list-style-type: none"> 17. Involvement in creative activities (>3 hrs / week). 18. Involvement in youth programmes (>3 hrs / week). 19. Involvement in religious community (>3 hrs / week). 20. Time at home outside of structured activities.
Internal Assets i.e. the personal skills, commitments, and values they need to make good choices, take responsibility for their own lives, and be independent and fulfilled	
<p>Commitment to Learning</p>	<ol style="list-style-type: none"> 1. Achievement motivation. 2. Active engagement in learning.

Internal Assets i.e. the personal skills, commitments, and values they need to make good choices, take responsibility for their own lives, and be independent and fulfilled	
Young people need a sense of the lasting importance of learning and a belief in their own abilities	3. Engagement with homework (>1 hr / day). 4. Bonding to school. 5. Reading for pleasure (>3 hrs / week).
Positive Values Young people need to develop strong guiding values or principles to help them make healthy life choices	6. Caring about and valuing other people. 7. Caring about equality and social justice. 8. Acting on convictions and standing up for beliefs. 9. Being honest, even when difficult. 10. Taking personal responsibility. 11. Acting with restraint.
Social Competencies Young people need the skills to interact effectively with others, to make difficult decisions, and to cope with new situations.	12. Planning and decision-making. 13. Interpersonal competence – empathy, sensitivity, and friendship skills. 14. Cultural competence with people of different backgrounds. 15. Resistance skills to peer pressure and dangerous situations. 16. Peaceful conflict resolution skills.
Positive Identity Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.	17. Feelings of control over “things that happen to me.” 18. Self-esteem. 19. Sense of purpose. 20. Positive view of personal future.

Protective factors experienced by a young person in their infancy and early childhood (0-5 years) can have a positive impact on their wellbeing and development as a young person (12-24 years). Early childhood protective factors include:

- Extended engagement with early learning.
- Quality and secure housing.
- Nutrition and health in the first 1,000 days.
- Long-lasting attachment experiences.

- Connection to cultural identity.
- Family financial resilience.
- Engagement in child-friendly environments.²¹

Protective factors may vary in significance by ethnic group. Connections to culture and cultural identity are more significant protective factors for indigenous young people.²² Research related to specific health, wellbeing and development issues identifies additional and more targeted protective factors. For example, religious beliefs may be a more significant protective factor for Pacific young people in relation to mental health and suicide prevention;²³ positive relations with peers who are not involved in anti-social behaviour or in substance abuse can be a more significant protective factor in relation to prevention of youth offending.²⁴

Risk Factors

The presence of protective factors can have a positive impact on a young person's health, development and wellbeing. This review is primarily focused on strengths-based opportunities to support and enable youth development, however, it is important to acknowledge the presence of risk factors, which can act as barriers to wellbeing and have a negative impact on future outcomes for young people.²⁵ Poor outcomes include:

- Reduced economic opportunity, and increased likelihood of receiving government benefits.
- Increased likelihood of engagement with the justice system.
- Reduced likelihood of achieving school qualifications (NCEA Level 2 or above).
- Increased likelihood of engagement with mental health and addiction services.²⁶

Addressing the risk factors that affect young people can help to improve wellbeing and development. As a young person ages from childhood to adolescence and young adulthood, risk factors vary and change. Early intervention to address these risk factors is important,²⁷ as it can increase the likelihood of positive outcomes for vulnerable young people. Summarising the evidence, it is clear that early intervention therefore offers the highest return on investment.²⁸

Some young people may experience poor outcomes even when they are not defined as being 'at-risk' by the presence of specific known risk factors;²⁹ and likewise the presence of risk factors for young people does not guarantee poor outcomes in adulthood.³⁰

The Treasury has developed a series of indicators to identify the children and young people at highest risk of poor outcomes in adulthood, using Integrated Data Infrastructure (IDI) that combines information from a range of government departments and other sources. These indicators are summarised in Table 8 below by age bands 0-14 years, 15-19 years and 20-24 years. The indicators for children are included in Table 8 in recognition that early

intervention in relation to these risk factors may strengthen development, health and wellbeing outcomes prior to, and during, adolescence and early adulthood.

Table 8: The Treasury indicators of risk for of children and young people ³⁷

Age Group	Indicators of Risk
0 - 14 years	<ul style="list-style-type: none"> ● Children who have a CYF finding of abuse or neglect. ● Children who are mostly supported by benefits from birth. ● Children whose mothers have no formal qualification. ● Children who have a parent with a prison or community sentence.
15 - 19 years	<ul style="list-style-type: none"> ● Teenage boys with Youth Justice or Corrections history. ● Teenagers with health, disability issues or special needs. ● Teenage girls supported by benefits. ● Mental health service users with stand-down or CYF history. ● Experienced significant childhood disadvantage.
20 - 24 years	<ul style="list-style-type: none"> ● Young offenders with custodial sentence. ● Young offenders with community sentence and CYF history. ● Jobseekers in poor health with CYF history. ● Sole parents not in full-time employment with CYF history.

It is important to be mindful of socio-economic determinants as underlying contributors to the risk factors that affect young people. Examples of these contributing risk factors are summarised in Table 9 below.

Table 9: Key risk factors for young people ^{32,33}

Risk Factors	Considerations
Deprivation	<ul style="list-style-type: none"> ● There is a demonstrable link between deprivation (area of residence) and youth outcomes. ● The levels of Māori and Pacific people living in areas of high deprivation in New Zealand are disproportionately higher than other ethnic groups.
Childhood Risk Factors	<ul style="list-style-type: none"> ● Risk indicators for children aged 0-14 years are identified by the Treasury (see Table 8).
School / Education	<ul style="list-style-type: none"> ● Young people are at higher risk of poor outcomes if: <ul style="list-style-type: none"> ○ they are not enrolled in education; ○ they are attending a low decile school; ○ they are attending a special school; ○ they are truant, stood-down or suspended; ○ they have received special education services. ● Young people who disengage from school during the first few years of high school are particularly vulnerable. ● Young people that do not have the opportunity to achieve higher qualifications are at higher risk of poor future outcomes. ● Disabled young people are almost twice as likely as non-disabled young people to leave school without a qualification.
Employment	<ul style="list-style-type: none"> ● Longer period of unemployment and receiving benefits can increase the likelihood of poor outcomes.
Corrections	<ul style="list-style-type: none"> ● Youth receiving youth justice referral by age 22, or who have a youth justice placement, are substantially more likely to receive a corrections sentence between the ages of 25 and 34 years. ● Risk factors for youth offending include: <ul style="list-style-type: none"> ○ substance abuse; ○ depression; ○ family factors e.g., welfare involvement; ○ peer factors e.g., gang involvement, a lack of social connections.

Risk Factors	Considerations
Parenting	<ul style="list-style-type: none"> ● Early parenting (by the age of 22 years) is a key risk factor for young people. Very early parenting (by the age of 18 years) represents the highest risk. ● Teen mothers are more likely than older mothers to live in socio-economic deprivation, depend on a benefit, and have a low level of education and literacy. ● Teen mothers are less likely to have access to supportive social networks.
Mental Health	<ul style="list-style-type: none"> ● Early contact with mental health or drug addiction services is an indicator of risk for young people. ● Risk factors for early use of mental health or drug addiction services include: <ul style="list-style-type: none"> ○ low educational achievement or disengagement from school; ○ family factors e.g., history of mental illness, neglect/abuse, experiencing violence; ○ negative peer influences; ○ socio-economic factors e.g., unemployment, deprivation.
Racism	<ul style="list-style-type: none"> ● Institutional and cultural racism can have negative impact on the wellbeing of all young people. ● The impact of colonisation can affect the wellbeing of rangatahi Māori.
Other	<ul style="list-style-type: none"> ● Transience ● Sub-standard, unstable/insecure or unaffordable housing. ● Learning difficulties.

Young people most at risk in New Zealand

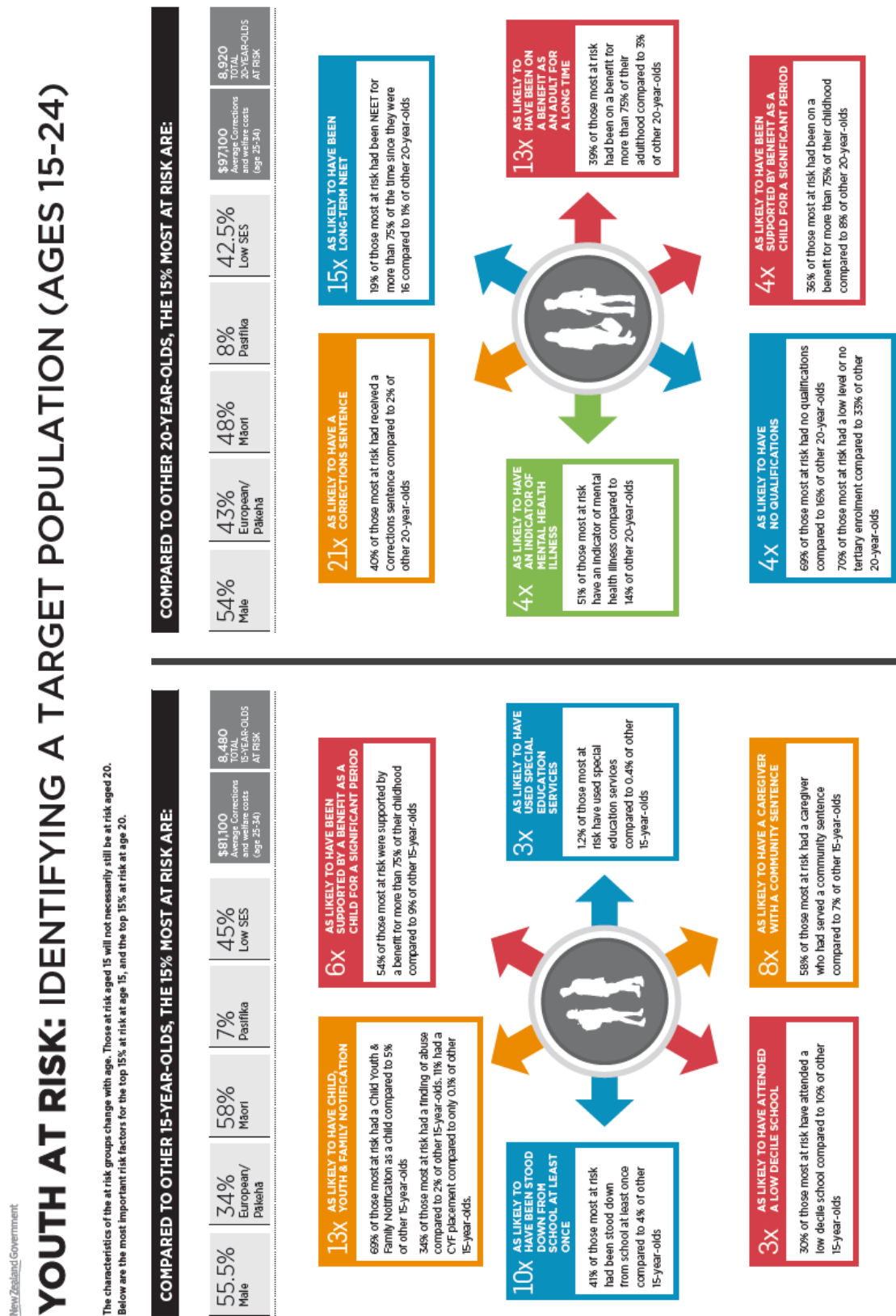
A report prepared for the Treasury provides an analysis of IDI data related to young people aged 15-24 years in New Zealand, and identifies young people who are at highest risk of poor long-term outcomes.³⁴ The report identifies the following trends:

- Youth at risk of poor outcomes vary by geographic location, and are concentrated in areas including Kawerau, Opotiki, the Far North, Wairoa and Gisborne. The size of the population aged 15-24 years with high risk indicators across multiple outcomes in these locations is as follows:
 - Kawerau – 42% (201)

- Opotiki – 31% (399)
 - Far North – 30% (2,212)
 - Wairoa – 30% (313)
 - Gisborne – 29% (1960)
- The largest numbers of at-risk youth live in larger urban centres including Manukau, Waitakere, Hamilton and Christchurch. The population aged 15-24 years with high risk indicators across multiple outcomes in these areas is as follows:
 - Hamilton – 19% (4,222)
 - Waitakere – 15% (4,293)
 - Manukau – 14% (8,010)
 - Christchurch – 13% (6,175)
 - By regional council, the areas with the highest percentage of at-risk youth are Gisborne (28.7%), Northland (27.5%), Hawke’s Bay (22.1%) and the Bay of Plenty (21.6%).

The following infographic (Figure 4) provides further detail about the population of youth most at risk of poor outcomes in New Zealand. Those at highest risk are likely to be young Māori and Pacific males, young parents (significantly teen mothers) and young people with disabilities or special needs.

Figure 4: Youth at risk aged 15-24 years



Access to the data presented was managed by Statistics New Zealand under strict micro-data access protocols and in accordance with the security and confidentiality provisions of the Statistics Act 1975. These findings are not official statistics. The spillover, findings, recommendations, and conclusions expressed are those of the author(s)/researchers, not Statistics NZ.

Effective Youth Development Practice

Practice Frameworks

Youth Development Strategy Aotearoa Principles

The Youth Development Strategy Aotearoa provides a framework for youth development approaches. It identifies six key principles of effective youth development practice, which collectively describe the need for young people to feel connected, feel positive about their identity, contribute to society and feel that they have choices for their future. The six principles of the YDSA are summarised in Table 10 below.

Table 10: YDSA principles of positive youth development ³⁵

Principle	Characteristics of Effective Practice
1. Youth development is shaped by the 'big picture'	<ul style="list-style-type: none"> ● Young people's development experiences are shaped by broader social, economic and cultural contexts. ● The Treaty of Waitangi protects all Māori, including rangatahi Māori, as tangata whenua, and has implications for prioritising support to Māori youth development. ● Youth development is informed by the values and principles of international human rights conventions that protect and value children and young people.
2. Youth development is about young people being connected	<ul style="list-style-type: none"> ● Positive youth development is supported by healthy connections across multiple contexts – including: <ul style="list-style-type: none"> ○ Family and whānau ○ Hapū and iwi ○ Community ○ Peer groups ○ School, training or work environments ○ External environments (social, economic and cultural contexts) ● Strong relationships and connections across these environments can help to strengthen youth development outcomes.
3. Youth development is based on a consistent strengths-based approach	<ul style="list-style-type: none"> ● Youth development practice that is strengths-based helps to increase protective factors and address risk factors.

Principle	Characteristics of Effective Practice
	<ul style="list-style-type: none"> Strengths-based approaches avoid identifying young people as ‘the problem’ and seek to connect young people with emotional skills, social skills, physical skills and autonomy skills.
<p>4. Youth development happens through quality relationships</p>	<ul style="list-style-type: none"> Relationships are important to young people, including relationships with friends and schoolmates. Having at least one close friend can be a protective factor for young people. Effective youth development practice recognises the importance of young people developing supportive relationships with adults not in the family. It is important that people working with young people – e.g., teachers, youth leaders, church leaders – are trained in building quality relationships with young people.
<p>5. Youth development is triggered when young people fully participate</p>	<ul style="list-style-type: none"> Through effective participation, young people are able to control what happens to them and around them. Where young people are able to engage and participate, they can influence and inform decision-making, and respond more effectively to change. For Māori, concepts of participation include tikanga (cultural practices) and associated concepts of collectivity. Participation includes organising, advocacy, leadership, service and governance.
<p>6. Youth development needs good information</p>	<ul style="list-style-type: none"> Effective youth development practice responds to information about the ‘big picture’ or the context that youth development work is being practiced in. Research and evaluation feedback loops are important to ensure that young people are participating effectively and that youth development approaches are effective in strengthening youth outcomes.

New Zealand Code of Ethics

Ara Taiohi is New Zealand’s peak body for youth work. It has developed a government-endorsed Code of Ethics for youth workers, which outlines the values and practice standards expected of youth work professionals.³⁶ The Code of Ethics identifies the core values of youth work as being:

- **Young person-centred:** Identifying and recognising the whole person, their cultural connections, skills and identity, and working with young people in a holistic, positive, strengths-based manner.
- **Relationship-focused:** Building quality relationships between young people and youth workers through creative, respectful, inclusive and values-based approaches.
- **Culture and context:** Recognising, respecting and affirming young people's cultural identity and cultural context, and the diversity of these identities within groups of young people; and upholding the principles of the Treaty of Waitangi.
- **Community contributors:** Valuing young people as contributors to society and encouraging young people to be active participants in the family/whānau, community, hapū and iwi, peer groups and other contexts.

The Code of Ethics is aligned to the YDSA and uses the six principles within the YDSA as a framework for outlining the ethical responsibilities for youth workers when engaging in youth development practice. For example, these considerations include:

- Transparency
- Consent
- Confidentiality
- Boundaries/limits
- Diversity and cultural safety
- Working positively
- Youth work supervision
- Health and safety
- Training and development
- Self-care
- Research, evaluation and reflective practice

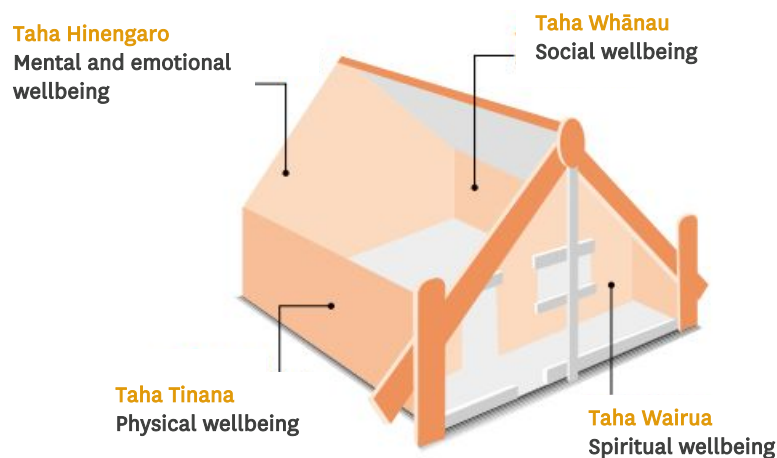
Positive Youth Development in Aotearoa

In 2011, the Wayne Francis Charitable Trust's Youth Advisory Group^v developed and published Positive Youth Development in Aotearoa (PYDA). The PYDA framework explores the alignments between a range of approaches to youth development as described in literature, alongside the grassroots experiences of young people in New Zealand, to build a picture of effective youth development practice and support effective decision-making by the funders investing in youth development initiatives.

The PYDA framework identifies two outcomes to be targeted by youth development practice, alongside three key approaches to designing and delivering youth development initiatives. These outcomes and approaches incorporate and respond to other national and international frameworks for effective youth development practice, including:

- **Te Whare Tapa Wha**,³⁷ a holistic health and wellbeing model based on Māori understanding of wellbeing. It includes four key dimensions: Taha Hinengaro (mental health); Taha Wairua (spiritual health); Taha Tinana (physical health); and Taha Whānau (family health).

Figure 5: Te Whare Tapa Wha³⁸

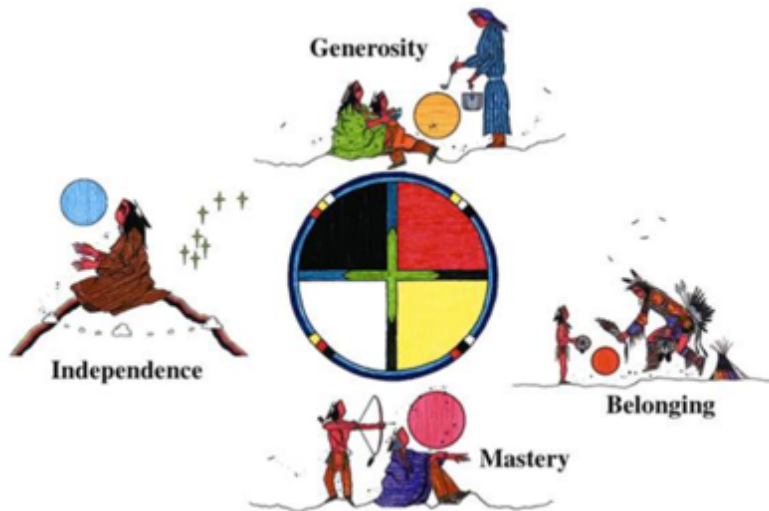


- **The 5Cs of Positive Youth Development**,³⁹ a model that identifies five areas of positive youth development that can strengthen a young person, including: **competence** for civic and social engagement; **character** – responsibility and self-awareness; **connection** – membership and belonging; **confidence** and self-efficacy; and **caring/compassion** – ability to form friendships and desire to care for others. A sixth ‘C’ – **contribution** to self, family and others – was later added to the model, and is considered as an outcome that can be achieved through application of the 5Cs.

^v The Wayne Francis Charitable Trust is a private philanthropic trust based in Christchurch, with a focus on achieving outcomes for children and young people aged 0-25 years.

- **The Circle of Courage**,⁴⁰ a youth development model that incorporates North American indigenous philosophy and highlights four developmental areas that support successful transition to adulthood: belonging; mastery; independence; and generosity. In the context of Te Ao Māori (the Māori world view), these four areas relate to whānau, pukengatanga, mana motuhake and atawhi.

Figure 6: The Circle of Courage⁴¹



The outcomes and approaches of the PYDA framework, and the characteristics of effective practices, are summarised in Table 11 below.

Table 11: Positive Youth Development Aotearoa framework – outcomes and approaches⁴²

PYDA Framework	Characteristics of Effective Practice
<p>Outcome 1: Developing the whole person</p>	<ul style="list-style-type: none"> • Effective youth development initiatives need to focus on the whole person, rather than a narrow aspect. • Developing the whole person requires consideration of their physical, emotional, intellectual, social and spiritual dimensions.
<p>Outcome 2: Developing connected communities</p>	<ul style="list-style-type: none"> • Developing healthy connections and authentic relationships can build communities of belonging and identity for young people. • Communities need to be places of inclusion where young people have the opportunity to participate in and lead activities that deliver positive outcomes for young people. • Weaving more relationships across a community helps to increase the community's resilience.

PYDA Framework	Characteristics of Effective Practice
	<ul style="list-style-type: none"> Building connections between young people, their whānau and community can be supported by professionals, organisations and policies that share outcomes and foster a sense of ‘we’ in the community.
Approach 1: Strengths-based	<ul style="list-style-type: none"> Strengths-based approaches assume that all young people have strengths, skills, interests and talents that can be nurtured or grown. These approaches seek to identify and enhance these strengths, enabling protective factors that enhance outcomes for young people. Strengths-based approaches apply to working with young people and to their family/whānau.
Approach 2: Respectful relationships	<ul style="list-style-type: none"> People engaging with young people have a responsibility to form respectful and challenging relationships with them. Youth development approaches should hold young people to high expectations and not ‘buy into’ lowered expectations. Te Kōtahitanga, a University of Waikato project focused on Māori secondary-school student engagement, is an exemplar project that the PYDA framework highlights as evidence of lifting achievement by rejecting deficit positioning.^{vi} Long-term, consistent, sustainable relationships can support greater community connectivity. Relationships should offer young people both challenge and support in order to be engaging and develop resilience. Relationships with young people should be restorative to support young people to make positive choices.
Approach 3: Building ownership and empowerment	<ul style="list-style-type: none"> Effective youth development practice supports young people to move from dependence to independence; and then on to interdependence i.e., where young people participate, share responsibility and are empowered to engage in leadership.

^{vi} For more information about Te Kōtahitanga, see: <http://tekotahitanga.tki.org.nz>

Core Competencies – Korowai Tupu o Ara Taiohi

Korowai Tupu is the professional association for youth work in Aotearoa New Zealand. It was established by Ara Taiohi (the youth development sector peak body) in 2017 to provide a “strong national voice on professional issues affecting youth workers”,⁴³ and to support professional development across the youth sector.

Korowai Tupu has developed a set of core competencies for youth workers, which acts as a benchmark for effective youth development practice in Aotearoa New Zealand. The core competencies are aligned to the principles of the YDSA and act as an entry requirement into the Korowai Tupu membership association, and are incorporated into youth work training. Korowai Tupu is also “working with employers of youth workers to ensure that in practice youth workers who graduate with foundational (certificate), practitioner (diploma and degree) and advanced practitioner (postgraduate and experienced practitioners) are able to meet the necessary level of skill”.⁴⁴

Table 12: Korowai Tupu o Ara Taiohi Core Competencies ⁴⁵

YDSA Principles	Core Competencies
1. Youth development is shaped by the ‘big picture’	Understands the context of young people
	Understands the context of youth work
	Bicultural partnerships
2. Youth development is about young people being connected	Builds connectedness
3. Youth development is based on a consistent strengths-based approach	Works from a strengths-based approach
4. Youth development happens through quality relationships	Builds quality relationships
	Young people are safe
5. Youth development is triggered when young people fully participate	Facilitates youth participation
6. Youth development needs good information	Youth workers are reflective practitioners

Scope Review Tool

Scope is a youth development review tool for youth organisations, and is designed to assess and help strengthen the organisation's capacity to deliver positive youth outcomes. As a review tool, Scope incorporates the YDSA principles, the Korowai Tupu core competencies and the Code of Ethics for youth workers, alongside other youth development frameworks.

Youth organisations can voluntarily engage with a Scope review, which typically takes 3-5 days and involves assessment against the Scope Standards (see Table 13 below).⁴⁶

Table 13: Scope Standards⁴⁷

Scope Areas	Scope Standards
1. Safe Practice	1. Young people are safe.
	2. Youth development workers/staff are safe.
2. Youth Development	3. The agency helps young people to build positive connections within the programme and into other areas of their lives.
	4. The agency operates from a strength-based approach.
	5. Youth development workers at the agency connect effectively with young people.
	6. The agency encourages youth participation and self-empowerment.
3. Programme Design	7. The programme has clear kaupapa (objectives, purpose and values) and its activities are consistent with these.
	8. Programme content and design is being shaped by feedback and research into local youth needs.
	9. The programme is supportive of the other areas of a young person's life.
	10. The programme sets fair and consistent boundaries for young people.
	11. The programme is adequately resourced
4. Governance and Management	12. The agency has a clear kaupapa (objectives, purpose and values) that is shared at all levels.
	13. The governance group has an effective relationship with the management/manager.

Scope Areas	Scope Standards
	14. Systems are in place for planning, accountability and management of finances appropriate to the size of the agency.
	15. Systems are in place for the management and support of staff (whether paid or voluntary).
	16. The agency has a set of policies and procedures appropriate to the scope of its operation.
5. Community Connections	17. The agency maintains positive connections with stakeholders and the wider community.
	18. An agency actively liaises with local iwi and local Māori resource people.

Characteristics of Effective Youth Development Approaches/Programmes

Research highlights that some approaches are more effective for working with young people and their families/whānau than others. Key characteristics of effective youth development approaches/programmes include the following:

- Early intervention approaches – including initiatives that focus on outcomes in the early years pre-school (0-5 years).⁴⁸
- Youth mentoring approaches, particularly where they are structured, include high-quality relationships, have interpersonal goals and are components of a wraparound service.⁴⁹
- More intensive support where the young people engaged are identified as having greater risks.⁵⁰
- Approaches that involve family/whānau and the broader community,⁵¹ and that build community connectivity and collaboration.⁵²
- Multi-component programmes.⁵³
- Strategies and approaches that involve all youth.⁵⁴
- Approaches that respond to individuals' strengths and aspirations and develop the whole person.⁵⁵

- Approaches that recognise that young people are not a homogenous group, and that acknowledge and support the identity and strengths of individual young people.⁵⁶
- Youth development practice that draws on appropriate cultural frameworks, particularly for Māori and Pacific youth.⁵⁷
- Integrated social service design that reduces fragmentation, is sufficiently funded and offers flexible service design.⁵⁸
- Initiatives that empower young people through youth-adult partnerships, where there is authentic (shared) decision-making, natural mentors that work collaboratively with and value young people, reciprocal activity and connectedness to the wider community.⁵⁹⁺⁶⁰
- Approaches that are joined up and connect to other services or supports to create a ‘wraparound’ effect.⁶¹
- Resources/interventions to transition young people back into either mainstream, effective alternative education, or training.⁶²
- Bridging programmes and assistance on pathways to tertiary study and industry training.⁶³
- Home visiting programmes for young parents.⁶⁴
- Long-term approaches.⁶⁵

Some types of programme interventions are less effective in reducing poor outcomes for young people in general, including:

- One-off or short-term approaches of less than six months.
- Boot camps and wilderness/challenge programmes that do not address risk.
- Mentoring approaches that: rely on peer mentors (as opposed to adult mentors) to deliver outcomes for at-risk youth; focus on reducing youth violence; or are predominantly school based.
- After-school programmes for at-risk youth.
- Poor-quality programme implementation.
- Moral/shaming appeals that attempt to change behaviour.
- Programmes not including skill development.
- Programmes not involving families/whānau.⁶⁶

Sector Consultation – Reviewing the YDSA Principles

Involve 2018

Involve was established in 2002 as New Zealand’s national youth sector conference. Prior to *Involve 2018*, the last conference was held in 2010. The *Involve 2018* conference was hosted by Ara Taiohi, the New Zealand Youth Mentoring Network, the Society for Youth Health Professionals (SYHPANZ) and the Collaborative Trust. The conference’s aim is to create “a space for the youth sector to come together to connect, share, learn, grow and celebrate our diversity and strengths”.⁶⁷

At the *Involve 2018* conference, consultation with conference attendees was undertaken by Ara Taiohi and the Centre for Social Impact to obtain feedback on the current YDSA (2002). The purpose of this feedback was to provide evidence and insights – alongside this evidence review – to inform a cross-sector co-design workshop (held 23 August 2018); at which stakeholders from across government, philanthropy and the youth development sector explored the future of national youth strategy in Aotearoa New Zealand.

The *Involve 2018* conference was attended by in excess of 800 people from across the youth sector. The attendees included young people engaged in youth activities across the country, representatives from youth organisations and other professionals that engage with young people. Consultation on the YDSA was carried out via two approaches:

- A plenary session, attended by approximately 300 of the conference delegates. Participants were asked to consider the six principles of the YDSA and explore the potential to include a seventh principle (and/or amend or change the existing principles). Feedback was fun and interactive, with participants writing ideas related to the YDSA principles on glowing inflatable beach balls. The beach balls were collected and ideas captured.

Image 1: Involve 2018 plenary participants offering feedback via glowing beach balls



- A visual ideas wall, which presented summative analysis of key themes offered by participants in the plenary session. Conference participants were able to view and add to the ideas wall, and prioritise existing themes throughout day three of the conference. Approximately 50-100 participants engaged with the ideas wall.

Image 2: Young people aged 15 years old and 23 years old providing feedback on the YDSA principles (Involve 2018)

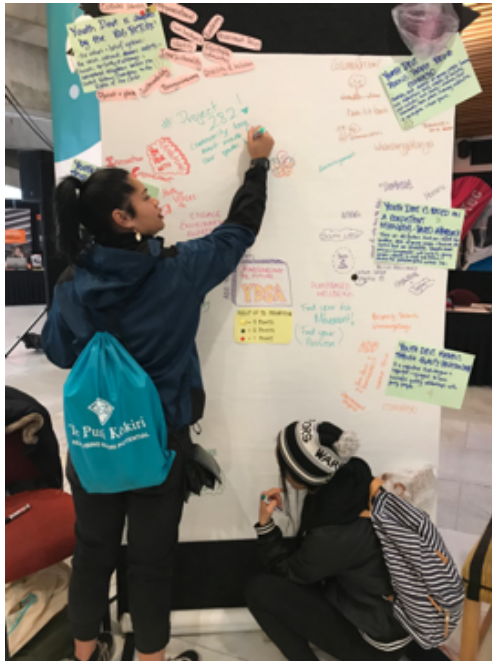
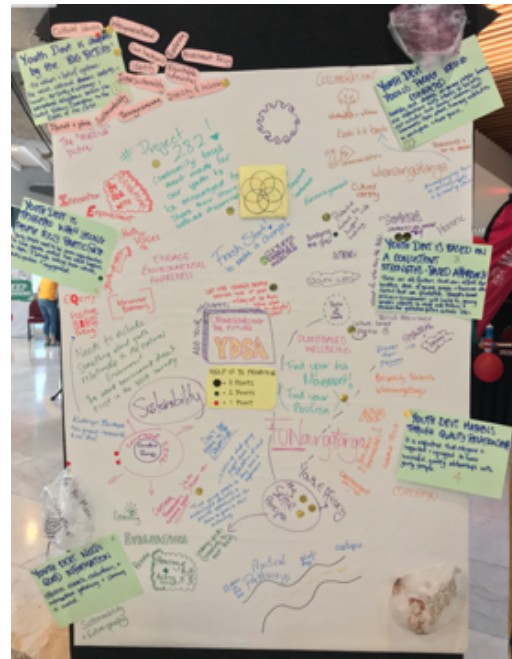


Image 3: Visual YDSA feedback wall (Involve 2018)



Analysis of Feedback

Summary – Keep and Refresh the Existing YDSA Principles

At the plenary session, 199 separate ideas and comments were collected from participants in relation to the YDSA. Analysis of this feedback highlights the following:

- Overall, feedback from the youth sector suggests that the existing six principles of the YDSA are conceptually sound and still relevant for young people and the youth sector today.

“The existing six principles are really important.”

“Don’t fix it if it ain’t broke.”

“Get on with doing it.”

- Participants reflected on the changes that have occurred since the YDSA was written in 2002 – including contextual/environmental changes, practice evolution and, in particular, the advent of social media. In this context, participants felt that the existing YDSA principles could be reviewed and refreshed to ensure that they reflect the language and practice of effective youth development in 2018.

“Youth development embraces the impact and influence that technology and social media has on young people, their interactions and their world views, beliefs and opinions... It is the biggest change for young people since 2002.”

“The language [should be] owned across the sectors.”

“Review content and clarity of the six principles first.”

“[The YDSA should be] constantly evolving.”

“Evolve, review, reflect, revisit, revise – no seventh principle; [we need to] master the existing six.”

Principles of Effective Practice – Key Themes (by Principle)

The 199 feedback comments from plenary session participants were analysed and coded by general theme. The following themes were raised most frequently:

- **Practice** (26 mentions) – i.e., specific examples of good practice, such as listening, role-modelling self-care, kanohi ki te kanohi (face-to-face) engagement, mutual respect.
- **Youth voice** (20) – i.e., providing opportunities for young people to have their say, make decisions and lead projects.
- **Refresh** (16) – i.e., update and strengthen the existing YDSA principles and strengthen accountability to the YDSA.
- **Diversity and inclusion** (13) – i.e., recognising the diversity of young people – including and ensuring that young people from diverse backgrounds feel included.
- **Strengths-based** (9) – i.e., working in positive ways that respond to and further develop young people’s skills, interests and talents, and enhance protective factors.
- **Cultural identity** (9) – i.e., the importance of recognising a young person’s cultural identity and supporting young people to connect with their cultural identity.
- **Identity** (8) – i.e., the importance of recognising a young person’s whole identity and supporting young people to connect with their identity.

- **Collaboration** (8) – i.e., the benefits to young people of adults, young people, youth workers and organisations working in ways that are connected and collaborative.
- **Culture-based Practice** (8) – i.e., working with young people in ways that align with cultural frameworks and principles, particularly for Māori.
- **Sustainability** (7) – i.e., recognising that youth development should have sustained impact.
- **Empowerment** (7) – i.e., working in ways that are “mana-uplifting” and empower young people to be independent.

Other themes (mentioned more than twice, but fewer than seven times) included communication, connection, context, equity, holistic approaches, innovation, intergenerational, leadership and relationships.

The comments and ideas provided by participants align to the existing six principles of the YDSA. A summary of this alignment and the key concepts/language provided by participants is provided in Table 14 below. This includes additional comments provided via the visual wall feedback.

Table 14: Involve 2018 conference consultation feedback themes, by YDSA principle

Principle	Key Feedback Themes
<p>1. Youth development is shaped by the ‘big picture’</p>	<ul style="list-style-type: none"> • Youth development is “<i>the responsibility of the whole community</i>”. • Equity is important – youth development “<i>has to be driven by addressing inequalities</i>”. • Youth development should be relevant to a young person’s “<i>own backyard</i>” i.e., Aotearoa perspectives, culture. • Youth development happens within a broader context and systems; where “<i>the wellbeing or hauora of young people needs to be at the forefront of decisions and policy</i>”. • Treaty of Waitangi. • The YDSA and youth development need to reflect and “<i>be constantly evolving</i>” with trends. • Young people’s relationship to the environment, land, whenua. • Sustainability and future-proofing.

Principle	Key Feedback Themes
<p>2. Youth development is about young people being connected</p>	<ul style="list-style-type: none"> ● Youth development happens within community, in civic spaces. ● Technology and social media are important to the ways that young people connect and engage. ● Ways of working that build connections are important: <ul style="list-style-type: none"> ○ Whanaungatanga / <i>“FUNaungatanga”</i>. ○ <i>“Kanohi ki te kanohi.”</i> ● Intergenerational connections are important. ● Youth development happens through quality, effective collaboration: <ul style="list-style-type: none"> ○ Sharing ideas. ○ <i>“Opportunities for meaningful collaboration, co-facilitation and co-creation.”</i>
<p>3. Youth development is based on a consistent strengths-based approach</p>	<ul style="list-style-type: none"> ● Youth development <i>“grows with secure and accepted identity”</i>, and cultural identity: <ul style="list-style-type: none"> ○ <i>“Youth need to be empowered to discover their culture and gain their own perspective.”</i> ○ <i>“The world is a diverse place, cultural identity is important to develop your sense of self – beliefs, spiritual, values, perspectives, your vision for your future. Culture is about more than language, it is about groups of people who have a common life experience and are proud of who they are.”</i> ● Youth development should recognise diversity: <ul style="list-style-type: none"> ○ <i>“Culture, ethnicity, gender, sexuality, dis/ability, neurodiversity, class, religion, spirituality, age, region (rural/urban status), immigration, diaspora, trauma, mental health, language.”</i> ○ Young people from diverse backgrounds need to feel safe and included. ○ Diversity should be celebrated and empowered. ● Youth development should involve culture-based practice/culturally responsive frameworks: <ul style="list-style-type: none"> ○ Bicultural and multicultural practice. ○ Cultural approaches and frameworks e.g., Te Whare Tapa Wha.

Principle	Key Feedback Themes
	<ul style="list-style-type: none"> ○ <i>“Te whakawhanakitanga o Nga Taiohi will be responsive to the indigenous culture of Aotearoa, will acknowledge value and honour the heritage cultures of Oceania and this will be championed in organisations, systems, services and ways of being in and with the world.”</i> ● Youth development happens when young people are supported to <i>“embrace positive risk-taking”</i>. <ul style="list-style-type: none"> ○ <i>“Protective factors to support risk taking.”</i> ○ <i>“Build resilience.”</i> ○ <i>“Moved from their ‘comfort zone’ to a ‘courage zone’.”</i> ● Good practice youth development involves: <ul style="list-style-type: none"> ○ Listening. ○ Flexibility. ○ Fun/creativity. ○ Putting youth at the centre. ○ Recognising intersectionality. ○ Giving all young people a <i>“fresh start”</i>. ○ <i>“Belief that we can make a difference.”</i>
<p>4. Youth development happens through quality relationships</p>	<ul style="list-style-type: none"> ● Youth development practice needs to be authentic. ● Tuakana teina. ● Relationships need to be authentic and reciprocal: <ul style="list-style-type: none"> ○ Ako. ○ Adult-youth partnerships.
<p>5. Youth development is triggered when young people fully participate</p>	<ul style="list-style-type: none"> ● Youth development needs to be youth driven: <ul style="list-style-type: none"> ○ Young people need opportunities to lead. ○ Young people need platforms to have a voice. ○ Grow autonomy. ○ <i>“Future leaders.”</i> ○ Representation at the highest levels. ○ <i>“By rangatahi, for rangatahi, with rangatahi.”</i>

Principle	Key Feedback Themes
	<ul style="list-style-type: none"> ○ <i>“Youth development is most effective when young people choose to be involved and have respected voices.”</i> ● Youth development happens when young people are empowered: <ul style="list-style-type: none"> ○ Where their experiences are accepted without judgement. ○ <i>“Mana-uplifting.”</i> ○ Empowered to reach their dreams and potential. ○ Self-efficacy.
<p>6. Youth development needs good information.</p>	<ul style="list-style-type: none"> ● Youth development practice strengthens with evaluation, reflection and learning, sharing ideas and hearing and acting on youth voice. ● The Code of Ethics is an important tool to ensure the safety of young people and youth workers. ● Youth development needs practical tools and pathways to achieve the <i>“utopia”</i> outlined in the YDSA principles.

Changes in Online and Digital Engagement

Consultation at *Involve 2018* highlighted the large-scale changes that have occurred since the YDSA was published in 2002, in relation to the internet, digital technologies and online engagement. Research on key trends related to young people and digital engagement is included in Appendix 2 of this report. The key findings from this research are summarised as follows:

- Digital access is increasing for young people, who use a range of devices for learning, gaming, connecting, entertainment, shopping, finding out about local activities and participating in cultural or political activities.
- Young people from lower socio-economic backgrounds have less access to devices of their own.
- One third of young New Zealanders aged 14-17 years spends more than four hours online every day. The purpose of this digital engagement varies by gender; whilst social media usage varies by age (platform type usage).
- Online engagement has potential for both positive and negative influences on young people. It can normalise self-harm, provide access to suicide content and violent imagery, and be a medium to bully or harass others. Conversely, online connection is also used as a learning tool, support network and a coping mechanism, and can connect people who are socially isolated.

- Key online safety concerns for young people vary by gender, age and ethnicity. Key issues for girls include mobile phone harassment and sexual harassment. Pacific teens are more likely to experience online exclusion and rangatahi Māori are more likely to experience online rumours, threats and name-calling.
- Youth providers in New Zealand are utilising online engagement in different ways. Organisations like ActionStation^{vii} use online engagement to crowdsource ideas and lead social justice campaigning, supporting civic engagement by young people. Zeal has piloted a suicide prevention approach, Live for Tomorrow, where trained volunteers search online hashtags to identify young people in crisis and reach out to offer support online.^{viii}
- There are opportunities for online/digital technologies to support youth development by:
 - Reducing the digital divide experienced by young people from different socio-economic backgrounds.
 - Designing online safety approaches in collaboration with young people and in ways that account for the different online experiences of young people dependent on, for example, their age, ethnic group or sexual orientation.
 - Exploring the potential to maximise the positive impact being online can have for young people in relation to education, employment, training, and civic and community involvement.

^{vii} See more: <https://www.actionstation.org.nz/about>

^{viii} See more in Appendix 2 and: <https://zeal.nz/livefortomorrow>

Mapping the Youth Development Ecosystem

Youth development and wellbeing in New Zealand is supported and enabled by a complex ecosystem of statutory and government services, non-government agencies/service providers, community-based initiatives and youth-focused investors and funders. The system as a whole is shaped by and responsive to legislation and policy, social and population trends, and other environmental influences – including the voice and leadership of young people.

Overview of the Ecosystem

To enable summative mapping of the youth development ecosystem, three key aspects or categories of the ecosystem have been identified:

- **Central and local government** – shaping policy, investment budgets and investment approaches that influence and support youth development and wellbeing.
- **The youth development sector** – i.e., the organisations and individuals that provide services, programmes and other opportunities targeted at youth development and wellbeing.
- **The philanthropic sector/other investors** – funding and investing in broad and targeted outcomes that support youth development and wellbeing.

These three components of the ecosystem are key identifiable parts of the wider environmental or contextual factors that sit around young people, their family/whānau and community – as illustrated in Figure 7 below. Other environmental/contextual factors may include global change, economic trends, technological advancement and cultural contexts.

A series of summary maps, outlining the key elements of each of these three components, are illustrated over the following pages.

Figure 7: Summative overview of the youth development ecosystem

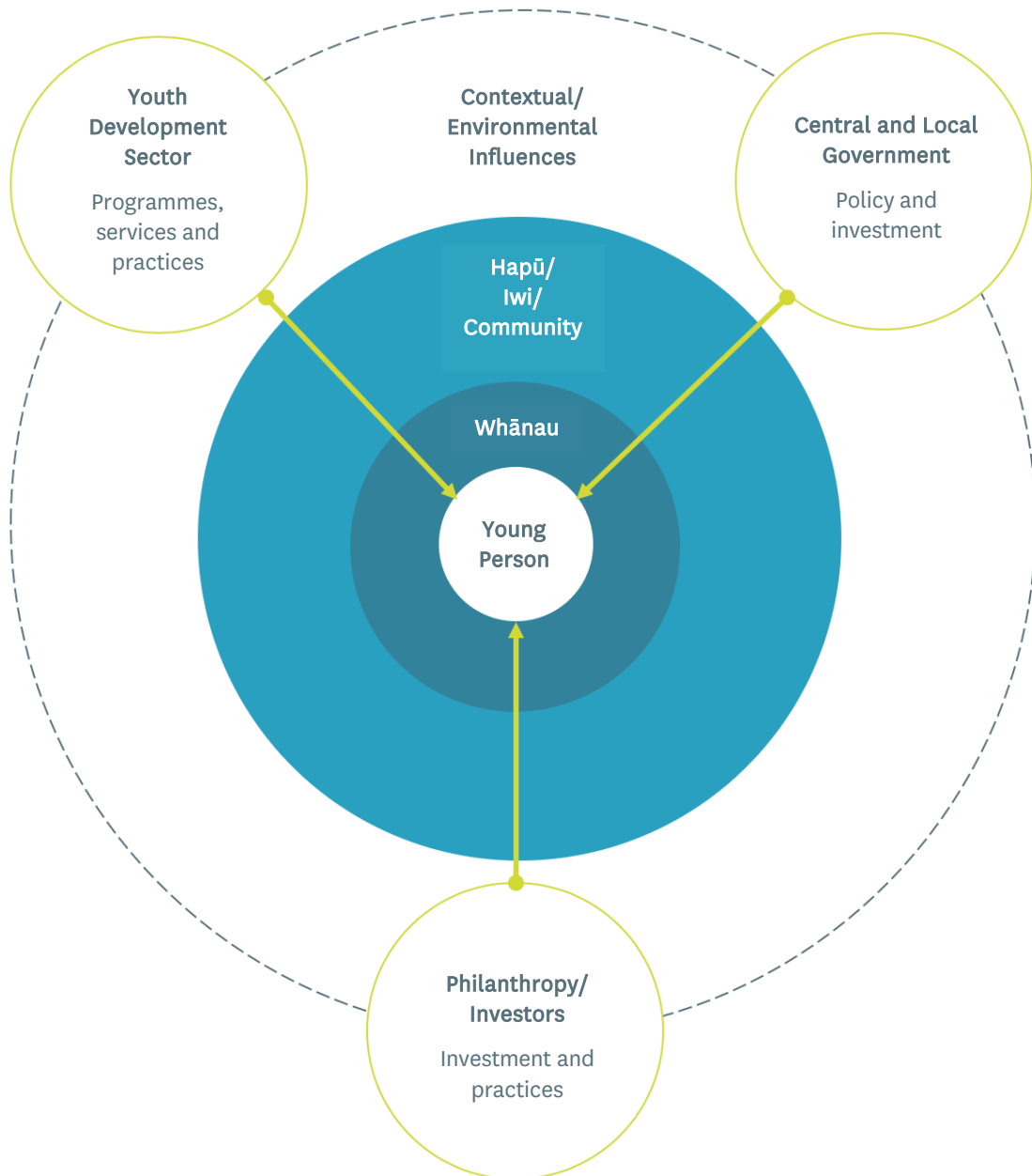


Figure 8: Summative overview of the central (and local) government ecosystem

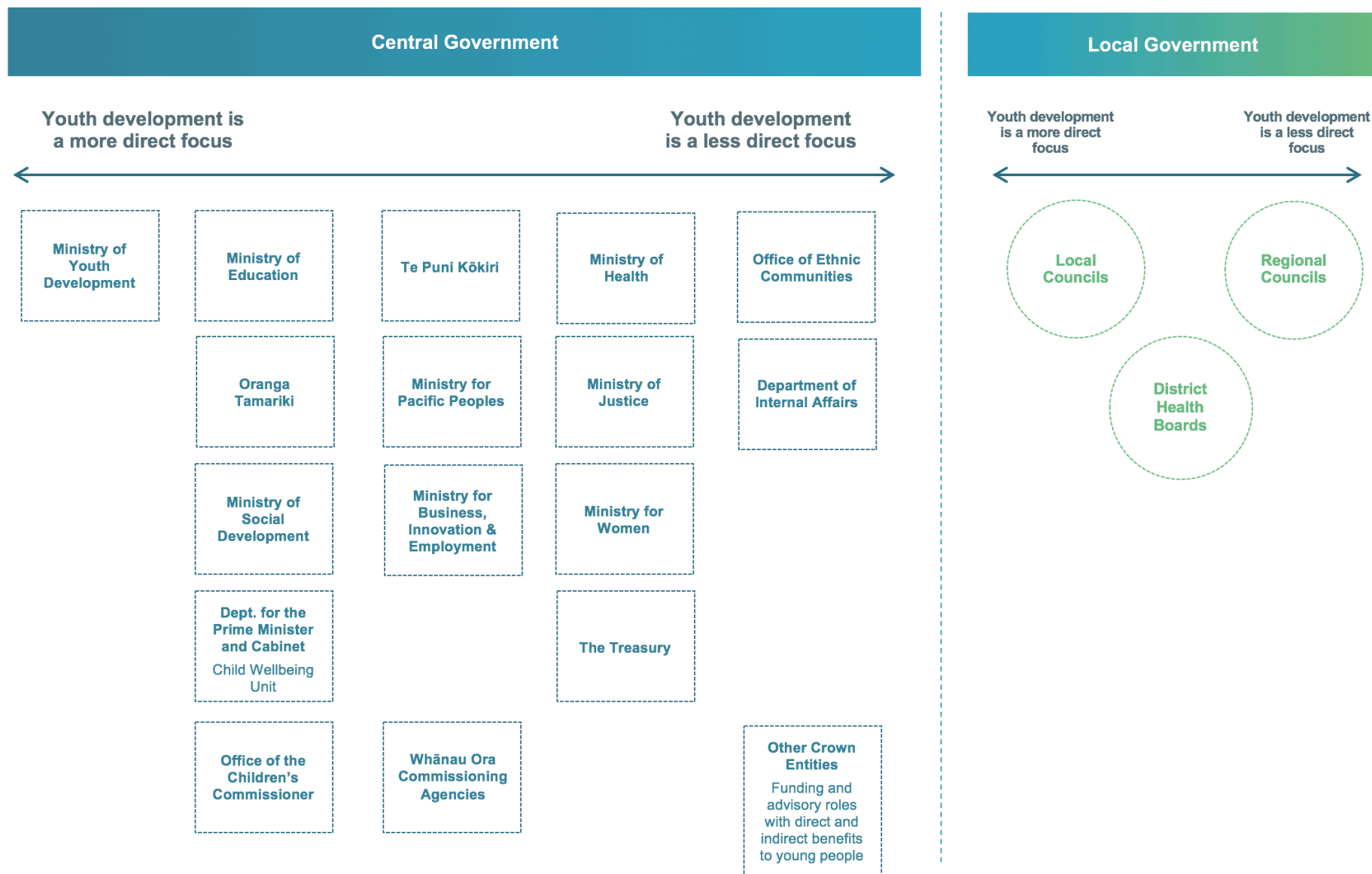


Figure 9: Summative overview of the youth development sector ecosystem

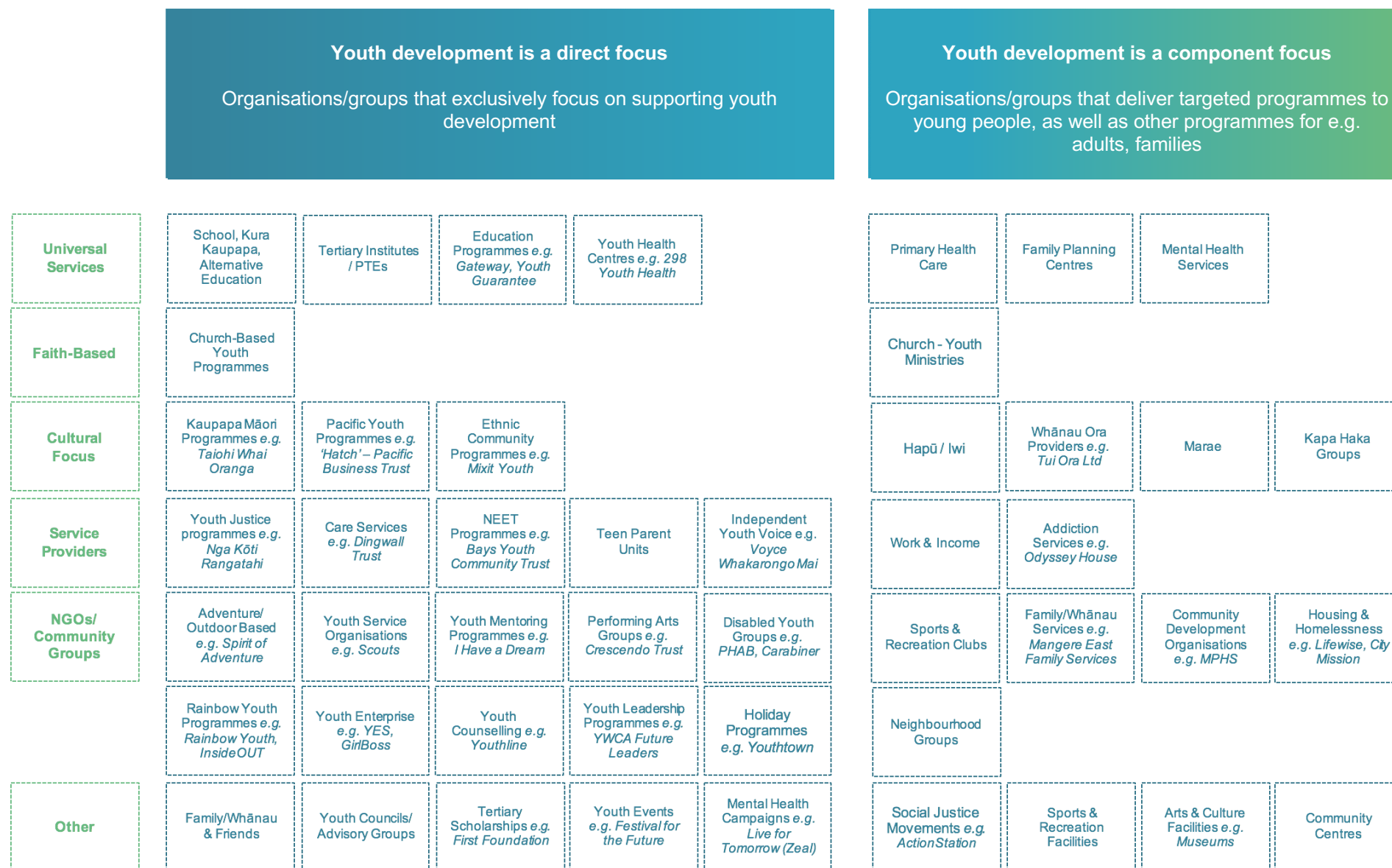


Figure 10: Summative overview of the philanthropic/other investor ecosystem

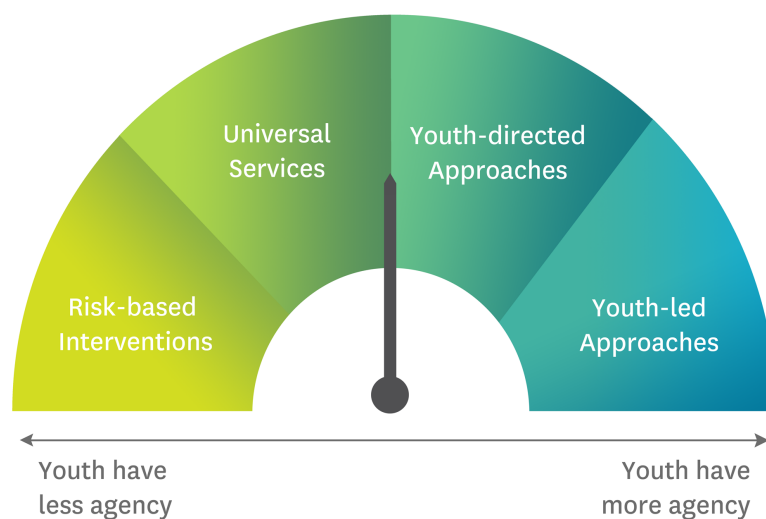


Analysis Framework – Youth Development Approaches across the Ecosystem

Understanding and mapping this ecosystem in full can be challenging. For the purposes of this review, a continuum-based mapping framework (Figure 2 below) has been developed as a useful way to describe the breadth of policy, service design/provision and investment approaches that exist in relation to youth wellbeing and development.

The continuum-based mapping framework is also a useful way to describe the alignment of these policies, services and investment approaches with established principles of good practice youth development – principally, the extent to which young people have agency and are able to participate on their own terms and/or influence, shape and lead activities or decision-making.

Figure 11: Youth development ecosystem mapping framework



The framework is informed by Hart's Ladder of Participation,⁶⁸ which outlines degrees of child and youth participation;^{ix} as well as Shier's Pathways to Participation,⁶⁹ which further outlines levels of child and youth participation^x and the minimum participation approaches required to meet the United Nations Convention on the Rights of the Child.⁷⁰ The mapping framework includes four key components:

^{ix} Hart's 'Ladder of Participation' outlines degrees of participation, from non-participation (i.e., (i) manipulation; (ii) decoration; (iii) tokenism); through to participation (i.e., (iv) assigned but informed; (v) consulted and informed; (vi) adult-initiated with shared decisions with young people; (vii) youth-initiated and directed; and (viii) youth-initiated where decisions are shared with adults).

^x Shier's 'Pathways to Participation' outlines the levels of child or youth participation, which can occur as a process. The levels include: (i) young people being listened to; (ii) young people being supported to express their views; (iii) young people's views taken into account; (iv) young people involved in decision-making processes; (v) young people sharing power and responsibility in decision-making. Participation must meet or exceed level (iii) to meet the requirements of the United Nations Convention on the Rights of the Child.

- 1. Risk-based Interventions:** Statutory services and other service provision that is typically designed in response to key risk-factors that affect the wellbeing and development of young people, and are developed without the input/participation of young people.
- 2. Universal Services:** Services that are intended to be universally accessed by all young people to meet basic needs e.g., schools and primary health-care services.
- 3. Youth-directed Approaches:** Services, programmes and other interventions that are designed to support more targeted youth development and wellbeing outcomes; and where young people have opportunity to inform design and/or delivery of these programmes. These approaches are more focused on enhancing protective factors.
- 4. Youth-led Approaches:** Programmes and activities that are designed and led by young people, and where young people have, and can further develop, greater agency. These approaches are strengths-based and most closely aligned to evidence of effective youth development practice.

Mapping Principles

The youth development ecosystem is mapped against this framework. The full ecosystem mapping detail is provided in Appendix 1. The mapping does not represent a complete stocktake of the ecosystem, but rather a summary of policies, approaches, providers and projects that are significant to the context of this review. The mapping analysis considers the following:

- **Key principles and characteristics** of each component part of the ecosystem map; including the alignment with principles of effective youth development practice.
- **Summative analysis of the role of government** within and across the ecosystem, including significant policy positions, investment approaches and/or statutory service provisions. These are examples of priority government policies, roles and activities.
- **Key youth development sector services** and the providers that operate within the ecosystem to provide these services, programmes and other activities. These are examples of key services/providers rather than an exhaustive list.
- **Key philanthropic sector funders**, roles and funding programmes where there is an interest or focus on investing in outcomes for young people. These are examples of key funders where the levels of strategic focus and/or investment levels are most significant.

It should be noted that in many cases there may be aspects of a programme, policy or approach that spans across the four sections of the mapping framework. There may also be movement across the sections over time e.g., an initiative that targets at-risk youth but over time increases opportunities for youth participation and leadership.

(a) Risk-based Interventions – Summary

Who is Reached?

- Young people with at least one or, more often, multiple identified risk factors.⁷¹
- Integrated Data Infrastructure (IDI) analysis shows that at-risk young people are disproportionately more likely to be Māori or Pacific, male, residing in a context of high deprivation, teen parents or have special needs.⁷²

What Services are Provided?

- Care and protection services for vulnerable children and young people. This includes residential care. Young people are now able remain in care until the age of 21 years following legislative change in 2017, with additional transition support available until the age of 25 years.
- Youth justice services, including Ngā Kōti Rangatahi and Pasifika Courts. Youth justice services include youth justice residences.
- Employment and training policy and services focused on the most at-risk youth not in employment, education or training (NEET).
- Alternative education for young people disengaged from mainstream education.
- Specialist health and mental health care for young people with high needs, such as addiction services and child and adolescent mental health services (CAMHS).

How are Young People Engaged?

- Young people are typically identified through encounters/interaction with statutory services, such as Oranga Tamariki or Youth Justice.
- Young people may also be identified through universal services, such as school or health services; following which they may be referred to other statutory or community-based services that are tailored to the identified risk.

What are the Key Principles of the Approach?

- Interventions may meet an initial urgent need, such as transitioning a young person out of a violent home; followed up by on-going support to address risk factors in the longer term.
- As the levels of need that young people experience are more acute, the service provision is more intensive – including one-to-one support, home-based programmes and residential service delivery models.

- In general, services provided are less well aligned with effective principles of youth development i.e., less likely to be strengths-based or enable active youth participation in the design of service delivery or decision-making.
- Statutory service delivery demands high levels of reporting and accountability from non-government providers.
- Philanthropic funders are less likely to fund organisations delivering statutory services, which are viewed as being the responsibility of government. Where funders do invest in risk-based interventions, the focus is typically on supporting targeted outcomes for high-needs young people; with NEET youth a key priority. However, funders typically seek greater alignment with principles of youth development i.e., youth participation and strengths-based delivery approaches.

(b) Universal Services

Who is Reached?

- Universal services are for the entire population of young people and are provided free of cost.
- Universal services are the central focus for prevention efforts across health, education and training, and welfare. Services provided by the government or government-funded NGOs provide young people and their families with a point of access to seek further help, advice, education and services.
- Young people do not need to have an identified 'risk' to access universal services. However, universal services are often a 'gateway' for risk indicators to be identified, as well as for protective factors to be strengthened.
- Positive engagement with universal services, such as school, can be a key protective factor for young people. Where schools can provide a positive environment for a young person, they are more likely to thrive.

What Services are Provided?

- Free education for all young people up to age 19, as well as additional youth education schemes such as Youth Guarantee (vocational courses for 16-17-year olds), tertiary study student allowance, and one year's fee-free provider-based tertiary education/two years of industry training in 2018.⁷³
- Vocational and industry training offered through private training establishments.
- Welfare for young people – including Youth Payment for young people aged 16-17 years who are not supported by a parent, and Youth Parent Payment for young parents aged 16-19 years.

- Access to general primary health care, including free oral health up to the age of 17 years, as well as family planning centres where appointments for young people aged under 22 years are free.
- Access to sports, recreation and arts and culture facilities, which are predominantly funded through local government, such as museums, swimming pools, sports facilities and community halls.
- A range of sports, recreation, arts and culture-based programmes and services that are provided by local government, NGOs, community groups, marae and churches. Key examples include sports clubs, kapa haka groups, and activity-based programmes. Many of these programmes are universally accessible by being offered to young people free of charge; however, the providers are often reliant on government and philanthropic funding to enable this accessibility.

How are Young People Engaged?

- All young people have access to school and primary health care services, based on their age.
- Some additional benefits and services are accessible to young people who meet specific criteria e.g., age, education status, young parents.
- Additional services are often attached to/wrapped around universal services to support young people who have had a risk indicator identified by a universal service. Key examples include:
 - Students at-risk of disengaging from education, and who may be identified for further supports in order to achieve NCEA qualifications and/or transition to training/vocational pathways or employment.
 - Young people who self identify or are identified by, for example, their school or GP as requiring additional support related to health or mental health issues.
- Young people may be engaged in other free-to-access programmes and services offered in their community by NGOs, community groups, sports clubs, marae and churches, without needing to meet specific criteria to engage.

What are the Key Principles of the Approach?

- Universal services are delivered in way that is intended to be accessible and meet the basic needs of young people in New Zealand, in relation to health, education, training and welfare.
- In general, universal services are not bespoke or tailored to the needs of individual young people. Service delivery may adopt some principles of positive youth development – but they do not provide as much scope for youth direction-setting and decision-making as other approaches.

- Some delivery approaches within universal services recognise the need for cultural frameworks and culturally responsive practice in order to support effective engagement and achievement by Māori and Pacific young people. Key examples of this include Kura Kaupapa⁷⁴ (Māori-medium state schools) and health providers that promote culturally-responsive practice and/or a Whānau Ora^{xi} approach, such as The Fono^{xii} in Auckland.
- Universal services can be extended to provide additional support for young people at risk of disengaging or achieving poor outcomes. Delivery of these extended services usually takes place within the school or primary health care environment.
- Philanthropic engagement with universal services is typically focused on addressing inequalities related to educational achievement and/or youth health outcomes. Investment seeks to strengthen and enhance ‘business as usual’ practice, supporting innovation to be scaled into mainstream services.
- Foundation North’s Māori and Pacific Education Initiative (MPEI) is a key example, investing \$20 million over 10 years into education-based programmes focused on supporting enhanced educational achievement for Māori and Pacific students in the Auckland/Northland region. NEXT Foundation has also focused on education, investing \$100 million over 10 years (alongside a focus on the environment), including support of initiatives that strengthen teaching practices.
- Whilst philanthropic investment in education and health is aligned to ‘universal services’, the characteristics of the investment approach mean that grantee organisations that work in ways more aligned to ‘youth-driven’ or ‘youth-led’ approaches are typically prioritised.

^{xi} Whānau Ora is a whānau-centred approach to health and social service provision. The approach was developed in 2010 and funding is distributed through three non-government Commissioning Agencies. See more: <https://www.tpk.govt.nz/en/whakamahia/whanau-ora/about-whanau-ora>

^{xii} See more: <https://thefono.org/about-us/>

(c) Youth-directed Approaches

Who is Reached?

- Youth-directed approaches have potential to reach all young people, as with universal services. Programmes and services are offered to young people to support positive participation in a range of activities that can support youth development and wellbeing.
- Youth-directed approaches enable consultation and participation in direction-setting, design and decision-making by young people. In order to reach all young people, approaches must seek to reduce barriers to participation by those who may otherwise face challenges to engaging.
- Many programmes and services seek to engage young people who are identified as being ‘at risk’; however, the approach of engaging with young people is more strengths-based and enables young people to participate more fully and with higher degrees of agency.

What Services are Provided?

- Within the government context, there are examples of policy and practice where young people have been given opportunity to consult on and inform policy design and investment decision-making.
- Examples of this approach in 2018 include the proposed engagement with young people to inform the Child Wellbeing Strategy under development by the Department of the Prime Minister and Cabinet, and the government’s Inquiry into Mental Health and Addictions.
- Within local government, there are numerous examples of Youth Advisory Groups that are established to support youth-based consultation and inform local decision-making. In some cases, the level of autonomy of these groups would place them as ‘youth-led approaches’ e.g., Youth Councils.
- A wide range of other programmes, services, projects and groups exist that adopt youth-directed approaches. Priority examples include:
 - youth mentoring programmes;
 - youth awards;
 - personal and skills development activities and programmes;
 - youth workers placed within community services or youth centres;
 - holiday programmes;
 - sports, recreation, arts and culture programmes that enable youth participation, including kapa haka, sports clubs, and performing arts groups;

How are Young People Engaged?

- Young people have opportunity to engage in structured and formalised programmes that involve youth-directed design.
- Engagement by young people may be self-directed i.e., young people who have sufficient agency and connections to seek out participation.
- Other programmes are associated with universal services such as schools, and youth engagement is activated as part of a whole-class or whole-school approach; or otherwise triggered by referral/nomination.
- Some programmes and services may be delivered to young people with higher needs; however, the provider has adopted principles of practice that support youth participation and engagement in the service design.

What are the Key Principles of the Approach?

- Programmes, services and policies that are youth-directed have a stronger focus on enhancing protective factors, as opposed to addressing risk factors.
- Young people have opportunity to consult on, inform and influence the overall design and direction of policy, investment approach or service delivery. However, final decision-making and implementation leadership sits with adults (government officials, youth workers, organisations).
- Service/programme delivery approaches are strengths-based and draw on the existing skills, talents and interests of each young person participant. Providers identify positive outcomes and seek to achieve these outcomes through well-designed models of delivery that consider the whole young person, their needs, and individual or collective views.
- Philanthropic investment is more commonly focused on supporting youth-directed (and youth-led) approaches. Funders seek to prioritise their funding towards initiatives that have demonstrable evidence of youth consultation and participation, and that can demonstrate approaches to programme delivery that are strengths-based and align to principles of best practice e.g., the YDSA or PYDA frameworks.
- Where grantee organisations demonstrate a strong fit with the above indicators of good practice and can evidence ongoing positive community outcomes that empower young people to engage and participate, then they are more likely to receive continued, multi-year or high-trust funding.

(d) Youth-led Approaches

Who is Reached?

- Youth-led approaches are driven by young people, and as such have the potential to engage and reach all people.
- As initiatives are youth-led, they typically offer greater relevance to young people. Young people can be more effective at engaging their peers and this can give youth-led initiatives greater reach.
- Youth-led approaches that are resourced through philanthropy are typically focused on supporting youth leadership and agency for young people who otherwise may face challenges or barriers to participation and wellbeing.

What Services/Opportunities are Provided?

- Within central government, Youth Parliament and the Ministry of Youth Development Partnership Fund are key examples of initiatives that provide scope for youth-led participation and decision-making.
- Within local government, there are numerous examples of Youth Councils that are established to support youth-based local decision-making.
- Youth arts and culture programmes that provide scope for young people to lead creative processes and productions.
- Initiatives that support youth-led action on the environment; alongside other organisations that support youth-led social change advocacy/movements – such as ActionStation and JustSpeak.
- Youth-led leadership programmes, events and inspirational programmes, such as Festival for the Future and the Aotearoa Youth Leadership Initiative.
- Business/entrepreneurial programmes aimed at encouraging young people to explore their entrepreneurial skills and develop their own enterprise and business opportunities.

How are Young People Engaged?

- Young people are engaged and supported to participate by other young people; or by adults/organisations that create spaces for and activate youth-led initiatives.
- The ‘activation’ of youth-led initiatives/activities may occur through other forms of youth engagement or intervention – including universal services, or youth-directed projects – where young people grow the skills, confidence and agency to take on greater leadership roles and autonomy.

What are the Key Principles of the Approach?

- Young people have agency to design their own solutions to self-identified issues that are affecting them and the wider community or environment. Within this context, young people define their own development goals and objectives.
- Young people take an active role in implementation and delivery of initiatives, as well as design and decision-making.
- Young people act as role models for other young people.
- Young people are supported to integrate into local and national development programmes and policies.
- Approaches are focused on acknowledging the positive achievements young people have and can make as valued contributors and decision-makers in communities.
- In the central and local government context, young people are provided with the opportunity to influence services and policy about issues that impact on them. Youth voice has a direct impact on wellbeing outcomes through engagement in decision-making.
- The application of youth-led approaches within government occurs as and when opportunities arise. There is no evidence of a systematic approach to implementing youth-led principles within government; however, there are numerous examples of approaches led by the Ministry of Youth Development, which has a strong mandate and track record of enabling youth agency and leadership.
- Philanthropic investment is typically focused on supporting systems-change through youth-led programme design and innovation. VOYCE Whakarongo Mai is a key example – instigated by collaborative investment and influencing by four funders (Foundation North, Vodafone New Zealand Foundation, The Tindall Foundation and Todd Foundation). VOYCE is influencing change in the foster care system as an independent vehicle for putting youth voice at the centre of policy-making, alongside Oranga Tamariki.

Summary

The YDSA – Consultation with the Youth Sector

- Consultation on the current YDSA was undertaken at *Involve 2018*, the youth development sector conference. This consultation examined the appropriateness and ongoing relevance of the six YDSA principles; as well as considerations of gaps or potential ‘missing’ principles.
- Overall, sector feedback suggests that the YDSA is a largely fit-for-purpose strategy with principles that are still conceptually sound and relevant for young people and the youth sector today. The feedback provided evidence of the role that the YDSA plays as a principles-based guide to underpin effective youth development practice within the youth development sector.
- Feedback also highlighted opportunities for the YDSA to be strengthened, particularly to:
 - Use language that is more aligned to current terminology; as well as language that is youth-friendly and designed with input from young people.
 - Review the descriptors of the YDSA principles to ensure that they (i) reflect more strengths-based language, and (ii) incorporate practice-based examples.
 - Fully describe the youth development issues and concepts understood and valued by young people today.
 - Ensure that the YDSA remains a living document that is designed to evolve in relation to trends and contextual change.
 - Reflect changes to the way that young people connect and engage using the online/digital environment.
- Table 15 below maps the YDSA principles against (i) key principle and practice considerations from the evidence review (with a priority focus on the New Zealand-based PYDA framework); and (ii) key principle and practice considerations provided through consultation with the youth sector at *Involve 2018*. As a summative table, this provides opportunities for the Ministry of Youth Development to consider how the YDSA could be further reviewed and refreshed.

Table 15: Reviewing the YDSA principles – considerations from sector feedback and evidence review analysis

Principle	Sector Feedback/Language	Other Considerations from Evidence
1. Youth development is shaped by the 'big picture'	<ul style="list-style-type: none"> ● The 'big picture' includes addressing inequalities. ● Youth development is influenced by wider systems and policies. ● The YDSA needs to evolve and adapt to trends and contextual changes. ● The 'big picture' includes the environment/whenua. 	<ul style="list-style-type: none"> ● Online/digital engagement has positive and negative influences on young people. It is a key consideration that shapes the youth development 'big picture'.
2. Youth development is about young people being connected	<ul style="list-style-type: none"> ● Youth development is most effective when it happens within connected communities. ● Concepts of intergenerational connection are important. ● Collaboration can support youth development. 	<ul style="list-style-type: none"> ● Youth development is strengthened through the development of connected communities. ● Communities that are places of inclusion support young people to participate.
3. Youth development is based on a consistent strengths-based approach	<ul style="list-style-type: none"> ● Responding to identity and cultural identity are key strengths-based practices. ● Recognising the diversity of youth in today's New Zealand is important. ● Youth development should involve culture-based practice. ● Offering practice-based examples of 'strengths-based' approaches are useful to youth workers and help to anchor their practice. 	<ul style="list-style-type: none"> ● Youth development is effective when it considers development of the whole person in the context of the family/whānau and community. ● Strengths-based approaches assume that all young people have strengths, skills, interests and talents that can be nurtured or grown.
4. Youth development happens through quality relationships	<ul style="list-style-type: none"> ● Relationships with young people should be authentic and reciprocal. ● Adult-youth partnerships. ● Tuakana teina. 	<ul style="list-style-type: none"> ● Relationships with young people should be respectful and challenging. ● Relationships should be long-term and consistent. ● Relationships should offer young people both challenge and support in order to be engaging and develop resilience.
5. Youth development is triggered when young people fully participate	<ul style="list-style-type: none"> ● By rangatahi, for rangatahi, with rangatahi. ● Youth development should be youth-driven and youth-led. ● Empowerment of youth voice. 	<ul style="list-style-type: none"> ● Through participation young people can be empowered to engage in leadership.

Principle	Sector Feedback/Language	Other Considerations from Evidence
6. Youth development needs good information	<ul style="list-style-type: none"> Youth development practice is strengthened through evaluation and learning. Hearing and acting on youth voices is important. Utilising the Code of Ethics. 	<ul style="list-style-type: none"> The New Zealand Code of Ethics for youth workers provides practice-based guidelines to support effective and ethical youth work.

Mapping the Youth Development Ecosystem

- Youth development and wellbeing in New Zealand is supported and enabled by a complex ecosystem of statutory and government services, non-government agencies/service providers, community-based initiatives and youth-focused investors and funders. The whole ecosystem is shaped by and responsive to legislation and policy, social and population trends and other environmental influences – including the voices and leadership of young people.
- Mapping this system is challenging. For the purpose of this review, mapping focused on (i) government policy and investment; (ii) youth development sector practice and services; and (iii) philanthropic sector investment models. Across these parameters, key policy positions, investment approaches, services delivery models and providers have been mapped.
- Further mapping of these three spaces was undertaken using a continuum framework that includes four key types of approaches: (i) risk-based interventions; (ii) universal services; (iii) youth-driven approaches; and (iv) youth-led approaches. The youth-driven and youth-led approaches are characterised by increased agency for young people, and practices are more aligned with the principles of the YDSA.
- Table 16 below provides a high-level summary of the ecosystem mapping across this continuum framework.

Figure 12: Youth development ecosystem mapping framework

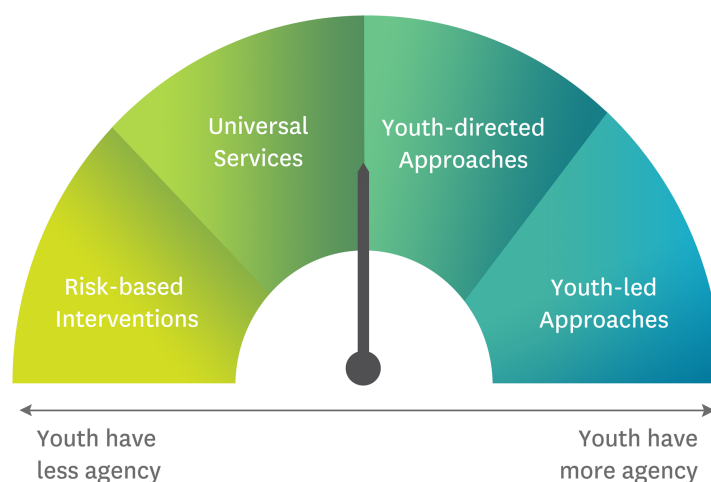


Table 16: Summary of the youth development sector ecosystem – principles, services and approaches

	Risk-based Interventions	Universal Services	Youth-directed Approaches	Youth-led Approaches
Principles	<ul style="list-style-type: none"> ● Focused on young people at highest risk. ● Address acute needs. ● Less well aligned with YDSA principles in terms of delivery approach. 	<ul style="list-style-type: none"> ● Accessible to all young people. ● Can be a 'gateway' to identify risk factors and/or generate youth-directed projects. ● Some culturally specific frameworks exist within universal services e.g., Kura Kaupapa. 	<ul style="list-style-type: none"> ● Youth are engaged in design and direction-setting. ● Participation may be self-directed or sought by government or provider organisations. ● Incorporates strengths-based approaches aligned to YDSA. 	<ul style="list-style-type: none"> ● Full opportunities for young people to design and lead – either alongside adults or with peers. ● Youth have – and develop – greater agency. ● Strong alignment with the YDSA principles.
Services, Programmes, Policy and Investment Summary	<ul style="list-style-type: none"> ● Youth Justice. ● Care and protection. ● Alternative Education. ● Wrap-around NGO services. ● Minimal philanthropic investment in this space – seen as government's responsibility. 	<ul style="list-style-type: none"> ● School, health care, welfare. ● Wrap-around NGO services to support health and education outcomes, and transition from education to employment. ● Philanthropic investment focused on lifting educational achievement. 	<ul style="list-style-type: none"> ● Youth consultation on policy review/design. ● Local and central government youth advisory groups. ● Range of programmes e.g., mentoring, youth awards, leadership programmes, holiday programmes, employment skills development. 	<ul style="list-style-type: none"> ● Local government youth councils. ● Youth Parliament. ● MYD Partnership Fund. ● Range of programmes e.g., youth arts groups, business/enterprise programmes, youth social change movements. ● Philanthropic investment focused on innovation and systems change.

- The ecosystem mapping process offers the following summary findings:
 - Government policy, programme delivery and investment focus is on risk-based interventions where needs are greatest, as well as universal services, the provision of which is a core role of government.
 - Some limited examples exist of central and local government policies and practices that align with the principles of the YDSA and support youth-directed and youth-led approaches to delivering outcomes for young people.
 - A wide range of programmes, services and projects are delivered by a rich and diverse ‘youth development sector’, which encompasses NGOs, community groups, churches, marae, sports clubs, social enterprises, advocacy groups and social service providers.
 - The youth development sector programmes cater to a wide range of youth demographics, issues, interests, needs and aspirations. Where programmes are focused on engaging ‘at-risk’ youth or supporting universal services, they are still likely to be provided or delivered in ways that reflect the YDSA principles – i.e., are strengths-based, build connections to community, develop trusting relationships and support young people to participate.
 - There is strong philanthropic sector alignment with the YDSA principles of practice, with investment focused on initiatives that deliver youth development outcomes by enabling access to opportunities for participation, and by strengthening key protective factors such as educational achievement.
 - There is also a strong philanthropic sector track record for supporting positive systems change in relation to the policies and practices that support young people to lead and thrive, through an increased ability and appetite to invest in innovation.

Findings and Opportunities

- The YDSA’s role in providing a framework that guides effective youth development practice in New Zealand is well established, and numerous examples of practice that incorporates the YDSA principles can be found through youth development ecosystem mapping.
- However, it is unclear the extent to which the YDSA acts as a clear and directional national ‘strategy’ for youth development; particularly in driving strengths-based practice more systematically across central government policy-making, programme design and investment approaches.
- Considering the extent to which the YDSA can influence government and cross-sector strategy and practice is a key opportunity for the Ministry of Youth Development and other sector leaders to take forward. This may include considering how:

- the YDSA principles might be used to inform a whole-of-government approach to youth development policy design, programme design and investment strategy;
- mechanisms of accountability to youth can be built into the next iteration of the strategy;
- the YDSA can be used as a platform or strategy for enhanced cross-sector collaboration between government, the youth development sector, philanthropy, business, iwi and other stakeholders; across which there are examples of effective practice aligned to the YDSA that can be shared and replicated to strengthen outcomes for young people.

Appendix

1. Ecosystem Mapping – Detailed Summaries

(a) Risk-based Interventions

(i) Risk-based Interventions: Government

Who leads in this space?	Key principles of approach
<ul style="list-style-type: none"> ▪ Oranga Tamariki ▪ Ministry of Justice (Youth Justice) ▪ Ministry of Social Development ▪ Te Puni Kōkiri ▪ Ministry of Health, and District Health Boards ▪ Ministry of Education 	<ul style="list-style-type: none"> ▪ Government policy in this space is underpinned by the obligation to ensure that all children and young people have the right to be safe and secure, and protected from harm. ▪ A focus on identifying, addressing and mitigating risk is prioritised, with policy and interventions targeted where they are most needed. ▪ By improving outcomes for young people most at risk, central government is seeking to enhance youth wellbeing and ensure that outcomes for young people are more equitable. ▪ Social investment approaches are prioritised, which involve using information and technology to better understand what public services young people need, what works, and then adjusting these services accordingly.
What are the key policy positions/focus areas?	
<p>Oranga Tamariki:</p> <ul style="list-style-type: none"> ▪ Oranga Tamariki supports any child in New Zealand whose wellbeing is at significant risk of harm now or in the future.⁷⁵ ▪ Oranga Tamariki provides transition support services, care support services, youth justice services, intensive intervention services and prevention services.⁷⁶ ▪ Legislation from 2017 allows young people to remain in care until 21 years of age, with transition support and advice available to 25 years of age.⁷⁷ <p>Youth Justice:</p> <ul style="list-style-type: none"> ▪ The Youth Justice system, governed by Oranga Tamariki, aims to keep children and young people out of the formal criminal justice system, and address the factors that contribute to a young person offending.⁷⁸ ▪ The Youth Court, a division of the District Court (under the Ministry of Justice), deals with criminal offending by children and young people that is too serious to be dealt with by the police in the community.⁷⁹ 	

- Rangatahi Courts, Ngā Kōti Rangatahi, are held on marae and follow Māori cultural processes. Pasifika Courts operate in a similar way.⁸⁰
- The Youth Crime Action Plan (2013-2023) aims to reduce crime by children and young people and help those who offend to 'turn their lives around'. In this plan, a child is considered to be aged 10-13 years and a young person is considered to be aged 14-16 years.⁸¹
- Youth Justice Residences (Oranga Tamariki) cater for up to 140 child/youth offenders aged 10-14 years.⁸²

Ministry of Social Development (MSD):

- **Employment and Training:** Creating youth employment pathways through working with agencies and communities to implement the Youth Employment Pathways strategy, He Poutama Rangatahi. This supports young people aged 15-24 years who are identified as being most at risk of long-term unemployment into sustainable work; with a focus on four regions (Northland, Eastern Bay of Plenty, Tairāwhiti and Hawke's Bay). The strategy seeks to address the high concentration of Māori young people who are NEET in these regions.⁸³
- **Youth-related Policy:** MSD has a Youth Employment and Labour Market team, which has a focus on:
 - Improving the education, employment and quality of life outcomes of disadvantaged young people.⁸⁴
 - Reducing intergenerational welfare dependence of young clients, in particular, working with other agencies to develop regional plans to improve outcomes for young intergenerational beneficiaries.⁸⁵

Te Puni Kōkiri (TPK):

- **Employment and Training:** Te Puni Kōkiri is working with four community champions to deliver the pilot programme, Taiohi Ararau – Passport to Life, which aims to ensure all rangatahi can engage on a pathway to employment, skills development and further opportunities.⁸⁶
- TPK is also providing funding and support for the wider aims of He Poutama Rangatahi – the government strategy aimed at getting more rangatahi into employment.⁸⁷

Ministry of Health:

- The New Zealand Health Strategy (2016) aims to create a positive start for children, families and whānau. Action Nine under this aim is to collaborate across government agencies, using social investment approaches, to improve the health outcomes and equity of health and social outcomes for children, young people, families and whānau, particularly those in priority groups or at risk.⁸⁸

Ministry of Education:

- Alternative Education is a short-term intervention that supports students who have been alienated or disengaged from mainstream education. It re-engages students in a learning programme targeted to their individual needs, and supports them to transition back to mainstream school, further education, training or employment. Alternative Education services are provided through Activity Centres, Study Support Centres and Service Academies attached to high schools and colleges.⁸⁹

(ii) Risk-based Interventions: Youth Development Sector

Who operates in this space?	Key principles of approach
<p>Government agencies:</p> <ul style="list-style-type: none"> ▪ Government agencies provide direct services (see [i] above). ▪ Government funding is also provided to non-government organisations or education institutions to deliver services, via grants or service delivery contracts. <p>Non-government organisations (NGOs):</p> <ul style="list-style-type: none"> ▪ NGOs are funded by government to deliver specific intervention services. In terms of risk-based interventions, these services are often delivered through engaging social workers and health workers. ▪ NGOs are required to manage high levels of reporting and accountability in relation to government funding contracts.⁹⁰ <p>Private training establishments (PTEs):</p> <ul style="list-style-type: none"> ▪ PTEs deliver services to young people not in education, employment or training (NEET). NEET services focus on supporting young people to achieve NCEA Level 2, or access apprenticeships or jobs.⁹¹ 	<ul style="list-style-type: none"> ▪ Services are targeted at young people at risk of negative future life outcomes or who have been identified as needing specialised interventions. ▪ Interventions are often intensive, usually involving one-to-one support for young people over a sustained period of time as the higher needs take time to address. ▪ Services are often delivered in the home environment to achieve a suitable level of trust, to establish issues clearly, and to plan action that is relevant and sustainable. ▪ Services can also be residential where needs are more acute. ▪ Interventions may meet an initial urgent need, such as transitioning a young person out of a violent home; followed up by on-going support.
What services/activities are provided?	
<p>Education:</p> <ul style="list-style-type: none"> ▪ Support for young parents provided by teen parent units e.g., Te Whakatipuranga School^{xiii} for young parents, Salvation Army residential homes and Thrive Teen Parent Support Trust.^{xiv} <p>Employment/training programmes:</p> <ul style="list-style-type: none"> ▪ NEET Services (MSD) provide programmes for at-risk 16- and 17-year-old young people who are not engaged in education, employment or training. Example providers include Work and Income, EmployNZ, Whai Marama Youth Services and Youth Horizons Trust. 	

^{xiii} See more: <http://teenparentschools.org.nz/our-school/te-whakatipuranga-school-for-young-parents/>

^{xiv} See more: <http://www.thrive.org.nz>

- The Mainstream Employment Programme (MSD) is aimed at 18-24-year-olds and provides a package of subsidies, training, and other support to help people with significant disabilities to get sustainable employment.
- NGOs provide specific education and training programmes that are stand-alone or part of a more holistic delivery service, e.g., Salvation Army Training for Work Programmes.⁹²

Health services:

- Specialised health and mental health care for young people with high and/or specific needs (District Health Boards) e.g., Child and Adolescent Mental Health Services (CAMHS), Intellectual Disability Services; and for young adults, Community Mental Health Teams, Crisis Resolution Teams, and Addiction Services.^{xv}
- Community-based counselling and support services for young people up to 18 years old, delivered by contracted NGOs e.g., Youthline, The Lowdown.^{xvi}

(iii) Risk-based Interventions: Philanthropic Sector

What is the investment focus?	Key principles of approach
<ul style="list-style-type: none"> ▪ Philanthropic funders are, in general, less likely to fund organisations delivering statutory services that are seen to be the responsibility of government. ▪ Funders are wary of ‘topping up’ government funding, preferring to invest in more strengths-based initiatives aligned to evidence of effective youth development practice. ▪ Where funders do invest in risk-based interventions, the focus is typically on supporting targeted outcomes for high-needs young people, with NEET youth a key priority. ▪ Increasingly, funders are investing in line with evidence/data i.e., indicators of need on a local or regional basis (place-based). ▪ More organisations in the philanthropic sector are developing a strategic focus on addressing inequalities and supporting outcomes for Māori. ▪ Innovation is increasingly prioritised by philanthropy. In this space, innovation looks to evolve models of 	<ul style="list-style-type: none"> ▪ Philanthropic dollars are tagged to specific outcomes that align with the funder’s strategic vision for change. ▪ Organisations are often required to demonstrate how additional philanthropic funding is going to leverage additional impact alongside government funding. ▪ Assessment of applications considers evidence of need, likelihood of addressing this need, existence of quality policies, procedures, and reporting capability. ▪ Despite the risk-based focus in this space, funders will prioritise initiatives that demonstrate delivery approaches that are strengths-based and align with principles of good practice e.g., YDSA and Code of Ethics. Examples are therefore more strongly aligned with ‘youth-driven’ and ‘youth-led’ approaches.

^{xv} See examples: [Mid-Central DHB \(CAMHS\)](#); [Addictions and Intellectual Disability Service](#); [Southern DHB Community Mental Health Teams](#); [Mental Health Education and Resource Centre – Crisis Resolution](#); [Odyssey House – youth Addiction Services](#):

^{xvi} See more: <https://www.youthline.co.nz/get-help.html> and <https://thelowdown.co.nz>

service delivery in a risk-based context, to adopt principles of effective youth development.

(b) Universal Services

(i) Universal Services: Government

Who leads in this space?	Key principles of approach
<ul style="list-style-type: none"> ▪ Ministry of Education ▪ Ministry of Health ▪ Work and Income 	<ul style="list-style-type: none"> ▪ Universal services are for the entire population of young people and provide the starting point for prevention efforts across health, education and welfare. ▪ Universal services funded by government provide young people and their families with a point of access for services, help, advice and education.
<p>What are the key policy positions/focus areas?</p>	
<p>Oranga Tamariki:</p> <ul style="list-style-type: none"> ▪ Support in high schools through Oranga Tamariki-funded MASSiSS (Multi Agency Support Services in Secondary Schools) and YWiSS (Youth Workers in Secondary Schools) – school-based community social work services that provide early assistance and intervention to young people and their families when social or family circumstances are causing the child to struggle with education, health, mental health or social development. <p>Ministry of Education:</p> <ul style="list-style-type: none"> ▪ School is compulsory for young people 12-16 years. ▪ Free education for young people up to 19 years of age is provided by state schools (New Zealand citizens or permanent residents). ▪ Youth Guarantee (Ministry of Social Development [MSD]) initiative aims to improve the educational achievements of targeted 16- and 17-year-olds by providing them with an opportunity to participate in a range of free vocational courses.⁹³ ▪ All New Zealand students qualify for fee-free provider-based tertiary study or industry training. In addition, the student allowance base rate has now increased by \$50.⁹⁴ <p>Ministry of Health:</p> <ul style="list-style-type: none"> ▪ Free doctor visits for children and young people under 13 years will come into effect from December 2018.⁹⁵ ▪ Free basic oral health services are provided for young people up to 17 years old.⁹⁶ <p>Work and Income:</p>	

- Youth Payment provides financial support to young people aged 16 or 17 years, who can't live with their parents or guardian and are not supported by them or anyone else.⁹⁷
- Young Parent Payment provides financial support to young parents aged 16-19 years.⁹⁸
- Other benefits provided through Work and Income include Student Allowance, Assistance to Transition into Employment, Away from Home Allowance, and Guaranteed Childcare Assistance Payment (for young parents).⁹⁹

(ii) Universal Services: Youth Development Sector

Who operates in this space?	Key principles of approach
<p>Government agencies:</p> <ul style="list-style-type: none"> ▪ Universal services e.g., health, education, housing, benefits. <p>Tertiary education providers:</p> <ul style="list-style-type: none"> ▪ Universities. ▪ Private training establishments. <p>NGOs:</p> <ul style="list-style-type: none"> ▪ NGOs, which are mostly government funded; with some philanthropic funding for 'added value' initiatives that build around universal services like school and primary health care (see section [iii] below for examples). <p>Church/faith-based entities</p> <p>Private sector:</p> <ul style="list-style-type: none"> ▪ Charitable businesses funded by a mix of government contracts and additional fees-for-service income. 	<ul style="list-style-type: none"> ▪ Universal services are accessed without specific targeting or entry point by risk factor. ▪ Services are/should be accessible to all – so for younger age groups are provided for free or at minimal cost. ▪ A whānau-centered approach that realises Māori aspirations is implemented through initiatives such as Whānau Ora and Kura Kaupapa. Through these approaches, whānau lead and implement their own development, and access culturally appropriate support to address their needs.
What services/activities are provided?	
<p>Health:</p> <ul style="list-style-type: none"> ▪ Primary health care for young people – Family Planning Centres provide range of subsidised services including sexual and reproductive health information and clinical services. Appointments for young people under 22 years are free.¹⁰⁰ ▪ Health promotion programmes support young people to make positive lifestyle choices including: 	

- Curriculum and NGO programmes that raise awareness of risk-taking behaviours e.g., drugs, alcohol, violence.
- Brain development education programmes e.g., Brainwave Trust.^{xvii}
- Violence prevention and bullying awareness campaigns, including initiatives funded through Te Punanga Haumarū - MSD's bullying prevention fund.¹⁰¹
- Health promotion campaigns which may include smoking cessation, breastfeeding promotion and nutrition/kai ora.

Sports, recreation, arts and culture:

- Local Government and philanthropically funded sport and recreational facilities, activities and service provision ranging from physical facilities (e.g., sports fields) through to sports associations and NGOs providing access to organised sports e.g., Sports NZ and regional sports trusts.¹⁰²
- Arts and cultural programmes and events provided by community groups and NGOs, often with local government and philanthropic funding e.g., festivals, kapa haka groups.
- Arts and culture facilities that support universal engagement by children, young people and families, including museums and other local facilities e.g., Studio One in Auckland.^{xviii}

Youth development programmes:

- Skill- or activity-based services/programmes that focus on holistic youth development e.g., Scouts, Sea Scouts, Rangers.
- Interest-focused activities and programmes e.g., conservation, church/faith-based, ethnic-based, drama, art, music. These are generally provided by NGOs/churches.

Education, training and employment programmes:

- Trade academies that deliver trades and technology programmes to secondary school students, under a partnership model between schools, tertiary institutions, industry training organisations and employers.
- Private training establishments (PTEs) deliver Technical, Vocational, Education and Training (TVET).
- Gateway is a similar programme to Youth Guarantee and is funded by the Tertiary Education Commission. It provides senior students (years 11–13+) with opportunities to access structured workplace learning.¹⁰³

^{xvii} See more: <https://www.brainwave.org.nz>

^{xviii} See more: <http://www.studioone.org.nz>

(iii) Universal Services: Philanthropic Sector

What is the investment focus?	Key principles of approach
<ul style="list-style-type: none"> ▪ The approach of philanthropic funders that invest in universal services is typically to ‘add value’ to these services, rather than provide direct operational funding. ▪ In relation to education, this value-add investment approach is typically focused on: <ul style="list-style-type: none"> ○ Enhancing educational achievement, particularly where there are existing inequalities. ○ Supporting digital learning as a key tool to enhance educational achievement. ○ Supporting whānau engagement to support improved learning outcomes for young people. ○ Strengthening teaching practices. ▪ Tertiary scholarships awarded to high-achieving students from low socio-economic backgrounds is another key investment focus aligned to universal services. This investment is most commonly made via tertiary scholarship schemes backed by alumni donors, or through private donor-led philanthropy via community foundations or trustee companies e.g., Auckland Foundation, Perpetual Guardian. ▪ In relation to young people and universal health services, philanthropic investment is largely focused on: <ul style="list-style-type: none"> ○ Supporting health promotion projects and programmes e.g., community food projects. ○ Supporting youth health initiatives e.g., SKYCITY Auckland Community Trust funding Middlemore Foundation’s school-based nurse, GP and youth worker.¹⁰⁴ 	<ul style="list-style-type: none"> ▪ Philanthropic funders are, in general, less likely to fund core costs associated with the delivery of universal services, which are seen to be the responsibility of government funding. Examples include core health services, school facilities or costs that are seen as part of the curriculum.^{xxi} ▪ The investment approach is focused on ensuring that universal services are accessible by all. This means addressing inequalities and enhancing outcomes for young people with risk factors. ▪ Investment should leverage impact that would not otherwise be achieved through basic/core service provision as funded by government. ▪ Investment is often provided to third-party NGOs rather than direct to schools, tertiary institutions or health providers. ▪ As with statutory services, philanthropic investment is often focused on innovation; supporting new and strengths-based practice that can be scaled to mainstream universal service approaches. ▪ Philanthropic funders’ investment often prioritises organisations that work in ways that are more aligned to the principles in ‘youth-driven’ or ‘youth-led’ approaches.

^{xxi} For example, funding policy wording, see Foundation North’s grant application exclusions: <https://foundationnorth.org.nz/funding/what-we-dont-fund/>

- Investment in youth mental health and suicide prevention services and initiatives e.g., Youthline,^{xix} Mental Health Foundation,^{xx} Zeal.
- Largely private philanthropic donations to single-focus health charities that focus on specific youth-related health issues.

Examples of funding practice

- TSB Community Trust is one of few examples of philanthropic funders that will provide direct funding to schools. The Trust will provide funding of up to \$5,000 per school for programmes, \$80,000 per school for capital projects and up to \$60,000 per school for ICT equipment. The Trust also provides literacy and numeracy grants on a per-pupil basis.¹⁰⁵
- In 2006, Foundation North trustees set aside \$20 million to be invested in innovative initiatives that would lift education outcomes for Māori and Pacific children and young people.¹⁰⁶ This philanthropic approach included innovative characteristics of investment, including:
 - Community consultation and engagement in designing the fund.
 - Long-term grants (five years plus) of significant size.
 - Investment in diverse, innovative solutions.
 - High-trust engagement approaches with grantees, alongside additional investment in grantee capacity support.
 - Investment in long-term evaluation, including a 10-year longitudinal study to track programme participants and their whānau (commenced 2016).¹⁰⁷
- Over the past seven years, the Tindall Foundation has invested \$2.5 million in a programme called Grow our Own Workforce, designed to support more Māori and Pacific students into health sector careers. Through the programme, Health Science Academies have been set up within South Auckland schools to provide extra tuition and direct engagement with the health sector and health professionals.¹⁰⁸
- NEXT Foundation is a \$100-million, 10-year spend-down fund, with a dual focus on the environment and education. NEXT's focus on education intersects with the universal services space, and includes investment that aims to uplift learning outcomes through strategic investment in teaching practices. Examples of NEXT's investment in this space include:
 - Funding online resources that support teaching professional practice development (Education Hub^{xxii}).
 - Place-based initiatives to improve e-learning teaching methodologies (Ngā Pūmanawa e Waru^{xxiii}).

^{xix} See more: <https://www.youthline.co.nz/counselling.html>

^{xx} See more: <https://www.mentalhealth.org.nz>

^{xxii} See more: <http://www.nextfoundation.org.nz/MEDIA%20RELEASE%20FINAL%20-%20THE%20EDUCATION%20HUB%20.pdf>

^{xxiii} See more: <http://www.nextfoundation.org.nz/news/improving-engagement-and-achievement-for-rotorua-s-learners>

- Investment in school principals' strategic development and management skills (Springboard Trust^{xxiv}).
- Funding the participation of over 4,000 teachers in The Mind Lab – a Unitec programme dedicated to enhancing digital learning skills for teachers.^{xxv}

(c) Youth-directed Approaches

(i) Youth-directed Approaches: Government

Who leads in this space?	Key principles of approach
<ul style="list-style-type: none"> ▪ Oranga Tamariki ▪ Department of the Prime Minister and Cabinet ▪ Ministry of Social Development ▪ Ministry of Health 	<ul style="list-style-type: none"> ▪ Youth, whānau and communities are consulted with and engaged in the development of services and policy. ▪ Policies indicate a broader focus on youth development and wellbeing outcomes.
What are the key policy positions/focus areas?	
<p>Oranga Tamariki:</p> <ul style="list-style-type: none"> ▪ Oranga Tamariki aims to embed children's voices as central to the organisation and its strategy. This includes working with VOYCE Whakarongo Mai (see 'youth-driven approaches'). ▪ Oranga Tamariki has a newly appointed Tamariki Advocate/Deputy CE Voice of Childrens role designed to ensure co-design is a core feature of how the Ministry works.¹⁰⁹ <p>Department of the Prime Minister and Cabinet (DPMC):</p> <ul style="list-style-type: none"> ▪ DPMC's Child Wellbeing Strategy will set out the actions that government intends to take to improve the wellbeing of children in New Zealand. The development of this strategy is required under the Child Poverty Reduction Bill.^{xxvi} ▪ The Child Wellbeing Strategy covers children and young people aged 0-18 years, with additional inclusions for young people in care up to the age of 21 years, and young people in prison up to the age of 25 years. ▪ The development of this strategy by DPMC will engage children and young people.¹¹⁰ <p>Ministry of Health:</p> <ul style="list-style-type: none"> ▪ The Suicide Prevention Action Plan refers to the Ministry of Youth Development supporting community organisations to create opportunities for young people to be involved in community development projects that can contribute to preventing youth suicide.¹¹¹ 	

^{xxiv} See more: <http://www.nextfoundation.org.nz/news/making-schools-better>

^{xxv} See more: <http://www.nextfoundation.org.nz/investment-education>

^{xxvi} See more: https://www.parliament.nz/en/pb/bills-and-laws/bills-proposed-laws/document/BILL_76267/child-poverty-reduction-bill

- The Prime Minister's Youth Mental Health Project is rolling out programmes and activities in schools, both via health and community services and online, to improve the mental health and wellbeing of young people. The project aims to address mental health and addiction issues amongst 12-19-year-olds.¹¹²
- The Mental Health and Addictions Inquiry being undertaken by government in 2018 has included opportunities for youth input and participation. Examples include the inclusion of a young person on the panel, consultation events with a youth focus,¹¹³ and opportunities for direct submissions from youth-led organisations such as Rainbow Youth.¹¹⁴

(ii) Youth-directed Approaches: Youth Development Sector

Who operates in this space?	Key principles of approach
<ul style="list-style-type: none"> ▪ Local government, predominantly through support of youth councils and youth advisory groups; as well as through the provision of youth centres, and sports and recreational facilities that enable community participation by young people. ▪ NGOs providing a service to high-needs youth, with delivery models that enable user-design – i.e., youth participation in service design – and are therefore less aligned to risk-based interventions. ▪ NGOs and community groups that provide youth programmes where young people have opportunity to shape the direction and style of delivery. ▪ Sports, recreation, arts and culture clubs, and groups that enable youth participation, e.g., kapa haka groups, sports clubs, performing arts groups. 	<ul style="list-style-type: none"> ▪ Services and programmes are delivered to young people who may have risk factors or live in communities of high need. ▪ Utilisation of strength-based programmes that seek to identify the factors that help young people to lead happy and productive lives, and focus on developing the factors that protect young people. ▪ Structured and formalised programmes that involve youth-directed design. ▪ Youth are integrated into local and national development programmes and policies. ▪ Other programmes are associated with universal services, such as schools. Youth engagement is activated as part of a whole-class or whole-school approach, or otherwise triggered by referral/nomination.
What services/activities are provided?	
<ul style="list-style-type: none"> ▪ Recognition of young people's participation in positive youth development activities e.g., the New Zealand Youth Awards (Ministry of Youth Development),^{xxvii} OneChance youth awards,^{xxviii} Young New Zealander of the Year (15-30 years).^{xxix} 	

^{xxvii} See more: <http://www.myd.govt.nz/young-people/new-zealand-youth-awards.html>

^{xxviii} See more: <http://www.onechance.nz>

^{xxix} See more: <http://nzawards.org.nz/awards/young-new-zealander-year/>

- Organisations that offer programmes encouraging personal youth leadership and development through a variety of mechanisms including outdoor learning, skills-based and hui/event-based projects, e.g., Spirit of Adventure Trust,^{xxx} Outward Bound,^{xxxi} Salvation Army Aspire programme,^{xxxii} and Project K.^{xxxiii}
- Youth intervention programmes delivered through NGOs – including youth workers based at community social service delivery organisations, and more therapeutically orientated intervention programmes e.g., Live for More.^{xxxiv}
- Break-away school holiday programmes, delivered by organisations such as Youthtown,^{xxxv} that provide free one-week programmes for young people aged 11-17 years in communities of higher socio-economic deprivation.
- Youth mentoring programmes, which are effective for youth with low or mixed economic backgrounds. Mentoring programmes are run through NGOs such as Big Brothers Big Sisters,^{xxxvi} The Straight Up Trust.^{xxxvii}

(iii) Youth-directed Approaches: Philanthropic Sector

What is the investment focus?	Key principles of approach
<ul style="list-style-type: none"> ▪ The nature of youth-directed approaches to youth development are broad (see [ii] above for sector examples). As a result, the focus of philanthropic investment is also broad – seeking a range of positive youth development outcomes including: <ul style="list-style-type: none"> ○ Increased participation in sport and recreation opportunities.¹¹⁵ ○ Improved work readiness and work-related skills.¹¹⁶ ○ Children and young people can thrive and contribute.¹¹⁷ ○ Vibrant and fun communities.¹¹⁸ 	<ul style="list-style-type: none"> ▪ Philanthropic investment in youth-led approaches is more typically transactional or strategic: <ul style="list-style-type: none"> ○ Transactional grantmaking is where applications are sought from communities and funders respond with decisions based on individual applications received. ○ Strategic grantmaking is where funders seek to address specific issues/achieve specific outcomes, and fund in more targeted ways.¹¹⁹ ▪ Grants assessment and trustee decision-making is based on the strength of an applicant’s fit with criteria and best practice approaches to youth development. Important assessment characteristics include: <ul style="list-style-type: none"> ○ Evidence of youth consultation to demonstrate a need for the project, programme or service.

^{xxx} See more: <https://www.google.com/search?client=safari&rls=en&q=spirit+of+adventure+trust&ie=UTF-8&oe=UTF-8>

^{xxxi} See more: <https://www.outwardbound.co.nz>

^{xxxii} See more: <https://www.salvationarmy.org.nz/get-help/children-youth/youth-programmes/aspire-kiwi-youth-development-programme>

^{xxxiii} See more: <https://dinglefoundation.org.nz/project-k/about-project-k/>

^{xxxiv} See more: <https://www.liveformore.org.nz>

^{xxxv} See more: <http://www.youthtown.org.nz/media-document/ages-11-17-free-break-away-holiday-programme>

^{xxxvi} See more: <http://bigbrothersbigsisisters.org.nz>

^{xxxvii} See more: <http://www.rocksolidunedin.co.nz/about-us>

	<ul style="list-style-type: none"> ○ Evidence of youth input/participation in decision-making related to programme/service design. ○ Evidence of alignment with good youth development practice, such as the YDSA or PYDA frameworks.¹²⁰ ○ Extent of reach (numbers and impact).¹²¹ ▪ Where grantee organisations demonstrate a strong fit with the above criteria and can evidence ongoing positive community outcomes that empower young people to engage and participate, they are more likely to receive continued, multi-year or high-trust funding.¹²²
Examples of funding practice	
<ul style="list-style-type: none"> ▪ TSB Community Trust in Taranaki provides community grant funding to Access Radio Taranaki – a community radio station that provides a platform for young people to participate in radio broadcasting. Participating in the radio station empowers young people to increase their confidence as they help to make decisions about local content.¹²³ ▪ Vodafone New Zealand Foundation has developed long-term partnerships with key organisations that work in strengths-based ways with young people, helping them to continue their work with a further three years of funding following on from previous Vodafone Foundation grants. These Extension Grants help to ensure that promising programmes and solutions delivering outcomes for young people can be sustained and scaled.¹²⁴ 	

(d) Youth-led Approaches

(i) Youth-led Approaches: Government

Who leads in this space?	Key principles of approach
<ul style="list-style-type: none"> ▪ Oranga Tamariki ▪ Ministry of Health ▪ Ministry of Youth Development ▪ Local Government 	<ul style="list-style-type: none"> ▪ Youth are provided the opportunity to influence services and policy about issues that impact on them. ▪ Young people have the opportunity to influence their health and wellbeing outcomes through engagement in policy and investment decision-making. ▪ The application of youth-led approaches within government occurs as and when opportunities arise. ▪ There is no evidence of a systematic approach to implementing youth-led principles within government, with the exception of the Ministry of Youth

	Development, which has a strong mandate and track record of this approach.
What are the key policy positions/focus areas?	
<p>Oranga Tamariki:</p> <ul style="list-style-type: none"> Working alongside Oranga Tamariki, philanthropic and NGO partners, children and young people drove the design, branding and direction of VOYCE Whakarongo Mai (see more in section [iii] below).¹²⁵ <p>Ministry of Health:</p> <ul style="list-style-type: none"> Youth Health: A guide to action (2002), is an example of a government strategy that included a focus on ensuring young people have opportunity to influence policy design. The guide was focused on improving the health of 12-24-year-olds. One of the goals of this plan was for young people to influence health policy and programme development.¹²⁶ <p>Ministry of Youth Development:</p> <ul style="list-style-type: none"> The Ministry of Youth Development invests around \$8 million per annum on initiatives that include youth-led approaches.¹²⁷ Youth Parliament is a six-month programme that provides young people with an opportunity to act as Youth MPs for their community. They work alongside MPs to nominate topics for discussion, work on projects and participate in debates with ministers.¹²⁸ The Ministry of Youth Development Partnership Fund partners with other investors (business, philanthropic, iwi) to fund youth development initiatives. The Partnership Fund board includes young people, who have capacity to make investment and funding policy decisions.¹²⁹ <p>Local Government:</p> <ul style="list-style-type: none"> Local government provides for youth councils and other youth advisory groups to be established. These give young people the opportunity to affect change within their community.¹³⁰ As an example, the Selwyn District Council Youth Council's members "meet monthly to assist and advise the Selwyn District Council on issues relating to youth and to increase the Council's understanding of young people's perspectives and needs".¹³¹ 	

(ii) Youth-led Approaches: Youth Development Sector

Who operates in this space?	Key principles of approach
<ul style="list-style-type: none"> NGOs that create space for young people to develop and lead their own programmes, initiatives or groups. Self-developed and self-led youth groups established by young people, for young people. 	<ul style="list-style-type: none"> Young people have agency to design their own solutions to self-identified issues that are affecting them and their wider community or environment. Young people define their own development goals and objectives.

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Young social entrepreneurs who activate and work alongside other young leaders. ▪ Private sector that invests in young leaders and young entrepreneurs. | <ul style="list-style-type: none"> ▪ Young people take an active role in implementation and delivery, as well as design and decision-making. ▪ Young people act as role models for other young people. ▪ Youth are integrated into local and national development programmes and policies. ▪ Approaches are focused on acknowledging the positive achievements young people have and can make as valued contributors and decision-makers in communities. |
|--|--|

What services/activities are provided?

- Initiatives that encourage youth-led decision-making through the representation of young people on funding panels. This includes youth councils in local government where young people are given appropriate levels of scope to participate and lead. Other examples include national youth councils such as the National Refugee Youth Council.
- There are numerous examples of arts and cultural programmes that adopt youth-led approaches and where young people are fully empowered to design and lead creative activities that enable them to express their identity, skills and leadership. Key examples include Toi Ora Live Arts Trust,^{xxxviii} InnOvation Trust,^{xxxix} and Nga Rangatahi Toa.^{xl}
- Environmental initiatives that support youth-led action on the environment, such as IMPACT youth action incubator in Taranaki.^{xli}
- Inspirational programmes aimed at encouraging young people to achieve their potential and lead activity alongside other youth. Key examples include GirlBoss,^{xlii} IDEAS Festival Nelson,^{xliii} and Festival for the Future.^{xliv}
- Youth leadership programmes designed and run by those under 30 years old, to support and encourage young people's leadership skills both nationally and overseas, e.g., Aotearoa Youth Leadership Initiative,^{xlv} OneChance NZ.^{xlvi}
- Business/entrepreneurial programmes aimed at encouraging young people to explore their entrepreneurial skills and develop their own enterprise and business opportunities, e.g., Inspiring Stories,^{xlvii} Young Enterprise Scheme,^{xlviii} Unleash Space.^{xlix}

^{xxxviii} See more: <http://www.toiora.org.nz>

^{xxxix} See more: <http://wakahourua.co.nz/news/standing-ovation-our-rangatahi>

^{xl} See more: <https://www.ngarangatahittoa.co.nz>

^{xli} See more: <https://www.sustainabletaranaki.org.nz/impact/>

^{xlii} See more: <https://www.girlboss.nz>

^{xliii} See more: <https://www.ideasfestival.org.nz>

^{xliv} See more: <https://www.festivalforthefuture.org.nz>

^{xlv} See more: <http://www.ayli.org.nz>

^{xlvi} See more: <http://www.onechance.nz>

^{xlvii} See more: <https://www.inspiringstories.org.nz>

^{xlviii} See more: <http://youngenterprise.org.nz>

^{xlix} See more: <http://www.unleashspace.ac.nz>

- Social movements and campaigns led by young people to drive action on key social justice or community issues, e.g., Generation Zero,ⁱ JustSpeak,ⁱⁱ and ActionStation.ⁱⁱⁱ

(iii) Youth-led Approaches: Philanthropic Sector

What is the investment focus?	Key principles of approach
<ul style="list-style-type: none"> ▪ The philanthropic sector's investment focus within the youth-led space is typically on supporting innovation. ▪ In general, funding is prioritised where youth-led approaches deliver outcomes for young people with higher needs or who are identified as being at risk. ▪ Philanthropic funding in this space is often focused on 'disruption' and systems-change i.e., addressing key issues within the structures that support young people, in order to deliver better outcomes. 	<ul style="list-style-type: none"> ▪ Youth-led approaches are typically funded through investment approaches that centre on innovation or venture philanthropy. ▪ Innovation funding can include small seed funding for high-risk initiatives (untested) with potential to achieve impact and be scaled to support transformational change. ▪ The venture philanthropy funding approach offers long-term funding (five years or more), large grants (often multi-million), high engagement relationships with the funder, and built-in capacity support.¹³² ▪ Capacity support is integral for organisations adopting a youth-led approach; particularly to support learning by doing where youth-driven ideas are new and untested. ▪ To align with youth-led approaches, grantee organisations would need to demonstrate active co-design and co-leadership with young people.
Examples of funding practice	
<ul style="list-style-type: none"> ▪ VOYCE Whakarongo Mai is an independent organisation that provides a platform for the voice of young people in care to be heard, supporting youth-led engagement in policy and decision-making. VOYCE believes that "children and young people in care need to be heard and their voices kept at the centre of all the decisions made about them". VOYCE was established through collaboration between four philanthropic funders – Foundation North, Vodafone New Zealand Foundation, The Tindall Foundation and the Todd Foundation – with a view towards investing in activating transformational change in the foster care system. ▪ Foundation North's Catalysts for Change (CFC) funding programme^{liii} is an example of venture philanthropy-style investment in youth development delivering outcomes through youth-driven initiatives. A small number of 	

ⁱ See more: <http://www.generationzero.org>

ⁱⁱ See more: <http://www.justspeak.org.nz>

ⁱⁱⁱ See more: <https://www.actionstation.org.nz>

^{liii} See more: <https://www.foundationnorth.org.nz/news-reports/2016/9/catalysts-for-change-2017-funding-round-is-now-open/>

organisations are funded over five years, with significant additional investment in capacity support provided through the Centre for Social Impact. Ākau is an example of a CFC grantee. The organisation is based in Kaikohe and is focused on achieving social impact by providing local youth with education, connections and internship opportunities through involvement in delivering design projects that meet real community needs.^{liv}

- Youth Fund is a fund within the Auckland Foundation that was set up by young people, for young people to provide funding for youth-led activities and projects. The fund provides small grants to projects led by and benefiting youth aged 14-24 years.¹³³

2. Digital Technology and Young People

The internet and mobile technology offers young people an enormous range of benefits unavailable to previous generations. Young people can connect with others and information sources from all around the world for education and training purposes, to anonymously access information on any health and personal issue or interest, and for social connection. Mobile phones allow that access to be instant, ostensibly at any time or in any place; and young people clearly place high value on digital technologies. A survey in 2017 of over 1,000 14-17-year-olds, found that one in four would be “devastated” if they had no access to digital technologies for a month, with another 30% reporting they would miss digital technologies “quite a lot”.¹³⁴

Who has Access?

The latest New Zealand Census data (2013) shows that internet access at home continued to rise – at 76.8% compared with 60.5% in 2006. Cell phone access at home also increased to 83.7% of households from 74.2% in 2006.¹³⁵

Research by New Zealand on Air and the Broadcasting Standards Authority (2015) on children’s media use found that tablets and smartphones were readily available to children and young people in the home, with 88% of 6-14-year-olds living in a home with a computer or laptop.¹³⁶ Nearly three-quarters of homes had at least one tablet, two-thirds had a games console and half the children had access to a smartphone they could use. Young people also use a range of digital devices to connect (e.g., desktop computer, games console or smart TV) but generally use smartphones and laptop computers to go online, demonstrating the preference of New Zealand teens for mobile digital tools.¹³⁷

^{liv} See more: <https://akau.co.nz>

Equity of Access – the Digital Divide

As the digital world becomes increasingly important and integrated into our daily lives, some groups are at risk of missing out on social and economic opportunities if they are unable to access new technologies.¹³⁸ In light of the government's adaptation of the national curriculum to include digital technologies, access to online services is especially pertinent for young people.¹³⁹

In relation to young people, research shows that young people from lower socio-economic groups are less likely to have their own internet-accessible device, whether the devices are individually owned or shared (or competed for) with other family members.¹⁴⁰ In higher socio-economic areas, children and young people are more likely to have access to a device of their own, have a choice of devices and have time to explore and play using their devices, thereby enhancing their digital literacy and competence.¹⁴¹ Young people from medium and high socio-economic groups also have greater access to newer smart devices.¹⁴²

The lower the decile of the school attended, the more likely it is that children and young people do not have a device of their own and do not always have access to the internet at home.¹⁴³ More than 200,000 school-age children do not have internet access at home.¹⁴⁴

Usage

Young people are using digital engagement for a wide range of activities daily, with a third of young New Zealanders (aged 14-17 years) spending four or more hours online in an average day.¹⁴⁵ Fifty-nine percent of young people use three or more devices to connect online, while the rest connect online through one or two devices.

Purpose of Digital Engagement

Whilst devices are used for a wide range of entertainment and information searching activities, in a survey of over 700 Year 12 students, all students, regardless of decile, identified the importance of being online for schoolwork and associated research.¹⁴⁶ Social media platforms are very popular, with 40% of 14-17-year-olds using five or more social media platforms.¹⁴⁷ Media behaviour and usage evolves and grows as children get older. For example, from age 11, YouTube and Facebook use increases significantly.¹⁴⁸

There are gender differences in teens' use of digital devices, the activities they carry out online, and their preferences for specific social media platforms:^{149,150}

- Girls are more likely than boys to use social media – such as Instagram – to form their identities.¹⁵¹
- Female teens are more likely than males to have multiple profiles with different privacy-setting levels across social media platforms. For example, for Instagram this might include a completely public 'spam' profile, a 'personal' profile shared with family and friends only, and a 'private' profile.¹⁵²

- Male teens (16-17 years) tend to do more entertainment activities online than females; whereas females are more likely to go online for learning, shopping, finding out about local activities or participating in cultural or political activities.¹⁵³

In relation to which social media are used, the 2015 CensusAtSchools reported:

- One third of 11-12-year-olds use Snapchat.
- Around 40% of 11-12-year-olds are on Instagram, compared to more than half of 12-13-year-olds and more than 80% of 17-18-year-olds.
- Snapchat and Instagram are more popular than Facebook, however, Facebook is still in high use, particularly among older teenagers (17-18 years), with more than 90% belonging to the site.¹⁵⁴

Impact of the Internet on Young People and Online Safety

In the 2017 NZ Netsafe survey of over 1,000 young people aged between 14-17 years, nearly 80% agreed, “there are a lot of things on the internet that are good for people my age”.¹⁵⁵ The evidence supports both positive and negative impacts of being online.

A meta-analysis of the impact of the internet on young people found it has the potential for both positive and negative influence on vulnerable young people: it may normalise self-harm, provide access to suicide content and violent imagery, and be a medium to bully or harass others, but conversely, it is also used as a support network and a coping mechanism, and can connect people who are socially isolated.¹⁵⁶

The fact the internet is dynamic, driven by its users, accessible and increasing in use suggests that it could be an effective mode of intervention delivery for engaging with young people.¹⁵⁷ A pilot online crisis intervention project run by New Zealand non-profit organisation, ZEAL, is leading the field using an innovative approach to social media to offer support directly to young people in need, with a focus on mental health and suicide prevention (see box below).¹⁵⁸

ZEAL: Live for Tomorrow

Since 2017, Zeal – a network of support and advocacy services for vulnerable young New Zealanders – has run a small pilot for online crisis intervention. It is a digital counselling service connecting volunteers in New Zealand with young people in crisis disclosing their problems over social media. These young people may be in New Zealand, or anywhere around the world.

Live for Tomorrow uses a proactive approach to providing support to young people in crisis. OCI searches for public social media posts using hashtags like #depressed or #suicidal are carried out, and individuals are then approached directly by trained volunteers to start conversations and offer support.

“Once we’ve identified the young person that’s struggling, we say something along the lines of ‘hey, I noticed your post and it seems like things are really hard for you at the moment, I’m really sorry to hear that. I’m here for the next hour or so if you’d like to have a chat...’ Largely, people who have been direct messaged are pretty appreciative that we’re going out of our way to provide them support” (Taylor, ZEAL).

Digital Harm

A study by the Ministry of Women and Netsafe (2017), found that 70% of young people aged 14-17 have been exposed to unwanted digital communications^{lv} which, in most cases, did not result in harm or distress. However, young people aged 14 years were more likely to react emotionally than older peers to unwanted digital communications.¹⁵⁹

NZ on Air and Broadcasting Standards research (2015), found that nearly half of 9-14-year-olds (45%) have seen upsetting or concerning content through the internet – mainly pop-ups/advertising on websites, naked people and “rude things”.¹⁶⁰ Another New Zealand study of over 1,600 young people aged 12-19 years (2013), found that 33% of participants had been electronically harassed in the previous year with over half rating it as distressing, and that mobile phone harassment was more common and distressing than internet harassment.¹⁶¹

There are also gender and ethnic grouping differences related to digital harm, for example:

^{lv} The most commonly reported online incidents were being contacted by a stranger and unintentionally seeing inappropriate content.

- Girls:
 - are more likely than boys to be recipients of, and distressed by, mobile phone harassment (direct verbal aggression);¹⁶²
 - perceive sexual harassment as an issue affecting both their online and offline experiences;¹⁶³
 - are not only more likely to be the victims but also the perpetrators of aggressive online behaviours;¹⁶⁴
 - are more likely than boys to be the target of specific online behaviours such as being asked for nude pictures or videos of themselves.¹⁶⁵
- Girls and Pacific teens are more likely to experience online incidents via social media.¹⁶⁶
- It is more common for Pacific teens to be excluded from online friendship groups and have had personal information posted without their permission than other types of harassment.¹⁶⁷
- The rate at which Māori teens report being threatened online is higher than for European/Pākehā teens and double that of Pacific teens.¹⁶⁸
- Māori teens are significantly more likely to have lies or rumours spread about themselves or have been called names they did not like compared to other ethnic groups.¹⁶⁹

Online Safety

When faced with an unsafe online situation, young people report the lack of useful formal help or support in place, along with a number of barriers to seeking help including their own reluctance in case they expose their own behaviours.¹⁷⁰ Self-directed approaches to help and asking friends are the most common methods for navigating through online safety issues.¹⁷¹

In relation to online safety, a survey of over 1,000, 14-17-year-olds by Netsafe (2017) found:

- Overall, young people rated their knowledge of online safety highly; however, more than one in ten young people do not know much about online safety.
- Young people with disabilities report lower levels of knowledge regarding online safety.
- Over half of young people surveyed agreed that it is helpful to set age restrictions and block access to content.
- Nearly half of young people surveyed considered that removing access to the internet or digital devices is an unhelpful safety measure. Those who believed that any protective measures are unhelpful say these actions

would affect their learning and study, that they would find their way around restrictions, that protective actions are annoying/upsetting, and that they limit their freedom and privacy.¹⁷²

Digital harm prevention strategies support the need for tailored gender-specific approaches to protect young people online.¹⁷³ Young people themselves identify the need for a ‘whole-person’ approach to prevention that should:

- Be led by adults.
- Be focused on building and developing the young person’s understanding of respectful relationships.
- Include concepts like consent.
- Focus on technical ways young people can keep themselves safe online; with technical safety led by someone aged 16-25 years with technical expertise.¹⁷⁴
- Support early intervention.

There is a lack of research on the experiences of digital harm and distress among young people who identify themselves within the LGBTQIA+ community in the New Zealand literature.¹⁷⁵ This lack of evidence needs to be addressed, considering that teenagers with gender-diverse identities are more likely to be bullied, physically harmed, and afraid that someone would hurt or bother them at school.¹⁷⁶

Opportunities

Evidence supports exploration of the following opportunities:

- Reducing the digital divide to ensure sustainable, equitable access for young people to digital engagement through addressing affordability (both of devices and internet service access) amongst rural and socially and economically disadvantaged communities.
- Supporting the use of innovative approaches to social media itself as a means to identify at-risk young people in order to offer support and crisis intervention services.
- Designing, in collaboration with young people, online safety programmes aimed at younger teens and children and ensuring their widespread implementation.
- Responding to the call for offline, adult-led ‘whole-person’ interventions aimed at building resilience of children and young people in order to cope with the online environment and all its challenges.
- For online safety and reduction of digital harm interventions, accounting for gender and ethnic differences in usage of devices.

- Exploring the potential to maximise the positive impact being online can have for young people in relation to education, employment, training, and civic and community involvement through more finely targeted approaches that take into account gender differences and the use of different devices.

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