
**Community Based
Youth Development
Fund**

**Youth Development
Projects**

Evaluation Report

2002

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Contents

Section 1: Introduction and Background	7
1.1 Community Based Youth Development Fund (CBYDF)	7
1.2 The Seven Projects.....	9
1.3 Evaluation Approach.....	11
1.4 How to Read This Report.....	11
Section 2: Overall Assessment of the Seven CBYDF projects	13
2.1 Achievements of the CBYDF Projects.....	13
2.2 Protective Factors and Youth Resiliency.....	15
2.3 The CBYDF Projects and Youth Resiliency Indicators.....	18
2.4 Indicators of Processes	19
2.5 Indicators of Outcomes.....	21
Section 3: Rough Cut Films, Buller REAP, Westport, Buller	27
3.1 Description of the Project.....	27
3.2 Purpose of the Project	29
3.3 Participant Details	30
3.4 Achievement of Objectives	32
3.5 Project Commentary and Conclusion.....	35
Section 4: Kaikoura Youth Development Project, Te Tai O Marokura Health and Social Services and Kaikoura Centre for Continuing Education, Kaikoura	39
4.1 Description of the Project.....	39
4.2 Purpose of the Project	42
4.3 Participant Details	42
4.4 Achievement of Objectives	45
4.5 Project Commentary and Conclusion.....	47
Section 5: Tihei Programme, Waitomo Papakainga Development Society Incorporated, Kaitia	49
5.1 Description of the Project.....	49
5.2 Purpose of the Project.....	51
5.3 Participant Details	52
5.4 Achievement of Objectives	53

5.5 Project Commentary and Conclusion.....	58
Section 6: Forerunners, Hosanna World Outreach Centre, Lower Hutt	61
6.1 Description of the Project.....	61
6.2 Purpose of the Project.....	63
6.3 Participant Details	64
6.4 Achievement of Objectives	65
6.5 Project Commentary and Conclusion.....	68
Section 7: Te Aro Whanau, Ngati Kahungunu ki Wairarapa Maori Executive Taiwhenua Incorporated /Ngati Kahungunu Iwi Incorporated, Masterton	71
7.1 Description of the Project.....	71
7.2 Purpose of the Project.....	72
7.3 Participant Details	72
7.4 Achievement of Objectives	74
7.5 Project Commentary and Conclusion.....	75
Section 8: Opotiki Youth Development Project, Te Aria Toka Family Service Centre /Te Ha O Te Whanau, Opotiki	79
8.1 Description of the Project.....	79
8.2 Purpose of the Project.....	83
8.3 Participant Details	83
8.4 Achievement of Objectives	85
8.5 Project Commentary and Conclusion.....	88
Section 9: Ola Mautinoa, Pacific World Incorporated, Papakura	91
9.1 Description of the Project.....	91
9.2 Purpose of the Project.....	95
9.3 Participant Details	95
9.4 Achievement of Objectives	97
9.5 Project Commentary and Conclusion.....	102

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Part 1

Introduction and Overall Assessment of the Seven CBYDF Projects

Section 1: Introduction and Background

1.1 Community Based Youth Development Fund (CBYDF)

In 1998, the Department of Internal Affairs (DIA) Community Development Group (CDG) established seven youth development projects under the Community Based Youth Development Fund (CBYDF). The CBYDF was developed as part of New Zealand Youth Suicide Prevention Strategy. The seven CBYDF projects were located in areas identified as having a high risk of youth suicide:

- Buller
- Kaikoura
- Kaitaia
- Lower Hutt
- Masterton
- Opotiki
- Papakura.

Risk factors associated with youth suicide were defined as:

- Social disadvantage and low socio-economic status
- Family adversity, dysfunction and disadvantage
- Significant mental health problems
- Drug and alcohol problems
- Adverse and stressful life events.

The programmes developed under the CBYDF were aimed at facilitating the following outcomes:

- Youth participation in decision making (increased positive participation with their peer group, whanau, marae, community, recreation, school or employment)
- Leadership (youth take on leadership roles)
- Technical skills development (youth develop technical skills that better equip them to find work or participate in a social or learning environment)
- Personal skills development (youth develop personal skills that better equip them to cope with stressful life events, manage conflict, and solve problems)
- Social and support networks (youth are positively involved and supported by networks within the project and community, an increase in youth development activities)
- Cultural development (youth establish, enhance, and retain their cultural links and their cultural identity)
- Strengthened networks between agencies working with young people
- Increased co-operation between local agencies.

The CBYDF directly supports two goals of the Youth Suicide Prevention Strategy: Goal One (promoting well-being through strengthening families and whanau) and Goal Five (information and research). It also links to Goal Two (strengthening the role of taitamariki in Maori development) and Goal Three (cultural development) of Kia Piki Te Ora O Te Taitamariki.

As such, the CBYDF aims to enhance young people's well being and reduce their involvement in at-risk behaviours. This is achieved by reducing environmental risks while increasing multiple protective factors in the lives of young people. Some notable aspects of the Fund are that it:

1. Aims to reduce the cumulative effects of the following risk factors underlying youth suicide:
 - Social disadvantage and low socio-economic status
 - Family adversity, dysfunction and disadvantage
 - Significant mental health problems
 - Drug and alcohol problems
 - Adverse and stressful life events.
2. Supports community initiatives. These initiatives draw on human and other resources provided by the community to solve local problems, using voluntary efforts and resources usually supplemented by funding or advice from external sources.
3. Supports youth development initiatives. These initiatives do not provide primary intervention or youth mental health services but instead focus on:
 - Developing young people's problem solving and interpersonal skills (to provide alternatives to self-harm and suicide)
 - Supporting the development of self esteem and cultural identity
 - Encouraging young people's participation and leadership in the community and building support networks to deal constructively with difficult life situations, social interactions or events.
4. Has a particular emphasis on the youth development needs of Maori and Pacific Island youth.

In response to Cabinet approval of the CBYDF, an advisory committee of national representatives from the Department of Internal Affairs (DIA), Te Puni Kokiri (TPK), Ministry of Pacific Island Affairs (MPIA), Te Korowhai Aroha, Ministry of Youth Affairs (MYA), Ministry of Health (MOH), and Child, Youth and Family (CYF) was established. Members of this committee liaised with their regional representatives and community members. These individuals were instructed to form regional working parties to identify agencies suitable for delivering and administering youth development activities in their locality.

The lead agency in these working parties was often not DIA (frequently MPIA or TPK). However, it was DIA community advisors' responsibility to work with local agencies, approved by all of the regional working party members, and help them to develop a project proposal for submission to DIA CDG National Office. The National Advisory Committee then made a decision regarding funding allocation.

1.2 The Seven Projects

This section briefly describes the seven CBYDF projects:

1. **Rough Cut Films, Buller REAP, Westport, Buller**

Based in Westport, Rough Cut Films is a film course designed to cater for approximately 14 full-time course participants each year. The film course runs for 12 weeks each year. Each course begins with an introductory week aimed at finding connections between the participants and enthusing the groups to build common goals. The project co-ordinator engages with young people to support them in developing effective communication and listening skills; identifying ways to solve problems; organising and administering the various aspects of the film process; developing computer skills; fostering art and design skills; and working with local communities and local government and each other to achieve outcomes that are meaningful to all.

2. **Kaikoura Youth Development Project, Te Tai O Marokura Health and Social Services and Kaikoura Centre for Continuing Education, Kaikoura**

The project centres around four inter-weaving programmes, each targeting a different sector of the community. These programmes are based at Takahanga Marae and include:

- **Waka Ama programme** - focused on learning how to build and use waka canoes
- **Maranga workshops** - aimed at addressing self esteem, communication skills, drug and alcohol issues
- **Confidence Course programme** - aimed at raising self esteem, confidence and empowering young people through planning and building a confidence course
- **Te Kite O Matua Programme** - for minimising risk through supporting, nurturing and teaching practical skills to young single parents.

3. **Tihei Programme, Waitomo Papakainga Development Society Incorporated, Kaitia**

The Tihei project is designed to complement the other programmes and activities offered by Waitomo Papakainga. Young people referred to the Tihei project enter Waitomo Papakainga as part of the other programmes and activities, specifically the Alternative Education programme, the Tracker programme or through placements with Waitomo Papakainga accredited caregivers. As the specific issues for which they were referred are addressed, young people are mentored by the youth co-ordinators and encouraged to participate in the Tihei project.

The Tihei programme targets male and female Maori youth aged 14-22 years with the application of whakawatea spread over a three-year term.

4. **Forerunners, Hosanna World Outreach Centre (HWOC), Lower Hutt**

The Hosanna World Outreach Centre (HWOC) youth development project is called "Forerunners". It targets New Zealand born Pacific Island young people aged 12-25 years residing in the geographical areas of Pomare, Taita and Naenae. The Forerunners project is based in a youth resource centre which offers sports, recreation and confidence building activities, homework assistance, Hangteen (a Friday Night social club), and school holiday

programmes. It is run by two main youth workers and volunteers from within the local Pacific Island community. Emphasis is placed on the development of a buddying/mentoring network, leadership training, and increased community involvement, including community service clean ups and domestic help for elderly home owners. In addition, the youth facilitators provide skills building programmes in schools.

5. Te Aro Whanau, Ngati Kahungunu ki Wairarapa Maori Executive Taiwhenua Incorporated /Ngati Kahungunu Iwi Incorporated, Masterton

The Te Aro Whanau project was developed around the concept of 12-week marae based programmes promoting self-esteem and cultural identity, and teaching problem solving and leadership skills. These programmes focus on youth forums and discussion groups, peer support and buddying, provision of mentoring and role models, outdoor pursuits, community visits, cultural pursuits, trial work and learning programmes, and establishment of a Drop in Centre. Individual development plans are also developed by young people in the programmes.

6. Opotiki Youth Development Project, Te Aria Toka Family Service Centre/ Te Ha O Te Whanau, Opotiki

The project is co-ordinated by a CBYDF worker who manages a range of activities designed to foster self-esteem and confidence and to facilitate rangatahi coming together to develop interests and identify issues that concern them. These activities include engaging in Kapa Haka, talking and learning about issues relating to them (including cultural awareness), participating in wananga and parental training programmes, undertaking a campaign to promote the needs of young people, and involvement in Waka Ama, sporting activities, camps, and evening recreation for underage individuals.

7. Ola Mautinoa, Pacific World Incorporated, Papakura

The Ola Mautinoa project targets, but is not restricted to, Pacific Island young people between the ages of 11 and 20 years. In particular, it aims to assist young people who demonstrate:

- Life threatening behaviour to self and/or others
- Safety risks to self and/or others
- Serious emotional issues
- Serious inappropriate behaviour that prevents them from accessing educational and social activities.

The project is delivered by two part-time youth facilitators. The youth facilitators provide an outreach service working with young people referred through schools, community and statutory agencies, and by family and friends. They assist the young people and their families to identify needs and issues, develop goals and set up processes to achieve them.

1.3 Evaluation Approach

The evaluation of the CBYDF assessed each project's effectiveness in facilitating resiliency outcomes using a youth development approach. As such, the evaluation examined the processes by which projects were facilitated including identification of methods conducive to youth development and the protective factors which were supported by these processes.

At the end of each year of operation, each project was required to provide a range of data regarding the nature, process, outputs and outcomes of their activities. This information was entered onto an annual evaluation form and returned to the local DIA community advisor. In addition, some projects provided visual and/or video footage of project activities and/or participant feedback.

The methods used to collect this information varied between CBYDF projects. However, information about each project was obtained through client records, case studies, client and stakeholder feedback, CBYDF worker observations and activity records. Some of the CBYDF projects also undertook structured interviewing and/or consulted external evaluators/researchers.

The information provided by each of the projects was analysed by the DIA Research Services team and fed into the evaluation framework. In addition, a representative from the Research Services team visited each project twice a year. During these visits they:

- Advised on data collection
- Observed project activities
- Consulted with project staff
- Obtained feedback from community stakeholders.

By late 2001, each of the projects had been operating for at least two years. The evaluation covers the project activities up until that time.

1.4 How to Read This Report

Part 1 of the report discusses the overall effectiveness of the CBYDF projects. This discussion compares the CBYDF projects in terms of the processes and outcomes that are particularly effective in building youth resiliency (see Section 2).

Part 2 of this report then presents each of the CBYDF projects as individual case studies. Each case study provides details of the need for the project. Project need is identified both in terms of identification of the project location as an area of high risk for youth suicide, and in terms of location-specific variables which appear to contribute to this identification. The case studies provide information about the agencies responsible for the CBYDF workers, the workers themselves, and the initial project proposals, including objectives, set by these agencies. Each case study then describes the process by which the projects developed, including any difficulties encountered during this process, and the activities undertaken to meet project objectives.

Section 2: Overall Assessment of the Seven CBYDF projects

2.1 Achievements of the CBYDF Projects

Despite the seven projects facing some specific issues and challenges, the evaluation findings for the projects tend to be positive. They have done well in meeting their project objectives. However, it is important to note that this evaluation assessment does not cover all of Year 3 of these projects.

By late 2001, CBYDF workers had engaged intensively with more than 1,000 young people. Definition of intensive engagement varied between projects but always included contact specifically aimed at working through and changing identified risk behaviours.

Of the young people that the CBYDF workers engaged with, approximately 53 percent were Maori and 20 percent Pacific Island people. Notably, a sizeable proportion of young people participating in the projects (approximately 39%) were aged between 14 and 16 years. Projects involved an even number of males and females.

All of the seven CBYDF projects supported young people experiencing issues with the following problems:

- Drug (especially cannabis), substance (petrol, glue etc), and/or alcohol abuse
- Lack of employment or educational achievement and/or participation.

Overwhelmingly, CBYDF workers identified family problems and/or alienation as a significant contributor to these at-risk behaviours. In addition, many young people had experienced physical, emotional and/or sexual abuse. In some communities, up to 90 percent of participants were residing in single parent families, and in others less than 10 percent of participants were still residing with their parents.

In addition, across projects, participants reported:

- Boredom resulting from a lack of local activities for young people
- Self-esteem issues
- Lack of support
- Feelings of loneliness and isolation
- Previous suicide attempts or self-harming behaviours
- Relationship problems
- Cultural and identity issues.

In order to evaluate the effectiveness of the CBYDF projects, a range of information was collected during the first two years of each project's operation. This information included annual evaluation reports completed by the CBYDF workers and agency; contact between the CBYDF workers, agency and the local DIA community advisor; visits by a DIA research analyst; and administration records such as project proposals, client records and case studies, and application information.

In addition, international literature concerning youth suicide prevention and best practice processes for developing youth resiliency was reviewed and compared with the processes undertaken by each of the CBYDF projects. The outcomes identified for each project were compared with the intended outcomes of the CBYDF. In addition, the outcomes identified across all of the projects were compared with outcomes identified as indicative of the development of youth resiliency.

The CBYDF projects implemented a range of processes to reflect the diverse social conditions in which they operated. These included activities and interventions identified in youth resiliency literature as particularly effective in preventing or addressing risk factors associated with youth suicide, such as:

- Encouraging and supporting involvement with school, training, work and community
- Engaging parents, caregivers and/or family and encouraging interaction, sharing and communication between them and their young people
- Providing access to caring, competent, reliable adults
- Providing young people with role models from within the project or local community who recognise, value and reward pro-social behaviour
- Using democratic and participatory processes for setting up and developing the projects
- Providing opportunities for the youth to learn about their culture, explore their cultural identity and participate in cultural activities
- Providing opportunities for young people to develop academic, social and technical skills and competencies (such as those developed through extra-curricular activities) contributing to enhanced self-confidence and a sense of well-being
- Providing opportunities for young people to take on leadership roles in the project activities and in the community
- Supporting young people taking on leadership roles
- Facilitating social, spiritual and support networks for young people
- Mentoring young people and offering them the support of relevant people in their community.

In addition, community stakeholders in the locations served by these CBYDF projects reported that the CBYDF worker(s) had:

- Increased local human resource capacity by training youth workers and youth leaders specifically skilled in working with youth at-risk
- Collected and disseminated valuable information regarding youth issues and intervention that contributed to increased knowledge and capacity of other agencies
- Facilitated increased sharing of information and resources between local agencies and supported the activities of other agencies working with youth.

These stakeholders included representatives from schools, the Police, CYF, Iwi Social Services and other community groups. It was also indicated that the CBYDF workers played an important role in facilitating interaction between the young people, their whanau and other agencies.

However, in addition to demonstrating the effective implementation of methods aimed at reducing at-risk behaviours, the overall evaluation of the CBYDF projects also highlighted implications for on-going development of such interventions.

Generally, project stakeholders identified a lack of human resources impacting on project development. In particular, they identified the need for increased administrative support and the capacity to share their responsibilities with other workers. In regionally isolated areas, the employment of a professional social worker, who could also provide counselling and supervisory services, was indicated as desirable. Across all projects, a gender balance between workers was viewed as important.

The allocation of set funding across all projects was viewed as a significant impediment to project development. CBYDF projects and stakeholders stated that this funding method resulted in project workers and agencies designing projects to meet the funding rather than focusing on meeting the needs of the youth. In particular, geographically isolated projects were identified as having greater human and physical resource needs (especially those involving the development of highly specialised participant skills), whereas urban projects required a greater salary investment to cover the living expenses of project workers.

Similarly, stakeholders indicated the need for administering agencies to provide sufficient time for communities to identify resources, develop networks and capacity, and implement projects.

Another problem associated with effective project implementation was the lack of on-going opportunities for young people once they had completed programmes associated with the projects. As such, significant effort was needed to ensure that such opportunities were available to them.

2.2 Protective Factors and Youth Resiliency

Reduction of suicide risk factors is likely to require significant time and social change. For young people already experiencing the effects of these factors, such change may come too late. Therefore, in addition to reducing factors associated with an increased risk of suicide, the New Zealand Youth Suicide Prevention Strategy also aims to enhance young peoples' ability to cope with these factors. This work has shown that certain influences, including circumstances, experiences and relationships, appear to protect young people from the cumulative effects of factors associated with suicide risk (Resnick, 2000). These influences are said to build resilience.

Resilience is conceptualised as a mechanism that enables an individual to cope better than others with stress of a significant nature and duration. Resilient individuals appear to be less vulnerable to the effects of factors that would otherwise be expected to contribute to adverse outcomes (The Royal New Zealand College of General Practitioners, 1999; Resnick, 2000).

Like the factors that are associated with suicide risk, those that protect young people from suicide are inter-related and involve "multiple processes that affect the overall well-being of young people and their capacity to function effectively in everyday life" (Resnick, 2000; p158). Most significantly, they include:

- Development of a close relationship with at least one caring, competent, reliable adult role model who recognises, values and rewards pro-social behaviour
- Opportunities for social skill development and other competencies (such as those developed through extra-curricular activities) that provide a substantive basis for the development of self-confidence and a sense of well-being in young people

- Access to an available, adequate, emotional relationship with a caregiver or significant other in the family
- Maori young people having whakapapa, whether acknowledged or not, which binds them to a potentially caring whanau and community
- An optimal level of social support via social networks e.g. extended family and community groups
- Having a personal spiritual faith
- Being in a psychologically therapeutic arrangement, or gaining appropriate professional assistance for specific issues and concerns
- Positive school, training, and employment experience
- External interests and affiliations i.e. strong interests outside the home and attachment with a confiding adult outside their immediate family.

In combination, these processes contribute to three main outcomes that directly increase resiliency (Table 1). They are:

- A sense of connectedness to parents, family, school, community, and non-family adults
- Development and enhancement of academic and social competence
- Involvement in extracurricular activities that create multiple friendship networks

Table 1: Protective factors and youth resiliency

Outcome	Process	Protective factor (Output)	Indicators/measures
A sense of <u>connectedness</u> to parents, family, school, community, and non family adults	Project encourages and supports involvement with school, training, work and community	Positive school, training, employment and community experiences	Increased quality and quantity of participation in school, training, employment and community activities Self reports of positive school, training, employment, project and community experiences
	Project engages parents, caregivers and/or family and encourages interaction, sharing and communication between them and their young people	Young people gain access to available, adequate, emotional relationships with a caregiver or significant other in the family	Increased positive interaction (sharing time, ideas, thoughts and feelings) and communication between young people and family members Increased participation in activities with family members
	Project provides access to caring, competent, reliable adults	Young person develops a close, confiding relationship with at least one caring, competent, reliable adult	Positive personal interaction and communication between young people and non-family adults Young people voluntarily participate in activities with non-family adults Young people seek help/assistance from non-family adults as required

Outcome	Process	Protective factor (Output)	Indicators/measures
	Young people are provided with role models from within the project or local community who recognise, value and reward pro-social behaviour	Role models reinforce, recognise, value and reward young peoples pro-social behaviour and create positive associations between the young person and their community	Young people demonstrate the pro-social behaviours reinforced by the role models Young people report that they positively identify with the role models, and/or the community
	The projects are set up and operate using democratic and participatory processes	Projects recognise, rewards and reinforces young people participating in the set-up and delivery of the project	Young people participate in setting up, delivering and providing feedback to the project Project uses information and feedback
	The project provides opportunities for the youth to learn about their culture, explore their cultural identity and participate in cultural activities	Having whakapapa which binds them to a potentially caring whanau and community Positive fit between a young person's temperament and their family and cultural environment	Self reports of positive self identity and increased self confidence Increased knowledge of culture and language Participation in cultural activities
Developed and enhanced academic, social and technical <u>skills</u> and <u>competence</u>	Opportunities for development of academic, social and technical skills and competencies (such as those developed through extra-curricular activities) that provide a substantive basis for the development of self-confidence and a sense of well-being in young people	Development of academic, social and technical skills that contribute to building self-confidence, self esteem, self efficiency and a sense of well-being in young people Strong verbal and communication skills Problem solving capacities and perspective-taking skills Internal locus of control such that the young person feels in control of their own destiny Development of academic, social and technical competencies	Self reports of achievements and skills developed Positive behavioural changes or skills learnt Activities, education or training completed Employment gained Evidence of increased ability to cope with stressful life events, manage conflict, and solve problems Communication (e.g. expressing feelings) Internal Locus of Control (e.g. planning future and future activities) Evidence of improved self-esteem, self-image, self-confidence, and self efficiency
	Opportunities are created for youth to take on leadership roles in the project activities and in the community	Development of self confidence and self-esteem	The extent to which youth are taking on leadership roles Examples of leadership Extent to which youth taking on leadership roles influences peers

Outcome	Process	Protective factor (Output)	Indicators/measures
	Youth are supported to take on leadership roles	Development of conflict management, perspective taking, communication and problem solving skills	The extent to which youth are taking on leadership roles Examples of leadership Extent to which youth taking on leadership roles influences peers
<u>Involvement in extracurricular activities that create multiple friendship, social and support networks</u>	The projects facilitate the setting up or reestablishment of social, spiritual and support networks for the youth	An optimal level of social support via social networks e.g. extended family and community groups External interests and affiliations i.e. strong interests outside the home Having a personal spiritual faith	Self reports of feeling more involved or supported Nature and extent of links between youth (peers), whanau and community Positive relationships are developed with project workers, peers, whanau or other relevant people in the community Young people seek help and assistance from within networks as required
	Mentoring and support offered by project workers and other relevant people in the community	Attachment with a confiding adult outside their immediate family	Positive personal interaction and communication between young people and non-family adults Development of new interests as a result of contact with others Increased participation in spiritual activities Reduction in use of drugs and alcohol Young people seek help and assistance from non-family adults as required

2.3 The CBYDF Projects and Youth Resiliency Indicators

The following tables that are used to compare the CBYDF projects in terms of the processes identified in the preceding sections as being particularly effective in building youth resiliency and the indicators associated with youth resiliency outcomes (Table 1).

Each table lists project processes or outcome indicators according to one of the three outcomes highlighted in the youth resiliency literature:

- A sense of connectedness to parents, family, school, community, and non-family adults
- Developed and enhanced academic, social and technical skills and competence
- Involvement in extracurricular activities that create multiple friendship, social and support networks.

Projects are rated according to whether they demonstrated strong evidence, some evidence or no evidence of processes or outcome indicators associated with each outcome.

Strong evidence was defined as the demonstration of more than two activities involving the process or more than two types of examples of an outcome indicator. Some evidence was defined as between one and two activities involving the process or between one and two types of examples of an outcome indicator.

In the following tables:

- a ✓✓ indicates the existence of **strong evidence** of a process/outcome
- **some evidence** of a process/outcome is indicated by a ✓
- where evidence for a process/outcome was **nonexistent or marginal**, a × is used.

2.4 Indicators of Processes

The results of the **processes indicator analysis** show that all seven projects implemented processes that were likely to contribute to building young peoples **sense of connectedness** to parents, family, school, community, and non-family adults, developing and enhancing young peoples academic, social and technical **skills and competence**, and **creating multiple friendship, social and support networks**. However, as indicated in the following outcome indicator analysis, not all of the projects yielded effects consistent with the intended outcomes of these processes.

Table 2 shows the **processes** implemented by each of the projects that were conducive to building a **sense of connectedness** to parents, family, school, community, and non-family adults.

Table 2: Processes: Building a sense of connectedness to parents, family, school, community, and non-family adults

Project <u>processes</u> indicators	Papakura	West-port	Opoitiki	Kaitata	Kaikoura	Lower Hutt	Master-ton
Project encourages and supports involvement with school, training, work and community	✓	✓	✓✓	✓	✓	✓	✓
Project engages parents, caregivers and/or family and encourages interaction, sharing and communication between them and their young people	✓✓	×	✓✓	✓	✓✓	×	×
Project provides access to caring, competent, reliable adults	✓✓	✓✓	✓✓	✓✓	✓	✓✓	✓✓
Young people are provided with role models from within the project or local community who recognise, value and reward pro-social behaviour	✓✓	✓✓	✓✓	✓✓	✓	✓✓	✓✓
The projects are set up and operate using democratic and participatory processes	✓	✓✓	✓✓	✓✓	✓	✓	✓
The project provides opportunities for the youth to learn about their culture, explore their cultural identity and participate in cultural activities	✓✓	×	✓✓	✓✓	✓✓	✓	✓✓

Table 3 shows the **processes** implemented by each of the projects that were conducive to developing and enhancing academic, social and technical **skills and competence**.

Table 3: Processes: Developing and enhancing academic, social and technical skills and competence

Project <u>processes</u> indicators	Papakura	Westport	Opoitiki	Kaitaia	Kaikoura	Lower Hutt	Masterton
Opportunities for development of academic, social and technical skills and competencies (such as those developed through extra-curricular activities) that provide a substantive basis for the development of self-confidence and a sense of well-being in young people	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
Opportunities are created for youth to take on leadership roles in the project activities and in the community	x	✓✓	✓✓	✓✓	✓	x	x
Youth are supported to take on leadership roles	x	✓✓	✓✓	✓✓	✓✓	x	x

Table 4 shows the **processes** implemented by each of the projects that were conducive to young people creating **multiple friendship, social and support networks**.

Table 4: Processes: Involvement in extracurricular activities that create multiple friendship, social and support networks

Project <u>processes</u> indicators	Papakura	Westport	Opoitiki	Kaitaia	Kaikoura	Lower Hutt	Masterton
The projects facilitate the setting up or reestablishment of social, spiritual and support networks for the youth	✓✓	✓✓	✓✓	✓	✓	✓✓	✓✓
Mentoring and support offered by project workers and other relevant people in the community	✓✓	✓✓	✓✓	✓	✓	✓✓	✓✓

2.5 Indicators of Outcomes

The results of the following analysis of **outcome indicators** shows that across all of the CBYDF projects, project activities were more likely to have contributed to creating **multiple friendship, social and support networks** than any other outcome. However, definite differences existed between the individual projects.

Table 5 shows the outcome indicators for each project suggesting development of young peoples **sense of connectedness** to parents, family, school, community, and non-family adults.

Table 5: Outcome: Sense of connectedness to parents, family, school, community, and non-family adults

Project <u>outcome</u> indicators	Papakura	Westport	Opoitiki	Kaitaia	Kaikoura	Lower Hutt	Masterton
Increased quality and quantity of participation in school, training, employment and community activities	✓	✓	✓✓	✓	✓	✓	✓✓
Self reports of positive school, training, employment, project and community experiences	x	✓✓	x	x	x	x	✓
Increased positive interaction (sharing time, ideas, thoughts and feelings) and communication between young people and family members	✓	x	✓	✓	x	x	x
Increased participation in activities with family members	✓	x	✓	x	✓	x	x
Positive personal interaction (sharing time, ideas, thoughts and feelings) and communication between young people and non-family adults	✓✓	✓✓	✓✓	✓✓	x	✓✓	✓✓
Young people voluntarily participate in activities with non-family adults	✓✓	✓✓	✓✓	✓✓	x	✓✓	✓✓
Young people seek help and assistance from non-family adults as required	✓	✓✓	✓✓	✓✓	✓	✓✓	✓✓
Young people demonstrate the pro-social behaviours reinforced by the role models	✓	✓	✓	✓	✓	✓	✓
Young people report that they positively identify with the role models, and/or the community they represent	x	✓✓	x	x	x	x	✓
Young people participate in setting up, delivering and providing feedback to the project	✓	✓	✓✓	✓✓	✓✓	✓	✓
Project uses information and feedback provided by the young people to develop project	✓	✓✓	✓	✓✓	✓✓	✓	✓✓
Self reports of positive self identity and increased self confidence	x	✓✓	x	x	x	x	✓
Increased knowledge of culture and language	✓	x	✓✓	✓✓	✓	x	✓✓
Participation in cultural activities	x	x	✓✓	✓✓	✓	x	✓✓

Table 6 shows the outcome indicators for each project suggesting the development of young peoples academic, social and technical **skills and competence**.

Table 6: Outcome: Enhanced academic, social and technical skills and competence

Project <u>outcome</u> indicators	Papakura	Westport	Opotiki	Kaitaia	Kaikoura	Lower Hutt	Masterton
Self reports of achievements and skills developed	x	✓✓	x	x	x	x	x
Positive behavioural changes or skills learnt including increased engagement in social interaction	✓✓	✓✓	✓✓	✓	✓	✓	✓
Activities, education or training completed	✓	✓✓	✓	x	x	x	✓
Employment gained	✓	✓	✓✓	✓	x	x	✓✓
Evidence of increased ability to cope with stressful life events, manage conflict, and solve problems including accessing resources and undertaking referrals for dealing with specific issues	✓	✓✓	✓✓	✓	x	✓	✓
Communication:							
Expressing feelings (may include non verbal expression such as writing, art or performance)	✓	✓✓	✓	x	x	✓	✓
Owning feelings	✓✓	✓	x	x	x	x	x
Exploring issues	✓✓	✓✓	✓✓	✓✓	x	x	x
Willingness to contribute	✓✓	✓✓	✓✓	✓✓	✓	✓	x
Internal Locus of Control	x	x	x	x	x	x	x
Planning future and future activities (including immediate)	✓✓	✓✓	✓✓	✓	x	✓✓	✓✓
Initiating action and activities	✓✓	✓✓	✓	✓✓	✓	x	✓✓
Identifying steps towards achieving plans	✓✓	✓✓	✓	x	✓	x	x
Identifying resources for achieving plans	x	✓✓	✓✓	x	✓	x	x
Taking steps towards, or acquiring resources for, achieving plans	✓✓	✓✓	✓✓	x	✓	x	x
Evidence of improved self-esteem, self-image, self-confidence, and self efficiency including increased participation in social, academic and technical activities, and willingness to embark on new experiences	✓✓	✓✓	✓✓	✓✓	✓	✓✓	✓✓
Youth are taking on leadership roles	x	✓✓	✓	✓	✓✓	✓	x
Examples of leadership	x	✓✓	✓✓	✓✓	✓✓	x	x
Youth taking on leadership roles influences peers	x	✓✓	✓	✓✓	x	x	x

Table 7 shows the outcome indicators for each project that suggested the creation of **multiple friendship, social and support networks** for young people.

Table 7: Outcome: Involvement in extracurricular activities that create multiple friendship, social and support networks

Project <u>outcome</u> indicators	Papakura	Westport	Opoitiki	Kaitaia	Kaikoura	Lower Hutt	Masterton
Self reports of feeling more involved or supported	x	✓✓	x	x	x	x	✓
Nature and extent of links between youth (peers), whanau and community:							
<ul style="list-style-type: none"> increased positive interactions between individuals and groups 	x	✓	✓✓	x	✓	x	✓
<ul style="list-style-type: none"> young people more frequently initiate contact and/or activities with others 	✓✓	✓✓	✓✓	x	x	✓✓	✓✓
<ul style="list-style-type: none"> increased range of contacts/types of friends 	✓✓	✓✓	✓✓	x	✓✓	✓✓	✓✓
<ul style="list-style-type: none"> increased stability of friendships and social contacts 	x	✓	x	x	x	✓	✓
<ul style="list-style-type: none"> increased interaction with others with shared interests 	x	✓✓	✓✓	x	✓	✓✓	✓
<ul style="list-style-type: none"> development of new interests as a result of contact with others 	✓	✓✓	✓	x	✓	x	✓✓
<ul style="list-style-type: none"> increased participation in spiritual activities 	x	x	✓	✓	x	✓✓	✓
<ul style="list-style-type: none"> reduction in use of drugs and alcohol 	✓✓	✓✓	✓✓	x	x	✓✓	✓✓
<ul style="list-style-type: none"> increased contact with culturally associated individuals and groups 	✓	x	✓✓	✓✓	✓✓	x	✓✓
Positive relationships are developed with project workers, peers, whanau or other relevant people in the community	✓✓	✓✓	✓✓	✓	✓	✓	✓
Young people seek help and assistance from within networks as required	✓	✓	✓✓	✓✓	✓	✓	✓
Positive personal interaction (sharing time, ideas, thoughts and feelings) and communication between young people and non-family adults	✓✓	✓	✓✓	✓	x	✓✓	✓✓

Part 2

**Case Studies of the
Seven CBYDF Projects**

Section 3: Rough Cut Films, Buller REAP, Westport, Buller

3.1 Description of the Project

Project Need

The project is based in the Buller region of the West Coast extending from Karamea in the north to Punakaiki in the south. This area is one of New Zealand's most geographically isolated and socially disadvantaged.

Post secondary school educational opportunities available to the Buller community are limited to a small selection of TOPS courses. Tai Poutini Polytechnic in Greymouth is the closest formal training institute. However, with no public transport, individuals wishing to undertake courses typically relocate to Greymouth. Furthermore, the fees required to attend the Polytechnic can be prohibitive to the many low income/beneficiary families in the area.

The lack of educational, apprentice and work opportunities in the Buller area mean that many young people leave the area if they can. Consequently, this reduces the social infrastructure available to those who remain. There is also a lack of social activities through which young people may extend their networks. Therefore, depression, dejection and lack of motivation can become significant issues for these young people.

The Agency

In February 1999, the Northern Buller Communities Society received a grant from the CBYDF to undertake a project to address these needs. The project was proposed as part of their Youth Education Activities and Rural Support (YEARS) programme. However, due to a number of organisational and logistical difficulties, responsibility for developing and administering the project was transferred to Buller Rural Education Activities Programme (REAP) in Westport in 1999. At the time of transfer, only two weeks remained before the CBYDF project was expected to become fully operational.

Buller REAP is an Incorporated Society formed in 1991. It provides educational programmes and support to individuals, families and organisations in the Buller area.

As part of its processes, Buller REAP consults, engages and works with a range of Government and community agencies.

During the 1998/1999 year, Buller REAP provided a range of service outputs including:

- Initiatives for rural schools
- Initiatives for at-risk rural students and their families including identification of students who are at risk and development of strategies to support them
- Special curriculum projects and resources to provide learning programmes beyond the core curriculum for rural students
- Initiation of a Schools Tours co-ordinating committee, and arranging/co-coordinating three visits of touring performers to schools

- Programmes for the culturally defined needs of rural students
- Teacher support to provide programmes in rural schools that support curriculum development where this is not adequately covered by other contracts
- Support to rural schools to meet management requirements (assisting with the development of clustering schools for management services)
- Locally based support for, and expertise in, rural early childhood education
- General Community Education
- Community Education for the Aged
- Community Education for Youth and Parenting
- Programmes for the culturally defined needs of Maori and other ethnic minorities
- Programmes that enhance opportunities for rural women
- Working in co-operation with other Government and agency initiatives
- Developing and maintaining appropriate networks and activities in rural areas.

Project Description

Based in Westport, Rough Cut Films is designed to cater for approximately 14 full-time course participants each year. In addition, the project has the potential to reach hundreds of other young people through attendance at the film screenings and premiere, participation as acting cast or extras, and involvement in short pre or post project workshops emerging from the original concept.

The film course runs annually for 12 weeks. Each course begins with an introductory week aimed at finding connections between the participants and enthusing the groups to build common goals. The project co-ordinator engages with young people to support them in developing effective communication and listening skills; identifying ways to solve problems; organising and administering the various aspects of the film process; developing computer skills; fostering art and design skills; and working with local communities and local government and each other to achieve outcomes that are meaningful to all.

Tutors and film professionals from around New Zealand offer their time and energy and contribute their knowledge of script writing, directing, camera skills, sound production, and editing to support these activities. One of these tutors possesses a significant amount of experience in art therapy and uses this to encourage the young people to explore their own emotional issues. Most importantly, the project encourages young people to express themselves and tell their own stories through the use of a creative medium.

In addition, the project participants receive support from a professional counsellor with whom they engage on a weekly basis to identify and work through personal issues and group dynamics. The counsellor also provides exercises to facilitate communication, assertiveness, negotiation and mediation skills.

The project targets young people aged between 16 and 25 years. However, in order to ensure a balance of skills and maturity, and to maximise group dynamics, an additional five places are offered to individuals aged over 25 years. Project promotion does not specify that participants need to be at risk because this is considered more likely to drive candidates away. Rather, the project calls for assistance from other local helping agencies to identify individuals who have experienced one or more of the following problems:

- Social disadvantage and low socio-economic status

- Family adversity, dysfunction and disadvantage
- Significant mental health problems
- Drug and alcohol problems
- Adverse and stressful life events.

Notably, this process also reinforces the networks between community agencies and therefore increases the potential for interagency referrals where specific issues arise during participants' involvement with the project.

3.2 Purpose of the Project

The Buller CBYDF project was intended to address educational failure, skills development and social isolation, and to build resiliency and reduce issues of self-harm amongst young people. Community consultation indicated significant local interest in the medium of film and use of this medium was proposed as a unique and stimulating way to attract individuals to such a project. Furthermore, project stakeholders identified filmmaking as a highly socially constructive process offering a unique opportunity to engage individuals interested in both technical and creative pursuits, and encourage collaboration between them. This process was recognised as incorporating a range of personal development and team building skills, including problem solving, teamwork, and networking. During the production of a film, crew responsibilities include:

- Working together
- Developing and integrating various diverse skill areas into a coherent whole
- Setting goals, developing timelines, committing to tasks and taking responsibility for their completion
- Identifying and overcoming barriers
- Developing mechanisms for solving material, conceptual and social problems.

Development of ideas around the concept of film resulted in the creation of a course designed to teach filmmaking skills to young people, and support them during the production of short films.

It was envisaged that the acquisition skills and opportunities to produce films concerning issues of importance to them would engender course participants with a sense of pride and accomplishment. Through the filmmaking process they would develop enhanced self-esteem, life skills, and supportive peer networks. This process would also facilitate exploration and development of a sense of identity and belonging. In addition, participants would be provided with the opportunity to increase their communication skills and explore options regarding potential careers both in and periphery to the film industry. The end product, the film, would be concrete evidence of the skills gained and passport to further learning or employment.

3.3 Participant Details

During the first year of operation ten (10) young people (aged 15 - 25), and seven (7) individuals aged over 25 years, completed the first ten-week film skills course (Table 8). In year two, 13 young people and five individuals aged over 25 years were engaged as participants. Of these, three had also participated in the previous year.

Table 8: Participants' ages

Ages	Year One (1999)	Year Two (2000)	Total
14 – 16 years	6	6	6
17 – 20 years	24	22	23
21 – 25 years	29	44	37
Over 25 years	41	28	34

The majority of the project participants were Pakeha males. Table 9 provides ethnicity and gender percentage details for project participants.

Table 9: Participants by gender and ethnic group

	Year One (1999)		Year Two (2000)		Total
	25 years and under	Over 25 years	25 years and under	Over 25 years	All ages
Male	60	100	54	80	69
Female	40	0	46	20	31
Pakeha	100	100	92	80	94
Maori	0	0	8	0	3
Maori/ Pakeha	0	0	0	20	3

Most of the participants were referred by friends, family, self or through Buller REAP.

At the start of each course, all of the participants were either unemployed or under-employed. Few were living with, or in contact with, family and many had “wandered onto the coast” and become socially isolated. All of the participants were identified as experiencing one or more of the following issues at the time they became involved with the project:

- Disengagement and alienation from family
- Relationship problems
- Drug and alcohol abuse and dependency
- Lack of education
- Previous experience with self harming activities
- Poverty
- Anger and frustration

A percentage summary of the main known issues faced by Rough Cut project participants are provided in Table 10. Because all of the participants experienced more than one of these issues, the numbers add up to more than the total number of participants.

Table 10: Issues identified for participants

Issues faced by project participants	All ages
Family issues (solo parent, disengaged, isolated and alienated from family, relationship problems)	37
Drug and alcohol issues and dependency	37
Social isolation	29
Physical health issues	23
Financial problems	23
Left school without qualification	17
Anger and frustration – including lack of emotional skills	17
Family dysfunction/violence	14
Mental health issues/suicide history	9
No sense of future	9
Body image problems	3

During the first year of operation, only three participants actually left the course. All of these were aged over 25 years and withdrew due to irreconcilable differences or relationship problems. A further four participants completed tutorials for the course but did not complete the final film production, however all of them had gained some experience in film making prior to departing. Of those who did not complete the final film production, two left to pursue job/training activities, one left to pursue self-employment developing his own ideas, and one

left to pursue opportunities in music. Only seven individuals worked full time on the final film production with the remaining three individuals participating on a part-time basis.

In the second year of operation, two participants left the project. One of these departed one week before the end of the course to undertake training in tourism and management studies at Tai Poutini Polytechnic. The other left after ten weeks of participation and later obtained work with the Department of Conservation.

In both years, those participants who left the project tended to be in the extreme older or younger age ranges (i.e. over 25 or under 18 years).

3.4 Achievement of Objectives

Because the Rough Cut film project is delivered by way of an annual training course, its objectives remain the same for each year. This section discusses the achievement of each of these objectives.

Establish Film-Making Core Group

This objective includes:

- Week long session with Bill de Friez (Director of Ilam Film School)
- Half day session with Buller REAP staff, counsellor and the Advisory Committee
- Set up group rules and conflict dispute process.

Both project participants and the co-ordinator indicated that the provision of the introductory programme was particularly important in terms of motivating students. The higher level of participation in the filmmaking stage of the 2000 course suggests that it is particularly effective when presented at the beginning of the project. In the words of one of the 2000 participants:

I think it is very important to have [the tutor] in the first week as I heard him teach in 1999 Rough Cut as well and found his words "It's true, you are filmmakers" inspiring.

The work undertaken by this tutor also set the scene for the development of common goals and role definition around these. The effectiveness of this process is evident in the following statement made by one of the 1999 participants:

The group has managed to almost always work towards the common goal in spite of differences. Everyone works better when they know their role.

Provision of Training: sourcing and delivering training that will develop the necessary skills to make a short film

This objective includes:

- Well attended workshops
- Script produced for film/s
- Crew trained, clear about roles and able to work with minimum supervision.

In each year, the project delivered at least 12 weeks of full time training from a range of New Zealand's top film industry professionals. Training included provision of technical knowledge and hands on application of skills under professional guidance.

Individual participants were encouraged to pursue areas of specific interest to them and these resulted in clearly defined roles during the development and filming of the final script. Specifically, individual participants expressed an interest in areas such as camera work, sound and post-production. All of the workshops were well attended with most of those who left the course departing only after they understood the basics. Indeed, a number of those who left did so to pursue their own filmmaking and sound production ideas and concepts further.

Films made by the young people covered a range of issues, from drug and alcohol use, to suicide, drawing on personal experiences and community knowledge. In addition to those directly involved in the film project, the filmmaking process involved youth from throughout the Buller area. This process also resulted in youth interacting with a range of community groups and agencies, from the local authority to the police, to obtain resources and permission for specific activities. This interaction was largely initiated by the youth themselves.

The final productions were shot and edited with minimal supervision. For example, participants were personally required to organise props, actors, and external support (including District Council consent to film).

Devise, Develop and Promote a Short Film: project integrity maintained by young people involved - core group supervising

This objective includes:

- Premiere shown to the community
- Screenings well attended
- Project completed within budget.

In September 1999, project participants screened three short (3 minute) films at the St James Theatre in Westport. In November of the same year, they showed a full 20-minute film, also at the St James Theatre. Screenings of the films made by the young people received tremendous community support, with the theatre hosting a full house for the first time since the movie "Titanic" was screened.

In 2000, the course was shorter and culminated in the premiere of six short films, all of which were scripted, directed and produced by project participants. These productions were screened in late September at the St James Theatre and included two documentaries; three feature films, and a mock commercial for Viagra. Once again, the theatre was sold out on the night.

Evaluation of the Project: project evaluated by the co-ordinator, participants, some tutors, advisory committee and manager

This objective includes:

- Written three monthly evaluation report forwarded to DIA (Regional Office)
- Report presented to the Advisory Committee and Executive Committee
- Close monitoring by the Advisory Committee
- Manager and co-ordinator ensure the evaluation is on track
- Final evaluation report forwarded to DIA (National Office) by December each year.

A project evaluation report for the first year of operation (1999) was received by DIA in February 2000.

In April 2001, DIA received the second annual evaluation report from the Rough Cut project and a third evaluation report was received in December 2001.

Each of the annual evaluation reports was accompanied by a project report from the local DIA community advisor. These reports were produced in consultation with the project co-ordinator, Buller REAP management, project participants and advisory group, industry professionals, project partners, other key agencies in Buller, and local Buller youth (who were not participants but had come in contact with the course or course participants in some way). In addition, the advisor reported personal observations made during involvement in the project processes.

These reports included discussion of project process, context and target group, relationships between the project agency and DIA as well as other community and government agencies, a general review of agency performance, and recommendations regarding future funding.

Identify on-going potential for individual participants and for other young people in Buller

This objective incorporates interviewing all individual participants to assist with the next stage of their development.

In 1999, all of the participants were interviewed prior to participating in the film project and all of those involved in the final film were interviewed following its completion. The results of the final interview process resulted in a number of initiatives aimed at meeting the on-going needs of course graduates, including access to film equipment, on-going involvement with Rough Cut (as both participants and assistants), assisted liaison and networking with film professionals and training facilities both within and outside of the West Coast, and recommendations for future development of the Rough Cut course.

A similar process was followed during the second year of the project (2000) although the final interview was replaced with a questionnaire, completed by 18 (more than half) of those participants who took part in the filmmaking process. The results of this survey also led to course modifications and recommendations.

3.5 Project Commentary and Conclusion

The project was set up very quickly, with limited consultation of film industry professionals. As a result of these and other pressures, the community group that had originally proposed the project was unable to continue involvement with it. Therefore, with only two weeks until its official start date, it was transferred to Buller REAP.

A co-ordinator was immediately hired by Buller REAP and with very little preparation time, required to recruit participants, access equipment, develop and deliver a course. The complete lack of financial resources to pay for anything above an extremely limited salary placed significant stress on this person. Although additional funding was sought and acquired from the Department of Work and Income, this only just covered materials and expenses, and the initial co-ordinator chose to move on to more realistic employment options.

It is to the merit of all involved (including the original co-ordinator) that the course continued. To some degree, the fact that a new co-ordinator began during the film production process provided increased focus to her activities. Furthermore, the significant time period between each annual course, allowed for administrative and planning functions to be undertaken.

However, the severe lack of resources still had a profound effect on maintaining course momentum and cohesion and by the middle of the 2000 programme, the second co-ordinator was verging on burnout. Although she was aided significantly by on-going support and supervision from the manager of Buller REAP, the course counsellor, and the visiting tutors, it was recognised that she also required the assistance of another worker. Therefore, Buller REAP made their own administration assistant available to the co-ordinator for the last weeks of the course, covering the costs from their own budget.

As a result of these issues, another worker was appointed as head tutor during the third year of the course. This worker was an industry professional, with experience in documentary production and been a tutor on previous Rough Cut courses.

In order to reduce fiscal demands, the Rough Cut Advisory Committee was disestablished after the second year of the project. It was envisaged that one of the other industry professionals, who had provided significant input into the development of the course, would act as a mentor. However, due to other commitments of the nominated industry professional, together with the fact that she was based in Wellington, this did not occur as envisaged.

By midway through the 2001 course, the co-ordinator reported a noticeable gap in project support resulting from the absence of the Advisory Committee. This was complicated by the fact that a new manager had been appointed at Buller REAP (and therefore Rough Cut had a new project manager).

One of the main strengths of the Rough Cut project was its ability to learn and develop. As part of the evaluation process, the co-ordinator maintained a diary documenting group processes and progress, and the degree to which her own role impacted on or was affected by these. From these records, she was able to gain an overview of the project and this contributed to the annual formation of recommendations for the next year's course. Following the first year of operation (1999), these recommendations tended to focus on providing increased development opportunities for the participants and finding ways to enhance the quality of their involvement. These included the following:

- Ensure every opportunity is provided for a strong script to be developed, possibly with the assistance of an appropriate industry professional
- Provide one two hour session per week for debriefing and working through group issues with a therapist
- Provide a two day session on acting techniques
- Reduce the length of the course; tighten up timetabling of tutors to ensure that momentum is not lost
- Technology advances and future purchases should be carefully considered with the view to graduates becoming involved in DVD post-production editing in the Buller
- Provide structured and supervised group time for information recall and encourage note taking to ensure specialist information given is made best use of.

During 2000, with the course structure and delivery perceived as working quite effectively for the participants, recommendations tended to focus much more on organisational aspects of the project and ways to reduce the possibility of burn out amongst project workers. In addition, means of supporting the growing number of graduates were explored as a result of the observation that many of them wanted to redo the course due to a lack of alternative options. These recommendations included:

- Continue to address timetabling and availability of industry professionals to ensure that the needed professional skills and resources are available on the course.
- Canvas the CBYDF about full funding for the project to ensure:
 - Co-ordination role is divided into two full time positions; one of technician/sound tutor/assistant and the other being production co-ordinator
 - Avenues for continuity of the programme are researched.
- Investigate purchasing the rental production/training space from the Ministry of Education to be used as a permanent facility.
- Expand equipment, especially sound recording and post production: \$1,000 computer with sound card and pro-tools sound programme. Sell or improve the problematic PC and/or purchase second I-Mac to relieve stress on editing, and one semi-professional digital camera.
- Make the co-ordinator's and tutor's remuneration and terms of employment more in line with industry fees and take into account the workload.
- Increase the co-ordinator's term to include a part-time position in out of course times to take advantage of the motivation of the participants and to further opportunities for the participants by:
 - Continuing course development
 - Post graduate projects/workshops
 - Support for graduates
 - Mentoring of graduates, and
 - Project development advice
- Include pre-course youth work training for staff.
- Create a more official "Eagle Eye" supervising position with Gaylene Preston who has been invaluable in helping to guide the project.
- Reduce class contact time to 30 hours per week for co-ordinator to enable administration duties to be undertaken.

- Allow time to create more teaching resources i.e. written handouts. Promote to participants that it is in their best interest to take notes, to ensure when the practical aspects begin they have specific references.

Although most of the 1999 recommendations were met, the lack of financial and human resources precluded the implementation of many of those identified in 2000. This finding suggests the necessity to revisit funding needs of the projects on a regular basis, especially where projects are innovative and highly developmental, as in the case of Rough Cut films.

Conclusion

The Rough Cut film project has been successfully meeting all its objectives. Despite a range of challenges faced by the project, the formation of the Trust, the increased social networks resulting from the project, and the positive impact that the project has on participants' perceptions of education and training courses generally, provide the foundation for steps to further development.

The Rough Cut Film experience has provided a much needed focus for youth in the Buller Community. It provides a valuable opportunity for disenfranchised young people to become involved in social and learning activities. However, some community stakeholders express concerns that the course is quite "industry" focused, and that many participants benefit from the "lift" that the course gives them but are left with few opportunities to use what they have learned after the course ends. Furthermore, the intensive nature of the course has placed significant pressure on the project co-ordinator.

If the project is continued, it should be reworked to provide participants with increased opportunities to develop and extend the skills that they learn.

Section 4: Kaikoura Youth Development Project, Te Tai O Marokura Health and Social Services and Kaikoura Centre for Continuing Education, Kaikoura

4.1 Description of the Project

Project Need

Kaikoura is a small, geographically isolated rural community that offers few services to young people. In the 1996 Kaikoura Safer Communities Council Community Safety Profile the following issues were highlighted as being of significant concern to the community:

- Statistically, Kaikoura had New Zealand's highest rate of youth suicide per head of population
- The community was not perceived as providing good role models for its young people (high levels of community conflict, violence and drug and alcohol abuse)
- Low self-esteem was considered to be a prevalent issues amongst young people, and viewed as expressing itself in a high incidence of verbal and physical bullying
- Drug and alcohol abuse was perceived as contributing to high levels of anti-social behaviour
- Family violence was a major concern
- More support was needed for at-risk families
- Local at-risk youth were also in need of support, both in the areas of life skills and positive opportunities
- One-third (33%) of the total labour force were in receipt of a welfare benefit of some kind.

Kaikoura also has a fast growing tourism industry, which has brought both costs and benefits to the area. Benefits include increases in businesses and the expansion of employment opportunities, as well as an increase in community spirit. Costs have included an increase in the cost of living, and an increase in crime.

The Agency

The Kaikoura Youth Development Project was initiated as a joint venture between Te Tai O Marokura Health and Social Services (Te Tai O Marokura) and Kaikoura Centre for Continuing Education (KCCE). Both of these organisations were developed in collaboration with the Takahanga Marae Charitable Trust. As such, they maintain a long-standing relationship with each other.

Te Tai O Marokura Health and Social Services is a Marae based service that works from a tikanga Maori perspective. The organisation holds level two approval with the Community Funding Agency and is contracted by them to provide parenting programmes, counselling and Iwi based social services. Te Tai O Marokura also contracts to the Health Funding Authority and Community Corrections. The organisation has existed in its current structure since 1979 and is committed to giving people skills, knowledge and the time to heal themselves.

Te Tai O Marokura Health and Social Services is mandated to operate within the rohe of Ngati Kuri, from the Hurunui River in the south to Pari Nui O Whiti in the north, and inland past Hamner Springs.

Kaikoura Centre for Continuing Education (KCCE) is a Maori Private Training Establishment (PTE) and is registered and accredited with the New Zealand Qualifications Authority to provide a wide range of Unit Standards. The agency is funded, through the Education Training Support Agency based in Christchurch, to provide Marine Tourism Courses within their Training Opportunities Programme Scheme.

During 1994, in response to increasing student numbers, the Kaikoura Centre for Continuing Education (KCCE) formed its own Charitable Trust and moved away from Takahanga Marae to its current location. Despite this change, they have maintained a close working relationship with Takahanga Marae. Their courses are designed to provide unemployed persons with a mixture of personal development skills, allied with general and specific industry skills in outdoor recreation and marine tourism. They also aim to equip individuals with the confidence, self-esteem and cultural awareness to achieve employment in either of these industries.

Due to Kaikoura's geographical position, it is serviced by Government agencies based in Blenheim, Christchurch and Nelson. As a result, both Te Tai O Marokura and KCCE have built strong alliances with groups and organisations based outside the area.

These groups and organisations include:

- Education Training and Support Agency (Christchurch)
- Child, Youth and Family - CYF (Blenheim)
- Community Funding Agency (Christchurch)
- NZES (Blenheim)
- Community Corrections (Christchurch)
- DIA.

In addition, Te Tai O Marokura and KCCE regularly liaise with a number of services and agencies within Kaikoura.

Project Description

The project centres around four inter-weaving programmes, each targeting a different sector of the community. These programmes are based at Takahanga Marae and include:

- **Waka Ama Programme** - focused on learning how to build and use waka
- **Maranga Programme** - workshops aimed at addressing self-esteem, communication skills, drug and alcohol issues
- **Confidence Course** - aimed at raising self-esteem, confidence and empowering young people through planning and building a Confidence Course
- **Te Kite O Matua Programme** - for minimising risk through supporting, nurturing and teaching practical skills to young single parents.

The project was established with the view that at the end of the three year funding period all four programmes would either be self sustaining, or have served their purpose and been terminated.

Waka Ama

The purpose of the Waka Ama Programme is to provide a means for drawing young people into a productive, creative and absorbing form of recreation that teaches a range of life skills. The project partners state that Waka Ama involves more than paddling an outrigger canoe; “it is about local history, the connectedness between people and their expressions of freedom”. The Waka Ama Programme highlights the importance of each individual in respect to the team, and demonstrates how far a group of people can go when they all work together. Becoming involved with Waka Ama is said to restore confidence and pride while teaching many important life skills.

The idea for the Waka Ama Programme came from discussions between one of Te Tai O Marokura’s social workers and a physician from the Kaikoura Medical Centre. Both men had been involved in Waka Ama Programmes in other areas and viewed Waka Ama as an effective way of combating the problems occurring for young people with the Kaikoura community. From these initial discussions, they canvassed the district for support and started Te Kanu ki Waimarie Incorporated Society.

It was envisaged that Te Kanu ki Waimarie would eventually assume full responsibility for the Waka Ama Programme. However, the founders requested assistance from Te Tai O Marokura and KCCE until they had completed the process of establishing their own internal structures.

The Waka Ama Programme targets young people over the age of 10 years, but also involves their younger siblings and older family members as support for the participants.

The Maranga Programme

The Maranga Programme is specifically targeted at young people aged between 15 and 19 years. It is aimed at encouraging youth to identify who they are, where they come from, where they are going, where they want to be and how they plan to get there. It examines issues that underpin suicide, but concentrates on the positive aspects of life. It is intended to be a celebration of life and promote an active lifestyle that enhances young people’s problem solving and interpersonal skills.

The Maranga Programme was developed in response to the perception that local Kaikoura youth are constantly bombarded with negative messages resulting from the high suicide rate in the area. It aims to reverse the victim mentality that these messages are seen to reinforce.

This programme works in a series of stages, each aimed at addressing a different social issue or skill area. These include drugs and alcohol, communication, goal setting and achievement, and time management. It works towards reinforcing the positive in individuals and their lives, their achievements and abilities. The programme is based on a participatory model that takes participants through a series of processes aimed at building self-awareness, self-esteem and self-enhancement.

Te Kite O Matua

The Te Kite O Matua Programme concentrates on the minimisation of risk to children by encouraging parental achievement and enhancement of parenting. It targets young single parents (under 25 years of age) and aims to provide them with validation for what they have learnt during the care giving process while also offering home based support, advocacy, guidance and an increase in support networks. As such, it focuses on delivering practical assistance to parents whilst encouraging them to broaden their horizons and try new activities.

Confidence Course

The Confidence Course Programme involves young people collectively designing and building a confidence course. It is aimed at raising self-esteem, confidence, facilitating and positively rewarding creativity, and empowering young people (primarily male between the ages of 16 and 25). The Confidence Course Programme intended to involve youth in planning and building a confidence course. It emphasises individuals and group leadership skills, investigation of team equity issues, development of communication skills, and reinforcement of the need for inter-personal skills.

This activity was also perceived as a means of providing a resource for future generations. The idea behind the Confidence Course Programme arose from a similar programme that was successfully run in Hamner Springs.

4.2 Purpose of the Project

The project aims to enhance the well being of youth in the Kaikoura area and equip them with tools to live a full, meaningful life within a fast changing society.

4.3 Participant Details

During the first year of operation (1999), a total of 155 young people participated in the Kaikoura Youth Development project. During the second year (2000), 138 youth participants were recorded. Table 11 provides details of the age, ethnicity and gender of participants during each of these years.

Table 11: Proportionate representation of the demographic details of participants

Demographic details	Year One	Year Two	Total
Female	39	46	43
Male	61	54	57
10 years and under	17	20	19
11-13 years	6	29	18
14-16 years	20	29	25
17-20 years	28	15	21
21-25 years	29	6	17
Maori	73	96	85
Pakeha	24	4	14
Other	3	0	2

In addition to those recorded under the criteria of the YDF fund, a further 86 individuals aged over 25 years participated in the programmes.

Table 12 shows the way in which young people were referred to the Kaikoura Youth Development project. Over both years, the largest proportion of project participants were referred by family and friends.

Table 12: Proportions of young people referred to the Kaikoura Youth Development project by referring agency

Referring agency	Year One	Year Two	Year Three
Family/Friends	46	58	52
Iwi Social Services	17	38	27
School/KCCE	34	2	19
Police/Youth Justice	0	2	2
Self (Advertising)	3	0	1

Project participants were identified as presenting to the project with a range of issues, including:

- Boredom resulting from a lack of local activities for young people
- Alcohol and drug issues (both dependency and co-dependency)
- Self-esteem issues
- Lack of motivation
- Lack of support
- Ineffective communication and listening skills on behalf of both the young people and those they wish to communicate with
- Lack of assertiveness leading to aggression
- Problems with the home/school situation

The project workers also noted differences between the issues presented by females and those presented by males. In particular, they stated that female participants were more likely to be affected by:

- Unplanned pregnancies
- Being left alone babysitting younger siblings/cousins
- Being less assertive and in need of emotional support
- Being less likely to complain and therefore, less likely to seek help.

At the end of the first year of operation, 26 young people had left the project. Of these:

- 10 shifted back to Christchurch after completing a course
- 6 moved to Nelson to be with Whanau
- 1 moved to Auckland to have her baby
- 2 live in Cheviot
- 4 shifted back north after completing their course
- 2 others now live in Christchurch but come back to Kaikoura regularly
- 1 died in a car accident.

During the second year of operation another five young ceased participation in the project. Of these:

- 1 young person left the region to attend Nelson Polytechnic
- 3 young people moved to Christchurch
- 1 young person took up employment in Blenheim.

4.4 Achievement of Objectives

This section discusses the achievement of each of the project's objectives.

Year 1

Funding accessed for the purchase of a six-man outrigger canoe with spray skirt

During the first year of operation, funding was accessed for the purchase of a six-person outrigger canoe with spray skirt. The canoe was officially launched in November 1999.

Working manuals for the Maranga Programme established and printed

Working manuals for the Maranga Programme were not completed. At the end of Year 1, the project workers had developed a basic outline of the Maranga Programme content, including more in depth concepts for several key areas of marae tikanga.

Part-time tutors accessed for the Waka Ama Programme

During Year 1 of the Waka Ama Programme, the driving force behind the programme came from the project workers and the two original members of Te Kanu Ki Waimarie Inc. However, five Maori adult males were involved as volunteer tutors during the process of carving the paddles. These tutors showed the young people how to carve and taught them some of the history behind their own particular carving, thus helping to connect them with both, their creativity and their history.

Young parents are accessing aid from Te Kite O Matua

Six young people aged up to 25 years accessed Te Kite O Matua services during its first year. Of these, two were parents, one was an expectant parent, and three were responsible for looking after the children of their extended whanau members. In addition, one parent and one expectant parent aged over 25 years also participated in the programme.

A co-ordinator is hired to establish the four programmes

During the first year of operation, the programmes were jointly co-ordinated by representatives from Te Tai O Marokura and KCCE with most administration assistance being supplied by the former.

The four programmes are up and running

All four programmes were up and running at the end of the first year. However, there was some variation from the project proposal. The Confidence Course Programme adapted to focus on the development of a skate park and extended to incorporate the establishment of a Youth Council. The Te Kite O Matua Programme had become increasingly aligned with the Maranga Programme that, in turn, had become increasingly focused on addressing cultural alienation. The Waka Ama Programme was up and running, but had not accessed tutors and much of the activity focused around fundraising for the waka, and establishing its heritage within the community.

Volunteers are enlisted for the four individual programmes

In Year 1, volunteers were enlisted for all of the programmes, but assistance was not always consistently available.

Safety regulations are identified and upheld for the four programmes

By December 1999, safety regulations had been formally identified and documented for the Waka Ama and the Confidence Course programmes.

Year 2

Establish and build up the four programmes

By December 2000, all four programmes had been established in some form.

The Waka Ama Programme was well on its way towards its goal of establishing Te Kanu ki Waimarie as a Waka Ama club and involving young people in recreational Waka Ama activities.

The Confidence Course Programme had metamorphosed into the establishment of a Youth Council focused on developing a skate park facility. After two years of hard work, the Youth Council had obtained community buy-in to their activities and in December 2000 a location for the Skate Park was finally acquired.

The Maranga Programme had been established as a structured set of weekly group based activities focused on the personal, social and technical development of participants. However, during the second year of operation, it had changed significantly to become more focused on providing one off programmes, supervision, and group activities catering to the needs of individual youth identified in relation to specific problems experienced by external agencies (such as the Department of Courts, the local secondary school, and extended whanau).

The Te Kite O Matua Programme was initially focused to run parenting programmes for young parents and assisting them to identify and develop employment, educational and recreational interests. However, by December 2000, significant duplication of these services had been identified and the programme began referring young caregivers to other agencies specifically catering to their needs. The activities offered by Te Kite O Matua were subsequently limited to supporting young people to pursue educational and technical opportunities and brought in line with the activities of the Maranga Programme.

Purchase a second six-man outrigger with spray skirt

A second outrigger was not purchased. However, Te Kanu ki Waimarie established a relationship with Nga Uri O Maungamaunu Marae. The marae also had an outrigger canoe and the two groups participated in Waka Ama activities and challenges together.

Two more facilitators being trained to present the Maranga Programme

As a result of the structural changes to the Maranga Programme, no additional facilitators were introduced during 2000, and the original facilitator left the programme in November of that year.

Greater number of youth using the four individual programmes

The number of young people actively participating in the four programmes actually declined between the first and second years of project operation.

Land accessed and development beginning on the Confidence Course

In response to consultation with local young people, the development of a confidence course was put on hold in favour of the development of a skate park. In December 2000, land was accessed for this purpose.

Te Kite O Matua are firmly established within the area and funding accessed to employ two people

By the end of 2000, the Te Kite O Matua Programme had changed dramatically and was no longer formally providing parenting services to young parents. Rather, its activities tended to support those of other agencies working in this area. The youth development fund worker was actively referring young parents to these agencies and did not require assistance with this process. No further workers were employed.

4.5 Project Commentary and Conclusion

One of the main achievements and a significant strength of the Kaikoura Youth Development Project has been the development of the Kaikoura Youth Council. Although unintended, this outcome has enhanced opportunities for local young people to influence community decision-making processes. The Youth Council has also provided significant positive coverage and media attention for the agencies involved in the Youth Development Project and this has been important in facilitating communication between these agencies and other agencies.

The role of the Kaikoura Youth Development Project in assisting the Te Kanu O Waimarie to achieve its goal of autonomy is also recognised as an important step towards increased community connectiveness. The fact that this club developed from the work of one local marae and is now collaborating with another has played an important part in reducing the barriers for young people associated with each and enhancing their social and support networks.

The lack of structure in the Te Kite O Matua and Maranga programmes, particularly during the second year of operation, makes it difficult to assess the impact of these programmes. This conclusion is reflected in the relative lack of feedback from community members and associated individuals regarding the youth development worker's activities. However, recognition of the duplication of Te Kite O Matua and Maranga programme services during the second year of operation is in itself an important achievement.

The resulting increase in referrals to, and collaboration with, other agencies and community groups suggests that the emergent organisational processes associated with the project's development were effective in overcoming some of the more insidious trust and

communication based issues that the partner agencies initially faced. That the Maranga and Te Kite O Matua programmes ceased to exist is in line with the original goals of the project.

Section 5: Tihei Programme, Waitomo Papakainga Development Society Incorporated, Kaitaia

5.1 Description of the Project

Project Need

The Muriwhenua (North Cape) area has been recognised as the most socially deprived in New Zealand (Waitangi Tribunal, 1996). There is minimal public transport, the majority of roads are unsealed, and youth unemployment and suicide exceed the national average. It is an economically disadvantaged region with the per capita income in the area less than half of the national average. There has been no reduction in unemployment despite such patterns in other regions, and significant urban drift, with individuals often returning after extended periods of urban poverty, compounding this problem. The Northland region's population is largely Maori and has a significantly higher number of youth under the age of 25 than the national average.

The Agency

In order to address these issues, a local agency registered as Waitomo Papakainga Development Society Incorporated (Waitomo Papakainga) proposed the creation of a youth development project called the Tihei Programme.

Waitomo Papakainga was established in 1981 and is an organisation committed to the growth and development of youth and their whanau. It provides a wide range of services and facilities, often on a shoestring budget. At the time of receiving the CBYDF grant, Waitomo Papakainga were identified (by the local DIA community advisor) as the only group within the Far North District working exclusively in the interests of youth.

At the heart of Waitomo Papakainga are 15 families, most of who have voluntarily worked with Maori youth and their whanau since the organisation's inception. These families actively support, promote, develop and initiate health, social and welfare services, education services, and vocational training aimed at youth development. For example:

- Tawhirimatea Waka Ama Club - promoting challenge and attainment of goals and recognition to young people
- Whanau Kotahi school holiday programmes - designed to promote the whanau and hapu
- Tama Tane me nga Tama Wahine youth hui hosted by a 35 strong Waitomo Papakainga youth group as a lead up to the 5th World Indigenous Youth Conference with young people preparing and presenting the Powhiri, Waiata, Haka and Take, as well as running the kitchen
- The Tracker programme - providing 24 hour care and support for youth at risk of offending, including providing them with a safe place to take time out, putting them through a detoxification programme, rebuilding their health and spirit, educating them in tikanga, counselling parents, and working with whanau

- Te Kura Whakaora Alternative Schooling Programme - for children and young people who have been suspended from school
- Waitomo Papakainga is recognised by other service providers, including Iwi Social Services, government departments, schools, police, whanau, and mental health services. Its work with these agencies includes:
 - Providing emergency residential care for youth at risk (accredited caregivers)
 - Providing emergency housing
 - Attending Family Group Conferences
 - Networking with Child, Youth and Family (CYF) and Iwi Social Services
 - Preparing submissions on youth policy
 - Profiling youth issues to listeners of the local Iwi radio station
 - Advocating publicly on youth issues.

In addition, representatives from Waitomo Papakainga have featured on a number of government and community panels and forums, including the Ministry of Social Policy Advisory Panel and the Ministry of Youth Affairs Youth Advisory Panel.

The region serviced by Waitomo Papakainga includes Kaitaia, the coastal area west of Kaitaia, Herekino, Manukau and the upper Far North.

Waitomo Papakainga is managed by an Executive Committee, which meets monthly and is responsible for running the organisation. This committee consults widely with iwi, hapu and whanau as part of their decision-making process, as well as government departments. The Kaitaia College school liaison officer visits regularly and Waitomo Papakainga is an active member of the Far North Safer Community Council. The agency has also established a Tautoko Ropu supported by a komiti comprising of the Waitomo Papakainga co-ordinator, the Waitomo Papakainga Community Project Worker, Kuia and Kaumatua. At the time of applying for the CBYDF grant, Waitomo Papakainga also applied to the Te Puni Kokiri for a business grant to assist with the development of the organisation's management systems and planning needs. This application was submitted in partnership with Ngati Kahu Social Services and training was completed in strategic planning and project management.

Project Description

The Tihei project is designed to complement the other programmes and activities offered by Waitomo Papakainga. Young people referred to the Tihei project enter Waitomo Papakainga as part of the other programmes and activities, specifically the Alternative Education programme, the Tracker programme or through placements with Waitomo Papakainga accredited caregivers. As the specific issues for which they were referred are addressed, young people are mentored by the youth co-ordinators and encouraged to participate in the Tihei project.

The Tihei programme targets male and female Maori youth aged from 14 to 22 years with the application of whakawatea spread over a three-year term. During their first year of involvement with the project, young people are assisted to work through personal issues, identify problems and put in motion strategies to solve or resolve them.

In order to facilitate this outcome, structured wananga and learning events are organised by two youth co-ordinators and supported by professional Te Korowhai Aroha Educators. They are designed to focus on issues of concern to young people, including being adolescent,

sexuality, drug and alcohol issues, relationships and self-harm. In addition, the programme is supported by, and intertwines with, the other activities and programmes provided by Waitomo Papakainga.

All of the activities provided within the context of the Tihei programme incorporate concepts as a foundation for youth to express who they are, where they come from, and as a catalyst to developing knowledge about their cultural background. Individual wananga are designed around group participation and interaction, encouraging young people to express ideas, solve problems, create solutions, gather information and inform each other. These are complemented by school-based workshops, and sports and recreation events to activate and motivate the young people and promote teamwork, participation and the development of peer networks. In all of these activities, opportunities are provided for group discussion and feedback.

In addition, the youth co-ordinators support individual young people involved in addressing specific issues, assisting them to access related services and resources, and encouraging them to access peer support. This process is enhanced by the Youth Co-ordinator's involvement in Kaitaia College School Patrol, an informal networking mechanism aimed at creating relationships between the students and youth co-ordinators.

During their second year of involvement with the project, young people identified by their peers and the youth co-ordinators are encouraged to train as peer educators/youth facilitators. This is achieved by way of coaching from the youth co-ordinators developed in the first year. During this time participants are exposed to a wide range of networks, contacts, and other training programmes such as first aid courses, positive role models and mentors and youth worker workshops.

Also part of the second year, is the design and development of an education programme based on feedback obtained from youth participants during their first year of involvement in the Tihei programme.

Finally, during participants' third year of involvement in Tihei, the project aims to support the young peer educators/youth facilitators to begin working in the wider community context. As such, their activities are focused on lifting the profile of youth issues, advocating and promoting youth needs, and identifying youth service gaps. Stakeholder groups involved in these issues (including teachers, parent groups, marae, and other service providers) are encouraged to undertake professional development delivered by the peer educators/youth facilitators in the form of workshops and discussion of early intervention measures. Most importantly, peer educators/youth facilitators are encouraged to deliver tailor made programmes to other youth at risk of self-harm.

Ultimately, the programme focuses on building a pool of educators to improve the lack of human resources currently experienced in the Far North. All of the hui and group activities are run at Rangikohu Marae and normal Marae protocol has been practiced.

5.2 Purpose of the Project

The purpose of the Tihei project is to reduce the number of Maori youth contemplating or actioning self-harm by assisting them to become strong in character and stature and achieve balance in their spiritual and physical well-being (whakawatea).

Waitomo Papakainga is unique in their concept of whakawatea and the style in which they approach their aim to reduce self-harm amongst young people. Whakawatea is defined by Waitomo Papakainga as “a state of mind where the youth becomes strong in character and stature through a balance of their spiritual and physical being”.

5.3 Participant Details

In total, 69 young people actively participated in the Tihei programme. Thirty-seven local youth became involved with the youth co-ordinators during the first year of the Tihei programme, with 34 of these continuing their involvement into the second year. In addition, 32 young people entered the Tihei programme for the first time during its second year of operation (resulting in a total of 66 participants during the second year).

Project participants were most commonly male, aged between 14 and 16 years who identified their ethnic group as Maori (Table 13).

Table 13: Percentage of participants by gender, age and ethnicity

Demographic details	Year One	Year Two	Total
Male	62	71	68
Female	38	29	32
11-13 years old	16	18	17
14-16 years old	62	67	65
17-20 years old	22	14	17
Over 20 years	0	2	1
Maori	95	98	97
Pakeha	3	2	2
Fijian Indian	3	0	1

Three main issues were identified for those young people who entered the Tihei programme. These were:

- Physical, emotional and/or sexual abuse
- Drug (especially cannabis), substance (petrol, glue etc) and/or alcohol abuse
- Dysfunctional families, family breakdown and communication breakdown between whanau and whanau members (90% of participants come from single parent families).

The youth co-ordinators reported that nearly all of the young people who participated in the Tihei programme had dealt with, or were still dealing with, at least one (if not all three) of these issues. In addition, the youth co-ordinators observed many young people experiencing problems with:

- Peer relationships and relationship break ups (these problems included the way in which young people dealt with issues such as grief, sorrow and anger)
- Low self-esteem
- Lack of motivation
- Crime (burglaries, criminal activity and loitering around town with nothing to do)
- Anger and violence
- Lack of educational and employment opportunities
- Low educational attainment, literacy and numeracy problems
- Lack of recreational activities
- Drunk driving
- Vandalism
- Gangs.

During the first year of operation, three young people left the Tihei project. During the second year of operation, 12 young people left the project.

5.4 Achievement of Objectives

This section discusses the achievement of each of the project's objectives.

Year 1

Two Youth Co-ordinators employed

A significant achievement was the employment and development of the two Maori Youth Co-ordinators, one male and one female. As young people from the Kaitaia community, these two individuals are leading the way for the youth peer educators. Furthermore, feedback from a range of agencies and individuals suggests that the youth co-ordinators are particularly important in providing the young people with role models. The young people find it easy to relate to the youth co-ordinators because they are of a similar age to themselves. This age identification also enhances trust and confidence in the relevance of advice given by youth co-ordinators, as they are perceived to understand where the young people are coming from.

The programme key issues and strategies to reduce self-harm are identified in report

As part of their development, the youth co-ordinators have worked hard to improve their own facilitation skills, and have gained feedback regarding the facilitation needs of young people. This feedback has been incorporated into the Tihei project as well as being passed on to facilitators associated with external agencies. Indeed, one of the main outcomes of the project has been the development of more in-depth understanding of youth issues, shared across a range of service providers. This knowledge and resource sharing has contributed to strengthening community networks and increasing co-operation between agencies working with young people.

Three hui for 20-30 participants focusing on Adolescence, Sexuality, Drug and Alcohol use and abuse, Relationships, Self-harm, Whanaungatanga, and Whakawatea have been completed

During the first year of operation, three wananga were held with between 21 and 26 young people attending on each occasion. These wananga addressed the issues of:

- Sexuality
- Drug and Alcohol
- Self-Harm

Project management policies, referrals, reporting, de-briefing, supervision, protocols for sharing relevant information, communication systems, and questionnaire formats are implemented and regular monitoring is conducted on the programme and the benefits individuals receive from the programme

Throughout the development of the Tihei programme, the management committee worked with the youth co-ordinators to establish project management procedures, as well as ensuring that safety mechanisms were in place for the young people, and maintaining effective work ethics and practices. Furthermore, the youth co-ordinators have worked to develop effective data collection processes to evaluate and improve these as part of their overall project evaluation.

Both of the youth co-ordinators have developed significant skills through their involvement with the project and one has been selected to participate on the Ministry of Youth Affairs Advisory Panel. They have also involved both themselves, and the young people with whom they work, in a range of consultation, training and community development activities.

Whanau, Hapu, Iwi and Agencies attend a hui run by the youth participants and receive a formal submission on their recommendations to self-harm issues

The project did not meet its objective for youth participants to run a hui for Whanau, Hapu, Iwi and Agencies and to make a formal submission regarding self-harm issues. However, the youth co-ordinators did encourage youth to take an active role in developing the Tihei project.

As a result of this encouragement, significant feedback was received from participants regarding the content and process of the programme. Following the second hui, a meeting was held between the participants, youth co-ordinators and management committee. This meeting resulted in the decision that the young people would decide for themselves what the third hui would involve.

At the end of Year 1, the youth co-ordinators had assisted project participants to nominate youth peer educators. Eight young people had expressed interest in continuing through to the next stages of youth leader training.

By the time the third hui had been completed, the Management Committee and youth co-ordinators decided that there was insufficient time to develop a fourth hui. Furthermore, they recognised that the objective of disseminating information regarding youth perspectives on self-harm issues had been achieved through the information sharing processes that were built into the programme from its inception.

As such, the youth co-ordinators and management committee had networked with a wide range of agencies, keeping them well informed about the progress of Tihei, its effects and the feedback and insights obtained from young people during its development.

In addition, the kaupapa of Waitomo Papakainga meant that throughout the process, links with whanau and hapu were closely maintained. Furthermore, promotion and information regarding the programme has been conveyed to these groups using a number of forms including:

- Radio interviews
- Panui for hui
- Suring whanau hui
- Family group conferences (FGCs)
- Meetings
- Word of mouth.

Whanau, Hapu, Iwi and agencies evaluate the hui

Whanau, hapu, iwi and other agencies were provided with the opportunity to evaluate the hui by way of facilitated feedback and letters of recommendation. For example, a letter was received from Taipa Area School, where one of the hui was held. This letter indicated that the hui was particularly worthwhile because “the presenters were youthful and could relate to their peers at their level on the topics of sexuality, health and well-being”. It stated that discussion was non-threatening, that students were made to feel comfortable and that the service was valued and should be continued.

Furthermore, as part of the organisation’s management process, all young people referred to the organisation are required to participate in a formal hui with their whanau and other agencies with whom they have been involved prior to leaving Waitomo Papakainga. During this hui, all of those in attendance evaluate the effectiveness of the young person’s involvement with Waitomo Papakainga.

Year 2

Create/design programme resulting from feedback in year one

During the second year of operation the youth co-ordinators worked to develop an education programme based on the feedback provided by Tihei project participants during Year 1. This process resulted in the formation of three programme concepts:

- Adapting the “Gem of the first water” story telling intervention to the local environment and specific issues within it, including “walking the story” of young people’s ancestors from birth to adolescence achieving cultural and personal understanding along the way.
- Starting a youth group where young people can “hang out and talk about issues” on a regular basis. It is through such a youth group that the idea for the Tihei project was first established and this concept is seen as a valuable means of developing youth leadership, social networks and providing a free time activity.
- Roots of all evil exploration taking young people on an educational adventure to Auckland visiting Mt Eden prison, a psychiatric institution, and the street kid scene aimed at showing the negative outcomes of self-harming behaviours. Also, young people were shown alternative opportunities such as educational and training

institutions in the area, visiting prominent sports people (particularly those with links to the North - alternative peer educators/role models) and other positive role models.

Training achievements in the following training areas

The areas of training focus were:

- facilitation
- public speaking
- counselling skills
- public relations
- report writing
- youth rights and legislation
- basic computer skills
- CV development and update.

Development of the youth co-ordinators during Year 2 resulted in their attainment of more than two thirds of the National Certificate in Youth Work. At the beginning of Year 3 they both had less than six months to go towards completing this training course. In addition, they undertook practical and theoretical training in facilitation, co-ordination, report writing, counselling, anger management intervention, youth rights and legislation and basic computer skills.

Both youth co-ordinators gained significant experience in public speaking and public relations through their involvement in organising the hui, liaising with Kaitaia College and teaching at the Alternative Education facility. All of these training activities contributed to CV development and both youth co-ordinators had updated CVs during the second year.

Six successful hui held utilising the core group of skilled trainers and participants are certified and/or formally recognised in their competencies

Although the youth co-ordinators identified a core group of project participants interested in becoming peer educators, these individuals all became involved in other work, educational and training activities and were not available to undertake peer educator training. Therefore, only one hui was held during the second year of operation and this was organised by the youth co-ordinators. However, a number of less formal discussions and debates were undertaken, focusing on issues identified by the youth who participated in them. Furthermore, young people were encouraged to acquire and demonstrate leadership skills through a range of other activities. These included planning and organising events, performing mihimihi and karakia, providing feedback regarding the development of the educational programme and providing peer support.

Whanau, Hapu, Iwi, Community and Government Agencies will provide feedback to the core group regarding their abilities, capabilities, knowledge and personal attributes; performance appraisals will be conducted and analysed

Upon leaving Waitomo Papakainga, each young person is required to attend a formal hui with Waitomo Papakainga staff, their whanau and other agencies to discuss the outcomes of their involvement with the organisation, including the Tihei project.

In addition, both Waitomo Papakainga and the Tihei project have received feedback from a range of community agencies and representatives.

Agencies, Schools, Organisations or others will have shown definite interest in hosting the programme developed by the core group

Tihei youth facilitator involvement with Kaitaia College during year two of the programme resulted in a significant increase in school support for the activities of Waitomo Papakainga. In Year 1 of the Tihei project, only three referrals were received from schools and in Year 2 this figure increased to 19. Furthermore, during the second year, Kaitaia College began actively supporting the Waitomo Papakainga Alternative Education programme, by fully funding the attendance of 12 students. In addition, Taipa Area school has provided significant support for the youth hui, both in terms of a venue and in the form of a letter of written recommendation. Both schools have expressed interest and support for the education programme developed by the youth co-ordinators during the second year of the Tihei project.

The Tihei project has also attracted interest from other community groups/agencies. Specifically, local businesses, community agencies and the District Council have invited the youth co-ordinators to advocate for, support and work with youth in a range of social and developmental activities. These have included working as nightclub and disco security, providing support to the Alternative Education programme, assisting with facilities planning, being a contact point for youth referrals, and providing youth feedback in a number of forums. As a result of these interactions, many of these agencies are considering extending their own involvement in youth activities.

Year 3

Subsidies have been paid to the Youth Team

Given that the core group of peer educators was not formed and the youth co-ordinators ceased involvement in the project following Year 2, this objective was no longer relevant in Year 3. However, employment of additional project workers to document the project process and findings regarding youth issues absorbed the funds involved.

Whanau, Hapu, Iwi, and Community support and utilise the programme

Documentation of the programme was intended to facilitate better utilisation of its processes and findings regarding youth issues. As this part of the project is not yet complete, it is not possible to assess whether it will be used by Whanau, Hapu, Iwi and community agencies. However, the fact that these groups have been consulted regarding its development, and have contributed to the information it contains, suggests that they are supportive of the resource.

Reports on issues, strategies and prevention are distributed to key community members, groups and organisations

The report was due to be distributed to key community members, groups and organisations in March 2002.

Programme helps fill a wide service gap, agencies have more access to peer educators/youth counsellors, and programme is financially supported by a range of funders

As the programme is no longer operating as a service, this objective is no longer relevant. However, the activities undertaken during its operational life have contributed to greater school and community support for other Waitomo Papakainga projects.

5.5 Project Commentary and Conclusion

One of the main strengths of the Tihei project was the fact that it employed local Maori youth in the youth co-ordinator positions. Project participants indicated that because they were able to identify with the youth co-ordinators, they found it easy to relate to and trust them. This identification enhanced the effectiveness of the mentoring and role-modelling component of the project. It also facilitated the collection of information about issues of concern to young people and their ideas for resolving them. Not only were the project participants willing to share such information with the youth co-ordinators, but the youth co-ordinators were able to understand the implications of the information passed onto them because they were familiar with the culture and context from which it derived. The training received by the youth co-ordinators during their involvement in the Tihei project also served to increase the human capital of the local area, and improve the career options of the youth co-ordinators themselves.

The placement of the project within a larger community agency with strong community networks and the capacity for internal referrals was also advantageous. It allowed participants to easily access appropriate services as issues arose, or were identified, for them and their whanau.

This placement also allowed for flexibility in service delivery and project design. In particular, when project progress did not go according to plan the agency possessed sufficient capacity to develop alternative project activities. Implicit within this process was the availability of individuals with the skills and knowledge to support and extend the work of the youth co-ordinators. Specifically, the manager of Waitomo Papakainga was able to pull in people with expertise in areas such as report writing, communication and media experience, project planning, youth justice and education, role-playing and facilitation, various social issues and counselling, and cultural and recreational pursuits to assist with project development.

The main issue encountered during the development of the Tihei project was the lack of young people who were willing and available to undertake training towards becoming peer educators/youth facilitators. This was due in part to the lack of on-going training and employment options within Kaitaia. As indicated by the project workers and DIA community advisor; "those with the get up and go, got up and went".

By the time youth had the social and personal skills to begin training as peer educators/youth facilitators, they also had the skills to take on other training and employment opportunities.

The insecurity of funding for youth worker positions points to other opportunities having better long-term outcomes. Unfortunately, few such opportunities are offered in rurally isolated communities such as Kaitaia. Young people who take advantage of these opportunities take human resource away from their local community and may lose social networks and support in the process.

Many of the youth placed with Waitomo Papakainga came from outside of the area. Most of these “itinerant” young people were placed with Waitomo Papakainga because they were Maori and had iwi connections to the Far North. However, their whanau had usually left the area because of the lack of opportunity. For the young people in Waitomo Papakainga care, this motivation was compounded by a desire to return to their whanau. As such, the Far North has become a stopping point for young people, providing assistance in times of crisis but unable to reap the social and human resource benefits of this intervention. On the other hand, even after young people have left the area, negative outcomes are likely to have a significant impact on small communities, especially where whanau connections are involved.

Section 6: Forerunners, Hosanna World Outreach Centre, Lower Hutt

6.1 Description of the Project

Project Need

In 1998, the Wellington region was identified as an area of high suicide risk. In particular, the Pacific Island communities residing in Porirua and the Hutt Valley were identified as being of a distinctively lower socio-economic status than other communities around them. Moreover, there appeared to have been a decline in community facilities and resources for young people in these communities. At the same time, the youth populations within these areas were growing more rapidly than in others. The lack of youth services was perceived as causing isolation and contributing to a reduction in opportunities to develop social skills and opportunities. These effects were compounded by local Pacific youth experiencing challenging peer, social and cultural pressures within the school system, and family conflict at home.

The Agency

In September 1998, the Hosanna World Outreach Centre (HWOC) proposed a package comprising a number of streams to service the needs of young people within the Pomare, Taita and Naenae areas of Lower Hutt, with a particular focus on Pacific youth. HWOC is a contemporary Baptist church located in the suburb of Taita, Lower Hutt. It was established as a Samoan Baptist Church in 1992 but changed to a multicultural church as non-Samoan people began to express interest in its activities. In 1998, church leadership was predominantly Pacific Island and Maori. The church is a member of the Baptist Union of New Zealand and a registered charitable trust. HWOC identifies their vision as:

Winning and impacting the community, the city, the nation and the world for God by building a big church for fellowship, a big sanctuary for worship, big ministries for service, big growth by evangelism, and a big menu for discipleship.

They state “if anyone is going to make an impact on this world today, it will be a visionary church led by visionary leaders who build visionary people.”

Church facilities are based in the former Taita Hotel.

HWOC is staffed by four full-time staff (including two Pastors), three part-time staff, six voluntary support office staff, six voluntary support auxiliary staff, 50-70 voluntary youth leaders, six graduate youth workers, and approximately 60 voluntary ministry workers. At the time of applying for the CBYDF, Hosanna’s ministries had been working within the Pomare, Taita and Naenae area for seven years.

The youth ministry is based on the concept of “Youth Reaching Youth”. It serves predominantly New Zealand born Pacific Island young people. At the time of applying for the CBYDF grant, the youth ministry employed six NZQA qualified youth workers and 70 volunteers. These individuals were engaged in the following activities:

- Networking small groups in Taita, Pomare, Naenae, Stokes Valley, Wainuiomata, Petone, Wellington and Upper Hutt for the purpose of building relationships and involving youth in activities focused on character building, mentoring/buddying, healing processes, recreation, vocational direction, reconciliation and developing accountability
- Sports ministries, college ministries, camps, youth services, talent quests, counselling, education, outreach, etc.
- Major youth rallies, seminars, conferences, forums, networking focusing on key issues affecting today’s youth (e.g. suicide, alcohol, drugs, crime, youth at risk, identity, boredom)
- Facilitating the organisation of venues for Family Group Conferences through CYF.

Project Description

The HWOC youth development project is called “Forerunners”. It targets New Zealand born Pacific Island young people aged from 12 to 25 years residing in the geographical areas of Pomare, Taita and Naenae. The Forerunners project is based in a youth resource centre which offers sports, recreation and confidence building activities, homework assistance, Hangteen - a Friday Night social club, and school holiday programmes. It is run by two main youth workers and also volunteers from within the local Pacific Island community. Emphasis is placed on the development of a buddying/mentoring network, leadership training, and increased community involvement, including community service clean ups and domestic help for elderly home owners. In addition, the youth facilitators provide skills building programmes in schools.

College Programmes

At Naenae and Taita Colleges, youth facilitators are conducting life skills, self-esteem and motivation courses with groups of up to twelve young people who are classed as at risk in the school environment. These young people are selected by teachers and guidance staff to take part in the programme. The programme is run weekly for three and a half hours in each school and focuses on developing problem solving skills to deal with issues of concern to the young people involved. Individual sessions are based around themes identified by the students, such as “who am I”, “Communication”, “Self confidence”, “Managing conflict”, and “Teamwork”.

Peer Support Groups

Weekly peer support groups are run at the homes of volunteer youth leaders, with different groups catering to college aged students (13 to 18 years) and young adults (19 to 25 years). Peer support groups provide young people with a safe place to discuss issues that they may be going through. They also provide a place for building up and developing a young person’s interpersonal skills, self-esteem, and vision for the future.

The peer support groups are kept to a maximum of 12 people. As they grow, new groups are started by voluntary youth leaders. The underlying philosophy of the peer support system is to

train and equip young people to become leaders of these groups. Young people are also able to access mentors. These are young adults who provide support and positive role models through weekly or fortnightly meetings with their buddies/protégés.

Hang Teen

The Hang Teen Friday club nights are co-ordinated by one of the youth development officers and a team of volunteer youth leaders. They provide fun, social, “programmes with purpose” in a drop in/activity centre environment with young people given the opportunity to help facilitate the nights.

Youth Development Centre

Forerunners provides a development centre where young people of secondary school age are able to inquire about, prepare and complete any school work with the assistance of tutors. Furthermore, the development centre offers life skills modules delivered to young people who need further assistance and guidance.

Mentoring

Mentoring takes place one-to-one, males with males, and females with females. Mentors provide support and positive role models for teenagers.

Special Events/Activities

Motivation trips: Special trips designed to motivate, challenge and encourage the young people (e.g. taking a group of 17 young people to a “Youth Jam” conference in Auckland which consisted of motivational workshops that encouraged young people to dream big for themselves).

Holiday Activities

Special activities put together for young people during the school holidays (e.g. on New Years Eve a youth tent was set up with fun-filled games and activities for young people). A café was also set up, accompanied by jazz music for more mature young adults.

6.2 Purpose of the Project

The Forerunners project has a number of purposes, including to:

- Develop young people’s problem solving skills, and other interpersonal skills that help provide alternative choices to self-harm and suicide
- Develop healthier levels of self-esteem and cultural identity
- Establish sound peer support networks for young people
- Encourage young people’s participation and leadership in the community.

6.3 Participant Details

During the first year of operation (1999), the Forerunners project served 264 young people. In year two (2000) the number of participants dropped to 169.

Table 14 shows the proportions of participants by gender, age and ethnicity by each of these two years.

Table 14: Proportions of participants by gender, age and ethnicity

Demographic details	Year One	Year Two	Total
Male	42	53	46
Female	58	47	54
10 years and under	2	2	2
11 - 12 years	15	12	14
13 - 14 years	23	24	23
15 – 17 years	30	37	33
18 – 20 years	5	5	5
21 – 25 years	25	20	23
Maori	27	38	33
Pacific Island	63	47	57
Pakeha/European	9	11	10
Asian	2	3	2

Most commonly, participants were aged between 14 and 17 years. The data shows few participants in the 18 to 20 year old range, indicating a slump in participation after leaving school. However, up to a quarter of participants were aged 21 to 25 years. In the first year of the project the majority of participants were of Pacific Island ethnicity. However, during the second year, this proportion decreased noticeably as the proportion of Maori participants increased.

In line with the youth ministry approach of the project, participants were most commonly referred by their friends. However, the increased level of college participation during the second year of the project resulted in an increase in school-based referrals during this time.

During 1999 and 2000, 54 young people left the project. The main reasons for their departure were described as follows:

- Some parents did not allow their children to carry on in the programme because they felt it was not important or a priority for them to attend. In some cases, young people were “grounded” by their parents/caregivers.
- Some young people chose to leave of their own accord. Of these, a few were accepted into courses or educational programmes aimed at acquiring employment, while others simply decided that Forerunners wasn’t for them and wouldn’t meet their needs.
- Some young people moved out of the region, and/or country.
- A few young people gained full time employment and were not able to continue with Fronrunners because it conflicted with their work hours.

6.4 Achievement of Objectives

This section discusses the achievement of each of the project’s objectives.

Year 1

Find out about youth community in regions/areas: Who are they? What do they do? Who are their target groups?

Most of the information pertaining to the local youth community was obtained from the project participants. The youth workers kept comprehensive notes and records about the young people they worked with, and the youth issues identified by them. School staff also provided input into this process. In addition, the youth workers networked and liaised with a range of other Christian, sports and recreational groups. However, little information regarding youth activities, profiles and target groups was reported from other sources.

Research and investigate youth type programmes available from other youth service providers

Much of the first year of operation involved the youth workers establishing networks with other social service providers in their local area. These included:

- Naenae Community Police
- Lower Hutt Youth Justice
- Community Social Workers
- Safer Community Action Network
- Hutt Valley Youth workers Network: Te Hou Ora, The Salvation Army, Lower Hutt Youth Health Centre, Te Huarahi Hou, Youthline, Hutt City Recreation Programmes, Lower Hutt Youth Aid, Pomare Community House, St David’s Youth Group Petone, Youth Infusion
- Taita College Guidance Counsellor
- Naenae College Guidance Counsellor
- The Ministry of Pacific Island Affairs
- Urban Missions Training Co-ordinator/ Youth worker
- Parkway College
- Hutt City Community Development Worker
- Hutt City Council

- Mana College.

The youth workers did not report any other form of investigation regarding youth type programmes available from other youth service providers.

Finalise Strategic and Action Plan

An extensive strategic and action plan was finalised during 1999. This provided details of proposed youth worker activities throughout the three-year course of the project. Much of the content of this plan was developed as a result of HWOC in-house brainstorming and youth participant feedback.

Establish networks with local communities (Pomare, Taita, Naenae), schools (Naenae College, Taita College, and Avalon Intermediate), youth aid officers and other youth organisations (Naenae Community Police, YFC and Youth Justice)

As indicated earlier, the youth workers undertook extensive networking activities during the first year. These resulted in contact with a number of youth providers, social service agencies, and schools. Most significantly, the work of the youth workers contributed to the development of the college programmes in Naenae College and Taita College and despite initial resistance, both were up and running by term three. The first annual evaluation report indicated that most of these contacts were new to the organisation and that at the end of 1999 co-operation between HWOC and other agencies was strengthening.

Develop proposals to go into schools and implement

By term three 1999, comprehensive proposals regarding the college programmes had been developed and were being implemented in Taita College and Naenae College.

Establish the youth Development Centre at HWOC, targeting students that need further assistance, guidance and support with schoolwork and life skills. Approach parents personally about the development centre and explain to them how their children will benefit from the programmes. Find tutors who are specialised in subject areas and can assist with one-to-one tutoring. Arrange transport for students

The Development Centre was established early in 1999 and provided a location for delivering life skills modules until the college programmes were implemented. It also provided assistance, guidance and support for homework activities under the supervision of voluntary staff. The youth workers did not report entering into discussion with parents regarding these activities and indicated that they received little support from the wider community.

Establish one on one mentoring programme as a follow-up for students who need further help and assistance

Mentoring activities were established in conjunction with all of the other programmes offered by the Forerunners project. As such, voluntary staff identified young people in need of these services and maintained regular one on one weekly or fortnightly contact with them. This contact included checking in with the young people about how they were doing, assisting them to access resources and help where needed, and encouraging and supporting them to participate in other HWOC activities. Where appropriate, mentoring contacts were made by

telephone. Alternatively, participants met with their mentors during other programme activities where the mentors acted as role models to the young people.

Continue HWOC involvement running sports programmes in the colleges, coaching basketball, rugby, touch and netball

The first annual evaluation report does not make any mention of the Forerunners youth workers being involved in sports programmes.

Establish weekly peer development groups as youth support and personal development networks

The establishment of weekly peer support meetings was a continuation of work already been undertaken by HWOC. Participants becoming involved with the college programmes, Hangteen and the Development Centre were encouraged to join one of several existing peer support groups being run at the homes of HWOC voluntary staff. As these groups grew, members were trained by HWOC as new peer support leaders and established their own groups in their own homes. Voluntary peer support leaders were primarily older participants.

Utilise New Generation Ministry as a volunteer resource supervised by the YDO's

The 1999 evaluation report indicates significant support for the youth workers from other members of the Church community but does not specify New Generation Ministry involvement.

Set up systems to record all activities taking place, and those attending, for reporting at six monthly intervals to the Business Team

Between November 1998 and October 1999, a number of systems were put in place to facilitate ease of reporting project progress. These included regularly scheduled meetings, youth worker logbooks, programme recording sheets, client observation recording sheets, and weekly plans. In addition, the youth workers assisted the young people to record their activities and involvement in the project on video.

Conduct six monthly reviews of programme progress

The youth workers produced a six-monthly monitoring report and annual evaluation report, both of which detailed project progress.

Year 2

Explore possibility of establishing a Youth Council

The youth workers did not report any activities aimed at exploring the possibility of establishing a Youth Council. A Youth Council was not established during 2000.

Run bi-monthly youth forums involving facilitators with skills and experience in the area of youth

The success of the college programmes during 2000, and the resulting student demand for more, meant that the project workers were unable to run any youth forums during that time. However, development of the college programmes resulted in individual sessions focused on the specific themes of "Daring to Dream", "Communication", "The Influencers in my Life",

“Managing Conflict”, and “Teamwork.” Although these sessions were facilitated by the youth workers they involved significant student input regarding the issues to be discussed and the nature of the discussion.

The development of the more focused Xplosion Saturday Nights to replace the less structured Hangteen Friday Club Nights also allowed for the organised discussion of youth issues. Themes for each night were planned in advance, with individual youth workers engaging teams of young people to contribute to their development. These themes have largely been focused on relationship issues including the topics of “dating” and “rejection”.

Develop pamphlets and promotional material

The 2000 annual evaluation report does not indicate any development of pamphlets or promotional material. According to the youth workers, promotion was primarily by word of mouth, and school and church newsletters.

Set up the youth development centre

The Youth Development Centre was established in 1999 under the guidance of HWOC volunteers. In 2000, it took on an additional function as a drop-in centre operating on alternate nights to the homework and life skills centre.

Initiate community services/citizenship programme involving young people giving back to the community (e.g. cleaning up Taita, painting Taita, helping out at old people’s homes, helping out with meals on wheels every two months)

The youth workers and annual evaluation report do not indicate that project participants were involved in any community service activities during 2000. However, in 1999, young people involved in Forerunners programmes engaged in a range of such activities, including neighbourhood clean ups and assisting at the IHC house for young people.

Run holiday programmes to encourage young people from different regions to work together, and to help build their character and bring out their talents. Programmes run every holiday break at Taita

During the July and September school term breaks, the Forerunners youth workers provided a range of holiday activities consistently attended by approximately 25 young people from Upper Hutt, Lower Hutt, and Wainuiomata.

6.5 Project Commentary and Conclusion

The HWOC leadership (vision) team and the youth workers believe that the main strengths of their Forerunners project are that the workers are themselves relatively young Pacific Island people who understand where the youth are coming from. They also believe that the project is enhanced by the fact that it operates within an organisation providing a range of other services that can be called upon for back up and support. In addition, the introduction of a male youth worker has greatly assisted in providing male mentoring and role modelling to young men engaged with the project.

HWOC identifies transport and time as significant problems. With regards to the latter, they would like to be able to give more one-to-one assistance to youth. As a result of the inability

to do so, and the lack of counselling skills amongst the project workers, they currently refer youth in need of such intensive assistance to other more specialised agencies. They refer young people with mental health issues to youth mental health teams, as they do not believe that the management of such issues is within the scope of their activities.

In the 2000 evaluation report, the project workers indicated that some young people withdrew from the project because their parents did not see it as a priority for them. However, the report also identified young people's relationships with their parents as one of the issues of primary concern to the project. In terms of gaining buy-in from parents and assisting young people to work through these issues, the HWOC leadership team indicated that some parents had issues with the church and therefore would not allow their young people to participate in the project. In response to these issues, the project had been taken off-site and parts of it were operating primarily from premises at Taita College. Project workers were also careful to ensure that they kept "church stuff" out of the programmes so as not to alienate either the young people or their parents.

A member of the HWOC leadership team indicates that where family dysfunction is an issue for young people, and where it is deemed appropriate, other members of the church work with the families to help them to resolve issues or find appropriate referrals. However, naturally this requires the families to be amenable to church involvement and clearly this is often not the case.

Where the family is not amenable to church involvement, the project workers state that they focus on teaching young people how to better communicate with their family, including thinking before they spoke and not talking over others. In some cases, assertive communication skills demonstrated by young people have the potential to antagonise the situation. This is especially true where young people's parents interpret this form of communication as "talking back". For these young people, the peer support programme provides an important function in allowing them to express themselves in a supportive environment.

The HWOC leadership team state that given the purposeful targeting of the most at-risk young people available to them, they are aware that they could not do everything. This targeting process is undertaken by liaising with and receiving referrals from CYF and the Police J Team, and through working with young people at risk of expulsion in local colleges.

HWOC management also state that that despite the addition of two new workers, they cannot meet the need presented to them. Mana College had asked them (as one of the only agencies targeting NZ born Pacific Island youth) for help and they had assisted for a while but did not have the resources for long-term intervention. Because of the lack of capacity they are also in the process of capping the schools programmes so that they can do more blue skies/green fields planning, an area that HWOC believes has been seriously lacking. However, they envisage that in the future they will move into providing programmes in Wainuiomata also.

In terms of development, the leadership team identifies a new group of youth with whom the youth workers are increasingly coming in contact. These youth are aged 17 years and over and are coming out of involvement with CYF but have nowhere else to go. Many of these young people are told they are not eligible for the Independent Youth Benefit, and are heavily involved in drug and alcohol abuse. HWOC frequently acts as advocates for these young people by making use of their contacts within WINZ. They attribute their increasing

involvement in this area to the fact that they are becoming more better known and amenable to young people generally.

Section 7: Te Aro Whanau, Ngati Kahungunu ki Wairarapa Maori Executive Taiwhenua Incorporated /Ngati Kahungunu Iwi Incorporated, Masterton

7.1 Description of the Project

Project Need

In 1998, the Wairarapa, and particularly Masterton, was reported as having one of the highest rates of youth suicide in New Zealand (Wairarapa Mental Health Services, September 1998). This statistic was attributed to a range of factors including:

- The Wairarapa being a low socio-economic area with 64% of the population aged over 15 years earning less than \$20,000 per annum (Statistics New Zealand 1996)
- Older people with more skills and experience competing for jobs that have traditionally employed youth (e.g. seasonal work and junior positions)
- Large geographical area with very little public transport to facilitate youth access to services
- Limited training opportunities, most of which are based in Masterton and difficult to access from the wider Wairarapa
- Many older people choosing to up skill resulting in more competition for places in training courses
- Lack of financial support following the discontinuation of the training benefit leading to many young people accruing significant debt in the form of student loans
- Few services for youth, and even fewer that youth consider to be user friendly
- High rates of school suspension (115 in 1997)
- High rate of youth unemployment (42 percent of those aged 15 – 24 years)
- High rates of drug and alcohol abuse with drugs being readily available through local production and distribution
- High levels of family violence, drink driving convictions, vandalism, and property abuse crimes.

The Agency

In 1998, Ngati Kahungunu ki Wairarapa Maori Executive Taiwhenua Incorporated (NKKW) and Te Puna Ora O Wairarapa submitted a joint proposal to the CBYDF for funding to develop a project aimed at addressing these issues. Te Puna Ora O Wairarapa is a social service agency representing Rangatane and Te Hauora Runanga O Wairarapa. NKKW is also a Masterton based social service provider representing Ngati Kahungunu within Wairarapa.

Within months of the CGYDF application being received significant tension had been identified between the two key agencies. Initially, Te Puna Ora O Wairarapa was identified as the key agency. However, on the grounds that Rangatane “persons” were much fewer in number in the Rohe of Kahungunu (including the Wairarapa) than taiwhenua of Ngati

Kahungunu, Ngati Kahungunu ki Wairarapa Maori Executive Taiwhenua Incorporated argued that they should be the key agency. They also pointed out that neither Rangatane nor Te Hauora Runanga O Wairarapa had the Community Funding Agency (CFA) approval levels of 1,2 & 3, whereas NKKW did.

As a result of NKKW becoming the lead agency, Te Puna Ora O Wairarapa withdrew from the funding agreement.

NKKW employs a Chief Executive Officer, Manager of Iwi Social Services, community and social workers, and various support personnel. It operates under Ngati Kahungunu Iwi Incorporated (NKII). NKII is the Iwi authority for Ngati Kahungunu and is based in Hastings. In December 2000, NKKW went into financial liquidation and in March 2001 NKII officially took over running the project.

Project Description

The Te Aro Whanau project was developed around the concept of 12-week marae based programmes promoting self-esteem and cultural identity, and teaching problem solving and leadership skills. These programmes focus on youth forums and discussion groups, peer support and buddying, provision of mentoring and role models, outdoor pursuits, community visits, cultural pursuits, trial work and learning programmes, and establishment of a drop in centre. Individual development plans are also developed by young people in the programmes.

7.2 Purpose of the Project

Te Aro Whanau aims to:

- Address young people's feelings of isolation and having to cope with problems on their own by implementing Kaupapa Maori to establish and maintain self-esteem, provide a whanau base for support, establish strengths and weaknesses, develop strategies for developing strengths, and address weaknesses positively
- Provide peer support in a safe, user friendly environment
- Provide information that assists youth to control their lives so that they do not feel out of control
- Develop problem solving skills and alternatives to destructive behaviour including anger management
- Facilitate a sense of belonging and ownership of the project and strong involvement from Rangatahi in the form of peer support and role models
- Encourage youth to find out who they are and what makes them unique
- Address issues in the young people's past.

7.3 Participant Details

During the first year of operation (2000), 31 people were involved with the YDF project. Of these, 18 were aged between 14 and 25 years, and 13 were aged over 25 years. In the second year of the programme delivery (2001), a total of 24 participants were involved in the project. Of these, 14 were aged under 26 years.

Table 15 shows participants proportionately represented according to the gender, age and ethnicity. The year two participant details are broken down into those attending the Rangatahi Programme and those attending the Pakeke Programme.

Table 15: Proportions of participants by gender, age and ethnicity

Demographic Details	Year 1 (2000)	Year 2 (2001)	Year 2 (2001)	Total
		Rangatahi	Pakeke	
Male	0	100	40	27
Female	100	0	60	73
14 – 16 years	32	56	0	27
17 – 20 years	16	44	7	18
21 – 25 years	10	0	27	13
26 – 30 years	16	0	7	11
31 years and over	26	0	60	31
Maori	94	100	53	84
Pakeha/European	3	0	47	15
Asian	3	0	0	2

Year 1 (2000) participants presented with a range of problems and issues, including:

- Indicating that they did not see themselves as integrated into their culture
- Expressing feelings of loneliness and isolation
- Significant histories of sexual abuse
- Family violence
- Depression
- History of disruptive behaviour/not “fitting” into the compulsory school environment

During the 2000 year, 11 participants left the project due to gaining employment, acceptance onto an education or training programme, recognition that the course was not for them, and being referred back to the referring agency.

During the second year of programme operation (2001), two participants in the Rangatahi programme, and four of the Pakeke programme participants left the project.

7.4 Achievement of Objectives

This section discusses the achievement of each of the project's objectives.

Year 1

To utilise existing data to develop a community profile of youth at risk

The second project coordinator made use of community statistics and information about youth at risk to develop a programme plan that was unique to the area and filled a gap in existing services. However, no formal profile of youth at risk was produced.

To develop a culturally appropriate programme designed to enable youth at risk an opportunity to identify who they are and through the exploration of a variety of growth experiences to develop their potential

In 2000, the coordinator developed a programme focused on providing young women with growth experiences and allowing them to explore their identity and sense of self. This programme was based at the local marae and facilitated by a range of individuals identified for their knowledge of youth issues and/or Maori culture and heritage. It included participant mentoring (each participant has a personal mentor assigned to them), personal development forums, development of personal development plans, team building and peer support activities, reiki and massage sessions, consultation with a dietician, art therapy and creative writing, volunteer work, computer classes, sports and gym activities, and activity based learning as a vehicle to challenge participant's comfort zones (including rope walking, abseiling, tramping, kaimoana, waka ama, library, museums and marae).

Culturally appropriate topics included waiata and te reo, Waka Ama, Harakeke, and Tikanga Maori. Tutors were also culturally specific and kuia were involved in all aspects of programme design and delivery.

The programme design was based on information gathered by way of extensive consultation with the local community together and a thorough analysis of existing literature concerning youth programmes. In 2001, a similar programme was designed for young men.

To trial a programme with up to 10 at-risk youth

The original programme was trailed over a three-week period in 2000. In total, 31 individuals were referred to Te Aro Whanau. Just over half of these were aged under 26 years.

Sixteen individuals actively took part in the activities provided during the programme and, of these, 10 completed the entire three-week course. As a result of feedback obtained during this programme, a number of changes were made to its design. These included increased involvement of Kuia and Kaumatua and a change in location from the marae to the NKKW base.

To establish a system of on-going evaluation and feedback

During the first few months of project funding, very little information was provided as feedback or evaluation data regarding the project workers' activities. However, with the appointment of the second coordinator, reporting systems improved dramatically. Two six monthly monitoring

reports, and one annual evaluation data report, were completed and returned to DIA. These reports included documentation and analysis of project processes, achievements, issues and outcomes, together with case studies and other evidence supporting the impact of project activities. The project was terminated before a second annual evaluation report could be completed. However, the agency, staff, volunteers and participants met with the DIA evaluator to provide feedback and information regarding the second year of the project.

Year 2

To continue to support and encourage youth at risk on their journey of self development and jointly plan for future development

In 2001, project activities were developed to provide a rangatahi programme for young men and a pakeke programme for older participants and those referred through the mental health system. Both programmes incorporated a range of personal development activities, including personal development plans. The introduction of three additional project workers during 2001 allowed for increased one on one interaction with youth, continuous monitoring of their activities, around the clock mentoring opportunities, and enhanced networks for youth to access potential employers and support agencies. This programme was not completed by the end of the second funding year. However, additional funds were paid to facilitate its completion and ensure closure for programme participants.

7.5 Project Commentary and Conclusion

The main strength of the project is identified as the sense of family (whakawhanaungatanga) that the programme participants developed during their involvement in the various programmes that were offered. This outcome was attributed as resulting from the appointment of project workers with diverse, but complementary skills. Specifically:

- The project coordinator possessed significant clinical and administration experience working in social services and youth development projects internationally.
- The assistant project coordinator “was able to connect participants with every person in town” both through a comprehensive knowledge of local history and Whakapapa and by way of extensive networks within the local Maori and social service community. Furthermore, her parents acted as the project kuia and kaumatua and her son was the voluntary youth worker.
- The voluntary male youth worker possessed significant life experience in regards to the issues facing local youth at risk, as well as being a skilled rugby player. He provided a real example of someone who had managed to turn his life around and was able to support and mentor young people at risk on their own level. He also knew how to find young people and was the main point of referral for participants involved in the Rangatahi programme.
- The employed male youth worker was in the same age range as the Rangatahi programme participants but had undertaken tertiary education and training activities and was skilled in Tikanga Maori.

Together, these individuals were able to effectively facilitate the development of young people’s social, spiritual, intellectual and physical development. They also modelled positive, respectful cross-generational, cross-cultural, cross-gender and intra-familial relationships. The focus on Maori cultural values and group/team personal development activities

contributed to the development of a close-knit unit of individuals working together and supporting each other. In turn, participants were encouraged to engage collaboratively with each other while still receiving one on one support from a dedicated mentor.

Liquidation of Ngati Kahungunu ki Wairarapa Maori Executive Taiwhenua Incorporated at the end of 2000 resulted in non-payment of a number of creditors and further decreased community trust in the agency, effectively reducing the credibility of the workers who were associated with it. Moreover, during the liquidation period, workers were not paid and suffered significant insecurity regarding their futures.

During 2001, Ngati Kahungunu Iwi Incorporated took over responsibility for the project but their parental association with the Taiwhenua did not help to decrease negative community perceptions, and the fact that the project was being managed from a distance reduced the support available to the project workers. Furthermore, the speed with which the decision regarding the new agency was made precluded the specification of planning administrative requirements.

All of these factors contributed to:

- Significant delays in the delivery of programmes to youth at risk
- Lack of referrals from outside agencies dealing with youth at risk and a corresponding focus on individuals outside of the specified YDF criteria
- Increased risk associated with acceptance of older individuals suffering from severe mental illness onto programmes also serving young people with low self-esteem, histories of abuse and difficulties in defining boundaries in interpersonal relationships.

In addition to these problems, the project workers identified a range of issues associated more generically with community funding of projects in highly political or deprived areas:

- Differences in defining what is professional behaviour and what is not, with conflict surrounding individual and tribal interpretations of each
- Competition for clients and resources and questions around agency gate keeping of clients because numbers in contracts equal amount of funding available to the agency
- Expectations of community groups in relation to the programme, with some perceiving it as a money source for their own activities as opposed to an opportunity to contribute positively to the community's youth
- Lack of understanding about the focus of the programmes and expectations that the project could be all things to all people and fill the gaps for other agencies
- Changes in personnel, especially at managerial level
- Imposing age limits on clients in a project that operated on the basis of Maori values of whanau inclusion
- Significant lack of support from other agencies who did refer clients but appeared to treat the project as a "dumping ground" and did not follow up with support or resources
- Lack of any formal training opportunities for the project coordinator, project coordination assistant, or the volunteer youth worker during the course of their involvement with the project (this was particularly concerning given that the later came into the position after involvement as a participant in one of the projects).

By the time the significance of the project issues was undeniably apparent, the project workers had already invested considerable time and energy working around them. They had come up with a programme that yielded positive results and were implementing it in a manner

that functioned despite the environment it functioned in. The results of this evaluation suggest that although the decision to withdraw funding from the agency was an appropriate one, it came quite late.

Section 8: Opotiki Youth Development Project, Te Aria Toka Family Service Centre /Te Ha O Te Whanau, Opotiki

8.1 Description of the Project

Project Need

In March 1998, 28% of Opotiki rangatahi aged between 15 and 24 years were unemployed and 62% were living in a situation dependent on social welfare benefits.

In 1998, the Opotiki Rape Crisis Collective were funded by the Community Funding Agency (CFA) to undertake research into why rangatahi were not achieving their full potential in the areas of education and employment.

The report highlighted a rangatahi worldview built on feelings of isolation, stagnation, lack of motivation, and negative self-image. This worldview has developed within a community perceived by rangatahi to offer little in the way of opportunities for personal development and participation in community structures. Rangatahi stated that they had few support networks and limited control over decisions and events that affect their lives.

Many of Opotiki rangatahi have grown up within a whanau structure that has experienced up to three generations of unemployment. Abuse at all levels is prevalent, and drug and alcohol abuse is common and widespread. Within this environment, parental support for rangatahi as individuals, or for programmes that require parental involvement, has been limited.

The combination of these factors has led to many rangatahi withdrawing from systems such as education, with no qualifications, a limited skill base due to few experiences, poor motivation, and no goals for their future development.

The findings of the Rape Crisis report were not new to individuals working in the provision of services to and for Opotiki rangatahi. However, they were important because they highlighted youth issues from a rangatahi perspective and reinforced the need for projects based on a youth development perspective.

Rangatahi expressed the desire for a safe environment in which to meet, and the opportunity to participate in constructive, varied and interesting activities. It was indicated that these activities should motivate their involvement in all levels of service provision and present a more positive "world-view" regarding the opportunities available within their community.

Furthermore, all of the negative social indicators identified in the report, including educational disadvantage, low income, and dysfunctional family structures suffering from high levels of stress, were consistent with the risk factors described in the Canterbury Suicide Research Project (Beautrais, 1998).

As such, the findings recognised the need to provide a range of services and programmes aimed at "developing youth to achieve their full potential as future community leaders and contributors to the evolution of a culturally diverse and vibrant social environment". They also

confirmed the need for projects aimed at developing problem solving skills, innovative thinking and creative processes amongst young people.

The provision of information and support was also identified as a vital component of any rangatahi oriented service. It was envisaged that these processes would provide rangatahi with a safety net in times of crisis, and facilitate the development of skills and knowledge enabling rangatahi to identify at-risk behaviour amongst their peers, provide assistance and access help as required.

The Agency

In December 1998, Te Aria Toka Family Service Centre received a CBYDF grant to undertake a project aimed at addressing these needs. The Centre was established in Opotiki in 1994 under the legal umbrella of Te Wheke Atawhai Company Limited.

In 1998, Te Aria Toka Family Service Centre registered as a Charitable Trust. It then came under the legal status of Te Aria Toka Trust and the Whakatohea Maori Trust Board.

The Whakatohea Maori Trust Board comprises a Secretary and twelve Board Members. Te Aria Toka Trust comprises five Trustees, a Centre Manager, Administrator and Centre Coordinator.

At the time of initiating the YDF project, Te Aria Toka Family Service Centre provided a range of community services. These included:

- Family Support Service - providing counselling, parenting programmes, adult education, budget advice, holiday programmes, after school programmes, literacy programmes, and supervised access services to client numbers in excess of 1,500 clients per annum
- Home Instruction Programme for Preschool Youngsters (HIPPY) - providing a free two year structured education programme for three and a half to five year old children that prepares children for entry into school, and providing parents with resources to increase their level of educational interaction with their children (catering to 80 children per annum)
- Bilingual Preschool - providing free bilingual preschool sessions in a facility open between 8.45am and 3.15pm weekdays, 48 weeks per year, and catering to 60 children on a daily basis.

In addition to those services provided by the Family Service Centre, Te Aria Toka Trust was also responsible for coordinating:

- Awhitia Te Rangatahi Adolescent Health Programme - providing peer education support, sexual health advice and support, counselling, drug and alcohol advice and support, and youth hui from the Family Service Centre
- Rapua Te Mana Wahine National Women's Wellness Programme - Implementation of national programme which acknowledges, enables and recognises the pivotal role of Maori women to the well-being and cohesion of whanau, hapu and iwi by consolidating and expanding national networks, promoting Maori women's wellness nationally, planning and implementing a Maori Well Women's Week (based at the Family Service Centre).

The services offered by Te Aria Toka Trust and Te Aria Toka Family Service Centre operated interdependently, with significant collaboration between workers and defined systems of internal referral. They aimed to provide a one stop shop with a seamless interface between programmes targeting all ages and levels of family involvement.

In 1999, conflict between the Whakatohea Maori Trust Board and Te Aria Toka Trust led to the relocation of Te Aria Toka Trust and Family Service Centre services and activities. As such, the Family Service Centre ceased to exist.

The conflict arose as a result of the Whakatohea Maori Trust Board claiming authority of the funds administered by Te Aria Toka. During the process of resolving this issue, Te Aria Toka Trust re-established itself as Te Ha O Te Whanau Trust. In addition to the Youth Development Fund project, Te Ha O Te Whanau Trust continued to administer a wide range of services:

- Relationship services
- High 5 Playgroup
- Whanau support and advocacy
- Secretarial services
- Youth sexual health and peer education
- After school and holiday programmes
- Literacy and numeracy programmes
- Adult education
- Budget advice and assistance
- Opotiki community food bank
- National Maori Women's Wellness Programme
- Parenting programmes
- Health promotion
- Service development support
- Provision of registered assessment services for Te Kaiawhina Ahumahi.

Despite operating from a range of venues, the services and activities provided by Te Ha O Te Whanau Trust continue to function in an integrated manner. This is achieved through collaboration, information sharing, and internal referrals between Te Ha O Te Whanau Trust workers.

Project Description

The project is co-ordinated by a CBYDF worker who manages a range of activities designed to foster self-esteem and confidence and to facilitate rangatahi coming together to develop interests and identify issues that concern them. These activities include engaging in Kapa Haka, talking and learning about issues relating to them (including cultural awareness), participating in wananga and parental training programmes, undertaking a campaign to promote the needs of young people, and involvement in Waka Ama, sporting activities, camps, and evening recreation for underage individuals.

The CBYDF worker organises youth forums as a means of identifying and discussing issues of concern to the young people. These forums provide an open and relaxed alternative to the activities of the school Youth Council. The Youth Council tends to engage primarily high

achieving students and a number of local young people have indicated that it is too formal for their needs.

The CBYDF worker is also responsible for co-ordinating the Mana Rangatahi project, which he delivers in conjunction with the Te Ha O Te Whanau Trust youth health co-ordinator. The Mana Rangatahi project targets young people who are identified by local schools as being at risk of suspension and engages them in a weekly hour-long class based at Opotiki College and aimed at facilitating assertiveness and self-esteem (mana rangatahi is translated as youth empowerment). At the beginning of each class, the young people set the topics to be explored during their time with the Te Aria Toka employees, and the curriculum is kept flexible to allow discussion of specific issues as they arise. These topics and issues are used to demonstrate and teach young people about their rights, their options (including career options), planning, goal setting, and problem solving techniques.

The CBYDF worker collaborates with other Te Ha O Te Whanau workers and external agencies to support his activities. In particular, the Mana Rangatahi project is supported by the Awhitia Te Rangatahi Adolescent Health Programme co-ordinator, Opotiki College and Waikato University, as part of their efforts to develop alternatives to school suspensions. In addition to involvement in the Mana Rangatahi project, young people at risk of suspension, and their whanau, are invited to attend Hui Whakatika. The CBYDF worker and other representatives from the school and community are also involved in these meetings, which are facilitated by the school guidance counsellor and use a restorative justice model to facilitate effective outcomes for youth facing school disciplinary proceedings.

The purpose of the Hui Whakatika meeting is to identify the nature of the problem that has led to the possibility of suspension. It is emphasised that the young person is not the problem, but that the young person can undertake activities to address the problem. These commonly take the form of specific referrals to agencies that can assist the young person to address issues and access additional training where needed. The school-based conferences also identify ways that the school and whanau can more adequately respond to the young person's behaviour, and the CBYDF worker assists to develop and support tailor-made individual care plans for young people.

The CBYDF worker is also instrumental in developing youth leaders to facilitate the establishment of a peer support team. These youth leaders receive training and assistance in a range of leadership and communication skills. Their knowledge and experience is then used to equip the peer support team with the information and tools to access help and assistance as needed, both for themselves and their peers. Specifically, the CBYDF worker, youth leaders and peer support team provide an information dissemination service to rangatahi. This includes publication of a directory of support for all students at Opotiki and Te Kaha College.

They also offer youth advocacy, mentoring, peer supervision, transport, waka ama team building activities, and event organisation and management, including field trips, and school holiday programmes. The CBYDF worker also collaborates with the Awhitia Te Rangatahi Adolescent Health Programme Co-ordinator to provide health promotion activities, and wrap around and group counselling services. These activities are delivered in a range of mediums and locations, including marae stays, and regular weekly programmes.

In addition, the CBYDF worker provides a 24-hour 0800 help line providing advice, crisis intervention and emergency one-on-one contact. The CBYDF worker maintains the help line

with support from a female youth worker who accompanies him when direct intervention is required.

In order to provide a culturally appropriate service, the youth worker (a male of Maori ethnic identity) emphasises identity, history and life path, and consequently karakia and whakapapa are important components of all aspects of the project. However, the worker acknowledges the importance of consulting participants in relation to the implementation of such practices. This allows cultural matching, development of appropriate language intervention (i.e. total immersion, bilingual or English tailored to the age of participants and activities in which they are involved), and recognition of cultural differences. The project also provides training and support to the local Kapa Haka group.

8.2 Purpose of the Project

The Te Ha O Te Whanau Trust Youth Development Fund Project aims to:

- Provide a range of programmes and activities that promote the holistic well-being and development of rangatahi (Te Taha Wairua, Te Taha Hinengaro, Te Taha Whanau, Te Taha Tinana, Te Taha Taiao)
- Strengthen the whanau and community networks that support rangatahi
- Enhance the awareness within rangatahi of the networks within the community that provide support and assistance
- Provide a base for rangatahi to meet and interact within a supportive and safe environment
- Provide a programme that equips rangatahi with the skills and knowledge to assist them to access help when needed.

8.3 Participant Details

During the first two years of operation (1999 and 2000), the YDF worker recorded 8,965 contacts with young people involved in Opotiki Youth Development project activities. The majority of these individuals were of Maori ethnicity, and the largest proportion was aged between 14 and 16 years (Table 16). Project participants were relatively evenly distributed across gender.

Table 16: Percentage of participants by gender, age and ethnicity

Demographic details	Year One	Year Two	Total
Male	58	39	40
Female	42	44	44
Not specified	0	18	17
10 years and under	5	11	11
11-13 years old	5	23	22
14-16 years old	73	46	47
17-20 years old	12	2	3
21 years and over	4	10	10
Not identified	2	8	0
Maori	92	56	58
Pacific Island	1	3	2
Pakeha	6	24	23
Asian	0	0	0
Indian	0	0	0
Not Specified	1	18	17

In the second year of operation, the introduction of informal activities such as the Christmas parade led to a dramatic increase in the number of YDF worker youth contacts (rising from 520 in 1999 to 8,445 in 2000). The actual number of young people who engaged in on-going involvement with the YDF worker, aimed at specific individual outcomes, was much lower. Indeed, it was relatively similar to the number of youth contacts recorded during the first year.

The majority of the young people who became engaged in the project were reported to be experiencing problems involving one or more of the following issues:

- Low self-esteem and peer pressure
- Low achievement and skill levels
- Disengaged and/or alienated from family
- Physical and sexual abuse
- Anger and violence
- Relationship problems
- Sex and sexuality
- Drug and alcohol abuse
- Boredom resulting from a lack of local activities for young people.

During the first year of operation (1999), 25 young people left the YDF project. Of these, 14 left the area and moved to Gisborne, Auckland and Australia, and YDF worker described 11 as having resolved their issues and “moved on”.

In 2000, 337 young people left the project. The YDF worker indicated that most of these departures resulted from young people resolving their issues and moving into alternative education, gaining employment, taking up training opportunities and referrals to other agencies, and moving into CYPS care. In addition, several young people were forced to leave the project as a result of family relocation to Gisborne, Rotorua and Auckland.

8.4 Achievement of Objectives

This section discusses the achievement of each of the project’s objectives.

Year 1

Establishment of the project team operating plan

Initially the project team comprised of the Project Manager and the CBYDF worker. However, after the first CBYDF worker resigned for personal reasons, the team was restructured to include the second CBYDF worker, the Project Manager, the Service Supervision Co-ordinator, the Youth Health Co-ordinator, and an administrative employee. Additional systems were also put in place to facilitate increased input from other workers employed by Te Aria Toka Family Service Centre (and later Te Ha O Te Whanau).

During the first year of operation a “project team operating plan” was developed. This plan identified mechanisms by which the YDF worker could regularly meet with the project manager to report on progress, plan future activities and access training and development opportunities. It also defined the availability of supervisory resource persons and access to support staff.

After the identification of issues between Te Aria Toka and the Whakatohea Maori Trust Board the project plan was further developed to accommodate contingency plans for continuation of the service in the face of adverse environmental effects (including accommodation issues).

Setting up the rangatahi meeting base

The project established the whanau house as a rangatahi meeting base. This location soon became the focus for a range of rangatahi activities, many of which were determined and organised by the rangatahi. These included provision of a drop in facility, wananga, kapa haka, discos and special events.

As a result of the conflict between Te Aria Toka and the Whakatohea Maori Trust Board (resulting in the name change to Te Ha O Te Whanau Trust), the CBYDF project has relocated to a shop on Opotiki main street. This venue provides a base for activities and a drop in facility, but is not well equipped to serve as a youth centre. Furthermore, it is cut off from other Te Ha O Te Whanau services. Nevertheless, the CBYDF worker reported that the central location has increased the profile of Te Ha O Te Whanau youth services and easier access to passers by has resulted in a greater number of “off the street” self referrals.

Holding at least 3 wananga or camps

During the first year of project operation, the CBYDF worker engaged with rangatahi to develop several wananga. Of these, three were held in Opotiki and administered as part of the CBYDF scheme. The first two wananga attracted 10 to 12 participants and considered issues associated with mental health and sexual health. The third wananga attracted 30 young people and included presentation and discussion of issues around Mana Rangatahi-Maori youth and cultural development.

The CBYDF worker also included Opotiki based rangatahi in similar wananga delivered through a similar project operating in Te Kaha. These wananga provided the added opportunity to network with Te Kaha rangatahi.

Publishing the support directory and issuing it to all students

A directory of services for young people was published and made available as a community resource from Te Ha O Te Whanau and local schools. In addition, the CBYDF worker has introduced an 0800 helpline providing around the clock advice and crisis intervention for young people. The helpline also provides access to one-on-one crisis assistance from the CBYDF worker.

Begin the training for selected peer educators

During the first year of the CBYDF project, six peer educators were selected and began working intensively with the CBYDF worker. They received training in peer facilitation and support through the health wananga and delivery of the resource kete in local colleges. The youth leaders also undertook training in first aid, the GAIN programme, career guidance, camps, and one-on-one engagement with the CBYDF worker.

The peer educators and other interested rangatahi were able to obtain practical experience applying the skills that they had learned by assisting the CBYDF worker in his day-to-day activities. They were supported and encouraged to consult with their peers regarding activities in which they were interested, and to use this information to organise forums, programmes and wananga. They also encouraged other young people to act as peer supporters and undertake leadership responsibilities.

Developing a promotion strategy

The project promoted itself through a range of strategies including maintaining the project's profile by involving the community in rangatahi activities (i.e. musical production, band, sporting activities), and involving rangatahi in community activities (i.e. youth band supporting local events such as a street party in Whakatane, whanau day out, HIPPY graduation, A&P show). The YDF worker also worked with other individuals and agencies involved with rangatahi (i.e. schools, parents/caregivers, other youth workers), and highlighted positive images and choices through multimedia exposure and development of a website.

Since the conflict with the Whakatohea Maori Trust Board, the project, through Te Ha O Te Whanau, has received additional exposure. Although the CBYDF project has attempted to avoid becoming involved in the legal battle, the continuation of their activities in the face of these problems has won them additional community support and recognition.

Year 2

Fully activate the promotion strategy

The CBYDF worker has continued his involvement with a range of community agencies and increasing recognition of the Mana Rangatahi programme and Hui Whakatika has enhanced community awareness of the services on offer. The youth leaders have also actively promoted the CBYDF project both publicly during various forums, including council meetings, and privately during peer based social interaction. The provision of school holiday programmes and the YAHui have made individuals in the younger age ranges aware of other YDF and Te Ha O Te Whanau Services, with an increasing number being referred on to other activities. In addition, the provision of community wide, one-off, celebratory events has created scope for much broader exposure than through traditional social service networks.

Hold 3 wananga or leadership camps

The YDF worker has facilitated wananga through various activities including the YAHui, Marae stay, camps, holiday programmes, Work Conference for Youth programme, University of Auckland Youth First Project Youth Tribunal, Coca Cola Youth Expo visit, and Mana Rangatahi classes. The youth leaders have also organised and facilitated a range of camps and wananga aimed at peer education and development. These wananga and camps have considered a wide range of issues from what it means to be Maori, to career and training opportunities, and including health promotion, drug and alcohol abuse, goal setting, sex and sexuality education, current events, and abuse.

Further develop the peer education team

The six youth leaders identified in 1999 have continued their involvement with the CBYDF worker and have engaged in a range of activities aimed at developing peer networks and facilitating educational opportunities. They are regular contributors to the Mana Rangatahi class, organise and facilitate waka ama team building activities, and have assisted the CBYDF worker to plan, organise and deliver a range of one-off activities and events. Furthermore, they offer mentoring and support to various individual youth and have encouraged others to participate in leadership training and development opportunities. The CBYDF worker reports that the peer education team is particularly crucial to bridging the gap between the facilitators and the young people during the early stages of the Mana Rangatahi programme.

Produce more support resources and information

Most significantly, the development of the youth leaders has increased the human resource base of the area. This is complemented by the provision of programmes and wananga facilitating the dissemination of information amongst young people, and the continuation of the 0800 Helpline. In addition, the CBYDF worker has collaborated with a range of external agencies to update the youth services directory and share information regarding issues of specific concern to the community.

Extend the structured programme centred around the rangatahi base

Despite the loss of the Rangatahi House, the structured programme has been extended to incorporate school holiday programmes, Taha Maori Wananga, Mana Rangatahi classes, youth band practices, weekly youth meetings, health promotion activities, the YAHui, waka ama, kapa haka, and specific events such as the visit to the Coca Cola Youth Hui in Auckland.

Increase the numbers of rangatahi accessing the information and support service

The increased number of young people making contact with the CBYDF worker and increased networks between the CBYDF project and other service providers has resulted in increased access and referrals to information and support services. This is particularly evident in terms of the steadily rising number of young people who repeatedly patronise the school holiday programmes and the increased numbers of youth referred to the Mana Rangatahi project. The introduction of the Coca Cola Youth Expo visit also provided young people with a means of accessing information and the strengthened community networks arising from CBYDF worker collaboration with other agencies has added to the referral options and services available to them.

8.5 Project Commentary and Conclusion

A significant strength of the project has been the whanau type environment in which it is based. The main workers involved with the young people form a close knit family group, thus role modelling positive relationships. Through the 0800 Helpline, they are available to the young people 24 hours a day, often when their own whanau are absent. They listen to the young people and allow them power in determining the nature of activities and relationships in which they are involved, and they are part of a larger organisation that supports these activities where they are not resourced to do so. The capacity for internal referral to other Te Ha O Te Whanau services means that the project is able to meet the needs of the entire family, from babies to kuia/kaumatua.

The fact that the project has fostered significant relationships with the local school also supports the young people's interactions within that environment, whilst providing a bridge between school staff and parents. In addition, the fact that the project has supported and encouraged the development of peer leaders provides positive role models with whom the youth are able to identify. By promoting positive community activities, they celebrate and reinforce what it means to be local and in doing so reinforce social and support networks available to the young people. Furthermore, this focus serves to attract individuals to the service before it is too late, and reduces the need for secondary intervention measures.

Where secondary intervention is required, the networks established by the CBYDF worker allow for appropriate referrals to be made and ease access to other social services. The project and agency is widely recognised within the Opotiki District and has strong connections to Whakatane social support agencies. Over the past two years, its successes have led to the local secondary school principal recommending Te Ha O Te Whanau Mana Rangatahi programme, Kapa Haka programme and the Restorative Justice intervention to the Ministry of Education as part of their proposal to reduce suspension levels.

The CBYDF worker states that during the development phase of the project, he was very aware of the potential for his services to duplicate those of other agencies. However, he states that part of the attraction of Te Ha O Te Whanau is the range of services that they provide and the extensive nature of their networks. He notes that when individuals or agencies have an issue they often call them first because they are perceived as providing the glue between various other social service providers and filling the gaps through which some clients have fallen.

While Te Ha O Te Whanau make a number of referrals, they find that usually they will be required to provide input in some capacity simply because they cover all levels of whanau development. Furthermore, they allow individuals to participate in activities in whatever capacity they want. Apart from the Mana Rangatahi programme, most of their services operate on an informal basis. However, the fact that they operate with a team focus means that young people keep coming back because they believe others are counting on them. This not only maintains participation levels but also increases their sense of self worth, pride and empowerment.

The main issues faced by the CBYDF worker have resulted from the conflict with Whakatohea Trust Board. The CBYDF worker and the Awhitia Te Rangatahi Adolescent Health Programme co-ordinator reported that it was particularly difficult for them to continue to advocate respect for cultural identity within the context in which they were operating, especially given that their project advocated inclusiveness while they did not believe this was a priority for the Board.

Despite these issues, the CBYDF worker believes that he has received significant community support during his employment as the project worker. However, he indicates that the lack of human resource within rurally isolated areas such as Opotiki means that it is difficult to access professional support. In particular, he identifies the need for professional supervision regarding his activities. Although the manager of Te Ha O Te Whanau recognises this need, and is attempting to address it, the nearest registered psychologist resides in Whakatane and is therefore difficult to access when there is an immediate need.

The achievements made by the Opotiki CBYDF project have been significant. At the end of 2001, the project worker reported that the project activities were so well supported by the community that he did not fear for their survival if CBYDF funding ceased. Indeed, as indicated by the local DIA community advisor, the project has become a significant community resource. Prior to its development, there were no other agencies undertaking this type of work in the area. Since establishing the project, one other agency has become involved in youth development work, but it employs only one worker and he received support from Te Ha O Te Whanau.

Conclusion

This project has been successfully meeting all its objectives. The project works mainly with at-risk rangatahi and a significant strength of the project has been the whanau type environment in which it is based. The main workers involved with the young people form a close knit family group, thus role modelling positive relationships. Through the 0800 Helpline, they are available to the young people 24 hours a day, often when their own whanau are absent. The capacity for internal referral to other Te Ha O Te Whanau services means that the project is able to meet the needs of the entire family, from babies to kuia/kaumatua.

The fact that the project has fostered significant relationships with the local school also supports the young people's interactions within that environment, whilst providing a bridge between school staff and parents. In addition, the fact that the project has supported and encouraged the development of peer leaders provides positive role models with whom the youth are able to identify. By promoting positive community activities, they celebrate and reinforce what it means to be local and in doing so reinforce social and support networks available to the young people. Furthermore, this focus serves to attract individuals to the service before it is too late, and reduces the need for secondary intervention measures.

If the project is continued, it should work at further enhancing community collaboration.

Section 9: Ola Mautinoa, Pacific World Incorporated, Papakura

9.1 Description of the Project

Project Need

In 1998, Papakura was identified as an area with a high level of youth suicide and associated risk factors. These included:

- Peer/social pressure
- Unemployment
- Substance, drug and alcohol abuse
- Lack of community activities specific to youth age and interest levels
- Truancy
- Poor housing/low socio-economic status
- Hopelessness/stress in individuals and families
- Family breakdown
- Lack of positive role models
- Lack of financial ability to pay for specialist service, e.g. counselling.

These issues are of particular concern to the local Pacific Island community. This community is identified as being especially lacking in resources and given their status as relatively recent arrivals to the area, they have fewer social and support networks than the general population. Furthermore, the Pacific youth population is growing at a faster rate than the youth population of other ethnic groups in the area.

In response to these issues, the Ministry of Pacific Island Affairs undertook an environmental scan of local service providers. They established that there were no appropriate services catering specifically for the needs of Pacific youth in the Papakura/Counties area, or dealing with the issue of Pacific youth suicide.

Addressing this gap required the development of an agency to work collectively with Pacific Island youth, within the structure of their families, extended families and communities. In particular, it was envisaged that such an agency should develop a “pathway” from family homes into existing professional services. However, it was recognised that this could only be achieved if it was undertaken in a manner that was culturally appropriate to the client group concerned, and acknowledged Pacific Island concepts of lifestyle.

The Agency

Papakura District Truancy Services is based in, and serves, the Papakura/Counties area. It is a collaborative network comprised of representatives from Papakura High School, Rosehill Intermediate School, Papakura Central School, Papakura Intermediate School, Park Estate School, Edmund Hillary School, Rosehill College, Papakura Truancy Services, Manukau Specialist Education Services, Papakura Specialist Education Services, Papakura Safer

Communities Council, and the Police (Community Constable). These representatives bring a wealth of cultural awareness, knowledge, networks and intellectual property to the agency.

The truancy service aims to “remove barriers to learning”. It has been working with families, students and school personnel in the Papakura community since January 1996. At the time that Ola Mautinoa was established the service’s activities included the following initiatives:

- Truancy Reduction Intervention Programme (TRIP) - programme targeted at high profile truants run in conjunction with schools, local law enforcement, community agencies and local businesses
- Te Wero Mautaurangi - alternative school based classroom programme targeting high risk students and funded by the Ministry of Education
- Blue Shadow - mentoring programme, including student attendance on patrol duty, co-ordinated by the local Community Constable and targeting young people who have “just fallen off the tracks”.

In 2000, Papakura District Truancy Services gained its own legal status. Until then, it functioned under the legal auspices of the Specialist Education Services (SES).

In 2001, the project workers’ efforts culminated in the establishment of a new agency entitled Pacific World Incorporated. Pacific World Incorporated is a Pacific service provider based in Papakura that specifically targets Pacific youth. It offers a range of services, including:

- Ola Mautinoa Youth Development Fund Project - Providing primary intervention aimed at reducing the incidence of youth suicide, self-harm, and associated at-risk behaviours.
- Courage to Change Youth Development Programme - Working with young offenders to encourage the development of pro-social behaviours and facilitate positive outcomes from their correctional experience.
- A referral and advocacy service for the local community
- Supporting school and alternative education activities in the local area.

Project Description

The Ola Mautinoa project targets, but is not restricted to, Pacific Island young people aged from 6 to 16 years. In particular, it aims to assist young people who demonstrate:

- Life threatening behaviour to self and/or others
- Safety risks to self and/or others
- Serious emotional issues
- Serious inappropriate behaviour that prevents them having access to educational and social activities.

The project is delivered by two part-time (20 hours per week) youth facilitators who are Samoan (one male and one female). The youth facilitators provide an outreach service working with young people referred through schools, community and statutory agencies, and by family and friends. They assist the young people and their families to identify needs and issues, develop goals and set up processes to achieve them. The young people keep journal folders about their goals and meet with the youth facilitators at least once weekly to discuss these and develop methods to achieve them. In addition to recording goals, the journals provide a means for young people to write down their achievements, collect information of importance to them, and store records, valuables and knickknacks obtained during the development process (including memorabilia, certificates, rewards and awards).

In cases where the young people are subject to high levels of trauma (most commonly as a result of physical abuse and/or drug/alcohol dependency) they may meet with the youth coordinators individually, however most meetings occur within a group context. The youth facilitators observe that disclosure of “at-risk” issues is most likely to occur when youth engage with them on an individual basis, but that behavioural modification and change is more effectively facilitated from within a group environment.

During the group meetings, the youth facilitators also present information modules about assertiveness, self-esteem and confidence, relationships, communication skills and team building. Delivery of these modules focuses on developing potential, increasing self worth, improving relationships and relationship management strategies, developing communication styles, and facilitating team management, commitment, discipline, co-operation, co-ordination, pride, administration abilities, spirit, adaptability and expression of individual talent within the team environment.

Each concept is discussed in terms of both western and Pacific culture. Participants are given a range of questions that help them to identify their relationship to the concept concerned. They are also provided with practical strategies for enhancing their skills in each area. Project participants are encouraged to practice these skills both within and outside of the group context, and to report back on their experiences. The referring agencies monitor their progress when they are outside the programme, providing regular feedback to the youth facilitators.

As part of the development of an agency specifically catering to the needs of Pacific youth within Papakura, Ola Mautinoa is also associated with the development of a “one stop” intervention programme. This programme operates through seven areas of primary, secondary and tertiary suicide prevention strategies, administered by way of the following activities:

School Based Prevention Programmes

The main components of the School Based Prevention Programmes are mentoring and monitoring, self-esteem and confidence building, motivation and development of individual pathway plans. The primary difference between these programmes and the Ola Mautinoa Outreach service is that the programmes are structured into the school curriculum and consequently access a broader range of participants.

The School Based Prevention Programmes are designed to bring a group of 20-25 young people together with the youth facilitators at weekly meetings. The meetings provide the focus for exploring a range of group processes through discussion, constructive debate, thinking through concepts and issues presented by the youth facilitators, personal development, and identification of goals and planning for the attainment of these.

The meeting process begins with the young people being encouraged to identify issues that they wish to discuss. In addition, facilitators aim to identify individual and group dynamics for further exploration (e.g. anger management and conflict resolution). The meetings also provide a means for the youth facilitators to identify high-risk young people in need of additional assistance, and offer one-to-one intervention in such cases.

Immediate Intervention for High-Risk Students

Intermediate intervention for high-risk students is aimed at effective identification and referral of young people requiring secondary intervention to address specific social and personal issues associated with high suicide risk.

Pacific Island Church/community development

Ola Mautinoa operates according to an “inclusiveness” model. As such, the entire community is encouraged to participate in understanding and addressing the issues associated with self-harm. Community groups are also involved in providing a mandate for the project in terms of the way it delivers services to the community.

Mentoring and Monitoring Programmes

Both of the youth facilitators provide mentoring and monitoring services to the young people associated with the project. The mentoring and monitoring programmes are aimed at allowing the young people space to identify and disclose issues, plan and discuss ways to work through and cope with these, and gain access to support networks and structures. They may also involve interaction between the youth facilitators and the young peoples’ families.

Incentive Activity Programmes

Incentive activities are offered as a way of motivating young people and reinforcing their decision-making processes. Participation in these activities is contingent on parent/caregiver permission and on the young people maintaining a good behaviour record during their involvement in other aspects of the project. Young people are involved in organising all of the incentive activities, including ringing around to obtain information, accessing bus schedules and arranging transport, and promoting activities to other young people.

Website Development

The development of an Ola Mautinoa website is aimed at allowing self-referrals to the project as well as promoting the message of youth suicide prevention to local communities. A website also provides a useful medium for wider discussion of issues relating to youth suicide prevention and youth development within Pacific communities. It is intended that young people will be involved in designing the website. This involvement, as well as their use of it, is aimed at facilitating participants' increased knowledge of information technology.

Young Pacific People's Research

The young Pacific people's research project is aimed at providing more information about the issue of youth suicide prevention. Information collected for the project evaluation is part of this process. In addition, the research involves surveying Pacific Island young people about the issues that are of importance to them, using qualitative methods to encourage participants to talk about "what they want the facilitators, community, and government to know".

9.2 Purpose of the Project

The purpose of the Youth Development Project was to establish and develop an agency catering specifically to the needs of Pacific Island youth in the Papakura/Counties area, and to facilitate associated youth development and suicide prevention functions. Within the Pacific context, these functions were envisaged as:

- Providing Pacific youth with problem solving and coping skills
- Promoting the self-esteem of Pacific youth
- Providing positive role models for Pacific youth and developing their cultural identity (including supporting participants to return to live with their families)
- Preventing self-harm through on-going development and monitoring of individual participant programmes (including assisting participants to identify real and potential problems facing them and looking for ways to overcome these, and assisting students to identify goals and ways of moving forward towards these).

This operational aspect of the project was identified as Ola Mautinoa.

9.3 Participant Details

During the 1999/2000 year of operation, 40 young people participated in the Ola Mautinoa project. In the 2000/01 year, this figure increased to 50. Table 17 proportionately represents the age, gender and ethnicity of these young people. The ethnicity data from the second year of operation has been broken down to account for cultural differences between different Island groups and family structures. This change reflects the increasing responsiveness of the project to the client group.

Table 17: Percentages of participants by gender, age and ethnicity

Demographic details	Year One	Year Two	Total
Male	50	60	56
Female	50	40	44
11-13 years	48	4	23
14-16 years	48	88	70
17-20 years	5	8	7
General Pacific Island	78	4	37
Samoan	NA	26	14
Samoan/NZ Maori	NA	2	1
Samoan/European	NA	4	2
Cook Island	NA	18	10
Cook Island/NZ Maori	NA	6	3
Nuiean	NA	6	3
Nuiean/Tahitian	NA	2	1
Tongan	NA	6	3
Tongan/Maori	NA	2	1
Rarotongan	NA	8	4
Maori	13	12	12
European/Pakeha	10	4	7
Not specified	0	4	2

Table 18 provides a list of the issues identified for young people who were referred to the project during the 1999/2000 and 2000/2001 years of operation. Most of the youth were found to have three or more issues relevant to their personal circumstance, and therefore the numbers add up to more than the total number of participants in each year.

Table 18: Percentage of participants by presenting issues

Issues identified for the young people	Year One	Year Two	Total
Responds to monitoring/mentoring	53	100	79
Behavioural problems (mainly anger management)	48	50	49
Family breakdown and dysfunction	25	56	42
Low self-esteem	23	54	40
Has truancy issues with school	43	30	36
Involved with or using drugs/alcohol	18	38	29
Has been suspended from school	15	40	29
Peer pressure	25	20	22
Cultural and identity issues	18	26	22
Thinking about self harm	10	28	20
Involved in criminal activities	20	16	18
Victim/perpetrator of acts of physical and sexual abuse	15	12	13
Death in the family	10	4	7
Uncertainty of sexual orientation	10	0	4

9.4 Achievement of Objectives

This section discusses the achievement of each of the project's objectives.

To provide and evaluate facilitator training for staff

During the first year of Ola Mautinoa operation (1999/2000) the youth facilitators participated in a range of professional development opportunities. These included:

- Intensive training in risk assessment, suicide prevention and intervention by a Specialist Education Service psychologist
- Youth worker and Pacific Island development training at Manukau Technological Institute
- Samoan language course at Auckland University
- Pacific development and consultation forums for youth and youth workers.

Advice and assistance was also provided by senior members of the Pacific Island community, as well as Pacific Island youth, and this was integrated with the training.

Evaluation of the facilitator training included obtaining feedback from schools, community agencies, project participants and their families regarding the effectiveness of the service provided by the youth facilitators. In all cases, the feedback received from these stakeholders was positive. The effectiveness of the clinical assessment and intervention training was further validated by the consistent use of the risk assessment tool and intermediate intervention procedures to identify, document and process young people demonstrating at-risk behaviour (including thoughts of self-harm).

In the second year of the Ola Mautinoa project (2000/2001), the youth facilitators worked at becoming more proficient in the use of the intervention methods and assessment tools developed during Year 1. The increased number of issues identified for youth participants provides evidence of the enhanced skill and knowledge base that resulted from this process. Similarly, the increased willingness of schools and external agencies to refer young people to the project demonstrates growing recognition of these skills within the wider community.

In March 2001, the youth facilitators attended "Suicide Prevention: A Human Odyssey" - the 8th National Conference of Suicide Prevention Australia.

To provide increased opportunities for youth to learn new coping skills and develop self-esteem

During Year 1 and Year 2, young people involved with the Ola Mautinoa project were provided with a range of opportunities to undertake new activities. These activities required them to "step outside of their comfort zones" whilst providing them with the support and resources to do so. Feedback from the youth participants indicated that this process enabled them to do a number of things that they had previously been too afraid to try. For many, this fear came from the perception that they would not be able to adapt to new situations because they did not know how and because they might look silly.

By encouraging group exploration of these issues, the youth facilitators attempted to show young people that they were not alone in these feelings, therefore reducing negative social comparisons. Furthermore, by acknowledging their fears, young people appeared more open to exploring ways of overcoming them and developing problem-solving methods. A significant component of this process was the participants' recognition that they could access support from each other, from the youth facilitators, and from other adults.

The modules presented by the youth facilitators also addressed issues of assertiveness, team building, relationships, and communication skills. They included informal self-assessments that were discussed within the group meetings and practical strategies for improving self-esteem, confidence and coping strategies within varying contexts.

The youth participants' increasing willingness to participate in new activities provided evidence that the project was successful in facilitating coping skills and the development of

self-esteem. Of particular significance is that many of these were actually initiated by the young people themselves, and most involved group processes (e.g. the make over day). Notably, although many of the young women who participated in the make over day initially expressed reluctance to vary their appearance or be photographed, they were more than willing to face the camera after they had been “made over”. Furthermore, most of them continued to wear their new styles publicly during the following weeks and months. Feedback from the makeover day included:

It was a real shocker looking in the mirror while the ladies were putting make up on you but the end result was wonderful.

I really enjoyed the day and it was a great experience to meet some different girls, the girls were really great and we all supported each other in the best way that we could possibly support anyone.

At first I wasn't so sure about going as I didn't feel up to it but when the day finally came I was glad I chose to go.

When asked how Ola Mautinoa had helped them, youth participants provided the following comments:

Helping each other and caring for them [at school].

Being helpful with them [friends] and be cool to them.

In addition, participants stated that the things they liked about Ola Mautinoa were for example:

Meeting new people.

Having fun and doing fun things.

Them understanding us at all times.

Having cool trips and camps with them.

Being sweet about everything.

To increase and/or maintain attendance at school

Of the 28 young people who were participating in the Ola Mautinoa project at the end of year one (1999/2000), 27 were involved in some form of educational programme. Of these, 19 young people had returned to mainstream schooling, five had enrolled in and were attending the Alternative Education Programme at Papakura Activity Centre, two had enrolled in and were attending a skills update course in Papakura, and one was undertaking a Home Correspondence programme. In addition, of those 12 young people who left the project during the first year of operation, two did so as a result of moving to new schools, and three enrolled on other training courses.

At the end of year two (2000/2001), 34 young people were still participating in the Ola Mautinoa project. Of these, 23 had returned to or continued involvement in mainstream education, six had enrolled in an Alternative Education Programme, and five had enrolled in a skills update programme. In addition, two of those who had left the project had done so as a result of moving to new schools, three had enrolled in and were attending Alternative Education, and two were enrolled in and attending Skills New Zealand courses.

To increase achievement at school

The project evaluation data does not provide any evidence that young people have increased their school achievement levels. However, many who were attending school had previously been out of the school system. In addition, the increase in school referrals during the second year of the project may be partially attributed to the schools recognition that participation in the project has been accompanied by improvements in the young people's classroom behaviour.

To increase awareness of issues of personal safety

During each of the activities in which young people participated, the Ola Mautinoa youth facilitators highlighted associated safety issues. These included first aid and safety equipment training for camping and caving trips, discussions of the importance of group organisation and interpersonal responsibility during outings and activities, and identification of methods for ensuring personal safety in interpersonal relationships and communication. In particular, the young people were encouraged to be aware of themselves and others, and to seek help when needed.

They were also taught that asking for help was a sign of strength rather than weakness and this behaviour was modelled by the youth facilitators. Furthermore, the female youth facilitator worked with young women to provide them with the skills and support to identify their boundaries in relation to others, know how to set and maintain limits, and communicate these to others.

Evidence of the success of these interventions came in various forms including:

- Young people voluntarily accessing, using and demonstrating knowledge of safety equipment
- Increased assertiveness on the part of young people particularly in terms of identifying and acknowledging personal problems and seeking out adult assistance when needed
- Young people reporting concerns about the safety of their peers to the youth facilitators
- Young people supporting their peers to access assistance for personal problems
- Open discussion of group dynamics and safety issues within the group meetings.

In addition, all of the young people who left the project during the first and second years of operation did so with appropriate pathways plans and emergency contact details and

management plans. These were communicated to, and supported by, their families, schools, training institutions, and employers.

Community outcomes - Strengthened networks between agencies working with young people

During the first year of operation (1999/2000), the Ola Mautinoa staff worked to establish relationships with various agencies and the wider community. As part of this process, they participated in networking opportunities and set up internal infrastructure to facilitate receipt of referrals.

During the second year of operation (2000/2001), Ola Mautinoa staff went through the process of forming "Pacific World Incorporated". This process involved identifying community stakeholders who also advocated the agencies constitutional principles of a community approach to youth suicide prevention. These stakeholders were invited to become members of the Ola Mautinoa Executive Management Committee. Through this process, various community agencies were made more aware of Ola Mautinoa and its objectives regarding an inclusive community. Co-operation between local agencies is on going and is considered vital to the continuous operation of this service.

The youth facilitators have worked hard to network with church organisations in order to target the parents of young people. They believe that increasing referrals from within the Pacific Island community of Papakura indicate greater community responsibility for the issues facing Pacific youth.

These activities have resulted in a number of positive outcomes. In addition to receiving increased community, church and school referrals, Ola Mautinoa staff have developed significant networks into government departments, crown entities and community organisations. In turn, the ease with which programme participants and their families are able to access these agencies have also increased.

One of the main achievements of Ola Mautinoa has been the development of community capacity and support. The establishment of an agency specifically targeting Pacific youth in Papakura, equipped with the appropriately trained and skilled staff, has resulted in an increasing number of referrals coming from Pacific Island families and community groups.

As the project has developed, Ola Mautinoa has received increasing recognition from statutory agencies and community providers. The youth facilitators work closely with community mental health teams, Pacific people's agencies, and local schools, to generate opportunities and intervention for young people. The project is based at the Papakura Activity Centre and the youth facilitators liaise daily with centre staff. Their work also links in with that of the Alternative Education programme run from the centre and significant support is received from this facility. Indeed, a number of Ola Mautinoa participants have been accepted onto Activity Centre programmes and courses.

In addition, the project has received professional support from the Specialist Education Service (SES) and other specialist intervention agencies. In turn, it has contributed to such services by assisting to develop a tool for risk assessment specifically aimed at Pacific young people.

Comments received through word of mouth and written letters of recommendation indicate that the services provided by Ola Mautinoa have been effective in meeting the needs of the Pacific youth community in Papakura. The workers are highly regarded by the students and agencies they work with. External agencies recognise the extra hours that the youth facilitators work (over and above what they are paid for) and advocate the acknowledgement of this.

9.5 Project Commentary and Conclusion

The most significant outcome of the Ola Mautinoa project has been the establishment of Pacific World Incorporated as an agency specifically catering to the needs of South Auckland Pacific youth. The development of this agency has filled a significant gap in existing social services within the area and the professional development of the CBYDF workers has increased the local Pacific human resource capacity.

The services of Ola Mautinoa are steadily permeating the community and are expected to be well established by the end of the third year of operation. However, as the availability and effectiveness of these services becomes more widely recognized, there is a danger that the project will receive more referrals than it is capable of servicing given the current limitations on the youth facilitators' time and resources. Furthermore, the increase in community awareness and the number of organisations involved with the project workers creates increased demands on these resources, especially given the time needed to maintain networks whilst continuing to carry out frontline work.

The nature of the youth facilitators' work requires significant flexibility. The hours are often irregular and it is difficult to accurately predict the demand for services. This makes scheduling training and professional development problematic. During the second year of operation, these activities have tended to be sacrificed in order to make time for the increased number of youth participants and the youth facilitators' increased involvement in community networks.

Over the long term, this lack of professional development has the potential to dramatically affect the youth facilitators' capacity to provide an effective and efficient community youth service. Indeed, it is possible that one of the factors contributing to the youth facilitators' lack of time is a lack of training in time management strategies. The youth facilitators also indicate that administrative duties absorb significant human resources and point to the need for support and advice regarding these. In addition, they consider that the provision of appropriate equipment, including cell phones and access to a reliable vehicle, would greatly enhance their effectiveness.

