

“Keepin’ it real”

A resource for involving young people

Ministry of Youth Affairs
Te Tari Taiohi
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YOUTH AFFAIRS
Te Tari Taiohi



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involve

connect

development



Introduction

We can all contribute to the positive development of young people by creating opportunities for them to influence, inform, shape, design, and contribute to, an idea or activity. Joining in and problem-solving by young people also helps ensure that policies, services and programmes meet their needs. Adults as well as young people can gain new skills and experience through youth participation.

The years from age 12 to 24 are critical for the development of young people as they move from childhood to adulthood and test society's values and norms along the way. Learning by doing, and being involved in decision-making, is part of young people's contribution to changes in society. Opportunities for involvement in real issues, in partnership with adults, shows young people that they, and their skills, ideas and views, are valued.

This participation guide was developed in response to requests from organisations and agencies on how they can increase youth participation in their policy development, programmes, services and organisations. A companion guide about involving children is being developed by the Ministry of Social Development. This participation guide supports both the *Youth Development Strategy Aotearoa*¹ and *New Zealand's Agenda for Children*², which were both developed with young people, and is designed for use by government and non-government organisations at many different levels. Your organisation, whatever its focus, will benefit from youth participation.

Along with this guide, we encourage you to use the many resources available in communities, including the people who are working with young people. Talk with organisations involving young people in decision-making and talk with young people about the forms of participation that work for them.

¹ *The Youth Development Strategy Aotearoa* is available at www.youthaffairs.govt.nz

² *New Zealand's Agenda for Children* is available at www.msd.govt.nz



Youth development through participation

Youth development is about young people growing up and developing the skills and attitudes they need, both now and in the future. Young people need to feel positive and comfortable with their own identity, and to believe they have choices about their future.

Meaningful involvement helps young people develop ways for increasing their control over what happens to them and around them. They need to feel they are contributing something of value to society, and to feel connected to others and to society as a whole.

The Youth Development Strategy Aotearoa (Ministry of Youth Affairs 2002) describes youth development as:

- shaped by the ‘big picture’ – the wider community and influences on all our lives
- about young people being connected – with many social groups
- based on a consistent strengths-based approach – resisting ‘risk’ and enhancing ‘protective’ factors and skills
- happening through quality relationships – being heard and responded to
- needing good information – finding and sharing
- **triggered when young people fully participate – helping to control what happens to them and around them.**



Youth participation

Youth participation means actively involving young people in all areas of our society - the family, school, workplace, place of worship, social group and wider community.

For organisations, this means involving young people not only by asking for their opinions and advice (consultation), but also, with your support, as leaders, advisers and decision-makers.

True participation relies on clear, open and honest communication, and on really listening to what young people have to say, by:

- accepting their views
- not rewording their responses
- allowing everyone to have their say, in their own way.

There are many good reasons for fostering youth participation:

1) Accepting diversity and new perspectives

Good decision-making processes allow for diverse points of views, beliefs and experiences. Young people often bring with them new ways of thinking and acting that will add value to the work of organisations and projects. When all the relevant people are involved you are more likely to ‘get it right the first time’, ultimately saving both time and money.

2) Utilising skills and expertise

While all people have a wide range of knowledge and skills, young people may add value through their particular experiences. Participating also enables them to develop new skills and areas of expertise.

3) Creating a positive, democratic organisation

It is democratic to have young people involved in decision-making. A wider range of involved people means a more open and fair organisation, where young



people are more likely to perform and remain. It also contributes to the positive image of your organisation, making it easier to attract young people, their friends and families, and to promote your organisation to them. Encouraging youth participation also ensures youth contribution and involvement.

4) Positively developing young people

As well as developing their skills, young people’s participation fosters their awareness of issues that affect them and helps them to take action. You may also increase the sustainability of your own organisation by increasing the pool of people with the skills, interests and commitment you need.

5) Meeting legal obligations

Some organisations may be legally obliged to involve young people in their decision-making processes. In fact, all young people have the right to participate according to the United Nations Convention on the Rights of the Child (UNCROC). Signed by New Zealand in 1993, UNCROC applies to all young people under the age of 18. It recognises their rights to express their opinions, have their opinions considered in decisions that affect them, and to seek, receive and give information and ideas of all kinds.

Taking a look at your organisation

There may be barriers to youth participation, in your organisation or in the planned project, that you will need to work on before full youth participation is possible.

Some of the common barriers identified by young people include:

- organisations that discriminate against young people
- unfriendly and overly formal environments
- high demands on young people's time
- processes and procedures that appear complicated, overly formal or unnecessary
- financial barriers – competition with work and/or expenses involved in participation
- overly academic or bureaucratic language
- expectations that are not clearly stated or are unreasonable.

As well as barriers perceived by young people, there may be general barriers that hinder movement towards youth participation. Some barriers identified by organisations include:

- youth participation not being seen as a priority
- not knowing how to go about it
- not knowing how to support young people to be involved
- not having connections to young people or knowing where to find them
- thinking that young people won't want to be involved
- not having the time, energy or resources
- not knowing how to discuss some issues with young people
- language barriers
- cultural barriers.

Supporting participation

Whether young people are participating in a one-off project, policy development, the life of an organisation or anything in between, it is important to have structures and processes that help your organisation become one that:

- shows commitment to youth participation
- is a youth-appropriate organisation
- provides training and support for young people
- respects young people.

The following questions might help with discussion about your organisation's involvement of young people.

Are you committed to youth participation?

It is important to value young people, believe in their right to have a say, and create opportunities for involvement. Young people will lose interest if they think their participation is a token gesture, or that their views are being sought only on trivial issues. Commitment to youth participation includes:

- being clear about your reasons for involving young people
- formalising youth participation by including it in constitutions, mission statements and strategic plans
- providing training for staff members on its importance
- involving young people in planning the types of participation your organisation will commit to
- being committed to addressing the views of young people.



Example

A national non-government organisation shows its commitment to young members being involved in decision-making in its constitution. The constitution stipulates that all of the organisation's decision-making bodies must have a minimum of 25 percent of members under 25.

Are you a youth-appropriate organisation?

If young people in your organisation are to be actively involved, they must feel comfortable with the set-up. Young people must be able to participate in ways and places that are right for them. Ways of being youth-appropriate include:

- making meetings at times that suit young people
- providing transport (or funding for it) to meetings
- providing food at meetings
- sharing information in the way they

- want, or ensuring they know how to participate in a formal meeting
- knowing when young people may have busy times (e.g. exams, sport/home commitments)
- ensuring your organisation is accessible to, and comfortable for, a diverse range of young people
- talking with young people about what you can do to make your organisation youth-appropriate, listening to what they have to say, and acting on it.

Do you provide training and support for young people?

Finding ways to support and train young people benefits not only them, but your whole organisation. Your existing support and training can be enhanced to suit young people's needs, including:

- supporting them to take responsibility for issues

- organising a mentor or buddy system
- recognising that mistakes are part of the learning process
- providing training.

Example

A government agency has set up a new youth advisory group to provide advice on a range of issues. At its first meeting a weekend of training was provided for the members. The weekend provided an opportunity for the members to meet each other and staff members from the agency. They also spent time getting to know how the organisation worked and discussing how they wanted the advisory group to function.

Are you respectful of young people?

Respecting young people and treating them equally and honestly is just as important as it is with adults. Young people need to know what is expected of them and what they will achieve through their involvement.

A respectful relationship with young people includes:

- being open about how they can participate, how much weight their

opinions will have, and how their input will be acted on

- not restricting what they can be involved in
- ensuring the decision-making process is clearly explained
- giving feedback on decisions made, and acknowledging their part in the process.



A young man wearing a dark helmet and a dark jacket is riding a bicycle on a wooden ramp. He is looking towards the camera with a slight smile. The bicycle is a mountain bike with a large front wheel. The background shows a grassy field, a building, and a sky with some clouds. The entire image has a warm, orange-toned filter. There are several large, semi-transparent circles overlaid on the image, and the word "participation" is written in a stylized font across the upper right portion.

participation

Moving towards youth participation

Getting started

Before involving young people in any decision-making, clarify the reasons for the planned participation with everyone who might be involved.

ASK:

- Why should young people be involved?
- What role will they have in decision-making?
- How will we make sure their voices are heard?
- How will we support them?
- What impact will their involvement have?

In whatever ways young people participate, it is important that the participation is guided by the following principles³, all contributing to positive youth development.

Participation is by choice

Young people need to know they can choose to be involved, or not involved – there will be no repercussions.

Participating is enjoyable, challenging and fun

If they have a good experience participating, they are more likely to continue to be involved.

Young people's awareness is raised

Raising awareness of social, political and personal issues helps young people

develop and leads to more informed decision-making.

Real issues are covered

We are all interested in issues that affect us directly, so involvement must be related to issues perceived as real by the participating group.

Values and culture are acknowledged

Any form of participation must respect that young people come from a range of cultures and ethnicities, and have different values, beliefs, expectations and experiences.

Relationships are built

Providing time for building relationships strengthens participation.

³ Based on principles developed by the National Children's and Youth Law Centre (1995) *Promoting Youth Participation: A Rights Perspective*, University of New South Wales, Australia, with additional principles added by the Ministry of Youth Affairs, Wellington, New Zealand.

Young people feel a sense of belonging and security

Young people are more likely to fully participate if they have a sense of belonging in a group and know they will be safe.

Adults are committed

Adults working with young people need to understand, and be committed to, youth participation.

Adequate resources are provided

Organisations can show commitment to young people's involvement by providing adequate resourcing, including time, space, transport, funding, information and feedback.

Contributions are valued

Organisations need to value the contributions of young people in the same way as they value the contributions of adults.



🗳️ Levels of participation

Different levels of participation are appropriate for different projects, various stages of the same project and different groups of young people. Providing information and consulting with young people may not always be enough.

The following summarises 'Hart's Ladder'⁴ to help you look for the most suitable level of participation.

⁴ Adapted from Hart R (1992) Children's Participation: From Tokenism to Citizenship (Innocenti Essays No 4), UNICEF International Child Development Centre, Italy.

Youth-initiated, shared decisions with adults	Young people have the ideas, set up the project, and invite adults to join them in making decisions.
Youth-initiated and directed	Young people have the initial idea and decide how the project is to be carried out. Adults are available but do not take charge.
Adult-initiated, shared decisions with young people	Adults have the initial idea but young people are involved in every step of the planning and implementation. Their views are not only considered but they are also involved in making the decisions.
Consulted and informed	The project is designed and run by adults, but young people are consulted. They have a full understanding of the process and their opinions are taken seriously.
Assigned but informed	Adults decide on the project but young people volunteer for it. Young people understand the project and know who decided they should be involved and why. Adults respect their views.
Tokenism*	Young people are asked to say what they think about an issue but have little or no choice about the way they express those views or the scope of the ideas they can express.
Decoration*	Young people take part in an event, but they do not really understand the issues.
Manipulation*	Young people do or say what adults suggest they do, but have no real understanding of the issues, OR young people are asked what they think, adults use some of the ideas but do not tell them what influence they have on the final decision.

* It is important to remember that Tokenism, Decoration and Manipulation are **not** examples of youth participation. You are in a position to move away from these methods towards more meaningful participation. Full youth participation means that young people are involved in policy and programme development and in decisions about what is done.

🌀 *Making it happen*

Different methods of participation will suit different projects, or different stages of the same project. Working with young people will help find the participation methods which best suit them, your organisation, and the particular community you are working in.

You can include young people in decision-making by:

- informing them
- consulting them
- forming ongoing groups
- sharing decision-making
- supporting youth-initiated and youth-led initiatives.

Informing young people

It is always important to keep stakeholders informed, and this includes young people. Locating young people to tell them something means you can also ask them to be involved in other ways. Remember, you will need to keep them informed even if you already have young people involved in your organisation.

You might use:

- newsletters and pamphlets
- magazines
- email/internet communication
- meetings/events
- radio
- television.



ASK:

- What are your aims in informing young people?
- Are there specific groups of young people you wish to reach?
- What about different languages, the style of language used and the method of information?

Example

A local council sends a monthly email to a large number of young people and youth organisations, keeping them informed of what is happening within the council structure. The email newsletter also invites young people to give feedback on issues and lets them know of ways they can be involved in decision-making.

Consulting young people

Consulting means asking for advice or feedback, usually on a specific issue or topic. It is important that the young people involved in the consultation process receive feedback about how their input is used, and the impact it has on any outcomes.

Ways of consulting include:

- hui, fono, workshops
- talkback/youth radio
- youth media
- written surveys or submissions
- email/internet submissions
- talking with specific groups of young people.

ASK:

- Does the timing of the consultation clash with busy times for young people (e.g. exam times, etc)?
- What is the best location, and what are the needs of the group for meetings?

- Is a facilitator required to meet the needs of the group (e.g. Māori facilitator for a Māori group)?
- What is the most youth-appropriate format and style for written material?
- What is the best way to provide feedback on how their advice has been used?



Example

A government agency conducting consultation with young people about policy employed a range of methods to gain feedback. They organised meetings around the country which young people could attend, using facilitators who worked regularly with young people. Young people who were not able to attend the meetings could also provide feedback by completing a written response either online or in paper format. Everyone who provided feedback was sent a letter informing them of the kind of information gathered during the consultation process and how that information would be used in the development of policy.

Ongoing participation

Young people can be involved in regular decision-making through ongoing groups such as local government youth councils, student councils or youth advisory groups. Young people involved in these types of groups are usually consulted or give feedback right through a project.

Ways of involving young people on a regular basis can include:

- organising a youth advisory group for your project or organisation
- using an ongoing internet-based forum for young people
- establishing a youth or student council (or working with one already established).

ASK:

- How will you encourage a diverse group of young people to be involved?
- Will the young people in the group be expected to represent the views of other young people, and how will this be supported?

- Will they need any training to fully understand what they will be commenting or working on?



Example

A local council has a youth council made up of two students from each of the secondary schools in their area. Youth councillors receive training to ensure they can gather the views of fellow students and on the mechanisms of council.

Any issues that impact on young people are referred to the youth council for comment. Youth council members are also involved in setting the annual plan and taking issues directly to council.

Sharing decision-making with young people

Young people can fully participate in decision-making by being members of governance boards, committees or project teams. In these roles they are often seen as representative of young people as a whole, so it is important to provide support for networking with other young people, and to ensure that the diversity of this broad group is understood. Sometimes it might be appropriate to also have a separate group of young people who work alongside your board/committee.

ASK:

- How will you ensure that institutional practices will not act as barriers to youth participation?
- How will training and support be provided to give the necessary skills for equal contribution to decision-making?
- How will adults in the group be encouraged to take young people's views seriously?



Example

A community group running a conference on youth development had equal numbers of young and adult members on the organising committee. All decisions were made by the organising committee as a whole.

Supporting youth-initiated and youth-led initiatives

Young people can participate by running their own projects and organisations. Adults and organisations can provide support and encouragement to youth ownership of initiatives, by:

- offering financial support, advice, and access to resources
- providing access to meeting spaces and technology
- encouraging adults to respect young people and their decisions and treat them as equals
- advertising young people's successes
- ensuring advice and resources do not lead to adult domination of the project.

ASK:

- What kind of support can you offer young people?
- How will you encourage adults to support the project and the young people involved?

- How will you develop an equal, respectful, relationship with the young people involved?



Example

A funding body was asked by their local youth council to consider developing a youth-for-youth funding model. They now have a separate youth committee where young people allocate funding to young people's projects within their community. The funding body contributes a set amount of money every year and the youth committee decides on how the money will be spent. The funding body also provides the youth committee with meeting rooms, and access to administration resources and training.



④ Finding young people

Young people are not all the same, so you will need to identify the groups of young people you want to involve. It is important that young people are invited to participate in issues that are real to them. You will also need to choose the right levels and methods of participation.

Those who are sometimes overlooked include:

- young people from different ethnic groups
- young people not involved in work or education
- rural young people
- young people with disabilities.

Avoid tokenism by having enough young people involved. One young person in a group of adults is likely to feel overpowered and may not have an equal say in decision-making.

④ Promoting participation

When you have identified the range of young people you would like to participate, you will need to promote your project to them. Consider:

- working with other groups in your community – look for organisations that already work with young people and make use of networks already operating with specific groups of young people
- the type of promotion that will appeal to the young people you are looking for – talk with some young people to find out what forms of advertising/promotion works for them
- advertising time – make sure you advertise in advance to gain the widest publicity, and remember to use ‘word-of-mouth’
- language – the content and style of your message, and the language used – attracting a diverse range of young people may mean using their languages.

④ Working with young people

Providing adults with the skills and understanding to work appropriately with young people affects how comfortable the young people feel in your organisation and how effectively they can participate.

Adults working with young people should be guided by the following principles:

- Adults must address imbalances of power between themselves and young people.

- Adults understand and are committed to youth participation.
- Adults are honest with young people about the forms participation can take, and the amount of influence young people will have in the decision-making process.
- Adults are able to listen with open minds and recognise the value of young people's perspectives.
- Adults respect young people and encourage honest and open participation so young people and adults can learn from each other's experiences.

Specific groups of young people

There are many groups within the broad category of 'young people' in Aotearoa-New Zealand. Various processes might be needed for involving specific groups of young people in ways that feel comfortable, such as using a particular style or facilitator.

Some of the specific groups and issues to consider are listed below; it is also important to work with people in your community who can help you identify ways to achieve full participation.

Rangatahi

Aotearoa-New Zealand is a bicultural country and the Treaty of Waitangi has implications for a large number of organisations. Government agencies in particular are required to work in partnership with Māori and to ensure

balanced decision-making. Some important issues to consider are:

- possible cultural differences between iwi groups
- that some rangatahi (especially in urban areas) may not affiliate with an iwi
- the importance whānau can play in the lives of rangatahi
- the rights of rangatahi to participate in a culturally appropriate way.

Some ways you can support rangatahi participation include:

- working with established Māori networks and organisations
- choosing facilitators who are acceptable to rangatahi
- providing for whānau and support people to be present, if appropriate
- recognising that some rangatahi may prefer to work in te reo Māori.

Pacific young people

The Pacific population in New Zealand is made up of peoples from a number of Pacific nations, with diversity found not only between nations but also within nations. It is important to consider:

- the diversity of Pacific cultures
- any differences between Pacific-born and New Zealand-born Pacific young people
- the importance family, church and community can play in their lives.

Some ways you can support Pacific young people's participation include:

- working with established Pacific people's networks and organisations

- choosing facilitators who are well known and acceptable to Pacific young people
- acknowledging that separate groups for people of different ethnicities or genders may sometimes be appropriate
- using appropriate methods and learning styles
- recognising that some Pacific young people may prefer to work in their own language.

Young people from ethnic groups

The term ‘ethnic’ usually refers to people whose culture and traditions distinguish them from the majority of people in New Zealand. This may include migrants, refugees, and people born in New Zealand who identify with their ethnic heritage. Things to consider include:

- possible marginalisation because of culture or language
- possible differences between New Zealand-born and recent migrants
- acknowledging that in some cultures it is not usual to seek the views of young people.

Some ways you can support ethnic young people’s participation include:

- working with established ethnic people’s networks and organisations
- recognising that there may be cultural taboos and consent issues around their participation, that need to be addressed with their community
- acknowledging that separate groups

for people of different ethnicities or genders may sometimes be appropriate

- recognising that some ethnic young people may prefer to work in their own language.

Young people with disabilities

As well as the barriers which all young people face, those with disabilities often face extra physical and other barriers to participation. Consider the:

- range of disabilities – physical, mental or emotional
- variety of backgrounds they come from
- need for caregivers to provide support, care or interpretation.

Some ways you can support young people with disabilities include:

- involving them in decision-making on the same range of topics as other young people
- ensuring any physical barriers are identified and removed or minimised
- providing information well in advance, in appropriate ways
- recognising that some may need to use alternative methods of communication.

Young lesbian, gay, bisexual, transsexual and transgender people

Young people who identify as lesbian, gay, bisexual, transsexual and transgender may be marginalised, and there is often a lack of societal awareness and understanding about their issues. Issues to consider include:

- confidentiality

- that young people may or may not choose to identify themselves in terms of their sexuality.

Some ways you can support young lesbian, gay, bisexual, transsexual and transgender people include:

- working with established networks and organisations
- choosing facilitators who are acceptable to the young people
- ensuring privacy and confidentiality, and clarifying this.

Rural young people

Recognise the difficulties of access to activities and programmes for many rural young people. Consider:

- accessibility
- transport issues
- their possible sense of isolation.

Some ways you can support rural young people include:

- creating accessible programmes/services

- facilitating internet connections/access
- addressing transport issues.

Vulnerable young people

Vulnerable young people include those who are (or have been) in care or protection, or in the youth justice system. Some important issues to consider include that:

- there may be additional barriers to vulnerable young people participating
- organisations may need to get consent from other agencies to work with this group.

Some ways you can support vulnerable young people include:

- ensuring the setting provides a sense of physical and emotional security
- choosing facilitators who are acceptable to the young people involved
- ensuring privacy and confidentiality, and clarifying this.



🌀 Some practical considerations

Consent

You may need to seek consent from parents, caregivers, whānau or community members for young people to be involved. You will need to look at:

- ways in which young people are participating
- information they may be providing
- their family or community background.

Confidentiality and ethics

Organisational and professional ethical and safety standards should be followed in all dealings with young people. Before they participate, it is very important for young people to know:

- they will have their confidentiality respected
- how the information they contribute will be used.

Process and timeframe

The process of involving young people should be open, honest, clear and youth-appropriate. Young people should have the time they need to make informed decisions and to discuss issues with other young people. Agreeing on the process and timeframe can be the beginning of young people's participation.

Venues and meeting style

Young people are much more likely to be fully involved in the decision-making process if the venue is youth-appropriate. Informality may sometimes be helpful to encourage participation, but in some circumstances this may be seen as disrespectful. Where formalities are used (such as a formal meeting structure), it is important to ensure that all those involved understand the process for contributing.

Resources

You need to plan for the financial (and people) resources needed for youth participation. This may include monetary payments, gifts and koha. If participating adults are being paid or receiving an honorarium, the same should be given to young people who participate in similar ways. There may be transport, food and other support items, as well as the extra needs of special groups (e.g. translator, special transport). Paying for incidental expenses in advance avoids the risk of excluding any young people who are unable to pay 'up front' prior to reimbursement.

Facilitators and supporters

Working with young people requires special training and skills. If there is no one in your organisation who is skilled in working with young people, consider engaging a facilitator, and include a member of your organisation as a liaison and support person for young people. Group facilitators will need to have experience and appropriate cultural awareness. Youth-appropriate facilitators are very important, particularly for new groups and specific groups of young people. Depending on the young people involved, interpreters and specialist support staff may also be required.

Sensitive topics

When discussing particularly sensitive issues, it is important that young people's physical, mental and emotional safety is the first consideration. It is not always suitable to involve young people in decision-making when dealing with such issues, although general discussion around an issue may be appropriate with a trained facilitator.

Youth suicide prevention

Research shows that encouraging young people to focus on suicide can place vulnerable people at risk. There are a number of guidelines on how to work with young people around the issue of youth suicide prevention. For more information contact SPINZ (Youth Suicide Prevention Information New Zealand) www.spinz.org.nz or the Ministry of Youth Affairs www.youthaffairs.govt.nz.

Age range

Sometimes you may want to set upper or lower age limits, or to have different methods of participation available to young people of different ages. In relation to age, consider:

- topics
- level of participation
- method of participation
- safety (e.g. where young people may need to travel away from home).

Feedback and evaluation

Young people involved in decision-making want feedback on how their contributions were used. Feedback and evaluation are very important to participating young people and to the success of your project.



Feedback

Providing feedback helps organisations and young people to develop stronger relationships with one another.

You could provide feedback by:

- using the internet or email to keep people informed
- ensuring meeting minutes are easy to read, sent out promptly, and followed up at the next meeting
- having follow-up meetings
- regularly telephoning people to up-date them
- allow opportunities for respondents to reply in their own languages.

Evaluation

Regular evaluation of how young people feel about the participation process ensures that their concerns can be addressed. It also ensures that you and your organisation are gaining value from the participation process.

You could evaluate the participation process by:

- using written evaluation methods (such as surveys and feedback forms)
- allowing young people to meet alone to evaluate the process as a group
- providing a comfortable environment for young people to give verbal or written feedback at the end of meetings.

Remember to consider the specific communication needs of your particular group of young people. By helping all young people participate, you are helping to achieve the *Youth Development Strategy Aotearoa* vision of:

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



Checklist

These checklist headings may help guide you in your youth participation project.

Project name
Brief description of the project (a whole organisation approach, a policy project, research, a new or existing youth programme, service or event, a youth-focused resource)
Describe the purpose and objective for involving young people (reasons why young people are being involved)
Describe the methods to be used to involve young people (including regular ongoing involvement with a core group and/or consultation with a wider group or a consultation event to set up a regular group) Consider: Youth participation methods (regular involvement in a meaningful way throughout the process) including: <ul style="list-style-type: none">• same process as adult involvement• separate parallel process• a combination of the above. Consultation methods (usually one-off events seeking views at specific points), including: <ul style="list-style-type: none">• face-to-face methods – focus groups, hui, fono, talk-back radio• written methods – surveys, submissions, web-based or email feedback.
Describe the range of young people to be involved in the method(s) to be used and how they will be recruited Consider: <ul style="list-style-type: none">• target group of the project• the diversity of young people• how you are going to recruit.

Describe the practicalities of involving young people

Consider:

- the process and timeframe
- where (youth-appropriate venue), when and how often
- the resources required – people and financial
- who will facilitate meetings and how
- who will be the main contact with the young people
- how young people will be supported to make the most of their involvement and develop their skills
- the content of what is to be discussed or consulted on
- whether specific youth-appropriate consultation resources are needed.

Describe how information received will be recorded, analysed and fed back to young people

Describe how the youth participation and consultation processes will be evaluated

(including how young people will be involved in evaluation)

Useful references

Where to find further information

Resources

Youth Development Strategy Aotearoa, Ministry of Youth Affairs (2002), Wellington

Building Strength: Youth Development Literature Review, Ministry of Youth Affairs (2002), Wellington

Youth Participation Handbook, Department of Education, Training and Employment (2000), New South Wales

Taking Participation Seriously, NSW Commission for Children and Young People (2001), New South Wales

New Zealand's Agenda for Children: Making Life Better for Children, Ministry of Social Development (2002), Wellington.

Increasing the Participation of Children, Young People and Young Adults in Decision-making – A Literature Review, Ministry of Social Development (2002), Wellington.

The New Zealand Disability Strategy: Making a World of Difference – Whakanui Oranga, Ministry of Health (2001), Wellington

Website addresses

Ministry of Youth Affairs:
www.youthaffairs.govt.nz

Ministry of Social Development:
www.msd.govt.nz

Office of the Commissioner for Children:
www.occ.org.nz

New Zealand Association of Adolescent Health and Development:
www.nzaahd.org.nz

SPINZ (Youth Suicide Prevention Information New Zealand):
www.spinz.org.nz

Disabled Persons Assembly:
www.dpa.org.nz

For public servants who engage with community organisations:
www.participate.govt.nz (*alive from July 2003*)

New Zealand Government Portal
www.govt.nz

NSW Commission for Children & Young People:
www.kids.nsw.gov.au

Youth Affairs – Government of Victoria:
www.youth.vic.gov.au

Youth Affairs – Queensland Government:
www.youth.qld.gov.au

Foundation for Young Australians:
www.youngaustralians.org

International Youth Foundation:
www.iyf.org

Commissioner of Child & Youth Services – British Columbia:
www.mcs.bc.ca/yps

Contact Organisations

There are a wide range of organisations you may be able to partner with, such as:

- local authorities
- schools
- youth organisations
- community organisations
- service clubs
- national non-profit organisations
- churches and religious organisations
- central government agencies
- industry training organisations.

Notes