

# The Hamilton Rangatahi Project

## Phase One: Annotated Bibliography 2014

*Prepared by the Rangatahi Research Team:  
A collaborative research project between  
Waikato Institute of Technology and Hamilton City Council  
6<sup>th</sup> October, 2014*



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## Introduction

*A compilation of annotations of documents with a core focus on rangatahi (young people) in Hamilton, New Zealand; put together by the Hamilton Rangatahi Project Team in 2013 and 2014. This is the report of the first phase of the Hamilton Rangatahi Project.*

### About the project

The Hamilton Rangatahi Project is a collaborative, multi-year project between The Waikato Institute of Technology (Wintec) and Hamilton City Council (HCC). The aim of this project is to contribute to the on-going development and implementation of HCC's Youth Action Plan through a number of research phases and outputs. The overarching theme of this research project is Hamilton Youth (both Māori and non- Māori).

### About this document

The first phase of the Rangatahi Project is this annotated bibliography. The purpose of this document is to provide annotations – brief summaries – of evaluations, research reports, and other relevant literature related to youth in Hamilton, New Zealand.

All documents referenced in the annotated bibliography fit the following criteria:

- Youth related<sup>1</sup>
- From the past 15 years (1998-2013)
- Specific to Hamilton (documents that are Waikato-specific, yet include information related to Hamilton, are included)

This document is publically available, so it is hoped that those who work with youth, and/or are doing research with youth or the youth sector in Hamilton, can gain access to information on literature specifically relevant to this area. This will help to build researcher capacity in Hamilton in three ways:

1. Easier access to local youth-related literature
2. Gaps in youth-related research will be more identifiable
3. Serve as a basis for future collaborations between researchers and community organisations in the Waikato region.

Identifying gaps in the literature is important, as research should be current, valid, and relevant if it is going to inform local government initiatives, like the Hamilton Youth Action Plan. Local information about specific youth-related issues will build evidence for funding appropriate strategies, interventions or programmes to support youth in our community. Subsequent phases of this research will attempt to address these gaps in collaboration with external community organisations.

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<sup>1</sup> Definitions of 'youth' can differ, and some authors may not use a definition. While some documents have specific definitions, we have not used one for this annotated bibliography. Documents were selected because they were about youth, and/or experiences of and issues around, youth across a range of definitions and approaches.

## How did we gather information?

Two research assistants were recruited to collect documents using online search tools and databases, and contacting people directly. A list of contact details was provided by HCC of people working in positions either directly or indirectly related to the youth sector. The research assistants built on this list of contacts through their own networks, sent emails, made phone calls, or met with people with four objectives:

1. To provide information about the Rangatahi project
2. To see if they had any youth-related documents that they would be willing to include in the annotated bibliography
3. To see if they knew of anybody or other organisations that may be able to contribute to the annotated bibliography, and
4. To see if they would be interested in a copy of the annotated bibliography.

Over 60 people from a range of NGOs, health, social and community services, central government organisations, and local government structures were contacted, alongside a few individuals without organisational affiliations who had done research or evaluation work in the youth sector. Documents that met the criteria were collected – electronic and hard copies. These were obtained from online searches, library searches, and people that were contacted who contributed.

A wide range of topics are represented in the current literature. We have chosen to categorise them based on four main topics. These were identified as: Academic or University related, Government or Policy related, Māori focused, and Social Service related literature. Categories were chosen based on their relevance to community organisations, and we attempted to present them in the most user-friendly way possible.

The research team would like to sincerely thank all those community organisations and individuals for their time and effort in meeting with us and/or contributing to this document.

## Who has gathered this information?

The Rangatahi Research Team consists of the following members:

**Anna Scanlen** - Independent Research Assistant

**Tony Lorigan** – Independent Research Assistant

**Shirley Rivers** – Academic Staff Member, Wintec

**Ihsana Ageel** – Strategic Policy Analyst, Hamilton City Council

**Esmae McKenzie-Norton** – Strategic Policy Analyst, Hamilton City Council

**Dave Snell** – Research Co-ordinator, Wintec

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## Academic or University Related Literature

Banks, H. (2008). *Young mothers speak out: Young Pākehā women's experiences of motherhood*. (Masters thesis, University of Waikato, Hamilton, New Zealand). Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/2519>

This Masters research explores the experiences of motherhood of young (under 20 years old) Pākehā women. Banks interviewed 12 Waikato women, six who were currently young mothers and six former young mothers (age 20+).

Participants identified motherhood as a positive influence that motivated them to make positive changes in their lives. The research also highlighted the challenges that these women faced including exhaustion and having few resources in the form of emotional and financial support. Social stigma and judgements that the women felt from others also had a major impact on their lives.

The women identified accessible and non-judgemental social services as being important and that appropriately targeted media campaigns would help inform young mothers of their options and rights. Banks also recommends that New Zealand welfare policies should make participation in paid work as easy as possible for single mothers as a group. It is important to note that five of the six young mothers interviewed were, at the time of interviews, already closely linked to various support services and had existing family support, which could potentially have resulted in a more positive outlook of young motherhood. This positive outlook, however, does further support Banks' assertion that such services can make a positive difference to young mothers.

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Beere, P. (2007). *The Fast and the Spurious: Geographies of Youth Car Culture in Hamilton, New Zealand*. (Masters thesis, University of Waikato, Hamilton, New Zealand). Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/2489>

In this Masters thesis, Beere seeks to understand the experiences of young men involved in Hamilton's car culture (referred to as boy racers). He interviewed the Head of the Highway Patrol (Waikato Region) and three youth car culture enthusiasts, whose accounts were contextualised through direct observations at formal and informal car meets.

The thesis aimed to present the culture as a legitimate form of cultural expression. Particular attention was paid to the Hamilton context, and of particular relevance is the geographic nature of car clubs and what makes Hamilton a 'car culture city'. Findings suggested that a number of enthusiasts come to Hamilton from surrounding regions such as Cambridge and Morrinsville.

Beere also outlines the use of technology, by both police and youths, in coordinating activities aimed at either limiting or increasing participation in the culture. The thesis does not seem to offer any recommendations for addressing the issue; it provides a greater understanding of this particular group. The findings may also be somewhat dated. However, they would still be useful in informing further research or policy development in areas relating to the contestation of public spaces.

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Campbell, S.M. (2011). *Youth gang membership: Factors influencing and maintaining membership*. (Masters thesis, University of Waikato, Hamilton, New Zealand). Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/6065>

In this Masters thesis, Campbell seeks to understand the experiences of young men actively engaged in Hamilton youth gangs. The researcher interviewed seven local, Māori youth. They were asked questions regarding their first experiences of gang life, as well as their current involvement.

This research is conducted by an 'outsider', as Campbell is a Pākehā female, who at the time of the research was in her early 20s, with no first-hand gang experience, from a clinical psychology background. Five key themes emerged from participant interviews. This included the influence of friends in introducing participants to gang life, the availability of money that comes from gang membership, and a desire to participate in antisocial behaviours (such as violent acts against others). Participants also explained the importance of their neighbourhood surroundings in facilitating youth gang membership. The final theme highlighted the participants' perception that they were being negatively evaluated by others, which led to them seeking out gangs, as well as later reaffirming their gang membership.

This thesis adopts a clinical approach, investigating locally with a small number of participants in order to make broader generalisations regarding membership of youth in gangs. Recommendations could be useful for community organisations, but would need further evidence prior to implementation.

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Clarke, G. (2012). *Why do youths step out of sport and into court? A Narrative-Based Exploration*. (Masters thesis, University of Waikato, Hamilton, New Zealand). Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/7139>

This Masters thesis investigated the experiences of five young people convicted of a crime who used to be active in sports. Clarke draws heavily upon her own experiences as a mother whose "sporty" son was sentenced to jail. In doing so, Clarke aimed to challenge assumptions of sports attrition and its connection to deviant behaviour. Her aim was to investigate the assumption that active participation in sport leads to less chance of engaging in anti-social behaviours.

Common experiences by Clarke's participants highlighted that they had all been involved in rugby or rugby league, they had participated in sport and crime at the same time, had been coached by intimidating people, and they had left sport between the ages of 13 and 18. The findings, presented through a narrative approach, show that while sport can be a positive influence in a young person's life, there is also the potential for contact sports to normalise and reinforce deviant beliefs. For example if a child is encouraged to take the pain of a tackle, or inflict pain on others through a hard tackle, this could foster a sense of immunity and when faced with the opportunity to "be deviant" young sportspeople may be more inclined to do so than young non-sportspeople. Clarke recommends that parents should provide support and be more involved in their child's sports participation in order to prolong enjoyment and encourage the more pro-social aspects of sport participation.

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Cooper, K. (2012). *“It was like being torn apart”: The experiences of young men who become fathers while at school. A critical interpretive analysis of discourse of young fatherhood.* (Masters thesis, University of Waikato, Hamilton, New Zealand). Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/6477>

In this Masters Thesis, Cooper endeavours to understand the experiences of teen fathers and their relationships with their children and wider society. Cooper is also interested in the negative stereotyping associated with young fathers, referred to as “no hopers”. This was an exploratory study, and five young fathers participated. These men came from various backgrounds, cultures and socioeconomic situations. Personal introspection was used to gather data relating to participants’ interactions with institutions and relationships with other people in their lives. Key concepts and participant narratives focused on throughout thesis interviews included: youth, gender, marriage and family. Cooper also investigated the historical contexts and definitions of the concepts, as well as the participants’ personal perspectives, experiences and understandings of these terms.

The aim of this study was to gain greater understanding and insight into the experiences of these young men, and how they adapt and respond to the responsibility of becoming a father while still being at high school. The thesis focuses not only on the challenges faced, but also the positive experiences of being a young father. Cooper’s personal investment and prior relationship to some of the participants (who he taught at high school) seems to have affected a small aspect of critical reflection. However, this thesis would still be useful for those engaging with young fathers, particularly given Cooper acknowledges the lack of existing literature in this area.

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de Bruin, M. (2011). *Help seeking of adolescents when faced with a psychological problem.* (Masters thesis, University of Waikato, Hamilton, New Zealand). Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/5338>

This Master’s thesis investigated help seeking behaviour of adolescents around various interpersonal, health, and educational issues. De Bruin conducted Help Seeking questionnaires and the Youth Outcomes Questionnaire-30.2 (YOQ-30.2) with 143 adolescents (15-18 years of age) currently attending one of two high schools in Hamilton. She also completed seven interviews with similar participants about their experiences of seeking help.

The findings showed that adolescents typically seek help from informal sources such as friends and parents. Key themes identified that would be useful for relevant local organisations include the importance of increasing the awareness of help options to adolescents, the helpfulness, trustworthiness and friendliness of help sources, word-of-mouth reputation amongst adolescents regarding the help source, and the reaction of the help source when being informed about the young person’s difficulties. Further stigma surrounding seeking help was identified as a significant barrier. de Bruin identifies presentations in schools as an effective way to address this. Also of significance was the finding that the greatest barrier to an adolescent giving help to a friend, was worrying they would give the wrong advice – further strengthening the need to provide adequate help seeking information to young people. This is particularly the case given that friends were the preferred source of such advice.

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Gray, S. (2012). *Are they really at risk? Students' stories of success* (Masters thesis, University of Waikato, Hamilton, New Zealand). Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/6619>

This Masters thesis draws upon the experiences of 10 “at risk” Year 13 students, in order to identify how students labelled in this way managed to gain secondary school qualifications. It adopts a strengths-based approach in order to challenge such labels and identify ways in which to support “at risk” students.

The research found that students are typically labelled in this way informally, due to truancy, lack of achievement, conduct issues, learning difficulties and health problems. It is also important to note that those commonly labelled at risk include Māori and Pasifika students and students from families with a low socio-economic status. This can lead to teachers labelling students “at risk” based on ethnicity and socio-economic status.

Gray asks her participants what factors helped them to stay in school and achieve at least a level one NCEA qualification. Her findings show that the success of these students depends on the quality of relationship between students, teachers, and parents. Features of such relationships include respect, responsiveness, and tenacity from each person involved. The study also highlights that building a school community that values and accepts such diversity is crucial in the educational success of students. The research highlights that the use of the label “at risk” can be detrimental to a student’s education, as it can lead to assumptions of students and their families as neglectful with regards to education, when many do value such education.

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Greenman, A. (2012). *Adolescents' Stigmatisation of Mental Illness* (Masters thesis, University of Waikato Hamilton, New Zealand). Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/7560>.

This Masters research aimed to investigate help seeking behaviours of adolescents. It adopted an experimental approach to identify whether adolescents stigmatise people with a mental illness. Greenman assigned 109 students to one of two groups, who then watched a video of a man applying for a job. Only one group was told the man had a mental illness. They were then asked a series of Likert scale questions regarding their perceptions of the man. The experimental group was then asked to complete a questionnaire regarding their views on mental illness. A second questionnaire was then administered to gauge participants’ experiences of mental illness and level of contact with people diagnosed with mental illness. The research found that contrary to Greenman’s original hypothesis, adolescents largely did not stigmatise people with a mental illness – regardless of their previous experiences or levels of contact. The research suggests that where adolescents did stigmatise those with a mental illness, it was in regards to their perceived competency in everyday tasks and some regarded those with a mental illness as potentially dangerous. This study is entirely experimental in its approach, and largely suggested that more research was needed into areas where adolescents did stigmatise those with a mental illness in order to garner a higher level of understanding.



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Maxted, J. (2011). *Boys Go Bush: Lived Solo Experiences at Tihoi Venture School*. (Doctoral thesis, University of Otago, Dunedin, New Zealand). Retrieved from <http://otago.ourarchive.ac.nz/bitstream/handle/10523/1985/MaxtedJohnR2011PhD.pdf?sequence=3>

This study investigated the effect of solitude on adolescents, particularly within the context of outdoor education in the wilderness. The research participants were nine adolescent (Year 10 approximately 14-15 years of age) males from St Paul's Collegiate School, and their solo experiences for forty-four hours in New Zealand bush were explored through semi-structured interviews.

The participants attended Tihoi Venture School, which was recognised as a safe and challenging environment. Since 1979 all Year 10 St Paul's Collegiate boys have been required to spend two concurrent terms at Tihoi (equivalent to four and half months schooling). This is believed to teach life skills through new outdoor experiences such as kayaking and rock climbing.

The aim of the research was to evaluate and observe if solitude experienced as a part of Tuhoi's programme positively affected adolescents physically, cognitively, emotionally and/or spiritually. The challenges relating to this solitude experienced by the youth varied but common challenges identified included coping with the bush in the dark, boredom, and feeling alone. The consensus from the participants was that the solo experiences in the bush were endured rather than enjoyed, however reflection and hindsight highlighted that the experience was useful. Though overwhelming at times, most were grateful for the experiences and skills learnt in the situation.

The researcher noted that it was difficult to draw conclusions from this thesis as all participants' views, experiences and cultures were very different and could affect their own perceptions of solitude and the programme. However, it does provide some useful insights into solitary thoughts and behaviour relating to youth.

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McEwan, B. (2009). *Student culture and binge drinking: An investigation of the relationship between student culture and binge drinking behaviour within the University of Waikato halls of residence student population, New Zealand*. (Doctoral thesis, University of Waikato, Hamilton, New Zealand). Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/3968>

In this doctoral thesis, McEwan investigates the relationship between student culture and binge drinking behaviour within the University of Waikato's halls of residence student population. The study has 14 aims that are associated with resident drinking behaviours, resident binge drinking behaviours, student culture and alcohol's role within that, and the binge drinking environment.

McEwan uses a questionnaire, as well as focus groups and one-to-one interviews. The data collected is largely quantitative, as the qualitative material has been coded using analytical software. However, the analysis covers a range of topics and so is robust and broad, while still retaining depth. A wide range of topics relating to University Student drinking behaviour is discussed. From this, McEwan makes 15 recommendations aimed at reducing the level of student binge drinking and drinking related harm. These recommendations are mostly interventionist in nature and target

individual drinkers, the halls of residence environment, the institutional environment, the local community drinking environment, and the national drinking environment. This doctoral research would be extremely valuable in area of policy development relating to alcohol and youth, however it is important to note that his population is entirely students in a hall of residence. Given his focus on the role of the environment, not all recommendations would be totally relevant to other youth populations.

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McNae, R.E. (2011). *Co-constructing Leadership Learning in a New Zealand Secondary School*. (Doctoral thesis, University of Waikato, Hamilton, New Zealand). Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/5178>

This doctoral thesis examines the perceptions of leadership that young secondary school women hold, particularly in relation to a leadership development programme (called *Revolution*). It is a collaborative action research study, with participants consisting of twelve Year 12 female students from a Catholic Girls' School.

The research participants co-created a leadership development programme with the researcher, which was then co-evaluated through interviews and focus groups. McNae found that co-developing leadership programmes resulted in greater enthusiasm, enjoyment, and buy-in from participants. The findings also suggest that this is an effective method for developing relevant and authentic leadership programmes, but requires a great deal of time and effort in order to balance input and share ownership between the researcher and the young women.

McNae calls for schools and young women to recognize the need to break down the boundaries between traditional school structures and the leadership needs of young women by providing greater opportunities for 'student voices'. This in turn will lead to greater participation and more effective leaders. The research also acknowledges the important contextual role schools can play in developing young peoples' understanding of leadership. As such, the research could provide useful guidelines for those attempting to establish similar programmes.

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Moleni, J. (2010). *Executive functions and risk propensity in adolescent and adult male drivers: A comparison*. (Masters thesis, University of Waikato, Hamilton, New Zealand). Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/5220>

Moleni's Masters research examined the differences between young and adult drivers in relation to cognitive ability, executive functioning, driving and risk attitudes, and impulsivity; using cognitive tests and self-report questionnaires. A sample of 77 male, New Zealand drivers was recruited for this study. They were required to be between ages 16-18 (young) or 25 years and older (adult) and to have held a current full or restricted New Zealand driver license (class 1 or 1R respectively) for more than six months.

Data collection consisted of 12 questionnaires and cognitive tests completed by participants. The results showed that young drivers displayed attitudes that were significantly more positive towards risk taking behaviours (particularly in relation to driving), were more impulsive, and were more

inclined to commit driving violations in the future. The adult drivers performed better in cognitive ability tasks, which Moleni linked to a higher level of brain development in the pre-frontal lobe. However, it is important to note that material relating to risk taking behaviours and attitudes was largely self-reported, which raises a number of issues relating to social norms and context.

The researcher recommends that any interventions relating to risk taking behaviour or relating to youth and driving should be multi-dimensional and involve youth, parents and police in its design. He also recommends a comprehensive and well-coordinated community based program, with strong graduated licensing laws as a foundation. This would need to be supplemented by modern education and training techniques.

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Morrison, C. (2007). *Intimate geographies: Bodies, underwear and space in Hamilton, New Zealand*. (Masters thesis, University of Waikato, Hamilton, New Zealand). Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/2503>

This is a Masters thesis in the area of human geography, that explores spaces of underwear consumption (underwear shops), and the intimate relationship underwear has with the materiality of young Pākehā women's bodies in Hamilton, New Zealand. Morrison explores how spaces of underwear shops are gendered, forms of femininity that are produced by women's underwear, and how women's underwear can influence the complex relations between environment and place.

Morrison positioned herself as a researcher and participant, using semi-structured interviews and a focus group (which included showing a DVD of Victoria's Secret show, and a drawing exercise) with underwear consumers and employees of an underwear shop. Morrison worked in an underwear shop at the time of her research, so participant observation and autobiographical journaling was used, alongside analysis of advertorial material from underwear stores. She argues that underwear shops are constructed as feminine spaces, where socio-political structures governing such spaces construct particular types of bodies which are either 'in' place or 'out' of place. She also argues that underwear 'disciplines' and 'contains' the 'fluid' body in order to fit into contemporary feminine norms. The audience for this work is academic, particularly within the geography discipline, and the author claims that her work breaks new ground with regards to using the subject of underwear to understand the relationship between identity and place.

The research was based in Hamilton, so may offer insight from a local perspective on how young women perceive their bodies in relation to space and (one area of) fashion. However, the researcher acknowledges the limitation of a small, homogeneous participant group and does not attempt to universalise the findings. The thesis was mainly descriptive and analysis in relation to other research and literature was thorough, however, more critique of the reinforcement of Western cultural feminine body 'norms' and abjection of particular bodies in space in the findings may have strengthened the text.

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Pope, J. (2008). Peer Processes and Adolescent Behaviour. (Master' thesis, University of Waikato, Hamilton, New Zealand). Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/2476>

In this Masters thesis Pope attempts to establish a relationship between measures of rule breaking talk and prior levels of rule breaking behaviour between adolescents in New Zealand, and tries to replicate a study from Oregon, America. While the aim is somewhat unclear, it appears to attempt to predict future rule breaking behaviour through an identification of common language that 'at risk youth' use.

The participants in this study were comprised of nine pairs of boys, all of whom had been identified as 'at risk youth' by their schools due to a high level of anti-social behaviour. The boys were Year 10 and most were recruited from two high schools, with one pair of boys being recruited from a tough love parenting group.

This study coded responses in four ways; rule breaking talk, normative talk, laughter and pauses. A very small number of participants due to recruiting issues meant that this research was limited. The duration of rule breaking talk was found to correlate with the level of prior rule breaking behaviour. However it was not clear if the amount of rule breaking talk was related to the amount of laughter following it. This thesis may prove useful for those interested in discussions of discourse and language as it relates to youth, through providing useful references and through serving as pilot research for a New Zealand context.

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Thorpe, H.A. (2007). *Boarders, babes and bad-asses: Theories of a female physical youth culture* (Doctoral thesis, University of Waikato, Hamilton, New Zealand). Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/2576>

This doctoral thesis offers a case study of young women in snowboarding as a contemporary social phenomenon, analysed through the lens of six social theoretical perspectives: Marx's political economy, post-Fordism, feminism, hegemonic masculinity, Pierre Bourdieu's theory of embodiment, and Foucauldian theorising. The intended audience is an academic one due to the highly theoretical content.

Thorpe undertook considerable literature/content research: analysis of websites, magazines, videos, internet chat rooms, promotional material, TV programmes, films, press releases, reports and other documents from snowboarding organisations. This is an example of insider research, where personal observations and experiences (the researcher was a self-proclaimed young, female snowboarder) were used, as well as interviews with men and women involved in snowboarding in New Zealand and internationally, and fieldwork from New Zealand and overseas.

The thesis presents a critique of the efficacy of numerous social theoretical concepts for understanding female snowboarding, and offers some reflection on being immersed in social theory and the relative inaccessibility to a wide audience outside of academia. Thorpe reports on disseminating findings within snowboarding magazines for non-academic audiences, and was able to illustrate some theory to this audience which provoked discussion and action amongst readers.

Because the text was highly theoretical, the experiences of young female snowboarders were used as examples to illustrate theory, which appeared to be in the foreground of the text. Some points and examples in chapters two to seven where real experiences are grounded in the theory, may be useful in terms of understanding young women's experiences in popular sport. The research was carried out within Hamilton, yet has a national and international focus – making it not specific to young Hamilton women, but general to young women nonetheless and may offer some interesting insights and analysis.

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Vanderschantz, N. (2009). Using digital storytelling as a methodology for the introduction of socially responsible graphic design in a University Bachelor of Computer Graphic Design programme. In G. Siemens & C. Fulford (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2009* (pp. 509-516). Chesapeake, VA: AACE. Available at: <http://researchcommons.waikato.ac.nz/handle/10289/5951>

This conference paper describes a case study of a collaborative, participatory digital storytelling project between the University of Waikato Computer Graphic Design Programme and Artmakers Community Arts Trust, based in Hamilton. Vanderschantz is a lecturer in computer science at the University of Waikato, and is a key partner in this project. The collaboration is called The Glass Hedgehog Project, and involves the pairing of Bachelor of Computer Graphic Design (BCGD) students with young people undertaking the Youth Arts programme at Artmakers to create digital stories. The young people, aged 16-24, are the storytellers, and the BCGD students help to create their stories – introducing social graphics and socially responsible graphic design to the students. The paper details the background to the project, how the project was facilitated, and shares learning outcomes and student responses.

The paper demonstrates a positive example of a university-community partnership where both the young people/storytellers in the community arts programme and the university students benefited from working together and developing and improving expertise – particularly communication and interpersonal skills, as well as personal and artistic or design growth. The paper also discusses career progression in the creative fields for both students and storytellers. The Glass Hedgehog project is Hamilton-based, and this paper demonstrates the potentially positive benefits for local youth participants.

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Whitham, M.P. (2012). *"It's about community" – Finding Local Solutions to Local Problems: Exploring Responses to the Social Problem of Youth Unemployment* (Masters thesis, University of Waikato, Hamilton, New Zealand). Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/7047>

This Masters thesis presents a case study of a youth employment programme provided in Otorohanga. This programme is a useful example of how success can be achieved with youth employment strategies, as it has reportedly resulted in no unemployed youth registered with Work and Income New Zealand for longer than five years. Through 11 key projects, the Otorohanga District Development Board has ensured that local youth are either in local training programmes,

employment, or apprenticeships. A series of in-depth interviews were held with local education providers, young people, and the Mayor of Otorohanga.

Due to the importance of local contexts in addressing social issues, findings indicate that while the Otorohanga experience is successful, it may not be possible to replicate in other areas. Instead, this research highlights aspects of Otorohanga's policy which have proven to be successful in reducing youth unemployment which can be used as guidelines to policy makers on how to improve practice.

The thesis advocates for grass-roots policy approaches and for local organisations to collaborate with education providers, central and local government, and each other in order to address youth employment issues. This means that the success of any such programme or policy relies on a high level of community participation and goodwill.

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## Government or Policy Related Literature

Hamilton City Council (2012). *Active Hamilton Strategy* [City Strategy]. Hamilton, NZ. Retrieved from <http://www.hamilton.co.nz/our-city/city-strategies/activecommunitiesstrategy/Pages/default.aspx>

This strategy identifies the vision and priority areas for Hamilton City. The strategy is based on a vision statement, and supporting strategic objectives and goals to achieving the vision for the city. The main elements or priority areas are based on people being active, the creating or provision of space and facilities to enable Hamilton's active communities to thrive and the principle of working together. The strategy, which was adopted in December 2013, also outlines the strategic goals that sit beneath the priority areas as people; participate in organised and informal sports; a strong volunteer base; Hamilton's parks and open spaces meet the needs of the people; increased use of parks and open spaces; provision of indoor sports and recreational facilities including swimming facilities; strong regional and national partnerships; better local collaboration and clubs and sporting codes are sustainable.

This piece of work might be of use to those in community organisations creating strategies. Specifically this is an example of how a strategy can be developed through the facilitation of a government agency in partnership with government and non-government organisations. This Active Hamilton Strategy might also be of use to those interested in what Hamilton agencies and Hamilton City Council are doing to encourage sporting activity and opportunities for people, including youth, to participate in an active lifestyle.

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Hamilton City Council (2013). *Action Plan: Active Hamilton Strategy* [City Strategy]. Hamilton, NZ. Retrieved from <http://www.hamilton.co.nz/our-city/city-strategies/activecommunitiesstrategy/Pages/default.aspx>

This Action Plan to the accompanying Active Hamilton Strategy outlines the actions or projects under each priority area to achieve the strategic objectives of the strategy. The projects include; completion of a Hamilton Open Space Plan; future planning of Sport and Recreation Spaces and Facilities that are to be completed in two stages; Formalising a leadership Team; collaboration between Sport Waikato and Hamilton City Council to assist sports clubs and codes to be more sustainable; establish baseline benchmark to monitor the progress of the strategy and develop an Active Hamilton Communication Plan.

This piece of work might be of use to those in community organisations creating action plans to implement strategies. Specifically this is an example of how an action plan is created in partnership with government and non-government organisations. This Active Hamilton Action Plan might be of use to those interested in what Hamilton agencies have planned to encourage active communities and people in Hamilton City.

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Hamilton City Council (2012). *Hamilton Arts Agenda* [City Strategy]. Hamilton, NZ. Retrieved from <http://www.hamilton.co.nz/our-city/city-strategies/artsagenda/Pages/default.aspx>

This strategy identifies ‘creativity at every turn’ as the vision for Hamilton City in terms of the Arts Agenda. The supporting priority areas identified are: grow visibility and community engagement in all arts; integrate art into a wide range of activity in the city; collaboration and partnership; enhance Hamilton as a highly desirable location to study and develop careers in the arts; and develop spaces in ways that enable the Hamilton arts community to flourish. The strategy for the city was adopted in April 2012 as an aspiration document to be overseen by an ‘Arts Forum’, which will carry out a number of roles including performing as a think tank and nurturing new ideas, providing strategic direction and co-ordinating new projects.

This piece of work might be of use to those in community organisations creating strategies. Specifically this is an example of how a strategy can be developed through the facilitation of a government agency and in partnership with government and non-government organisations. This Hamilton Arts Agenda might be of use to those interested in what Hamilton agencies and Hamilton City Council are doing to encourage and enhance the arts scene in Hamilton.

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Hamilton City Council (2013). *Action Plan: Hamilton Arts Agenda* [City Strategy]. Hamilton, NZ. Retrieved from <http://www.hamilton.co.nz/our-city/city-strategies/artsagenda/Pages/default.aspx>

This Action Plan to the accompanying Hamilton Arts Agenda outlines the actions/projects under each priority area to achieve the strategic objectives of the strategy. The actions include: developing an arts communication and engagement plan; developing an annual event to celebrate Māori arts; an annual event to recognise the contribution made by artists, people and organisations to the Hamilton arts sector; development of a cross-organisational Pathways Plan; production of an inventory of arts education opportunities in Hamilton; and an audit of creative sector businesses in Hamilton.

This piece of work might be of use to those creating action plans. Specifically this is an example of how an action plan can be created in partnership with government and non-government organisations. This Hamilton Arts Agenda Action Plan might be of use to those interested in the Hamilton Arts scene and what activities are being planned.

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Hamilton City Council (2013). *Hamilton Social Well-Being Strategy* [City Strategy]. Hamilton, NZ. Retrieved from <http://www.hamilton.co.nz/our-city/city-strategies/socialwellbeing/Pages/default.aspx>

This strategy identifies ‘people love living here’ as the vision for Hamilton City in terms of social well-being. The supporting priority areas identified are: connecting our communities, training our people for jobs, accessible housing for all and our homes, and that our neighbourhoods and our city are safe places. These broad four priority areas are supported by strategic goals. The strategy was adopted for the city in November 2012 as an aspiration document overseen by a Social Well-Being forum and sector subgroups whose role include providing strategic direction, developing action plans and co-



ordinating new projects. The Action Plan is to have a specific focus on Hamilton's youth, older adults and Māori.

This piece of work might be of use to those creating strategies. Specifically this is an example of how a strategy can be developed through the facilitation of a government agency and in partnership with government and non-government organisations. This Hamilton Social Well-being Strategy might be of use to those interested in what Hamilton agencies and Hamilton City Council are doing to enhance the social wellbeing of Hamilton city and people living in Hamilton.

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Hamilton City Council (2013). *Action Plan: Hamilton Social Well-Being Strategy* [City Strategy]. Hamilton, NZ. Retrieved from <http://www.hamilton.co.nz/our-city/city-strategies/socialwellbeing/Pages/default.aspx>

This Action Plan to the accompanying Hamilton Social Well-Being Strategy outlines the actions or projects under each priority area to achieve the strategic objectives of the strategy. The projects include: a neighbour's day project; development of a multi-cultural calendar for Hamilton; active citizenship; celebrating community champions; planning and policy development; exploring opportunities to improve housing affordability; supporting existing energy efficiency programmes; upskilling our housing knowledge through training trainers; formulation of a local alcohol policy; a bar precinct project; reducing problem gambling and gambling harm; and anti-violence campaigns.

This piece of work might be of use to those creating action plans. Specifically this is an example of how an action plan can be created in partnership with government and non-government organisations.

This Hamilton Social Well-being Action Plan might be of use to those interested in the actions planned by Hamilton agencies for opportunities to enhance and encourage the social wellbeing for Hamilton City and Hamilton residents.

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Lascelles, D & Hungerford, R. (2008). *'Wannabes' or 'youth gangs'? A case study of Hamilton youth (Research Report)*. Hamilton: Hamilton City Council

This report was prepared by the Hamilton City Council and Momentum Research & Evaluation Ltd. for the Hamilton Youth Sub-Culture Working Party. It was based on research conducted in 2007, that aimed to collect information regarding Hamilton youth gangs, identify gaps in services for Hamilton youth, and to provide recommendations for interventions in order to address criminal activity by these gangs. The researchers largely modelled their research on an earlier, similar South Auckland study. The research involved a media analysis of national newspaper articles published in 2005 and 2006. It also involved an analysis of census data and other statistical measures to develop profiles of Hamilton communities with high numbers of gang activity. Qualitative methods were also used through interviews and focus groups, with service providers, government workers, community groups, ex-gang members, youth gang members, and non-gang youth. This report provides a comprehensive, in-depth analysis of youth gang activity. It also provides a number of useful recommendations relating to interventions. These include reconnecting Māori youth with local

marae, connecting with youth through their social interests, and the importance of increased resourcing for related services. Also useful is a list of, albeit potentially now outdated, service providers in the area of youth services, including contact details. This report is highly recommended as a starting point for any research involving Hamilton rangatahi in relation to gang activity (including motivations and interventions).

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## Māori Focused Literature

Cargo, T. (2008). Hoes a Mai Tōu Waka – Claiming spaces for Māori tamariki and rangatahi in cognitive behaviour therapy. In Levy, M., Nikora, L.W., Masters-Awatere, B., Rua, M.R., Waitoki, W. (Eds). *Claiming Spaces: Proceedings of the 2007 National Māori and Pacific Psychologies Symposium, 23-24 November, Hamilton*. Hamilton: Māori and Psychology Research Unit. Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/1551>

This is a conference paper that explains practical examples from the author's work as a Cognitive Behavioural Theory (CBT) practitioner, having adapted and created useful tools for working with Māori tamariki and rangatahi. The author is a lecturer in Psychological Medicine at the University of Auckland, and a Senior Clinical Psychologist at He Kakano, Counties Manukau DHB. She is Māori and trained as a clinical psychologist in cognitive behavioural therapy. In this paper, she outlines models and processes that she has developed in her work: the Cargo and Coleman skateboard model, the Cargo Te Waka model, CBT session protocol with Māori tamariki, and the Cargo Cultural Identity Questionnaire. The paper includes helpful images of these models, which assists the reader to understand how they could work in CBT sessions.

Cargo argues that it is important that CBT tools are relevant to Māori tamariki and rangatahi, and that it is possible to create a space where CBT interventions are possible for Māori. Clinical Psychologists, research psychologists and CBT practitioners, particularly those who are Māori, would be the intended audience for this paper. The paper is well referenced, and the author is an innovator in kaupapa Māori CBT methods and processes for Māori tamariki and rangatahi. This paper provides a very useful outline of the kinds of therapeutic interventions that might be available to Māori youth in the Waikato. The paper does not tell us anything specific about Māori youth in Hamilton, however, it is important that such tools are developed and disseminated with other mental health practitioners in order to engage with young Māori in therapeutic spaces.

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Davies, L. & Whaanga, J. (2012). *Evaluation of the early outcomes of Ngā Kooti Rangatahi*. Report submitted to the Ministry of Justice. Wellington, New Zealand: Kaipuke Consultants.

This is a report on an evaluation commissioned by the Ministry of Justice that documents an assessment of the implementation of Rangatahi Courts (Ngā Kooti Rangatahi), and identifies early outcomes for rangatahi who have had their Family Group Conference Plan monitored through Ngā Kooti Rangatahi. The intended audience is the Ministry of Justice, and those involved in Ngā Kooti Rangatahi. Topics discussed in this report include an outcomes framework, early observable outcomes for rangatahi, early outcomes for whānau, agencies and the marae community, perceptions of Ngā Kooti Rangatahi, critical success factors, effectiveness of the implementation of Ngā Kooti Rangatahi, and good practice in response to operational challenges.

Information for the evaluation was collected during visits with five Ngā Kooti Rangatahi in Auckland and Waikato (which included Te Kooti Rangatahi o Kirikiriroa: Hamilton). Semi-structured interviews were conducted with young people who appeared in Ngā Kooti Rangatahi, whānau/caregivers, Ngā Kooti Rangatahi professionals and marae representatives. Critical success factors identified were the

cultural relevance of the marae venue and inherent cultural processes, which increased likelihood of positive engagement by rangatahi and whānau. Ngā Kooti Rangatahi are being implemented effectively – and there have been a variety of local level responses to implementation challenges

The draft and revised outcomes frameworks provide useful diagrammatic representations of outcomes for rangatahi and whānau involved in Ngā Kooti Rangatahi. While there are no results that are specifically attributable to Te Kooti Rangatahi o Kirikiriroa, it is important to acknowledge that findings were similar across the Ngā Kooti Rangatahi that participated in this evaluation. This report provides a useful contribution to youth justice literature in Aotearoa New Zealand.

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Dickson, M. (2011). The Rangatahi Court. *Waikato Law Review*. 9 (2), 86-107.

Matiu Dickson is a respected kaumātua and has been senior lecturer in Te Piringa – Faculty of Law at the University of Waikato, since 1996. This article outlines the importance of having a culturally appropriate space (e.g. marae) for working with Māori rangatahi offenders, victims and their whānau according to tikanga (protocol). Dickson discusses the challenges and his concerns about the provision of the Rangatahi Court process in a marae setting, and details the significance of marae to whānau, hapū and iwi, and protocol and kawa of tribal (including the author's own) and urban marae, particularly the process of tangihanga; in order to create a comprehensive context for his arguments regarding the Rangatahi Court process.

Dickson's main argument is to show the importance of marae to Māori tikanga practice, and to engage the reader in understanding the complexity of marae tikanga and its integral nature in Māori cultural practice. Dickson argues that cultural practices can fit with Rangatahi Court processes, however, the spaces of pā or marae cannot just be used for court processes, they need to be understood and respected in order to be utilised in ways that are appropriate.

Dickson argues that marae settings should be used to connect young offenders with their identity and culture, with the authority of dealing with young offenders given to their elders, separately to the Rangatahi Court. An important strength of this article is that Dickson articulates how he believes the Rangatahi Court process could work successfully, given his concerns. He utilises examples from his own life and marae to build a rich and detailed context for his argument.

The intended audience for this article would be people working with rangatahi, and people who work in rangatahi justice settings. This article puts forward a general view of the Rangatahi Court system – and in relation to this project, there is a Rangatahi Court in Hamilton at Kirikiriroa Marae. While Dickson does not explicitly discuss the Rangatahi Court process in Hamilton or experiences of rangatahi that go through it, this article does offer some useful contextual discussion.

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Goodwin, D.W. & Were, L. (2012). *Evaluation of Hapū Wānanga in Waikato: A kaupapa Māori programme for hapū women and their whānau*. Hamilton, New Zealand: Te Puna Oranga (Māori Health Service), Waikato District Health Board.

This document reports on an evaluation of a Hapū Wānanga programme provided in Hamilton and wider Waikato. Hapū Wānanga is a kaupapa Māori, Māori midwives initiative. In 2012, Te Puna Oranga (Māori Health Service, Waikato DHB) provided funding towards further implementation, refinement and evaluation, potentially to replicate the programme in future. The evaluation determines what extent the programme increases knowledge and behaviours around antenatal and early parenting skills; how well the programme is being implemented and what improvements can be made. The Ministry of Health, District Health Boards, and kaupapa Māori hapū wānanga facilitators are the intended audience for this document.

Information was gathered via pre and post wānanga questions on the registration form for participants, an end of wānanga survey, two focus groups with wānanga participants, interviews with providers/facilitators, and post programme interviews. It was found that hapū wānanga are essential – particularly for ‘harder to reach’ Māori. The kaupapa Māori perspective was the reason why some people attended, and was seen as one of the most valuable aspects. It was found that while the wānanga provide important relevant knowledge for hapū women, there was a need for further monitoring and evaluation to be done to ascertain whether desired outcomes are being met.

While information on participant ages were not specified (nor was that particular information collected), it is apparent that there is support for the hapū wānanga programme in Hamilton/Waikato, which would reach young parents. There were low participation numbers in the programme, although recommendations by the author address this by encouraging more attention to engagement with whānau/hapū/iwi, should the programme be funded by the Ministry of Health or District Health Boards.

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Hirini, P. & Maxwell-Crawford, K. (2003). *Te Rau Matatini: Māori mental health workforce development*. In Nikora, L.W., Levy, M., Masters, B., Waitoki, W., Te Awekotuku, N., and Etheredge, R.J.M. (Eds). (2003). *The Proceedings of the National Māori Graduates of Psychology Symposium 2002: Making a difference*. Proceedings of a symposium hosted by the Māori and Psychology Research Unit at the University of Waikato, Hamilton, 29-30 November 2002 (pp.153-156). Hamilton, New Zealand: Māori and Psychology Research Unit, University of Waikato. Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/853>

This conference paper, presented to Māori psychology graduates, highlights the under-representation of Māori in the mental health workforce and discusses this in relation to development of Te Rau Matatini, a national initiative established in 2001. This initiative aims to strengthen and support the Māori mental health workforce by: contributing to Māori mental health workforce policy at a national and regional level, contributing to a Māori mental health workforce which subscribes to excellence in clinical and cultural expertise, expanding and extending the Māori mental health workforce, and promoting rewarding career opportunities in mental health for Māori. This should lead to improved services for tangata whaiora Māori. One of the core functions of Te Rau Matatini is to recruit Māori students into mental health careers, and this paper outlines

strategies for recruitment targeting rangatahi Māori, including a video that is Māori focussed and centred, Māori driven, and features Māori role models in the workforce. The paper also directs the reader to a website, [www.matatini.co.nz](http://www.matatini.co.nz), where more information can be accessed, and is currently available at the time of writing this annotated bibliography.

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Hohepa, M., Kawharu, M., Ngaha, A. & Peri, V. (2010). *Cultural knowledge and identity for wellbeing and success: Trying to make the connections in the north of New Zealand*. Paper presented at BERA Annual Conference, 1-4 September 2010, University of Warwick. Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/5830>

This is a brief research paper presented at a conference that reports on progress and outlines initial findings for a two year project 'Te Wehi Nui a Mamao': Maximising the potential of tribal marae and regional language among youth, which began in July 2008, and was supported with funding from New Zealand's Foundation of Research, Science and Technology. The authors of this paper are researchers from the Universities of Waikato and Auckland.

The main argument of this paper is that secure cultural identity is essential to wellbeing, and cultural identity is important to Māori youth participation and success. It appears that Māori youth are disconnected from tribal identities, so this project aims to examine the meaning of tribal marae and regional language to Māori youth, compare these responses to tribal elders, and create web-based resources that can contribute to developing cultural capacity and capability of Māori youth. Māori, schools, principals and teachers, kaupapa Māori researchers and particularly parents, caregivers, youth and their whānau who are Māori; would be the intended audiences for this paper.

This project's research methods included written surveys completed by 501 Māori students aged between 12 to 18 years from six schools, and 10 focus group interviews with Māori youth. Emerging results show an important interrelationship between experiences of tribal marae, opportunities to learn and use Māori language in communities and schools, and developing important tribal knowledge. Findings were linked to literature sources, though no reference list is provided. The text appears to be notes for delivering a conference paper. However, the project and its findings are promising for Māori youth and their communities and whānau. As the aims of this project are achieved, the impact for Māori youth and their whānau and communities is potentially very positive.

While this project is not described as being specific to Māori youth in Hamilton, it may be possible for this project to inform discussions and research around cultural identity, as well as capacity in relation to wellbeing for Māori youth in Hamilton.

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Merritt, K. (2003). *Rangatahi Wahine: Overcoming the odds – preliminary results*. In Nikora, L.W., Levy, M., Masters, B., Waitoki, W., Te Awekotuku, N., and Etheredge, R.J.M. (Eds). *The Proceedings of the National Māori Graduates of Psychology Symposium 2002: Making a difference*. Proceedings of a symposium hosted by the Māori & Psychology Research Unit at the University of Waikato, Hamilton, 29-30 November 2002 (pp.107-109). Hamilton, New Zealand: Māori and Psychology Research Unit, University of Waikato. Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/860>

This paper, presented at a research symposium, discusses preliminary results from a study concerning identify factors that have contributed to the development of resilience in young Māori girls' lives. The participants in this research were Māori adolescent girls who were then attending a local secondary school in the Bay of Plenty region (aged 12-17). In order to meet selection criteria, the girls also had to be attending the school's Māori Achievers Programme. The research aimed to identify key identity factors that enabled these girls to succeed in the programme – including achievement academically, in sporting activities, as well as cultural and leadership roles. Data collection involved psychometric tests and an essay exercise designed to discuss the girls' life experiences. Initial findings highlighted that resilience to adverse circumstances can be developed through a combination of external and internal factors. In the essay section, participants identified the importance of extended whānau, such as an Aunt or Nan, who provided support for many of the respective participants. Merritt also showed that there are unique combinations of individual attributes that are also characteristic of resilient Māori girls. With these factors in mind, the author highlights the need to build and strengthen external support systems which Māori girls are comfortable accessing. Most interestingly however, the research also indicates that at certain times participants felt they had lost their resilient characters at particular times. While being a symposium presentation of initial results, this paper highlights a number of important issues that need to be considered when working with rangatahi wahine.

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Nikora, L.W., Tamatea, A., Fairbrother, V. & Te Awekotuku, N. (2001). *Te Ahurei a Rangatahi sexual health programme: An evaluation*. Hamilton, New Zealand: Māori and Psychology Research Unit, University of Waikato. Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/456>

This process and impact evaluation of a sexual health programme, conducted by the Māori Psychology Research Unit, was requested by Te Ahurei a Rangatahi. This organisation is a community based charitable trust that delivers a variety of programmes to rangatahi. The evaluation identified two questions to answer: Is Te Ahurei a Rangatahi sexual health programme making an impact on rangatahi, and what is unique about this particular programme? To answer these questions, the researchers conducted an analysis of relevant documents and held interviews with key informants (six programme staff, four agency board members, and 20 education liaison staff).

While the researchers are quick to point out that results are limited without further context and more longitudinal methods, there are a number of useful results from the recommendations that could benefit other similar service providers. In particular when answering their second identified question regarding the programme's uniqueness, the researchers identify the importance of rapport with service users in order to establish a safe environment and the way in which the programme specifically targets Māori rangatahi (while not excluding non- Māori) and the way in which Māori

cultural frameworks are used to facilitate and convey information. The evaluation also includes a general list of recommendations that could also be useful for service providers who are interested in ongoing evaluation of their services, particularly if they are interested in working with educational institutions.

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Paki, H. (2010). *Evaluation of Rongo Ātea Alcohol and other Drug treatment centre for adolescents* (Masters thesis, University of Waikato Hamilton, New Zealand). Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/5769>

This Masters thesis presents an evaluation of the services provided by Rongo Ātea, requested by the then manager. This kaupapa Māori centre exists for youth between the ages of 13-17 with drug and alcohol dependencies. The evaluation was designed to identify any problem areas for the service, and where possible improvements could be achieved, as well as acknowledge the positive and helpful systems currently in place.

Rongo Ātea places priority on Pacific Island and Māori candidates, however if space is available anyone is welcome. The researcher drew upon the work of Mason Durie (2008) to organise themes based on marae encounters that included Whakapiri (Engagement); Whakamarama (Enlightenment); and Whakamana (Empowerment). One of the continuing themes running through this work is how cultural demands and expectations with regards to catering for Māori and Pacific Island people in a Western context proves difficult to manage at times.

Paki conducted both group and individual interviews, while also spending time within the centre, observing and interacting with staff and clients. The centre is very whānau focused and encourages all rehabilitation tools. Such tools can involve activities such as sport, art, as well as study and field trips; with the hope that these new experiences can inspire youth to change. Paki acknowledges that as a kaupapa Māori programme, Rongo Ātea would ideally benefit from kaupapa Māori research, acknowledging her position as a Pākehā (outsider) researcher. However, her research highlights the importance of kaupapa Māori drug and alcohol rehabilitation programmes for young people in Aotearoa New Zealand.

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Rawiri, C. (2007). *Adolescent Māori mothers' experiences with social support during pregnancy, birth and motherhood and their participation in education* (Masters thesis, University of Waikato, Hamilton, (New Zealand). Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/2490>

The purpose of this study was to investigate the role of social support in helping adolescent Māori mothers cope with pregnancy, birth and motherhood, with a particular emphasis on its role in enabling them to continue with education. The research focuses on the experiences and interactions adolescent Māori mothers encounter. Nine interviews were conducted with young Māori women who had become pregnant and continued with their pregnancy, all before the age of 20. The interviews included questions regarding all stages of pregnancy, from learning that they were pregnant through to caring for their child. The interviews also included questions regarding the participants' experiences with education and their future life plans. The thesis provides a useful, but



brief, description of Māori health models and traditional Māori meanings relating to pregnancy. Using a case study approach to presenting the findings, it provides interesting insight into the experiences of these women. The findings highlight the importance of social support and access to education opportunities for those who want it. It also advocates for the provision of bi-cultural antenatal classes.

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Thompson, K., Barnett, A., Levy, M., Wātene, N. & Balzer, M. (2009). *Ngā Tukunga Iho: Empowering whānau, hapū, iwi, to support taiohi to make safe and positive choices with tobacco, alcohol, illegal and other drugs*. Te Rūnanga o Kirikiriroa Trust Inc: Pou Tuia Rangahau (Research & Development) in collaboration with Te Hauora o Ngāti Haua, Waharoa, Morrinsville, p. 1-158.

This collaborative research project was led by Pou Tuia Rangahau, the Research and Development Unit of Te Rūnanga o Kirikiriroa Trust Inc. It also involved contributions from Te Hauora O Ngati Haua, an iwi-based health provider, Rongo Ātea, a residential kaupapa Māori alcohol and other drug programme for adolescents, and Te Ahurei a Rangatahi, a youth health provider. The aim of this research was to gain a better understanding of the factors that influence the choices made by Māori youth in relation to their decisions to start or continue to use tobacco, alcohol, illegal and other drugs. The research particularly focused on the role of whānau in influencing such decisions. Other contextual factors such as gender and whether participants were based in urban or rural areas were also considered. Five focus groups with Māori youth aged 13-17 years old were conducted (a total of 32 participants). A total of 26 parents/caregivers of Māori youth aged 13-17 were involved in their own focus groups. Three stakeholder interviews were also conducted with the Chief Executive of Te Hauora o Ngati Haua, the Manager of Rongo Ātea, and the Manager of Te Ahurei a Rangatahi.

From the findings three key themes were identified. The first was the extent to which the physical harms of smoking were identified, with Māori youth being extremely knowledgeable in relation to these. The second finding was the identification by participants the impacts of alcohol-related harm on their lives and the lives of those around them. The third theme of interest was that the most common harm associated with illegal drugs was cognitive/emotional harm, such as brain damage, memory loss, mood and/or behavioural issues, as well as anger and violence. While the research resulted in many significant findings, the impact of differing world views as a result of the wider environment or community (e.g. positive vs negative) was the major finding to emerge regarding the characteristics of Māori youth who engage in substance use and those who did not. The research concludes that community based strategies are needed that are adequately resourced, grounded within the communities in which they are located, recognise the uniqueness of each community and the specific issues of relevance to them.

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## Social Service Related Literature

Black, R. & Cox, A. (2012). Window on Poverty: Employment Skill Shortages Opportunities for Young People in the Waikato. *Poverty Action Waikato*, 2, 1-33. Retrieved from <http://www.slideshare.net/PovertyActionWaikato/employment-skills-shortages-opportunities-for-young-people-in-waikato>

This report documents issues of poverty for rangatahi in the Waikato area, particularly in relation to employment, skills shortages and opportunities. The report is divided into three sections. These sections cover the stories of Waikato rangatahi, available statistics relating to employment, and lastly a discussion of skill shortages and some of the factors that impact on current or potential skill shortages. While the authors try and utilise Waikato information and statistics wherever possible, due to a lack of information in this area, national statistics are frequently used.

The findings of the report highlight the importance of this issue to the Waikato region, in particular regarding the need for rangatahi to be productive through employment, education, and/or training. The statistics show that there is a drop in the percentage of young people who leave school with less than a NCEA Level 1 Qualification. However, the authors report that there is still a significant gap between Pākehā and Māori rangatahi achievement. They consider there to be a considerable need in which to further develop and nurture the achievements of Māori rangatahi in order to match those of Pākehā rangatahi at all educational levels. They also recommend that any employment trends or other relevant information should be clearly communicated to rangatahi in order to better support their education and their future careers.

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Goodwin, D. & Molenaar, S. (2010). *Service Development: Children of parents with mental illness*. Hamilton, New Zealand: Linkage Trust.

This text documents the development of a model for a service that provides for children of parents with mental illness (COPMI) in the Waikato. This is a large document, a collation of 16 smaller documents, which includes: A background and recommendations paper, information on the steering group and meetings, community engagement and consultation forums, an online survey including results, the stakeholder list, monthly project reports, service specification, budget, registration of interest, inaugural COPMI conference reports, initial prioritisation proposal, research report, literature review, e-learning information, and resources for service providers. The document was put together for Te Puna Oranga (of the Waikato DHB), but would be informative for community, health and mental health services for children, young people and families.

Various research methods were used in the consultation process, including the use of a steering group, surveys, and forums with community service providers, young people and parents with mental illness. The author identifies critical success factors for the COPMI programme from literature and consultation processes. This work is useful for service providers as it includes the interests of young people of parents with mental illness – particularly, their perspectives on what young people need from a potential COPMI service. The documentation of each process in the

service development of COPMI was very thorough, and would be helpful for people undertaking similar service development work.

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Goodwin, D., White, C., & Ranginui-Charlton, M. (2008). *Making the most of maternity services: Consumer consultation for Waikato Primary Health and Y1 Champions project steering group*. Hamilton, New Zealand: Waikato Primary Health.

This is a report on a consultation process that took place with consumers of maternity services in Hamilton and Huntly in order to inform plans for enhancing maternity services, and identify any improvements from a consumer/user perspective. The main audience for this report would be Waikato Primary Health and Maternity Service Providers. Information was collected using focus groups and a survey. Participants were women from high-needs populations – particularly young Māori, with low income and low educational qualifications. Up to 78% of the Hamilton based participants could be classified as youth.

The main discussion points included satisfaction with midwife, GP, nurse and Well-Child services, referral to, accessibility and use of services, services working together and sharing information, other services and supports, the best ways to receive information, antenatal and parenting education, and what's important in a service. The most important things to participants were caring maternity providers who were able to make home visits, follow through with care and provide good information about what other services are available to them. Women were mostly satisfied with maternity services but talked about areas that could be improved on which are incorporated in several useful recommendations.

The document has a lot of helpful graphs and charts throughout to describe quantitative information, and summaries of key findings are reported in bullet points. It provides a relatively unique and important perspective of young Waikato (predominantly Hamilton) mothers on maternity services available.

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Goodwin, D. (2003). *A collaborative approach to improving youth mental health*. In Nikora, L.W., Levy, M., Masters, B., Waitoki, W., Te Awekotuku, N., and Etheredge, R.J.M. (Eds). (2003). *The Proceedings of the National Māori Graduates of Psychology Symposium 2002: Making a difference*. Proceedings of a symposium hosted by the Māori and Psychology Research Unit at the University of Waikato, Hamilton, 29-30 November 2002 (pp.153-156). Hamilton, New Zealand: Māori and Psychology Research Unit, University of Waikato. Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/852>

This is a paper presented at the National Māori Graduates of Psychology Symposium at the University of Waikato in 2002. The paper discusses the inception and development of the Whai Marama Youth Connex service approximately seven months after Goodwin was recruited as the manager. Whai Marama is a bicultural youth mental health service based in Hamilton, and this paper presents a critical focus on the concept of collaboration as a key value of the service. Goodwin has a strong background in youth mental health work and research and evaluation in Hamilton. She notes that little research has been done on the effectiveness of collaborative services at that time and she

concludes that future, planned evaluations of the service with a focus on collaboration will be useful. A point of interest in this paper is the author's interpretation of the concept of collaboration in relation to a marae framework. People who work in youth services, and/or have an interest in the youth mental health sector may find this paper useful.

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Masters-Awatere, B., Scanlen, A., Corry, J., Ngata, R., Ellis, D., Mueller, S., Little, G., Philp, R. & Soper, B. (2007). *An external evaluation of Phat Pak process and structure: Volume 1: Evaluation report. Report prepared for Phat Pak Governance Group, Waikato.* Hamilton, New Zealand: Māori & Psychology Research Unit, University of Waikato. Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/2046>

This evaluation was conducted to better understand the perceptions of people involved with the Phat Pak programme, specifically the four areas identified in the Phat Pak service specification plan (Youth Participation, Communication strategies, Decision Making Processes and Skills Development). The evaluation was the fourth conducted for this programme, with the first done closely upon completion of the first campaign, and the second followed the programme's second campaign. An external evaluator who assessed the outcomes of the campaigns conducted the first two evaluations. The third was conducted a few years after the Phat Pak programme was first delivered; this was conducted internally and focused on processes, successes and improvements. This resource presents an examination of the processes and effectiveness of Phat Pak since 2005, when the Governance Group structure was implemented.

This document provides a useful example of programme evaluation; it is especially useful due to it being the fourth conducted for the same programme. The literature review provides some good further reading resources as the sources used are local, international and best practice sources on youth programmes, and literature focusing on the importance of youth actively participating in developing rather than only consuming programmes developed for youth, and some sources on how to achieve these results. Of particular significance is how evaluations can focus on a number of aspects of programmes, with this evaluation identifying the importance of assessing how processes for delivering a programme is occurring and what improvements can be made. The evaluation provides a brief view on assessing programmes impacts, yet focuses on programme processes that also require evaluation. This resource should be read in conjunction with the appendix document described in the next annotation entry, which provides the data collection forms and detailed analyses used in the evaluation.

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Masters-Awatere, B., Scanlen, A., Corry, J., Ngata, R., Ellis, D., Mueller, S., Little, G., Philp, R. & Soper, B. (2007). *An external evaluation of Phat Pak process and structure: Volume 2: Evaluation report. Report prepared for Phat Pak Governance Group, Waikato.* Hamilton, New Zealand: Māori & Psychology Research Unit, University of Waikato. Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/2047>

This second volume of the evaluation research includes the appendices to the evaluation report. The appendices consist of the information sheets, interview protocol, interview schedule,

demographic sheets, post interview notes, youth questionnaire, archival framework, in-depth analysis of results, participant diagrams and the general structure of Phat Pak. Any researcher wanting to conduct or design a similar evaluation would find these tools useful.

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Taylor, E. (2013). *Zeal Voice proposal*. Unpublished document. Hamilton, New Zealand: Zeal Education Trust.

This document is a proposal for funding projects or strategies for the youth organisation 'Zeal'. The main argument is that there is a need to create an environment that promotes alternative positive associations with music, as opposed to alcohol consumption – which can be harmful for youth. The author is part of Zeal Voice, the advocacy component of Zeal, who outlines strategies that could contribute to alternative movements in music. A small amount of literature and websites, and anecdotal evidence from the Zeal service, was used in the compilation of this document.

This document provides a simple, effective, convincing argument for the need to engage with musicians with the goal of creating a positive environment that does not promote harmful alcohol consumption. However, the proposal could have been strengthened with more evidence from literature sources. The strategy for song writing could be a useful tool for songwriters and musicians to bring an advocacy element into their songs. The Zeal organisation has recently opened in Hamilton, therefore this strategy and approach with young people and music outlined by Taylor should be being utilised in the Hamilton community. Further research into Zeal and the strategy's efficacy in Hamilton – possibly evaluative – will be useful.

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Taylor, E. (2013). *Alcohol product placement and brand-dropping in popular music*. Unpublished document. Hamilton, New Zealand: Zeal Education Trust.

This document is a compilation of brief research notes from literature and a web search. The author, Taylor, appears to be involved with the youth organisation 'Zeal', which has a base in Hamilton. There are no clear arguments or conclusions in the notes, although links are able to be drawn from the contents; that there is targeted marketing of alcohol in popular music – lyrics and music videos – which leads to higher sales of some alcohol products.

These notes may be the building blocks for a more substantial document about the relationship between music, marketing and alcohol consumption among youth. The notes indicate that there may be research or work being done in these areas in Hamilton. The author could have identified a common trend among youth in the community and decided to do some initial research on this to inform a more comprehensive research project. The topic area has a lot of potential, but the notes are limiting in that there is no clear communication of the basis of these research notes, whether they are based on concrete data, or anecdotal evidence.

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## Discussion

From the material sourced by the Rangatahi Research Team it is apparent that there are a number of positive research initiatives that have been conducted in the Hamilton region concerning young people. In particular, youth seem a popular subject focus for academic researchers – particularly for Masters and Doctoral students. These studies frequently aim to ‘give voice’ to young people, providing useful understandings of youth-orientated groups and practices. These are relatively easy to access online, through institutional databases such as Wintec’s Research Archive at [www.researcharchive.wintec.ac.nz](http://www.researcharchive.wintec.ac.nz) or the University of Waikato’s Research Commons at [www.researchcommons.waikato.ac.nz](http://www.researchcommons.waikato.ac.nz). Both of these databases are public access, and provide readily available academic research that can be used by social service organisations and policy makers.

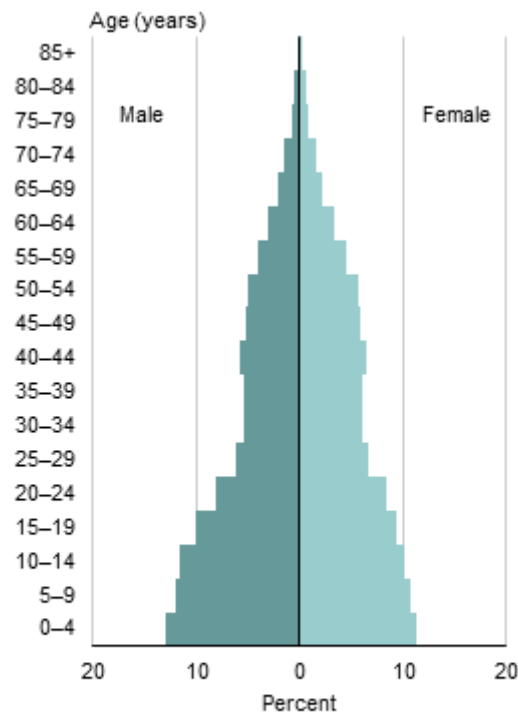
There are also a variety of research initiatives that are being conducted outside of academic institutions. These can, at times, be difficult to locate besides specific requests to specific organisations. Some can be sourced via internet sites – such as Government departments – however others do not have the time or resources to maintain online archives of hard copy materials. Such research provides a particular focus on ‘real world’ solutions and is understandably more applied when compared with theses (for example) or some other academic works (although it is important to note that there is also academic research that is applied in nature).

Therefore, what is needed is a collaborative approach to research between academic institutions and social services. This is frequently the aim or strategic goal of academic institutions, and so research pertaining to groups such as youth (such as that annotated in this document) provides a relevant example of how academic and applied research can be combined collaboratively to promote and support social change. Future research concerning youth should combine a ‘giving voice’ approach with a ‘practical solutions’ approach. For example, research that aims to inform policy makers should include and incorporate youth experiences and opinions (giving voice) with practical recommendations, strategies, and initiatives that can help address youth issues (practical solutions). Media reports such as those regarding contestations of public spaces such as Hamilton’s Garden Place (for example reports such as Bowen & Wishart, 2013<sup>2</sup>) highlight public concerns regarding issues for youth that require practical, inclusive approaches.

A particular area of need in youth research in Hamilton is kaupapa Māori research. While there is much that has already been done, as indicated by the annotations contained in this document, there is still much to be done. According to Statistics New Zealand 2013 Census Data, 21.9% of the population in the Waikato Region are Māori, compared with 14.9% nationally. The median age of Māori people in the Waikato Region is 23.6 (which is still under the maximum age of 24 to be considered youth according to New Zealand Government Departments, such as the Ministry of Business, Innovation and Employment), and 34.2% of Māori are aged under 15 years in the Waikato Region. Figure 1 below shows the age distribution of Māori people in the Waikato Region.

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<sup>2</sup> Bowen, M. & Wishart, M. (2013). Garden place violence a ‘growing problem’. Retrieved from <http://www.stuff.co.nz/waikato-times/news/9330672/Garden-Place-violence-a-growing-problem>



Source: Statistics New Zealand

**Figure 1. Age distribution of Māori people in the Waikato Region.**

The Waikato Region then is characterised by a strong cohort of young Māori. This identifies them as a potential area of need in relation to practical, applied research.

Further, a common theme amongst many of the references sourced for this document is the importance for both Māori and non- Māori of social supports and whānau. The importance of context has been highlighted across a range of research across the four areas identified in this annotated bibliography. For example, for Māori rangatahi the importance of the marae, or (re)establishing connections to marae, cannot be emphasised enough. For non- Māori there is also a need to investigate the contextual factors that can influence or otherwise contribute to a positive contribution to society. This is one area that we have identified as a potential next step for the Rangatahi Project, however identifying the next step needs to be conducted in collaboration with service providers and other relevant parties.