



# Children and Young People First: Analysis of Engagement with Children and Young People for the Auckland Plan

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# Children and young people first: Analysis of engagement with children and young people for the Auckland Plan

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Auckland Council

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## Executive summary

This report describes an engagement process that was conducted as part of the preparation of the draft Auckland Plan. This engagement process sought to find out what ‘Putting children and young people first’ means to children and young people themselves, and was successful in gathering the views of nearly 5000 younger Aucklanders.

In recent years there has been increasing recognition internationally and in New Zealand that children and young people have a right to have their voices heard, and that opportunities should be created for them to participate in both central and local government decision-making (Freeman and Aitken-Rose, 2005a). The engagement process described in this report reflects the growing awareness at Auckland Council of the importance and value of enabling children and young people to participate in the development of plans and policies that will affect them.

The engagement process involved workshops, one-on-one interviews with ‘at risk’ youth, hui with rangatahi (Māori young people), an online survey, and ‘postcards’ onto which children and young people could write their responses to the three engagement questions. This report describes this engagement process in some detail, but the analysis is focused on the more quantifiable elements of the data collected: the online survey and the postcards.

The main themes in the responses of children and young people to the three engagement questions are shown below.

### Question One: Putting me first means ...

- Prioritising me, as an individual: many children and young people interpreted this question literally and wrote about ways that they, as opposed to children and young people generally, could be prioritised.
- Empowerment and opportunities: many young people wrote simply about more opportunities in general, whereas others wrote about specific opportunities in areas such as education, employment, career development and cultural expression.
- More fun, activities and more recreational infrastructure (particularly sporting facilities).
- Being special, important, wanted and/or valued.
- Giving youth a voice: many children wrote about the importance of expressing their views and having these views acted upon.
- Improving access to and affordability of transport and facilities: while a number of children simply stated that more things should be cheaper or free, several made specific comments about the expense of public transport and facilities such as swimming pools.
- Caring and safety: children and young people wrote about a desire to feel safe in public spaces and while travelling around Auckland, and to be part of a family that cares for and looks after them.
- Belonging and contributing to family, whānau and community: a number of children and young people wrote about the importance of meeting the needs of all people and expressed a desire to help others and contribute to the wider community.

There was significant overlap between the responses to questions one and two as many young people commented that ‘putting me first’ means that Auckland Council or parents or adults should take action of some kind.

Question Two: Actions that will help me be the best I can be are...

- Actions the child or young person could take themselves: such as making good choices, avoiding harmful habits, treating others well and, particularly, good behaviours in relation to education.
- Better education: through improving funding and reducing costs for school and/or university, improving the quality of teachers and/or school equipment, and increased opportunities to learn to read.
- Focusing on youth and/or youth having a voice: as with question one, children and young people wanted to have their voices heard and acted upon by decision-makers.
- Support, encouragement and/or opportunities: as in question one, children and young people wrote about increased opportunities of many different types. They expressed a desire for support and encouragement, particularly from friends, parents and teachers.
- Improving public transport and/or roads.
- More fun events and/or activities.

Barriers to children and young people being 'the best they can be' were identified as:

- Family violence
- Poor transport options
- Drug and alcohol use
- Unhealthy environments
- Poverty

Question Three: The best thing about Auckland is...

- Beauty of environment and/or features of the natural environment – parks, beaches, views.
- Things to do and/or places to go: such as swimming pools, playgrounds, skate parks, festivals and events.
- Nice friendly people and/or great community.
- Libraries and/or tourist attractions (such as Kelly Tarlton's, Auckland Museum and Rainbow's End).
- Sky Tower and/or Auckland Harbour Bridge
- Shops and/or malls.
- Cultural diversity.
- School and/or education.
- My home and/or my family and friends are here.

Auckland Council staff worked with the Foundation Youth Advisory Panel (FYAP) to identify the most important values expressed in the postcards gathered during the youth engagement process. These values are:

- I have a voice, am valued and contribute
- I am important, belong, am cared about and feel safe
- I am happy, healthy and thriving
- I am given equal opportunities to succeed and be given a fair go
- I can get around and get connected
- Auckland is my playground
- Kia ora rawa atu e nga rangatahi kaota (all rangatahi will thrive)

This engagement process incorporated many aspects of youth participation best practice by involving young people in the design of the process, including a diverse range of children and young people, and using youth-friendly language, environments and media. However, there were some limitations to the process in relation to the wording of the questions and the lack of in-depth data.

The results of this engagement process have played a role in informing Auckland Council policy and planning. In the Auckland Plan, the importance attached to the needs of children and young people are particularly apparent in the following:

- Transformational shift: Dramatically accelerate the prospects of Auckland's children and young people.
- Strategic direction 1: Create a strong, inclusive and equitable society that ensures opportunity for all Aucklanders
  - Priority 1: Put children and young people first.

The information gained through this engagement also led to a commitment to develop a Children and Young Peoples' Strategic Action Plan, which will describe how Auckland Council is acting at regional and local levels to support children and young people to achieve their goals.

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## 1.0 Introduction

This report describes an engagement process that was conducted as part of the preparation of the draft Auckland Plan. This engagement process was intended to find out what ‘Putting children and young people first’ meant to children and young people, and was successful in gathering the views of nearly 5000 younger Aucklanders.

In recent years there has been increasing recognition internationally and in New Zealand that children and young people have a right to have their voices heard, and that opportunities should be created for them to participate in both central and local government decision-making (Freeman and Aitken-Rose, 2005a; Ministry for Social Development, 2003; 2004; Ministry of Youth Affairs, 2003). This trend arises from a growing government (Ministry for Housing and Local Government, 1969) and academic (Arnstein, 1969) interest in participatory planning processes, and from increased attention to the rights of children and young people precipitated by the 1989 UN Convention on the Rights of the Child.

The literature on engagement with children and young people identifies that opportunities for children and young people to be involved need to be meaningful and attractive to children and young people. A number of scholars have argued that the large number of initiatives undertaken to date by local authorities have done little to challenge the marginalised position of young people as they are unable to influence the structure, substance or outcomes of their participation (Freeman and Aitken-Rose, 2005b: 397; Vromen and Collin, 2010: 98). Efforts therefore need to be made to ensure participation enhances children's well-being and is an enabling process (Freeman and Aitken-Rose, 2005a: 230). Getting engagement with children and young people right is important because “poor participatory mechanisms before the age of enfranchisement are very effective in training young people to become non-participants in the future” (Matthews and Limb, 2003: 175). Suggestions for best practice can be usefully divided into those that attend to the level of participation and those that are concerned with the mode or context of participation. The table below shows several typologies of levels of participation.

Table 1: Levels of participation

<i>Arnstein (1969)</i>	<i>Hart (1992)</i>	<i>Treseder (1997)</i>	<i>Shier (2001)</i>	
Citizen control	Youth-initiated, shared decisions with adults	Youth-initiated, shared decisions with adults	Young people share power and responsibility for decision-making	
Delegated power	Youth-initiated and directed	Youth-initiated and directed		
Partnership	Adult initiated, shared decisions with adults	Adult initiated, shared decisions with adults	Young people are involved in decision-making processes	
Placation	Consulted and informed	Assigned but informed	Young people's views are taken into account	
Consultation	Assigned but informed	Consulted and informed	Young people are supported in expressing their views	
Information	Tokenism		Young people are listened to	
Therapy	Decoration			
Manipulation	Manipulation			

Source:  
(Barber,  
2009: 29)

These authors argue that participation in government decision-making should avoid manipulation, decoration, and tokenism. The typologies that are specific to children and young people (Hart, 1992; Treseder, 1997; Shier, 2001) suggest that more meaningful participation is youth-initiated and characterised by shared decision-making.

In terms of the mode or context of participation, a number of best practice principles are identifiable in the literature. It is suggested that engagement with children and young people should be:

- Youth-led. This involves going to young people's spaces rather than expecting them to come to agencies and organizations, and using their existing networks (Vromen and Collin, 2010: 104, 107).
- Incorporated in the core business of the organization in a systematic and sustained way rather than limited to high-profile projects (Vromen and Collin, 2010: 104). This requires a willingness to revise existing structures or processes to accommodate children and young people (Freeman and Aitken-Rose, 2005b: 392)
- Creative and fun for young people. Youth culture oriented approaches that are informal and include fun activities, incentives and youth-friendly language are needed to challenge the vision of council as remote and uninterested (Freeman and Aitken-Rose, 2005b: 391; Vromen and Collin, 2010: 104, 107).
- Sensitive to the diversity of children and young people. This involves recognition that there is no single, authentic youth 'voice', and efforts to make participation accessible to a wide range of children and young people (Freeman and Aitken-Rose, 2005a: 232).

The engagement process described in this report reflects this growing awareness of the need to meaningfully involve children and young people in local government planning processes, and incorporated many of these best practice principles.

## 1.1 Political context

The legislation establishing Auckland Council required the development of a spatial plan for Auckland, addressing long-term social, economic, environmental and cultural objectives. The scope of this plan extends significantly beyond the mandate and resources of Auckland Council and requires a collaborative approach with central government and others.

This spatial plan – the Auckland Plan – is the overarching strategic document for Auckland. It sets out the vision of becoming the most liveable city in the world and describes the transformational shifts and strategic direction required to achieve this over the next 30 years.

As part of the development of the Auckland Plan, two documents were produced – Auckland Unleashed and the draft Auckland Plan. Auckland Unleashed set out ideas and initial proposals and was a means of engaging with all stakeholders and expanding the pool of information and ideas for the future of Auckland. "Putting children and young people first" was identified as a priority in Auckland Unleashed because it was felt that creating a child-friendly city was integral to creating a more liveable city for all. Other reasons for focusing on children and young people include:

- Those under 25 make up almost 40% of Auckland's population, rising as high as 52% in some areas.
- Children and young people are big users of local authority services: libraries, swimming pools, parks, recreation facilities and transport.

- The energy of children and young people, their vision for the future and their sense of being part of a vibrant Auckland are a vital resource for Auckland and for the country as a whole.
- Auckland's children and young people reflect the increasing diversity of Auckland.

Public feedback on the strategic priorities in Auckland Unleashed showed strong overall support for the priority of putting children first, and a desire for tangible actions to achieve this, as described in the next section.

During the feedback phase on Auckland Unleashed, Auckland Council gathered information through a youth summit attracting around 100 young people from Youth Advisory Panels<sup>1</sup> across Auckland, and through a small number of young people who happened to attend the council-run community summits. It became increasingly obvious that the voices and opinions of only a small number of children and young people had been heard and that these voices represented those already engaged with local government, rather than Auckland's children and young people more broadly. This is a phenomenon that has been noted in many contexts – although young people desire a voice and are active in the community, their rates of participation in standard political processes are generally very low (Freeman and Aitken-Rose, 2005b: 379).

The engagement process described in this report was conducted to inform the draft Auckland Plan, a document that followed Auckland Unleashed and built on the feedback received and further research and analysis undertaken by council staff. The low level of feedback on Auckland Unleashed that came directly from children and young people was a trigger for the youth engagement described in this report. Auckland Council considered that it needed to show it was serious about putting children and young people first, and that the draft Auckland Plan needed to be informed by the views of the children and young people themselves.

## 1.2 Summary of Auckland Unleashed submissions

There were 437 submissions made in response to Auckland Unleashed that related to children and young people. Of those submissions, a large proportion mentioned children and young people as part of larger submissions on general issues. The majority of feedback was positive and in favour of putting children and young people first.

Submitters suggested that Auckland Council must consider a diverse range of complex issues in order to help children and young people to reach their potential. Examples of these issues are:

- provision of sport and recreation through parks and open spaces (sport and recreation was seen as important in creating healthy lifestyles for children and their families and as a mechanism for reducing youth related crime);

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<sup>1</sup> When elected, Mayor Len Brown announced the establishment of an interim regional youth body as one of his '100 days' projects. A Foundation Youth Advisory Panel (FYAP) was established in February 2011 to develop a permanent youth participation model and, in particular, recommend a local infrastructure to replace the legacy youth councils and forums by 2012. In 2012, the Youth Advisory Panel was formed with a representative from each Local Board Area. The terms of reference for the Youth Advisory Panel are as follows:

- Identify and communicate to the Council the interests and preferences of the youth of Auckland in relation to:
  - the content of the strategies, policies, plans, and bylaws of the Council, especially the economic development strategy; and
  - any matter that the Panel considers to be of particular interest or concern to the youth of Auckland.
- Advise the Mayor and the Council's Governing Body and Local Boards, of the Council processes and mechanisms for engagement with the youth in Auckland; and
- Engage with Local Boards on youth issues.

- the impacts of unaffordable housing on the health and well-being of families and children; and
- the impacts of harmful environments on children and young people such as alcohol outlets, gambling venues and street prostitution.

There was agreement that the priority of putting children and young people first needed to be interwoven throughout the Auckland Plan document in order to enhance this priority and influence, guide and impact on all areas of Auckland Council.

A small proportion of the feedback was negative and it was clear that these submitters felt that central government should be facilitating this area of work rather than local government. This was countered by the large number of submissions in favour of Auckland Council leading this area of work. Submissions received suggested that, in order to put children and young people first and provide opportunities for every child to reach his or her potential, there must be the following tools in place:

### **1.2.1 Child impact assessment**

Submissions approved of the proposal in Auckland Unleashed to utilise child impact assessment as a tool for ensuring that children and young people are kept as a top priority:

The priority given to children and young people in section 5 of the Auckland Unleashed is excellent. I am particularly pleased to see proposals to build children's interests and perspectives into council business through child youth impact reports (Office of the Children's Commissioner; submission #202).

The Commission also welcomes the proposal for child impact reporting for all council projects and programmes as a means of better ensuring that children and young people are adequately considered and provided for (Human Rights Commission; submission #1716).

### **1.2.2 Advocacy within council**

A large number of youth sector submissions received suggested senior executive appointments across council to co-ordinate the child and youth objectives and projects:

In endorsing this priority, we would suggest that the council appoints its own internal advocate for children and young people, who would not only devise specific policies for this purpose, but also consider how other council policies impact on these particular groups (Massey University; submission #1189).

### **1.2.3 Rights based frameworks**

A number of submitters cited the Child Friendly Cities and United Nations Rights of the Child as potential frameworks and tools for council to use in developing their children and young people's priorities. It was also noted through the feedback that council was already on track in terms of recognising the rights of children and young people through the priority of putting them first.

### **1.2.4 Civic participation**

Auckland Council received a large number of submissions detailing the importance of children and young people having a voice and being “Citizens Now”. This was echoed in a youth sector expert’s workshop.

Achieving this requires a change in the way children and young people are viewed and understood. It means raising the status and profile of children in society and keeping pace with the changes in children and young people’s lives. If Auckland Council is to design good policies and services for children and young people and help them to reach their potential, they need to listen to their concerns, and make changes to meet their needs (Mental Health Foundation, Youthline Charitable Trust, Youthworx and YWCA Auckland; submission #1209).

### **1.3 Structure and limitations of this report**

In the chapters that follow, we describe the engagement and data analysis processes before outlining the characteristics of those who participated in the engagement and results from the postcard responses and responses to the online survey. The conclusion summarises the results and reflects both on what has been learnt from this process and on what has been done with the data.

Although this report was not intended as an evaluation of the engagement process, the limitations of the process and lessons for future engagement have been identified where appropriate. Furthermore, although the results of this engagement process are presented as research findings in the pages that follow, it is openly acknowledged that the engagement process was not conceived as a research project and was not designed to provide answers to clear research questions. It was decided that, despite the limitations of the engagement process, the time and effort of the children and young people involved in the process should be honoured by making their views available in this report.

## 2.0 Engagement process

In response to the low level of feedback on Auckland Unleashed that came directly from children and young people, a process of youth engagement was designed and carried out between 13 and 27 June 2011. The intention was to connect with as many children and young people as possible during this period in order to capture their views on what “Putting children and young people first” means.

A project plan was developed that took consideration of the Code of Ethics for Youth Work in Aotearoa New Zealand (see Appendix A). Support and advice was sought from various youth agencies, youth workers and consultation and engagement experts to ensure that all participants were looked after, interviews were conducted in a safe manner and individual confidentiality was maintained.

An attempt was made to incorporate a number of youth engagement best practice principles:

- Youth-led: through working closely with the Foundation Youth Advisory Panel and by approaching young people in their own environments
- Creative and fun for young people: through the use of youth-friendly language and postcards.
- Sensitive to the diversity of children and young people: through efforts to reach as many children and young people as possible, and to include the voices of marginalised youth and rangatahi (Māori young people).

### 2.1 Questions

Three questions were asked of children and young people.

1. Putting me first means...?
2. Actions that will help me be the best I can be are...?
3. The best thing about Auckland is...?

The development of the first two questions was guided by the desire to maintain alignment with the priorities and actions set out in Auckland Unleashed, and to use language accessible to younger Aucklanders. The third question reflected Auckland Council officers’ desire to understand what children and young people like about Auckland and what locations, activities and events work well. The intention was to encourage asset-based thinking rather than deficit-based thinking.

Data was also collected on age, gender, ethnicity and location.

### 2.2 Media of engagement

Postcards were used as a mechanism to reach as many children and young people as possible, and to ensure the same questions were being asked across the region. Postcard design and wording was approved by the Foundation Youth Advisory Panel. Ten thousand postcards were printed and distributed through face-to-face engagement, and 4795 completed postcards were received by council officers.

Figure 1: Postcard

**We're creating an Auckland that puts children and young people first.**

To help us do that, we need your thoughts. So please, answer the questions below then hand in or put me in the post. Thanks.

Free Post Authority 237170  
Auckland Council  
Private Bag 92300  
Auckland 1142

4640

1. Putting me first means... *that I am treated equally to everyone in the community*

2. Actions that will help me be the best I can be are... *studying hard, having understanding friends and family*

3. The best thing about Auckland is... *the people, shopping centres, sky tower, Harbour Bridge and the temples*

Age *14* Gender *Female* Suburb where I live *Hornby* Ethnicity *Indian*

**MAKE AUCKLAND AWESOME**

Auckland Council  
Kaitiaki Take Kōwhiri

An online survey was also created and sent out via links to the community and youth organisations. One way in which this survey was promoted was via a Facebook page set up by the Foundation Youth Advisory Panel. 138 online responses were received. These responses were analysed along with the postcard data, rather than separately.

Figure 2: FYAP Facebook post

**YOUTH SPEAK** Auckland Youth shared a link. November 3, 2011

Tell us what you think! Auckland Council is making its plans for the next 30 years - and want to hear from youth! Hurry - you've got till Friday.

**Auckland Council**  
Te Kaitiaki o Tāmaki Makaurau

**Engage**  
engage.ubiquity.co.nz

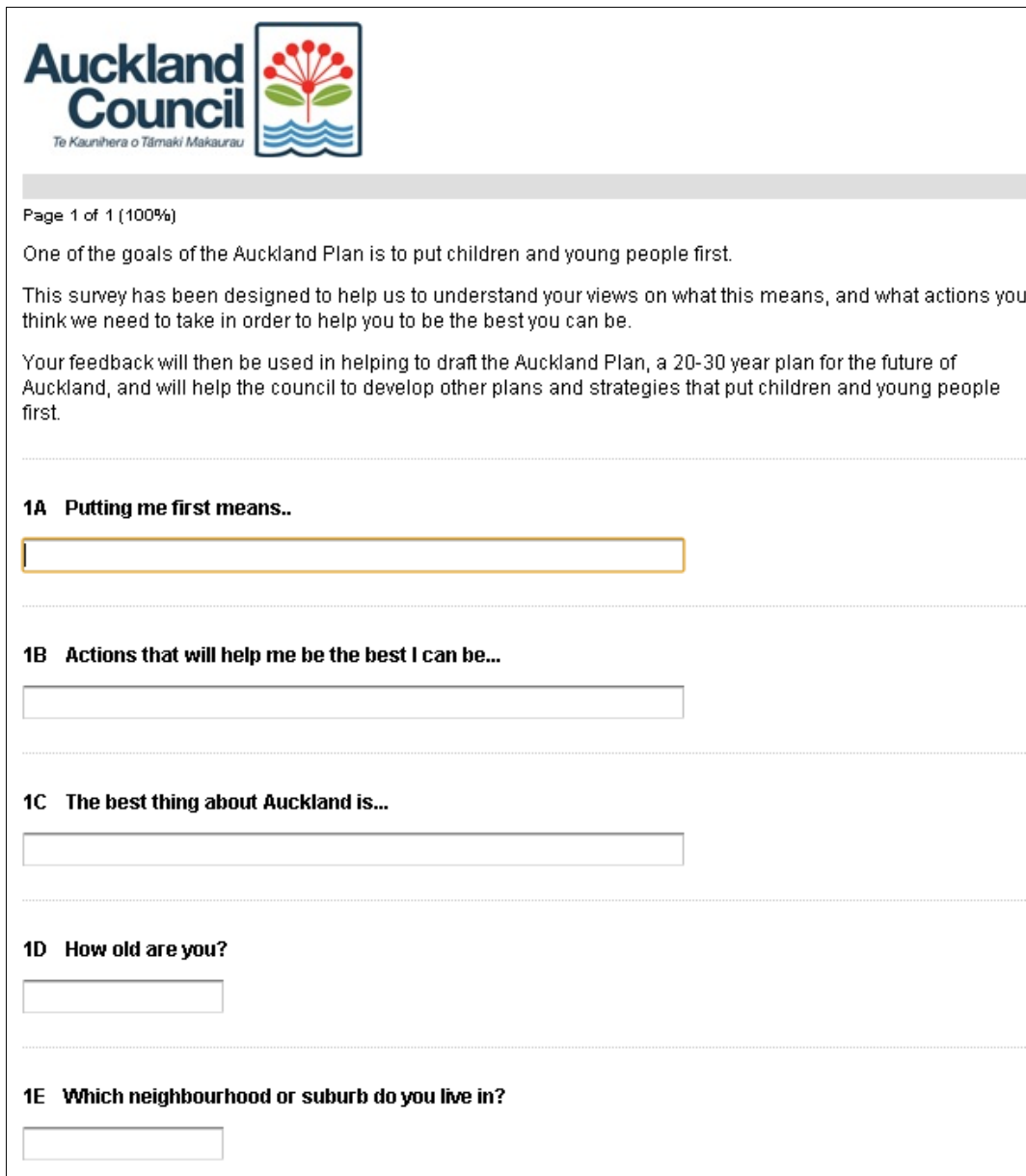
Once submissions close, a summary of what people have said will be prepared. At a later date the Auckland Council will hold meetings to consider all

Like · Comment · Share

Information was sent out through council networks and associates to garner support for the distribution of postcards across Auckland. Within three days of requesting support to connect with children and young people, council staff had mobilised 37 youth organisations to work with them. Schools, early childhood, after school care and various other youth-focused organisations contacted the project team to request workshops and resources in order to get their children's and

young people's voices into the project. This resulted in about 50 workshops based in school, alternative education, club and youth organisation settings. Numbers of participants in these workshops ranged between 30 and 50.

Figure 3: Online survey



**Auckland Council**  
Te Kaunihira o Tāmaki Makaurau

Page 1 of 1 (100%)

One of the goals of the Auckland Plan is to put children and young people first.

This survey has been designed to help us to understand your views on what this means, and what actions you think we need to take in order to help you to be the best you can be.

Your feedback will then be used in helping to draft the Auckland Plan, a 20-30 year plan for the future of Auckland, and will help the council to develop other plans and strategies that put children and young people first.

---

**1A Putting me first means..**

---

**1B Actions that will help me be the best I can be...**

---

**1C The best thing about Auckland is...**

---

**1D How old are you?**

---

**1E Which neighbourhood or suburb do you live in?**

In addition to the postcards, online survey and workshops described above, ten face-to-face interviews with vulnerable youth were conducted, and face-to-face hui/workshops were held to engage Māori children and young people. These final two methods of engagement are described below.

Although information from workshops and interviews has been important in aiding council officers' understanding of the aspirations and needs of younger Aucklanders, this material is not presented and analysed in this report. The focus of this report is on postcard responses and responses to the online survey, as the large sample size and the consistency of questions was seen as an opportunity for quantitative analysis. The more in-depth qualitative material gathered in interviews



and focus groups was not recorded in a sufficiently consistent manner to enable systematic analysis.

## 2.3 Targeted engagement with ‘at risk’ children and young people

The face-to-face interviews with disengaged young people provided insight in to the lives of young people who would not normally connect with council. Support was given by New Zealand Police to connect with ‘at risk’ young people who were not well connected with their communities and were in some cases disengaged from family and whānau (extended family). Interviews took place in various locations and, where necessary, young people were accompanied by caregivers, New Zealand Police or youth work support.

This work was conducted under strict guidelines and processes to ensure the safety and protection of the children and young people being interviewed. All one-on-one interviews were conducted by the same staff member to ensure that similar questioning and processes were followed. These interviews were critical to understanding the actions that need to be taken in order to help marginalised young people to be the best they can be.

## 2.4 Rangatahi Tū Rangatira engagement

In recognition that Māori are often not engaged effectively, an effort was made to seek understanding of rangatahi worldviews. Fundamental to this project was the question: How does council best engage with rangatahi and youth to ensure that their needs and aspirations are consistently met (and put first)? The Rangatahi Tū Rangatira engagement process was developed by the Community and Cultural Strategy Unit, Māori Strategy and Relations Department and a Māori representative from the Foundation Youth Advisory Panel.

The Rangatahi Tū Rangatira engagement process involved face-to-face hui/workshops that were structured as follows:

1. Mihi whakatau (formal welcome) and waiata (song);
2. Introduction to the project and council, including functions of local government – this set the context for engagement, ensuring rangatahi understood what they were involved in (long-term thinking) and how their voices were going to be heard and used;
3. Group discussions on rangatahi aspirations, being ‘put first’ and the engagement process; and
4. The distribution of postcards that were used to capture individual perspectives/ opinions. This resource was developed as an alternative to the postcards used for the wider project – these postcards included the following text:

**He aha ōu tūmanako e pā ana ki** Your aspirations for:  
**Te reo me tikanga Māori** language and customs  
**Te whenua / wāhi** land / place  
**Tōu whānau, hapū, iwi** family  
**Rohe / Tāmaki Mākaurau** region / Auckland

Facilitators led a discussion group with 10 students (and with teachers and caregivers) at a kohanga reo (pre-school). Students drew pictures about their aspirations for Auckland. Discussions were held with about 30 students aged from 10 to 12 years at Finlayson Park School in Manurewa;

between 60 to 75 students aged 12 and 13 years at Bruce McLaren School in Henderson; and another discussion was held at Southern Cross Campus in Māngere.

A kaupapa Māori approach was taken to engagement. This involved developing equitable, reciprocal and participatory processes through which to engage Māori. Māori notions of holistic relationships between people, customs, language, symbols and environment were central to the project. Furthermore, rangatahi identified that, in order to understand their worldviews, Auckland Council must engage youth according to their specific cultures, background, experiences and ages. For example:

To be able to get these aspirations done properly...you must be fluent in te reo Māori and due to this Māori protocol (tikanga) will be your number one priority (Male, Māori, Manurewa).

A strengths-based approach to research was used to harness the cultural notions of creativity, innovation, resilience, transformation and positive change. This project asked rangatahi to identify positive initiatives or developments for the future of Auckland, with one participant stating that a strengths-based approach is important in capturing youth voices and perspectives:

Instead of down-grading teens for their wrongs, applaud them for their rights (16yrs, Male, Māori, Manurewa).

## 3.0 Data analysis

This chapter describes how postcard and online survey data were analysed. This was a two-stage process involving, first, analysis of some postcards and identification of key themes by the Foundation Youth Advisory Panel; and, second, the systematic coding and statistical analysis of postcard and online survey data by Auckland Council staff.

### 3.1 Children and Young People First Lens of Values

In June 2011, a half day workshop was held with the Foundation Youth Advisory Panel (FYAP) to discuss the responses to the engagement process and to plan how Auckland Council would utilise the information collected. Data from about 2000 postcards was given to FYAP members and they developed seven key values or goals from their discussion and analysis. These values or goals were described as the Children and Young People First Lens of Values (LOV):

1. I have a voice, am valued and contribute
2. I am important, belong, am cared about and feel safe
3. I am happy, healthy and thriving
4. I am given equal opportunities to succeed and be given a fair go
5. I can get around and get connected
6. Auckland is my playground
7. kia ora rawa atu e nga rangatahi kaota (all rangatahi will thrive)

The intention of the LOV was to provide insight into the needs, wants and aspirations of children and young people to assist in the development of:

- the Auckland Plan; and
- plans, policies and projects that could affect the lives and well-being of children and young people.

The ongoing importance of these values/goals is described in the conclusion of this report.

### 3.2 Analysis by Auckland Council staff

The postcard campaign elicited a large response with over 4800 postcards returned to Council. All the postcard data, along with postcards used in the Rangatahi Tū Rangatira engagement process, and online survey responses, were entered into an Excel spreadsheet by council staff. Because the postcards used in the Rangatahi Tū Rangatira engagement process used different questions, rangatahi postcard comments were divided into two categories: aspirations ('putting me first') and actions (for Auckland Council or others) before being analysed along with the rest of the responses.

The values from the FYAP workshop were used to guide the development of the coding framework for the responses to Question One. Further themes were developed as part of the analytic process. Ethnicity was coded according to the 2005 Guidelines from Statistics New Zealand using the same approach as the Census.<sup>2</sup>

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<sup>2</sup>

<http://www2.stats.govt.nz/domino/external/web/carsweb.nsf/55d63ae38ba3a25e4c2567e6007f6686/35d9b7e17a1d6151cc25701100031353?OpenDocument>

The dataset was transferred into SPSS, a software package used for statistical analysis, so a descriptive analysis of the relationship between different variables could be undertaken. Statistical tests for significance were conducted on age, gender and area variables. Tests were not conducted on ethnicity variables due to the way the data was coded (which included multiple ethnic categories). However, obvious (eyeball) differences between ethnicity categories are reported for each question.

### 3.3 Limitations

The engagement process has elicited a lot of information about what is important to children and young people across the Auckland region. However, the comments made by most of the participants (with the exception of those involved in face-to-face interviews and workshops) were very brief. Therefore, the findings presented here should be understood as an indication of the needs and wants of young people, along with some possible solutions, rather than a thorough investigation of issues affecting younger Aucklanders.

Furthermore, responses to the engagement questions indicated that the wording of the questions limited their ability to elicit information useful for policy and planning purposes:

- The first question asked children and young people what putting *me* first, rather than what putting *children and young people* first means. There was therefore a mismatch between the question asked on the postcards and what the engagement sought to establish. This mismatch was reflected in the fact that a significant proportion of respondents commented on what it would mean if they, as an individual, were put first, and for some respondents the idea of 'putting me first' was a selfish one (see section 5.1).
- The second question was intended to enable children and young people to be part of the development of projects, plans and policies that directly impact on their ability to meet their full potential. However, a number of responses described actions that the individual child or young person could take such as behaving well and working hard, as opposed to actions for Auckland Council, central government and others involved in policy, planning and service delivery (see section 5.2).

The engagement process was, nevertheless, useful in ensuring that the voices of a large number of children and young people were taken into account in the development of the Auckland Plan.

## 4.0 Who did we hear from?

This chapter provides a description of the children and young people who filled in postcards or responded to the online survey.

### 4.1 Age

Most of the young people who filled in postcards or an online questionnaire were aged between 11 and 18 (80.2%). In Auckland in 2006 almost 39% of the 0 to 24 year old population was aged 9 years or younger. Just over 20% of the 0-24 year old population was aged between 20 and 24 years. This means that children aged 10 or younger and young adults aged 19 and over are under-represented in the engagement process compared to those in the 11 to 18 year age group.

Table 2: Age of participants.

Age	Postcards	Rangatahi Tū Rangatira*	Online	Total	%
8 and under	271	1	7	279	5.8
9-10	398	0	22	420	8.8
11-12	1063	10	9	1082	22.6
13-14	968	16	7	991	20.7
15-16	1092	53	13	1158	24.2
17-18	534	26	38	598	12.5
19 and over	100	3	38	141	2.9
Not stated	111	6	2	119	2.5
Total	4537	115	136	4788	100

\*At least another 100 tamariki (children) and rangatahi (young people) took part in the Rangatahi Tū Rangatira process.

### 4.2 Gender

More girls and young women than boys and young men participated in the engagement process which means that girls are slightly over-represented compared to boys.

Table 3: Gender of participants.

Gender	Postcards	Rangatahi Tū Rangatira*	Online	Total	%
Male	1827	47	0	1874	39.1
Female	2550	66	0	2616	54.6
Not stated	160	2	136	298	6.2
Total	4537	115	136	4788	100.0

\*Plus approximately 100 more rangatahi

### 4.3 Ethnicity

Participants reported over 120 different ethnicities. The table below provides a summary of the high-level ethnic groups who took part in the engagement processes. The online participants were not asked to provide ethnicity information. Approximately another 100 rangatahi Māori were engaged through group discussions as part of the Rangatahi Tū Rangatira process.

Table 4: Ethnicity of participants.

<b>Ethnicity***</b>	<b>Postcards</b>	<b>Rangatahi Tū Rangatira</b>	<b>Online</b>	<b>Total</b>	<b>% Respondents</b>	<b>% in Auckland (all ages)</b>
European*	1398	0	0	1398	37.0	64.5
Māori	433	114	0	494	13.1	11.1
Pacific Peoples	707	1	0	708	18.7	14.4
Asian	1215	0	0	1215	32.2	18.9
MELAA**	112	0	0	112	3.0	1.5
Other	9	0	0	9	0.2	0.05
Total (who provided ethnicity data)	3663	115	0	3778	104.2	110.8
Refused/ Not stated	874	0	136	1010	n/a	n/a
Total Respondents	4537	115	136	4788		

\*Includes New Zealander

\*\*Middle Eastern/Latin American/African

\*\*\*Includes all of the people who stated each ethnic group, whether as their only ethnic group or as one of several ethnic groups. Where a person reported more than one ethnic group, they have been counted in each applicable group.

#### 4.4 Local board areas

The suburb reported by each participant was used to decide which local board area a child or young person came from. As a result of the networks used to engage with participants some local board areas had more young residents involved in the engagement than others. The data for local board areas has been combined into four areas: Auckland Isthmus; South/Manukau; North Shore and Rodney; and West/Waitakere.

Table 5: Area of residence of participants.

<b>Area</b>	<b>Postcards</b>	<b>Rangatahi Tu Rangatira*</b>	<b>Online</b>	<b>Total</b>	<b>%</b>
Auckland Isthmus	1912	1	35	<b>1948</b>	43.0
South/ Manukau	349	111	46	<b>506</b>	11.1
North Shore and Rodney	1284	0	30	<b>1314</b>	28.9
West/ Waitakere	749	0	23	<b>772</b>	17.0
Not stated/ don't know	243	3	2	<b>248</b>	n/a
Total	4537	115	136	4788	100

\*In addition approximately 60 to 75 rangatahi took part in discussion groups in Henderson (West) and another 30 to 40 were involved in discussion groups in Papakura and Māngere (South/ Manukau).

## 5.0 What did children and young people say?

In this chapter the main themes in the responses to each question are outlined and variation in the responses of different groups of young people is described. We have attempted to include as many comments as possible to ensure that the voices of children and young people are presented to Auckland Council.

Themes which were reported by more than 5% of respondents are described in detail below. All other comments have been coded as “Other” and are briefly outlined at the end of each section. It is important to note that many of the comments have been coded into more than one theme.

The sample was not randomly selected so the findings do not necessarily represent the views of all children and young people in Auckland. However, the data does provide useful information about the interests and concerns of a diverse group of children and young people from across Auckland.

The age, gender and local board area is reported alongside the comments made by children and young people. Their own words are used to describe their ethnicity. If this information was not provided, it is not included in the quotation details. The postcard responses of young people who were engaged through the Rangatahi Tū Rangatira process or through the online survey are clearly identified as such. Any spelling or grammatical mistakes in the responses of children and young people have not been corrected or identified as mistakes (i.e. through use of [sic]) in order to accurately represent their voices.

### 5.1 Question One: Putting me first means...

Children and young people in Auckland have very diverse understandings of what it means to “Put me first”. The main themes were: prioritising my needs over the needs of others; empowerment and opportunities through quality skills, resources and information; more fun, activity and more recreational infrastructure; I am wanted and/or valued; giving youth a voice; improve access to places or information or facilities or services which are low cost or free; caring and safety; and, belonging and contributing to family, whānau and/or community.

#### 5.1.1 Prioritising me, as an individual

Many children and young people (16.3%) interpreted Question One literally and commented on what it would mean if they, as an individual, were put first. They responded with the following types of statements:

- things revolve around me (14yrs, Female, Kiwi, Rodney).
- prioritising my wants and needs (14yrs, Male, NZ, Devonport-Takapuna).
- making me feel happy and making me feel that Auckland is a very good place to live in (11yrs, Male, Kiwi, Kaipātiki).
- thinking more about yourself (12yrs, Male, Tongan, Puketāpapa).

Putting me first was also seen as leading to feeling special or important.

- being special, more high (13yrs, Female, African, Kaipātiki)
- it means that as a society I count and that I feel needed/important (14yrs, Male, Asian, Waitematā).

- I feel important and special and can do whatever I want (11yrs, Male, Samoan, Puketāpapa).
- I will feel surprised and happy (11yrs, Female, Tongan, Henderson-Massey).

Specific examples of actions taken by others were given by children and young people to illustrate what putting me first meant to them:

- when my parents take me to sports and look after me (9yrs, Female, Māori, Kaipātiki).
- that people sacrifice for children so you can do well in school and a better future (12yrs, Female, Samoan, Puketāpapa).
- acknowledge me and supporting me and what I believe, also doing things that I like for example, handing out free ice-cream (15yrs, Female, Māori, Puketāpapa).

More participants aged between 13 and 18 years interpreted Question One literally compared to other age groups. There was no significant difference between boys and girls. More young people from the North Shore and Rodney had comments coded under this theme compared to the other areas of the Auckland Region. A higher proportion of comments came from Māori and Pacific Peoples compared to other ethnic groups.

### 5.1.2 Empowerment and opportunities through quality skills, resources and information

The second most common way that participants described what “putting me first” meant to them was centred on the idea of increased opportunities and the ability to achieve positive outcomes for themselves and others (16.2%). Many young people simply want more opportunities in general.

- lots of opportunities (14yrs, Male, NZ European, Maungakiekie-Tāmaki).
- I get more opportunities (14yrs, Male, Chinese, Puketāpapa).
- more opportunities for us (10yrs, Female, Kiwi, Rodney).

Some were specific about the types of opportunities they would like. The creation of more employment opportunities and/or support with career development was mentioned by many young people as a way to put them first.

- I have more chances of being an artist and that would be amazing (10yrs, Female, Indian, Puketāpapa).
- more opportunities to find jobs. More help for people who can't help themselves (15yrs, Female, Pacifica, Whau).
- helping us make appropriate career decisions (16yrs, Female, Chinese, Albert-Eden).

Others wanted to be given an *equal* opportunity to succeed or to be given a fair go.

- Ensuring that my family and family to come have equal opportunities. No one is left behind. More Māori seats, this way we have an equal view from both cultures. Settle an agreement that will benefit both the land and the people (17yrs, Male, Māori, Howick, Rangatahi Tū Rangatira)
- giving me a fair go at life (18yrs, Female, Māori, Maungakiekie-Tāmaki).

The opportunity to speak te reo and for nga tikanga (Māori customs and traditions) to be part of everyday life was important. Young people argued that Māori language and culture need to be used across society and not just known to a few.



- Make Māori compulsory so that foreigners have an understanding of our culture and respect us as we respect them and also have respect for our land (16yrs, Female, Māori, Ōtara-Papatoetoe, Rangatahi Tū Rangatira).
- I think as Māori, in a few years time I would like to see our language extend throughout Aotearoa, and hear our reo being talked by our next generation (14yrs, Female, Māori, Manurewa, Rangatahi Tū Rangatira).
- I want the future to have more rangatahi who know how to speak te reo, even Pākehā (16yrs, Male, Māori, Manurewa, Rangatahi Tū Rangatira).
- Kapahaka [Māori performing arts] is really important to me and learning my Te Reo so our language don't die out. I want to see more Taiohi [young people] getting involved with the community more often (13yrs, Female, Māori, Manurewa, Rangatahi Tū Rangatira).

Some wanted the opportunity to earn trust and respect.

- we get opportunities to do things we desire, have more responsibilities, prove to adults that we can be trusted and responsible (12yrs, Female, Thai/Malaysian, Whau).

Children and young people also want support and encouragement so that they can achieve their goals, reach their potential and have a good future.

- helping me be the best I can be. Thinking of the things I need most (15yrs, Female, European/Niuean, Maungakiekie-Tāmaki).
- creating an environment where I can be the best I can be (17yrs, Female, Pākehā, Waitematā)

Many want more assistance with education as the following comments illustrate.

- having a good chance at getting a good education (11yrs, Male, Tongan, Maungakiekie-Tāmaki).
- giving me a good education, smaller numbers in classrooms (10yrs, Male, Kiwi, Rodney).
- help with homework or any work looking out for me (12yrs, Female, Henderson-Massey).
- to help me get to uni and pass, get a scholarship and get a really good job and making my family proud of me (11yrs, Female, Ethiopian, Puketāpapa).

There were significant age differences in relation to this theme. Young people aged 11 years and older were significantly more likely to identify increased opportunities compared to those under the age of 11 years, which is perhaps an indication of different priorities for these age groups. Girls were also more likely to have comments coded under this theme compared to boys. Young people from the North Shore and Rodney were significantly less represented under this theme compared to other areas of Auckland.

### **5.1.3 More fun, activity and more recreational infrastructure**

For a large group of children and young people (13.7%) the creation of additional opportunities for fun and increased recreational infrastructure and/or activities were seen as ways to put me first. Better sporting facilities was a common feature including the creation of indoor soccer fields and swimming pools. Young people made many suggestions such as:

- we need more places to enjoy and more libraries more doh park and more playing balls and heaps of duck ponds, we also need some more plants and flowers (8yrs, Male, Fijian, Puketāpapa).
- A swimming pool at Wellsford (9yrs, Male, Rodney).

- More things to do in my town, i.e. movies, shopping malls, games this will keep me off the streets (16yrs, Female, Rodney).
- creating a place to play soccer in town (15yrs, Male, Brazilian, Waitematā).
- places for teenagers to hangout where it's fun and safe (12yrs, Female, Devonport-Takapuna).

Most of the comments for this theme came from children aged 14 years or younger. A higher proportion of the comments were from European children and young people compared to other ethnic groups. A higher proportion of comments came from boys than from girls. Participants living in the Auckland Isthmus and North Shore and Rodney were more likely to identify an increase in fun, activities and/or recreational infrastructure as a way to put them first.

#### **5.1.4 Being special, important, wanted and/or valued**

This theme is closely related to the literal interpretation of putting me first as meaning 'to prioritise me, as an individual'. These comments illustrate the desire of children and young people to feel special, important, wanted and/or valued and were reported by 12.4% of the participants.

- Being special (16yrs, Female, Māori/Samoan, Kaipātiki).
- that you are important, you need this and many more delighted things (13yrs, Female, Pacifica, 'North Shore').
- children are important (10yrs, Male, Africa, Puketāpapa).
- a lot to me and that you're putting me before others. It means that you respect me and my family (13yrs, Female, Niuean/Samoan, Albert-Eden).
- me being an important priority. I like having a place in something that makes me feel secure and happy (13yrs, Female, Malaysian/Chinese, Puketāpapa).
- I'm loved (20yrs, Manurewa, Online).

The desire to feel special or important and/or wanted or valued was equally shared by young people across the region and by girls and boys. The only significant difference was that children aged less than eight years were less likely to identify feeling important or valued as a way to put them first. There were no obvious differences between ethnic groups.

#### **5.1.5 Giving youth a voice**

Many of the comments made by children and young people focused on the importance of giving them the opportunity to have their say, to be heard and to have their ideas and views acted upon. For them, 'putting me first' means to be listened to.

- putting me first means listening to me (13yrs, Female, Fijian Indian, Ōtara-Papatoetoe).
- letting me and other children have a choice and a say (13yrs, Female, European, Devonport-Takapuna).
- appreciating our ideas and opinions building a city suitable for future generations (16yrs, Male, White, Orākei).
- that you listen to what I have to say (12yrs, Female, NZ, Kaipātiki).
- It means that if there is a park for you to play in the city, council should ask children first before you change the place (10yrs, Male, Chinese, Puketāpapa).

Taking action in response to the views of children and young people was also seen as important:

- listening to my ideas and putting them into action (16yrs, Female, Albert-Eden).

- Doing what I want and actually paying attention to these post cards (13yrs, Male, NZ, Rodney).
- taking the time to listen and take in the things that I want and need. It means listening to suggestions and putting our ideas into action so it benefit us (14yrs, Female, Chinese, Puketāpapa).
- Listening to what I have to say and giving me an input in decisions made for me. Loving the fact that I'm Māori and celebrating it with me (19yrs, Female, Māori, Whau).

Some participants acknowledged that Auckland Council will not be able to act on every suggestion but they wanted to be informed about why the council decides not to do certain things.

- listening to what I want and why, if things can't be done how I want, give me feedback and reasoning (20yrs, Female, NZ, Orākei).

Increased political representation for Māori was a goal identified by some young people.

- More Māori seats in supercity – have more of a say! Māori customs should be known by all so our customs don't get broken. More people speaking te reo (18yrs, Female, Māori, Manurewa, Rangatahi Tū Rangatira).
- that Māori will be given the appropriate number of seats on the councils/board (19yrs, Male, Māori, Albert-Eden).

Young people of all ages thought that giving them a voice was what “putting me first” meant to them. Significantly more girls than boys identified this theme and young people in South/ Manukau were more likely to make comments about the importance of having their say compared to the other areas of Auckland. Higher proportions of European and Asian young people commented on the importance of giving youth a voice.

#### **5.1.6 Improving access to places or information or facilities or services which are low cost or free**

Making public transport more available and cheaper was seen as a way to ‘put me first’ by many children and young people.

- Make train/bus fares cheaper (13yrs, Female, European, Albert-Eden).
- One way you could improve Auckland is by making things cheaper, like bus fares and movies (13yrs, Female, New Zealander, Whau).
- transport cheaper (taxi, train, bus) (15yrs, Female, Māori, Manurewa, Rangatahi Tū Rangatira).
- Allowing me to get around without a car – i.e. quality public transport. Giving us more public spaces to use that aren't malls or bus stops (19yrs, Devonport-Takapuna, Online)

Access to affordable facilities was also important for many.

- Make important things such as swimming free for kids (12yrs, Male, Indian, Puketāpapa)
- swimming for free, free bus rides (12yrs, Female, Fijian, ‘Auckland’)

Better or more internet access was also seen as a way to put me first.

- more wifi (14yrs, Female, NZ European, Devonport-Takapuna).

Cheap food and petrol were mentioned by many. Some young people wanted some things or everything to be free:

- heaps of free stuff (12yrs, Female, NZ European, Albert-Eden).
- I think that children should have everything for free (11yrs, Female, Samoan, Albert-Eden).

Significantly less children and young people in South/ Manukau identified improved access to facilities or low cost services as a way to put them first compared to the other areas of Auckland. Perhaps this is a consequence of free access to some amenities in Manukau. Young people aged 17 years and older were significantly more likely to comment that low cost or free access to facilities and services was a way to put them first. This may be an indication of their increased independence and desire for mobility along with a need to pay for their own travel and other living costs. There were no significant differences between boys and girls. A slightly higher proportion of European children and young people had comments coded under this theme compared to other ethnic groups.

### 5.1.7 Caring and safety

Putting me first means feeling safe for many children and young people in Auckland. Safety was expressed in different ways. For some it was the ability to feel safe in public places:

- that me and my friends can go out to places without worrying about people threatening or hurting us (12yrs, Female, European, Kaipātiki).
- we need more cops patrolling the areas to prevent, murdering, robberies and other illegal activity in the area (11yrs, Male, Niuean, Manurewa).
- safer banking, no alcohol at park, less pollution (9yrs, Male, Chinese, Puketāpapa).
- feeling safe, my family is there for me (12yrs, Female, Māori, Puketāpapa).
- To be able to live in a safe environment where children are able to play and mingle out on the streets, where they won't be troubled for doing so – where there are no racial remarks towards each other by other govt orgs and others on the street [...] (24yrs, Female, Māori, Manurewa, Rangatahi Tū Rangatira).

For others feeling safe moving around Auckland was important:

- putting or thinking of my safety and needs first e.g. safer crossings etc (16yrs, Female, Chinese, Puketāpapa).
- making roads safer (15yrs, Female, Indian, Waitakere Ranges).

Being part of a family that cares and looks after you was central for some:

- that my family put me first before anything else like they worry about me if I don't come home from school (11yrs, Male, Samoan, Whau).
- That I will feel more love (13yrs, Female, Māori, Rodney).
- that your parents care for you (10yrs, Male, Singaporean, Puketāpapa).
- caring and helping me and my family so we can be safe in Auckland (8yrs, Female, Chinese, Puketāpapa).

Children between the ages of 9 and 12 years were significantly more likely to identify increased safety and/or caring relationships as ways of putting them first. This may be an indication of a developmental stage before peer group relationships become increasingly important. There were no significant differences between children and young people living in different areas of the Auckland Region or between boys and girls. More children and young people who identify as Asian made comments about the importance of safety and caring.

### 5.1.8 Belonging and Contributing to Family, Whānau and Community

Some children and young people considered that ‘putting me first’ was selfish. For example one person commented that putting me first means that “others get left behind and makes me feel selfish” (16 yrs, Female, European, Puketāpapa).

Meeting the needs of all young people was seen as important:

- Looking after the basic needs of all youth before worrying about anything else, once the basic needs are met more projects can continue (17yrs, Female, Devonport-Takapuna).

Greater recognition of the strengths of Māori was seen as an important aspiration by young people engaged through Rangatahi Tū Rangatira. Being Māori was understood as an asset and resource for the Auckland region.

- I nga ra kei te heke mai. I will love to see our tikanga Maori and language grow stronger and stronger so our tamariki can provide the strength and power – our tupunas treasures (17yrs, Male, Māori, Māngere-Ōtāhuhu, Rangatahi Tū Rangatira).

Many comments suggested that the ability to help others or to contribute to the wider community was a central component of being put first as the following comments illustrate:

- looking after every aspect of my community (16yrs, Female, Indian, Puketāpapa).
- think about others first and then yourself. Always help other people (13yrs, Female, Indian, Whau).
- To love one and others. I would like to see our rohe [regions] and communities clean, safe and better respected by the people of our community (14yrs, Female, Māori, Manurewa, Rangatahi Tū Rangatira).
- that I would like to support and help with youth issues within the Auckland region (16yrs, Female, Māori, Albert-Eden).

The idea that everyone should be treated equally or that everyone should be put first was evident:

- always putting me first means to always put everyone first before me. Always sacrifice for anyone around me (11yrs, Female, Samoan, Whau).
- putting others equally first (15yrs, Male, Tongan, Kaipātiki).
- Nothing for me cause everyone should be treated equally (12yrs, Female, Māori /Pākehā, Albert-Eden).

More Pacific Peoples had comments coded under this theme compared to other ethnic groups. Children under 8 years of age were significantly more likely to identify the importance of meeting the needs of the community or the family as the meaning of “putting me first”. There were no significant differences between boys and girls or across the different areas of the Auckland region.

### 5.1.9 Other – miscellaneous

A proportion of children and young people commented that children and young people need to be respected in general and for who they are.

- understand who and what I am. Respecting who I am. Respect of me (14yrs, Male, Samoan/Cook Islander, Puketāpapa).

- Treating me with respect and seeing me as an equal human being who has thoughts, feelings and suggestions just as relevant as adults (18yrs, Female, Māori, Henderson-Massey).
- Respecting the young. I feel like the council doesn't genuinely care (17yrs, Female, English, Puketāpapa).
- being respected (13yrs, Female, Kiwi, Kaipātiki).

A few young people mentioned the importance of rights as illustrated in the following comments:

- having my rights as a disabled abided (23yrs, Female, Kiwi, Maungakiekie-Tāmaki).

Respecting and valuing culture, values and beliefs was also described as a way to put me first.

- embracing my Māori and Pacific Island culture (16yrs, Female, Māori, Albert-Eden).
- Not being racist at young people and actually caring about them. Not thinking we are a nuisance (19yrs, Male, English, Ōtara-Papatoetoe).
- I want to be a person in this country. I want someone to listen to me. We should be able to follow our religion (13yrs, Female, Pakistani, Māngere-Ōtāhuhu).

Rangatahi emphasised the importance of te reo Māori:

- If you're a descendant of Māori you should have access to your language and customs - customs should be known to everyone. More respect for the Māori language and customs. More Māori seats in the Super City. More support and motivation for Māori youth (18yrs, Female, Māori, Manurewa, Rangatahi Tū Rangatira).
- I want us to keep our language loud and proud and more upraising in NZ (17yrs, Male, Māori, Manurewa, Rangatahi Tū Rangatira).

The importance of te whenua/wāhi (land/place) was emphasised by rangatahi.

- Papatuanuku [the land/mother earth] is our most precious gift. We know it is our time to look after our land. We need Papatuanuku to place huawhenua [vegetables], huarakau [fruit] and many other things that we do on the land: housing, marae, urupa [burial grounds], and many other things" (Male, Māori, Manurewa, Rangatahi Tū Rangatira).

Aspects of the social and policy environment were also highlighted by children and young people:

- They have given Auckland some new parks, but in South Auckland they need to close down some Liquor stores because there is too much (12yrs, Female, Māori, Manurewa, Rangatahi Tū Rangatira).
- Making smoking illegal in the whole of NZ (13yrs, Female, Indian, Whau).
- caring by no smoking and no alcohol in public (8yrs, Male, Māori, Puketāpapa).
- [...] Not to worry about being a lower class society. More family assistance from the govt. Increase the minimum wage (16yrs, Male, Māori, Manurewa, Rangatahi Tū Rangatira).

## 5.2 Question Two: Actions that will help me be the best I can be are...

There is considerable overlap between Questions One and Two as many young people commented that 'putting me first' means that Auckland Council or parents or adults should take action of some kind.

### 5.2.1 Individual actions (actions the young person could take themselves)

Almost a third of children and young people (29.8%) responded to this question with examples of actions that they could take themselves. Suggestions included:

- not making dumb choices in life (15yrs, Female, Māori, Rodney).
- Treat others the way I want to be treated. Taking turns and giving everyone an equal and fair chance at everything (14yrs, Female, NZ European, Waitakere Ranges).
- use your manners (9yrs, Male, Indian, Puketāpapa).
- no smoking when your eating, no alcohol, no littering no screaming in the public (8yrs, Female, Singapore, Puketāpapa).
- be good, be helpful and be a funny and peaceful person (11yrs, Male, Samoan, Whau).
- I could work and own a good business and my family could afford more and new variety of things (11yrs, Male, Fijian Indian, Kaipātiki).
- Wearing a big smile (16yrs, Female, Maungakiekie-Tāmaki).

Many of the comments were focused on classroom behaviour and/or self-management and may have been influenced by the teacher or the curriculum topics that were being covered at school that day.

- being committed to education and to stop messing around (14yrs, Male, White, Albert-Eden).
- listen, not talking, listening to the teacher, doing my homework, managing time, managing myself (10yrs, Male, Māngere-Ōtāhuhu).
- sleeping, exercise and eating healthy food (8yrs, Male, Chinese, Puketāpapa).

Boys and girls were equally likely to identify individual actions that they could take to be the best that they could be. Young people aged 19 years and older were significantly less likely to mention individual actions. There were no significant differences across the different areas of the Auckland Region but higher proportions of Māori and Pacific children and young people had comments coded under this theme.

### 5.2.2 Better education

Fifteen percent of children and young people thought that increased support with education would help them to be the best that they could be. Suggestions included improved funding for schools and tertiary organisations, and lowering the costs of attending school and/or university.

- not make schools make students pay so much on their fees and course fees and equipment that is needed for options that students take at school (15yrs, Female, Māori /European, Puketāpapa).
- affordable education, varied education options – school system vs. Work experience, Mentoring- show us how to do it, how to live life, being told is not enough. Respect for cultural differences, Auckland is very multicultural (23yrs, Albert-Eden, Online).
- getting FREE help in tutoring and sports coaching (15yrs, Male, Tongan, Kaipātiki).
- I would like sports uniforms and free internet and laptops for every student in Auckland (14yrs, Female, Māori)
- making sure that I get a good education even if I am financially suffering (11yrs, Female, Sri Lankan, Puketāpapa).
- Cheaper education, more gyms and sports clubs, easier to get jobs (15yrs, Male, Māori, Manurewa, Rangatahi Tū Rangatira).

Improving the quality of teachers and/or school equipment was also suggested by some participants.

- providing more money for Henderson intermediate so they can buy better equipment (Malay/Chinese).
- better teaching standards (14yrs, Male, Chinese, Whau).
- Smaller classes with teachers who are dedicated to guiding me to be the best I can be (15yrs, Female, NZ, Kaipātiki).
- In school, teachers have to pass the children's test as well as the principals to see if the teacher is nice and not mean (12yrs, Albert-Eden, Online).

Greater promotion and encouragement to learn te reo at school was suggested by many rangatahi.

- Try get students to learn te reo Māori by promoting it in schools saying how good and fun it is to learn, have a tidy kiwi day. Meaning clean up NZ. Try and get schools to clean up around their area (16yrs, Female, Māori, Manurewa, Rangatahi Tū Rangatira).
- To teach some Māori language in all schools in Auckland. Kia hoatu etehi whenua hei whare, marae hou ma matou Māori [To give land for housing, new marae for our Māori]. To have happy and joy in all families in Auckland. I would like kapahaka involved in all schools in Auckland (Female, Māori, Papakura, Rangatahi Tū Rangatira).

Some rangatahi want te reo Māori to be a compulsory subject in schools.

- Māori to be compulsory in primary schools, intermediate and high school [...] (16yrs, Male, Māori, Manurewa, Rangatahi Tū Rangatira).
- Māori to be compulsory in schools. For people who don't know Māori protocols to learn how Māori people learn (18yrs, Female, Māori, Manurewa, Rangatahi Tū Rangatira).

Other suggestions to improve the provision of education in the Auckland region included:

- more education programmes on TV so children that can't afford after school classes can learn more (10yrs, Female, Puketāpapa).
- shorter school hours (15yrs, Female, Manurewa).
- spend more money on schools rather than making Auckland bigger (13yrs, Male, Kiwi, Rodney).

Those aged 8 years and younger were significantly less likely to mention education compared to other age groups. There were no differences between boys and girls or between different areas of the Auckland region. Asian children and young people were more likely to identify education actions compared to other ethnic groups.

### **5.2.3 Focusing on youth and/or youth having a voice**

Children and young people want to participate and to have their voices heard and acted on by decision-makers.

- give more opportunities to us to have our own thoughts and participate more in big decisions (15yrs, Female, Afghani, Māngere-Ōtāhuhu).
- Helping me understand the council system so that I can actively participate. Giving me leadership opportunities and not letting them just go the top students. Even 'bad' students can have a complete change of perspective when they have these opportunities (18yrs, Kaipātiki, Online).



- to have our thoughts and ideas actioned on (practice what you preach) (19yrs, Female, Māori/Cook Islander, Henderson-Massey).
- Returning the pride parade? Act in a way that is youth friendly interactive in a way that doesn't scare us (16yrs, Rodney).
- Listening to appropriate suggestions made by students and putting them into action. For me personally a focus in music/performing arts would help (17yrs, Female, Irish, Albert-Eden).
- super city community groups and local boards that listen to their young people (20yrs, Female, Pākehā, Whau).
- having youth committees that can have an input into their local board (such as the Devonport Youth Committee). Having youth opportunities such as forums where like-minded people can come together (eg forums about SADD, about encouraging youth to vote, etc) (17yrs, Devonport-Takapuna, Online).

Significantly more boys than girls indicated that focusing on young people and/or giving youth a voice was an important action. Young people aged between 9 and 12 and those aged 19 years and older were also significantly more likely to identify these actions. Again there were no differences between the different areas of the Auckland region but a smaller proportion of Pacific children and young people made comments about giving youth a voice.

#### **5.2.4 Support and encouragement and/or opportunities in general and/or equality of opportunity**

The desire for increased opportunities, of many different types, was a strong theme. Young people also thought support and encouragement from others would help them to be the best that they can be.

- encouragement from adults and lots of children's activities (11yrs, Female, Indian, Puketāpapa)
- opportunities, information about how our government works and opportunities that I can afford that allow me to challenge myself (16yrs, Female, Whau).
- A positive attitude towards my growth and as many opportunities as possible to make me grow as a person (17yrs, Hibiscus and Bays, Online).

Some children and young people would like more support and to be treated well.

- be kind don't yell (11yrs, Female, NZ, Kaipātiki)
- play a role of a mentor not a dictator, being morally supportive for the things that are important to me (16yrs, Male, Chinese, Puketāpapa).
- the support of the community and knowing I'm safe (14yrs, Female, Māori, Kaipātiki).
- More help for struggling whānau (financially), faster process from families in EYNS, CYFS, housing corp., (17yrs, Male, Māori, Manurewa, Rangatahi Tu Rangatira).

Encouragement from family and friends, parents and teachers was seen as valuable.

- encouragements from parents and teachers (12yrs, Female, NZ, Waitakere Ranges).
- support from friends and family making sure I have all the opportunities I need (14yrs, Male, European, Albert-Eden).
- Having supportive people around me and getting support and encouragement from other peers as well as adults (17yrs, Ōtara-Papatoetoe, Online).

Many young people thought that “positive role models” or “idols” would help them to be the best that they could be. Not a lot of detail was given on who the role models should be.

There were no obvious differences between ethnic groups or between different areas in relation to actions focused on increasing opportunities for young people. Those aged 17 and older and girls were significantly more likely to identify these kinds of actions.

### **5.2.5 Improving public transport and/or roads**

Making improvements to public transport or to roads was mentioned by 7.4% of children and young people. Some want public transport to be cheaper.

- Making bus fares cheaper. They are so expensive (13yrs, Female, NZ European, Orākei).
- bus fares and other transport costs to be lower, free fitness/rec centres, education is cheaper, want the pools to have no fee for entering (16yrs, Female, Māori, Manurewa, Rangatahi Tū Rangatira).
- free transport on buses and trains like a youth equivalent of the gold card, this will help me to save money for schooling (16yrs, Female, NZ European, Albert-Eden).

Others want more provision of public transport services.

- Better public transport; like more buses around kaukapakapa and Helensville, and also trains back in Helensville (17yrs, Female, British, Rodney).
- Making buses available on Sundays and to Albany etc. Lack of transport to do stuff sucks (17yrs, Female, Māori, Rodney).
- better transport so kids my age can go anywhere without our parents having to drop us off and pick us up (14yrs, Female, Korean, Puketāpapa).
- Public transport. There are so many opportunities provided to help me progress. The only problem is I cannot actually get to any of them due to ridiculous public transport (18yrs, Rodney, Online).

Better transport infrastructure was also mentioned.

- waterproof bus stops, a train station in Mt Roskill i.e. every suburb, we should have better transport so that I can be the best that I can be at school (15yrs, Female, Indian, Puketāpapa).

A punctual transport system was also seen as desirable.

- if buses can be on time more often (14yrs, Female, Filipino, Māngere-Ōtāhuhu)
- Having the trains actually come on time so I'm not late to school or other events making me stressed (16yrs, Female, NZ European, Henderson-Massey).

Cycling infrastructure was suggested as well.

- cycling tracks in parks (16yrs, Male, European, Orākei).

Actions to improve public transport and roads were significantly more important for girls compared to boys. Children aged 12 years and younger were significantly less likely to mention actions in this area. Young people living on the North Shore and in Rodney were also significantly less likely to mention public transport. Perhaps this is because of the investment in recent years on public transport via the Northern bus way. More European children and young people made transport related comments compared to other ethnic groups.

## 5.2.6 More fun events and/or activities

Libraries are very popular with children and young people. They also mentioned a variety of other events and activities.

- build more librarys for me books, plants more fruit trees so people can help themselves with a fruit (7yrs, Male, Pakistani, Puketāpapa).
- free laptop, a free dictionary after school classes, free swimming pool, freedom, kids eat for free at takeaway shops (9yrs, Female, Chinese, Puketāpapa).
- more skateparks, more kids events (11yrs, Male, Māori, Henderson-Massey).

Young people aged between 9 to 12 years were more likely to identify fun events or activities. There were no significant differences between boys and girls or across different areas of the Auckland region. More Māori identified actions relating to more fun events and activities compared to other ethnic groups in the Auckland region.

## 5.2.7 Other – miscellaneous

The following themes were mentioned by less than 5% of participants.

Improving the natural/physical environment

- Council should clean all pollution in Manukau Harbour so we can be able to swim in it/fish as well. Universities for Māori in South Auckland. Make it look a little less like a city (15yrs, Male, Māori, Ōtara-Papatoetoe, Rangatahi Tū Rangatira).
- [...] I hope that in 30 years our whenua is clean like our beaches and parks are clean and not polluted. I hope that the govt or council helps all iwi, hapu and whānau when they need it (14yrs, Female, Māori, Manurewa, Rangatahi Tū Rangatira).
- see less rubbish around south Auckland, look after papatuanuku [land/mother earth], stop destroying our trees, whenua [land], families that struggle with money to get help from the council, more Māori families that have family/rangatahi abuse to seek help from the council [...] (16yrs, Female, Māori, Manurewa, Rangatahi Tū Rangatira).
- keep environment clean (13yrs, Male, Devonport-Takapuna).
- no littering and no more graffiti (8yrs, Male, Māori, Puketāpapa).
- I wish that there will be no vandalism (8yrs, Male, Hong Kong, Puketāpapa).
- Having rooftop gardens in the city – makes the city look nice and it will make people happy (16yrs, Female, Albert-Eden).
- raising awareness of environmental problems and what we can do to help, building good relationships with the local board (17yrs, Female, Samoan/Tongan, Maungakiekie-Tāmaki).

Concerns were expressed about smoking, drinking and drug use and a variety of actions were suggested to address these factors.

- Banking smoking in public areas will help all of us breath easy and not have the whole of the city polluted (10yrs, Female, European, Rodney).
- Reducing the amount of drunks (at the Mt Albert Shops). Cleaning up the Mt Albert Shops area (17yrs, Female, European, Albert-Eden)
- not for me but for the drug problem in Auckland is terrible, there needs to be tougher laws and more action (17yrs, Female, NZ, Rodney).

For some young people actions to ensure that their basic needs are met and actions to increase the support to families in difficulty are extremely important

- decreasing the financial struggle my parents are going through for me and my family (17yrs, Female, Tongan, Maungakiekie-Tāmaki)

Meeting basic needs

- Stop my Dad hitting my Mum would be nice. Make things cheap for me so I don't get into trouble cause I cost heaps (17yrs, Male, English, Waitematā).
- more places for youth to go when they have nowhere to go, more marae etc. More family support/assistance for the needy. Cheaper public transport and more bus and cycle lanes (16yrs, Female, Māori, Māngere-Ōtāhuhu, Rangatahi Tū Rangatira).
- giving mum more money (14yrs, Male, Asian, Maungakiekie-Tāmaki).

Children and young people also want to feel safe in their communities:

- safer community and environment (16yrs, Female, Fijian Indian/Kiwi, Puketāpapa).
- bigger, safer environment, less domestic violence and more support for rangatahi's families. More places for rangatahi like socials – to talk about their problems (16yrs, Male, Māori, Manurewa, Rangatahi Tū Rangatira).
- making me feel safe no bad people around and more police in parks and places where children are around (11yrs, Female, Scottish, Kaipātiki).
- better walkways, through cities so I am able to independently walk safely through the city (14yrs, Female, NZ, Albert-Eden).

Other actions included better communication by and or with Auckland Council; more free things or resources for children and young people; increasing the availability of jobs and/or business opportunities plus faster internet and greater access to computers.

### **5.3 Question Three: The best thing about Auckland is...**

Children and young people identified a large variety of places, experiences and qualities as the best things about Auckland.

#### **5.3.1 Beauty of environment and/or features of the natural environment—parks, beaches, views**

For just over 20% of children and young people the best thing about Auckland is the beauty and/or cleanliness of the natural environment including beaches, parks and views from different locations.

- It's a beautiful place and it has such a diversity in culture, scenery, knowledge...just about everything! I think this is something we really need to embrace and support! (16yrs, North Shore and Rodney, Online).
- the clean environment, beautiful views (14yrs, Male, Taiwanese, Devonport-Takapuna)
- clean beaches, hot guys (15yrs, Female, Australian, Whau).
- parks, libraries, playground (8yrs, Female, NZ, Albert-Eden).
- The beautiful countryside (Kumeu, the Waitakere Ranges) (12yrs, Female, English, Whau).
- the landscape, nature and amazing landmarks such as the Sky Tower and the harbour bridge (9yrs, Female, Indian).
- that we have a good fishing ground in the hauraki gulf (15yrs, Male, European, Devonport-Takapuna)

- taking our dogs to the park on sunny days (8yrs, Female, Tonga, Albert-Eden).
- so green, peaceful has wonderful places like one tree hill, has good schools (Korean).

Girls were significantly more likely than boys to pick environmental aspects. There were no significant differences between age groups but children and young people living in the Auckland Isthmus were significantly more likely to choose natural features. Asian children and young people were more likely to choose features of the natural environment as the best things about Auckland. Māori and Pacific Peoples were less likely to select these things. However, a large number of children and young people who identify as Asian were recruited from the Auckland Isthmus (Puketāpapa) so this may account for the higher proportions in this case.

### 5.3.2 Opportunities and/or things to do and/or places to go

Children and young people identified a large range of activities and/or amenities as their favourite things about Auckland. Some valued the fact there are many different things to do in the Auckland region.

- having lots of things to do (6 yrs, Male, Puketāpapa).
- all the fun places to be (11yrs, Male, Whau).
- all the opportunities Auckland gives us (12yrs, Male, South African, Albert-Eden).
- the atmosphere - it's a metropolitan city with great opportunities but at the same time has a friendly, family orientated side as well; great place to grow up in and live (18yrs, Puketāpapa, Online).

Swimming pools and playgrounds were mentioned frequently.

- the playground down the road (11yrs, Female, NZ, Puketāpapa).
- swimming pools, piha, waitakere ranges, walks (14yrs, Male, Māori, Waitakere Ranges).
- the free pools in south auckland they should have them in all suburbs or areas (16yrs, Female, Māori, Albert-Eden).

Other popular places and attractions include:

- skateparks (14yrs, Male, White, Māngere-Ōtāhuhu).
- the festivals/events (16yrs, Female, Whau).
- the massive number of events and concerts which come to Auckland aimed especially at youth (17yrs, Female, NZ, Takapuna-Devonport).
- the waterfront, tamaki drive area (17yrs, Female, Māori, Albert-Eden).
- The energy. There is always something happening, never a dull moment. The Warriors! (17yrs, Female, Māori, Waitakere Ranges).
- The movies (16yrs, Female, Japanese, Henderson-Massey).

Children and young people also mentioned particular areas such as Southside, Glen Innes, the North Shore as the best things about Auckland suggesting a sense of local pride.

Māori were more likely than other ethnic groups to choose opportunities, things to do and/or places to go as the best things about Auckland. There were no significant age, gender or area differences in relation to this theme.

### 5.3.3 Nice friendly people and/or great community

- The community. We all work together and that is great (12yrs, Female, New Zealander/Philippines, Whau).
- The majority of the people you meet are decent friendly people (18yrs, North Shore and Rodney, Online).
- the community feeling being involved in the city's growth (14yrs, Female, English, Whau).
- The landscapes, the close-knit community feeling, feels pretty safe, people have a voice (14yrs, Waitematā, Online).
- The people. Most people are really nice and can just get along with each other (15yrs, Female, Waitakere Ranges).
- good people and friendly environment (16yrs, Female, Cook Islander, Māngere-Ōtāhuhu).
- Girls (17yrs, Male, Kaipātiki).
- the people that live in Auckland there all respectful and kind, the teachers that teach us are very well educated (14yrs, Male, Somalia, Puketāpapa).
- the friendly people, the different tradition and cultures that are shared within Auckland (15yrs, Female, Samoan, Ōtara-Papatoetoe).

More Pacific Peoples compared to other ethnic groups chose qualities relating to friendliness and positive communities as the best thing about Auckland. Young people over the age of 11 years were significantly more likely to choose these features and children aged 8 years and under were significantly less likely. More children and young people from the South chose nice friendly people and/or a great community compared to other areas.

### 5.3.4 Libraries and/or tourist attractions

Libraries and other destinations such as Kelly Tarlton's, the Museum, Rainbows End, the Airport and the city centre are important to many children and young people.

- that Auckland has the biggest theme park in New Zealand (9yrs, Howick, Online).
- on hot summer days I like to go the library and read books (7yrs, Female, NZ, Puketāpapa).
- The Onehunga library because it has computers and books (9yrs, Male, Chinese, Puketāpapa).
- motat, rainbows end, albany shopping mall, museum (11yrs, Female, NZL, Rodney).
- all of the tourist attractions museums, motat, art gallery (13yrs, Male, Canadian, Kaipātiki).
- the city looks pretty at night (17yrs, Female, Māori, Kaipātiki).

Girls were more likely than boys to select these features. Children aged 12 years and under were significantly more likely to select these features and young people aged 15 and 16 years were significantly less likely to select these things. There were no significant differences between the different areas of the Auckland region but Pacific Peoples were less likely to pick libraries or tourist attractions as the best things about Auckland.

### 5.3.5 Sky Tower and/or Auckland Harbour Bridge

Somewhat surprisingly, the Sky Tower is very popular with children and young people across the Auckland region. Many only mentioned the Sky Tower or the Auckland Harbour Bridge. Some provided an explanation of why they like these features.

- the landscape, nature and amazing landmarks such as the sky tower and the harbour bridge and also the environment and nature (9yrs, Female, Indian).
- this is the only city in New Zealand that has the sky tower (12yrs, Puketāpapa, Online).
- going into the skytower and looking at the view and having a flash dinner where it's up high (11yrs, Female, Kiwi, Rodney).
- getting to boast about having the tallest skyscraper in the southern hemisphere and the biggest cinema screen (11yrs, Male, Afghani, Whau).
- the harbour bridge because it helps people from auckland to get to the north shore so they can go to work and stuff (12yrs, Female, NZ, Kaipātiki).
- The harbour bridge and the Sky Tower because it represents the strength of Auckland (15yrs, Female, Whau).

Participants aged 14 years and under were significantly more likely to select the Sky Tower and/or the Auckland Harbour Bridge as the best things about Auckland. There were no significant gender differences but young people living on the North Shore or in Rodney were significantly more likely to choose these landmarks. There were no obvious differences between ethnic groups.

### 5.3.6 Shops and/or malls

The variety and number of shops and/or malls were highly valued by children and young people.

- malls because I like shopping (8yrs, Female, European, Rodney).
- there is a city that you can do shopping in (11yrs, Female, Malaysian, Puketāpapa).
- The amount of shops and grocery items, also when your out of food there is shops close (12yrs, Female, Indian, Puketāpapa).
- the mean as shops (14yrs, Female, NZ, Devonport-Takapuna).
- the shops (15yrs, Whau, Online).

Participants also mentioned specific types of shops or shopping areas as the best things about Auckland. For example

- Video games stores (14yrs, Male, Wigga, Rodney).
- the op shops and little stores on k road (17yrs, NZ, Rodney).
- the Ōtara markets and panmure markets and the island food there (18yrs, Female, Tonga/Māori, Maungakiekie-Tāmaki).

Girls were significantly more likely to choose shops and/or malls as the best things about Auckland. Young people aged between 9 and 10 years and between 13 and 14 years were also significantly more likely to select shopping features. Participants living on the North Shore and in Rodney were significantly more likely to choose shopping and/or malls, and Asian children and young people were less likely to choose these things.

### 5.3.7 Cultural diversity

Young people in Auckland value and appreciate the cultural diversity of the Auckland region as the following comments illustrate.

- Its ethnic diversity and the fact that it provides opportunities to express them (17yrs, Male, Samoan, Māngere-Ōtāhuhu).
- the cultural diversity, growing up in Auckland it is very hard to develop racist views as you grow up with multitude of ethnicities, that make living in Auckland really interesting, it's what

sets Auckland apart from other cities around the world (13yrs, Female, European, Puketāpapa).

- its cultural diversity among the people, this allows us to experience different styles of food and can bring many festivals to increase the moral of the citizen (16yrs, Male, Pākehā, Puketāpapa).
- many different cultures are in Auckland, samoan, nz Māori, indian and lots of others (12yrs, Female, Samoan/NZ, Waitematā).
- The different cultures. I love how we have a huge mixture of different nationalities and that we are accepting of everyone (13yrs, Female, Kiwi, Albert-Eden).
- the positive multi-cultural city we are part of. Auckland is the city that I want my children's children's children to grow up in as it is a far more positive place to study and grow up in (15yrs, Male, Indian, Albert-Eden).
- The diverse people who live here. Tangata whenua [people of the land; indigenous people], their language/customs and amazing stories and traditions within the surrounding landscape. Also the range of ethnicities who live here and all that comes with their cultures and experiences (24yrs, Albert-Eden, Online).

Significantly more girls compared to boys chose cultural diversity as the best thing about Auckland. Young people aged 13 and older were also significantly more likely to mention cultural diversity as were participants living in the Auckland Isthmus and South/Manukau. More Pacific Peoples than other ethnic groups chose cultural diversity.

### **5.3.8 School and/or education**

Many young people thought their school and/or educational possibilities were the best things about Auckland.

- Education (13yrs, Upper Harbour, Online).
- the good education, good friends and perfect teachers (10yrs, Male, Punjabi, Howick).
- schools and no disasters (11yrs, male, Chinese).
- Muslim school halaal food (16yrs, Female, Indian, Māngere-Ōtāhuhu).
- the options of schools and university and you can always achieve your goals (16yrs, Female, Indian, Maungakiekie-Tāmaki).

There were no significant differences in the percentage of boys and girls who chose schooling and/or education as the best things about Auckland. Children aged between 9 and 12 years were significantly more likely to pick these things. There were no obvious differences between ethnic groups but children and young people living in North Shore and Rodney were less likely to pick schooling and education as the best things about Auckland.

### **5.3.9 My home and/or my family and friends are here**

- it's home, safety, comfort and love, which is present in Auckland for me (18yrs, male, Samoan, Māngere-Ōtāhuhu).
- all the family members live here in Auckland (17yrs, Female, Maungakiekie-Tāmaki).
- my friends and family (12yrs, Female, Tongan/Samoan, Henderson-Massey).

There were no significant gender and age differences between children and young people who commented that the best thing about Auckland was that their family and/or friends lived here or



that Auckland was their home. This response was more common among Pacific Peoples, Māori and those living in the South/Manukau.

### **5.3.10 Other – miscellaneous**

The following additional themes were identified by less than 5% of participants:

- the size of Auckland in terms of physical area but also the number of people;
- the fact that Auckland is quiet, peaceful and relatively safe;
- the nightlife and parties;
- the availability of food, cafes and restaurants;
- sporting activities and particular teams (eg. the Warriors and/or the Blues);
- the political environment, for example, freedom and choice and the interest in young people's opinions;
- low cost or free options for young people, for example, student discounts;
- the availability of public transport;
- the weather;
- buildings; and
- the Mayor.

A small group of children and young people didn't think there was anything positive about Auckland.

- nothing, everything needs to be changed, it's too boring, need more infrastructure, facilities and better transport systems (14yrs, Female, Asian, Devonport-Takapuna).
- nothing really, Auckland isn't that great (21yrs, Male, Manurewa).

## **5.4 Summary of differences between participants**

### **5.4.1 Age**

Probably the most important differences between the views of children and young people are related to their age. Younger participants (under 12-14 years) placed more emphasis on access to recreational and fun activities; they identified an increase in fun activities as a way to put them first and as actions that can help them be the best that they can be and they selected libraries, tourist attractions and the Sky Tower/Auckland Harbour Bridge as the best things about Auckland.

A sense of safety and feeling cared for was also important for younger participants. Having access to opportunities of different types was important for older participants. For those aged 17 years and older having access to free or low cost services and facilities was a way to put them first and they were also more likely to mention actions relating to increased opportunities as helping them to be the best that they can be. Older participants were also more likely to choose cultural diversity as one of the best things about Auckland.

### **5.4.2 Gender**

There were many commonalities between boys and girls and between young men and women. They were equally interested in feeling special and valued. Improving education was seen as an important action by both genders. More girls mentioned that having a voice and being listened to

as ways to put them first, but more boys mentioned actions focused on giving youth a voice as helping them be the best they can be.

More girls than boys identified increased empowerment and opportunities through quality skills, resources and information as ways to put them first. More girls also identified actions in this area. Girls were also more likely to mention actions relating to public transport and roads.

More girls identified the beauty of the natural environment; nice friendly people and/or a great community; libraries and tourist attractions; shops and malls; and cultural diversity as the best things about Auckland.

### **5.4.3 Location**

#### *Auckland Isthmus*

Participants living in the Auckland Isthmus were more likely to choose more fun, activities and recreational infrastructure as ways to put them first. They were also more likely to pick the beauty of environment and/or features of the natural environment (such as parks, beaches, views) as the best things about Auckland compared to all other areas. Auckland Isthmus young people were more likely than those living on the North Shore and in Rodney or in the West to select cultural diversity as the best thing about Auckland.

#### *North Shore and Rodney*

The only difference with respect to actions that could be taken to 'help me be the best I can be' was that young people from the North Shore and Rodney were less likely to pick improvements to public transport. Like young people in the Auckland Isthmus, more young people from the North of Auckland saw more fun, activities and recreational infrastructure as ways to put them first compared to those living in the South and the West. They were less likely than participants from other areas to make comments about empowerment and opportunities as ways to put them first. They were significantly more likely to interpret question one in a literal sense. Young people from North Shore and Rodney were also more likely to nominate the Sky Tower and/or the Auckland Harbour Bridge along with shops and malls as the best things about Auckland. They were less likely to choose schooling or education as the best thing.

#### *South/ Manukau*

Compared to children and young people in other areas, young people in the South were more likely to identify the ability to have their say as a way to put them first. Participants living in the South of Auckland were less likely to choose improved access to places or information or facilities or services which are low cost or free as ways to put them first. They were more likely to choose cultural diversity and the fact that their home and/or family and friends are here as the best things about Auckland compared to other ethnic groups.

#### *West/ Waitakere*

There were no significant differences for young people living in the West of Auckland. Their views were the closest to the views of the total sample.

### **5.4.4 Ethnicity**

Considerable caution should be exercised with the findings below. The differences between ethnic groups have not been statistically tested and the comments should be treated only as indicative of

what may be important to different groups of young people in Auckland. These ideas need further exploration. Furthermore, young Māori engaged through Rangatahi Tū Rangitira were asked different questions.

Analysis of the postcard data shows that there are many similarities between children and young people of different ethnicities across the Auckland region. Similar proportions of children and young people from different ethnic groups thought that opportunities or being wanted and/or valued was what putting me first meant to them. Actions that increase the support, encouragement and/or opportunities available for children and young people were seen as important by all ethnic groups. Children and young people from different ethnic groups identified the Sky Tower and/or the Auckland Harbour Bridge as among the best things about Auckland in equal proportions. In addition, similar proportions of children and young people chose a school or education as one of the best things about Auckland regardless of their ethnicity.

Higher proportions of European children and young people thought that more fun, activities and recreational infrastructure was what 'putting me first' meant to them. Better access to low cost and/or free services and/or facilities and/or places was also important for European children and young people. They were less likely to select individual actions as ways to 'be the best they can be' and more European participants thought improving public transport and/or roads was an important action. With respect to the best things about Auckland, there were no important differences between European children and young people and the overall sample.

A greater proportion of Māori children and young people took a literal interpretation of 'putting me first' and a smaller proportion thought giving youth a voice was what 'putting me first' meant to them. Māori were more likely than European and Asian children and young people to identify individual actions as ways to help them 'be the best that they can be'. A higher proportion of Māori mentioned actions focused on more fun events and activities compared to other ethnic groups. In relation to the best things about Auckland, a higher proportion of Māori thought that the opportunities available in Auckland and the things to do and places to go were the best things. Compared to Asian and European children and young people, more Māori commented that the best thing about Auckland was that their home and/or family and/or friends are here.

For rangatahi Māori who were engaged and consulted through the Rangatahi Tū Rangitira process, the main differences between their views and those of other ethnic groups centre on the importance of treasuring Māori culture and te reo. For example, rangatahi argued that Māori should be a main language; the land and names need to be retrieved and retained (e.g. Nga Hau Māngere o Hoturoa); and there need to be more Māori books in libraries as well as Māori cultural activities, events and festivals.

Pacific children and young people, like Māori, took a literal interpretation of what 'putting me first' meant and they were less inclined to mention giving youth a voice. A higher proportion of Pacific participants, compared to all other ethnic groups, mentioned belonging and/or contributing to their family and/or community as a way to 'put me first'. More Pacific children and young people reported individual actions compared to other ethnic groups as ways to help them be the best that they can be. Smaller proportions of Pacific participants identified actions focused on improving education or increasing a focus on youth or improving public transport. A higher proportion of Pacific children and young people thought that cultural diversity and/or nice friendly people and/or great communities were the best things about Auckland. Smaller proportions mentioned the beauty of the environment or libraries and/or tourist attractions as the best things compared to other ethnic

groups. Like Māori, a higher proportion of Pacific participants commented that the best thing about Auckland was that their home and/or family and/or friends are here.

Asian participants were less likely to take a literal interpretation of what 'putting me first' meant to them. A higher proportion of Asian children and young people commented that giving youth a voice and/or being cared for and kept safe was what 'putting me first' meant. Asian children and young people were the most likely to choose actions focused on improving education as ways to help them 'be the best that they can be'. They were less likely than Māori and Pacific participants to suggest individual actions. Over a quarter of Asian participants thought that the best things about Auckland were its beauty and/or natural environment (e.g. beaches, parks, views). This was a higher proportion than any other ethnic group. A smaller proportion of Asian children and young people thought that shops and/or malls were the best things about Auckland

## 6.0 Conclusions

We conclude this report by reflecting in the key themes in children and young people's responses, identifying lessons for future engagement, and describing what has been done with the information gathered as part of this engagement process.

### 6.1 What did children and young people say?

Children and young people defined putting me first as:

- I am empowered and have opportunities
- I am important and valued
- I have a voice
- I can access places, information and services easily
- I am cared about and I feel safe
- I belong and contribute to my family, whānau and community

They identified the following actions that will help children and young people be the best they can be:

- Give me actions I can do myself
- Provide me with a better education
- Give me a voice
- Support me, encourage me and provide me with opportunities
- Improve access to places, spaces and opportunities by improving public transport and roads

Children and young people described the best things about Auckland as:

- The beauty of our environment, our parks and beaches and views
- The opportunities to do things and go places
- Nice friendly people – great communities
- Our libraries and tourist attractions
- Our cultural diversity
- Auckland is my home and where my family and friends live

### 6.2 What are the implications for future engagement?

According to Matthews and Limb, “all too often responses by local authorities, albeit well meaning, are haphazard, insufficiently thought through and under resourced” (2003: 177). The engagement process described in this report incorporated a number of elements of best practice, including co-development of the process with young people (FYAP), using youth-oriented environments, language and media (postcards), and ensuring that a diverse range of children and young people were given the opportunity to ‘have their say’. Perhaps most significantly, this engagement process fed into a wider project to improve the level of participation of children and young people in Auckland Council's decision-making and increase consideration of the needs of children and young people in council planning and policy, as described in the next section. Many of the comments indicate that children and young people appreciated being involved.

There are, nevertheless, lessons to be learnt from this process about methods for engaging with children and young people in the future.

- Care should be taken to ensure that the questions being asked of children and young people will provide answers to the questions that the engagement process is intended to answer. Any mismatch or scope for misinterpretation of questions is likely to limit the ability of the engagement process to generate useful information.
- Large proportions of Māori and Pacific participants suggested individual actions on their postcards as ways to help them be the best that they can be rather than identifying actions that could be taken by the council and/or other agencies or by adults in general. It is possible that the purpose of the engagement needed to be explained in ways that were more accessible to Māori and Pacific young people so that they have greater opportunity to contribute ideas that do not rely on their own resources and skills.
- It is recommended that the following protocols be fundamental in engaging rangatahi in the future:
  - a good cross section of rangatahi identified and engaged – e.g. ages, experiences, suburbs/regions, urban/rural, socio-economics etc;
  - adequate skills (e.g. experience, age, language, tikanga) to engage rangatahi;
  - koha (gift) and kai (food);
  - transparency of process and information gathering;
  - feedback of findings and next steps; and
  - ongoing involvement/engagement of rangatahi – ensuring that this is not just a one-off event.
- Considering how data will be analysed is important when designing an engagement process. This creates clarity about which information is most needed, how much time will be required to analyse the data and how the findings will be used.
- In situations where the intention is to collect large quantities of fairly concise responses, a “tick box” approach is useful in reducing the amount of back-coding. A good way to do this is to pilot the data collection tool (e.g. the postcard) with a group of young people to get a sense of the most common themes or ideas and then list these and ask participants to choose the ones that are most important to them. An open space for general comments can still be included.
- When seeking information on complex issues, in-depth qualitative data is often useful. This may require working with smaller groups. It is useful to record the details of the groups you work with so the reader has a good sense of who was involved (whilst maintaining confidentiality). Recording and transcribing the discussion groups enables systematic analysis of such data.
- Some young people appeared to be influenced by the classroom environment so it may be useful to think about the pros and cons of working through schools.
- Only a small number of pre-schoolers, under 8 year olds and people aged between 18 and 25 were involved in the engagement. In the future, different engagement methods for different age groups may be necessary to increase involvement.

### **6.3 What has been done with this information?**

Engagement with children and young people informed the development of the Auckland Plan, which has as its first transformational shift “Dramatically accelerate the prospects of Auckland’s children and young people”. Within the Auckland Plan, Strategic Direction 1 – Create a strong, inclusive and equitable society that ensures opportunity for all Aucklanders – has as its first priority

“Put children and young people first”. A number of the targets under Strategic Direction 1 are directly concerned with children:

- Ensure that by 2017, all pre-school children receive all Well Child checks, including the B4 School Check, and are up to date with childhood immunisation.
- All 3 and 4 year olds will participate in and have access to quality, culturally appropriate early childhood learning services by 2020.
- Increase the proportion of school leavers who achieve at least NCEA Level 2 from 74% in 2010 to 100% by 2020 and ensure that all school leavers have a career plan by 2020.
- All young adults will complete a post-secondary qualification by 2030.
- Decrease the number of child hospitalisations due to injury by 20% by 2025.

The views of children and young people expressed during this engagement process also led to the development of seven goals under the banner of ‘put me first’. Council staff then worked with the Youth Advisory panel to develop actions for each goal. These goals and actions form the basis of the Children and Young People’s Strategic Action Plan, which aims to improve the prospects of people under 25 living in Auckland, and has resulted in a co-governance agreement between Auckland Council and the Youth Advisory Panel. Auckland Council will work with the Youth Advisory Panel and stakeholders to develop and deliver the actions.<sup>3</sup> These initiatives are intended to ensure that youth participation is incorporated in the core business of Auckland Council in a systematic and sustained way, rather than being limited to high-profile projects (Vromen and Collin, 2010: 104).

The seven goals and their associated actions are described below:

1. I have a voice, am valued and contribute
  - Creating new ways to give people under 25 a voice
  - Supporting the Youth Advisory Panel to design and develop community programmes and initiatives
  - Making it easier to connect with Council
  - Promoting good news stories about people under 25
  - Researching and reporting on the well-being of people under 25
2. I am important, belong, am cared about and feel safe
  - Delivering a safer cities programme
  - Creating thriving communities
  - Supporting networks for youth workers
  - Monitoring safety
3. I am happy, healthy and thriving
  - Advocating for well-being
  - Consider the voices of people under 25 when we make decisions
  - Developing a plan to provide secure, healthy homes
4. I am given equal opportunities to succeed and be given a fair go
  - Delivering the Youth Connections programme to support young people moving on from school
  - Running a cadet and internship programme
  - Providing library programmes for people under 25
  - Providing environmental education programmes for schools
5. I can get around and get connected

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<sup>3</sup> <http://putmefirst.co.nz/>

- Providing free internet access in libraries
  - Providing wi-fi in public spaces, on public transport and in neighbourhoods
  - Developing a new website for people under 25
  - Developing travel plans for schools and tertiary education providers
  - Providing road safety education and training
6. Auckland is my playground
- Providing free or low cost activities
  - Providing sportsfields, facilities and programmes for people under 25 and their families
  - Working with people under 25 to create more sport and recreation opportunities
  - Creating sport opportunities in communities
  - Making sure our events and venues meet the needs of people under 25
7. kia ora rawa atu e nga rangatahi kaota (all rangatahi will thrive)
- Auckland Council is looking at developing a Rangatahi Maori Leadership Forum. The forum would promote leadership for rangatahi and have a focus on Maori identity, te reo and creating a clean, green environment. This forum has been suggested by rangatahi. The forum would also look at:
    - Substance abuse (such as cigarettes, alcohol and drugs) and the ease of getting them
    - Bullying at school
    - Access to health facilities
    - Affordability of healthy kai (food) and having community gardens.



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## Appendix A Project brief

### Project Brief: Children and Young People's First Framework

#### Purpose

This project involves working and engaging with the children and young people of Auckland to develop a framework. This framework will provide clear priorities, actions and principles for inclusion in the draft Auckland Plan. This framework will also inform the 'Children/Young People-First' workstream and cross-council activities. By doing this, Auckland Council is making a bold decision in shaping organisational practices and processes.

#### Rationale

There are currently 290,000 children and young people aged between 0 and 18 years living in Auckland, these children and young people will have the longest ownership of the Auckland Plan. In recognising that children and young people's interests matter and by making them part of the discussion on how Auckland is shaped, will show that we are placing children and young people at the heart of Auckland now.

The present and the future are defined by where and how children and young people live, learn, grow and play, the relationships they form, how they get around the city and what they experience in their daily lives. Auckland, like all cities, has its areas of deprivation where children live in poverty, poorly housed, neglected and access to public facilities and services are inadequate. That is an economic and social burden not just for those affected but for all of Auckland. A 'Children/Young People-First' approach is the first step to addressing these disparities.

#### Auckland Plan "putting children and young people first"

In the Auckland Council's discussion document for Auckland's future – Auckland Unleashed, a key Strategic Priority is putting children and young people first. By placing children and young people's perspectives at the heart of the development of the Auckland Plan, council will be able to develop more effective plans and policies in relation to the lives of children and young people – because what is often good for children and young people is often good for other citizens.

This approach encourages and supports Auckland children and young people to take an active interest in decision-making and policy development with the aim of making Auckland the most livable city in the world, for both young and old.

#### Background

Auckland Council has engaged a range of communities on 'Auckland Unleashed' – The Discussion Document on the Auckland Plan. This was part of Council's wider engagement with all stakeholders of Auckland, and leads into to the next phase of preparing the Draft Auckland Plan.

Throughout the engagement phase on the Auckland Unleashed document, council gathered information from the Youth Advisory Panels thorough a youth summit attracting around 100 young people from across Auckland further to this council managed to reach a small number of youth who 'happened' to attend the council-run summits. Through this engagement, it has become obvious that there are a number of children and young people's voices and opinions that are often not heard. It is recognised that we currently have a lack of information of the needs and

wants of children and young people who are typically disengaged with council. These populations of youth are often marginalised and/or excluded from youth focussed strategies and policies. This often does not divert them from criminal or antisocial behavior but rather makes them feel increasingly unfamiliar with programmes and policies that are meant to target them.

### Scope

Although the council recognises that there are many differences in the definition of children and young people (for example, cross-cultural definitions), for the purposes of this project, children and young people are people of the ages 0 to 24. This approach to definition of children and young people incorporates both the Office of the Children's Commission (0 – 18 years) and the Ministry of Youth Development's (12- 24 years) understandings.

With support from Auckland Council Community Development officers based in the North, West, Central and South, along with youth providers and youth councils we proposed to target engagement towards children and young people throughout the Auckland region. In order to be as inclusive as possible in our approach to the engagement we will be including participants from both highly urbanised areas and the more rural places within Auckland region.

### Objectives and Outputs

The first objective for this project is to facilitate 2-weeks of children and youth engagement aims to capture children and young people's voices from around Auckland on what they envision for themselves, their families and friends and the greater region of Auckland. Engagement will be approached by focussing on:

1. **Targeted schools and through existing council networks and relationships** : In order to capture a good cross section of children and youth in Auckland a number of targeted schools (primary, intermediate and collage) will be involved in this project. These schools will be selected according to their decile rating and also location. During this phase, the Children's commission will be actively working with council to ensure and facilitate engagement with children. By using councils existing networks and relationships we will be able to further target children and young people not just for their opinion on Auckland but also for guidance on how to engage with or young people who are currently disengaged.
2. **Marginalised youth**: We will work closely with these young people and experienced youth workers to facilitate discussions to target areas with concentrations of youth who are displaced either from school or from home, or often excluded from engagement/consultation. This phase of our engagement will be focused on reaching out to youth in their environments.

### Outputs

Through this engagement the Children and Young People's First Framework will be developed for incorporation into the Auckland Plan. This framework has the potential to further influence the development of a number of other council outputs, such as:

1. Youth mapping database;
2. Research portfolio on programmes that have focussed on children and young people (internally and externally);
3. Ethics for working with children and young people;
4. Child Impact Assessment; and
5. Child-first strategies and policies.

## Methodology

### Direct feedback

The key approach to gathering appropriate feedback is to employ oral techniques (direct consultation) to target some of the least vocal and at most risk youth. In having an approach such as this, it is expected that the research will directly capture children and young people, giving them an opportunity to express their voices first hand. The consultation rounds will be undertaken by council staff and youth/community workers, following the provision of appropriate training and support.

### Secondary feedback

To ensure consistency throughout the project a **postcard campaign** that captures the views of Auckland children and young people will be employed to provide guidance to council partners and officers. This postcard will have three statements that help prompt feedback:

1. Putting me first means...
2. Actions that will help me be the best I can be are...
3. The best thing about Auckland is...

These postcards will also include:

1. Age
2. Female / Male
3. My suburb
4. Freepost address and link to Facebook page

In order to connect more effectively with children and youth this project will also employ social media mechanisms. Michael Goudie (Councillor) has shown support for this project by offering to develop a **YouTube** clip to promote the campaign. This project will also be promoted through the council **Facebook** page.

### Process of analysis

#### Skills and Competencies

All interviewers will be culturally, socially and professionally competent in their delivery and treatment of information. The council will ensure that such skills and competencies are also incumbent in those that administer the project. Council staff will be selected according to their level of skills and competencies and their relationships with children/youth and their communities.

#### Aggregated Data

Analysis will be conducted on aggregated data and individuals will not be identified at any stage of the analysis or within the regional and national reports.

There is likely to be more interest and requests to access aggregated data from this project. The council will ensure that no personnel will be able to be identified through using this aggregated data. Details of the young people who participate in this project will remain confidential throughout the process.

#### Youth Mapping Database

A database will be developed to store the details of youth that participate in this project, these details include:

1. Age
2. Female / Male

### 3. My suburb

This will allow council to begin to map where the concentrations of youth are and some of the key trends that emerge from each age/gender/area.

#### Data Flow

1. Engagement – the movement of data/information from youth, to council staff.
2. Data capture – the movement of individual data/information from engagement into 2 databases – response database (general themes) and a regional youth mapping database.
3. Data sharing – aggregated data will then be formed into a framework (principles) to be included into the Auckland Plan and to inform the Child and Young People's First work stream within council.

#### Ethical Guiding Principles

The following ethical principles will assist in guiding the council to:

1. Adhere to basic principles of respect, upholding integrity, confidentiality and safety;
2. Recognise these basic principles and apply these to individuals and to their family, friends and whānau;
3. Utilise interviewers who have the necessary cultural, language, subject and research competencies to undertake the interviews;
4. Convey clearly to participants the aims of the project objectives and outcomes;
5. Ensure participants know what will become of the information they have volunteered, and its possible use and application; and
6. Report back to youth involved in or affected by the consultation in a timely and appropriate manner.

#### Project Team

Lead : Catherine Fitzsimons: Regional Frameworks, Community and Cultural Strategy

1. Rangimārie Mules: Forums and Engagement, Community and Cultural Strategy
2. Sarah Finlay: Community Development (Central), Youth Council

#### Support from:

1. Carol Hayward and Caroline Lim: Consultation and Engagement
2. Ayr Jones: South
3. Andrew Wood: West
4. Nicola Reid: North

#### Risk Mitigation

Risk	Mitigation
Safety of participants	All personal information will be confidential.
Safety of council workers	New Zealand police and its Police volunteers, Māori wardens, along with current youth workers will provide adequate support for the people involved in this project.
Capture a good cross-section of youth from throughout the region – will there be groups of youth that are left out of the project?	

Timeframe impedes on quality of data	
Redundancy of answers	Ensure questions are not too broad – predict what some of the answers may be and how they will be interpreted so that they are relevant.
Clear analysis of data	Ensure structures are in place and that clear processes of data analysis are developed.
Framework does not reflect raw data	Interpret raw data in a ½ day workshop with youth, community/youth workers and project team.

## Appendix B Postcard data

Table 6: Putting me first means...by gender.

Putting me first means...	Male	Female	Not stated	Total
Prioritising me, as an individual	16.4%	16.2%	13.1%	16.2%
Empowerment and opportunities through quality skills, resources and information	13.5%	<b>18.2%</b>	13.8%	16.1%
More fun, activity and more recreational infrastructure	<b>15.9%</b>	12.3%	8.8%	13.6%
I am wanted and/or valued	11.1%	13.3%	11.3%	12.3%
Giving youth a voice	8.3%	<b>12.9%</b>	4.4%	10.7%
Improve access to places or information or facilities or services which are low cost or free	11.4%	9.6%	10.6%	10.3%
Caring and safety	9.6%	10.7%	5.6%	10.1%
Belonging and contributing to family, whānau and/or community	5.9%	7.5%	5.0%	6.7%
Total	1827	2550	160	4537

Note: Percentages in bold and in red are significant at p< 0.05

Table 7: Putting me first means...by age.

Putting me first means...	8 and under	9-10	11-12	13-14	15-16	17-18	19 and over	Not stated	Total
Prioritising me, as an individual	5.5%	5.0%	13.1%	<b>20.0%</b>	<b>21.4%</b>	<b>20.8%</b>	8.0%	11.7%	16.2%
Empowerment and opportunities through quality skills, resources and information	5.5%	6.5%	<b>18.0%</b>	<b>17.7%</b>	<b>18.4%</b>	<b>16.9%</b>	<b>19.0%</b>	17.1%	16.1%
More fun, activity and more recreational infrastructure	<b>25.5%</b>	<b>29.1%</b>	<b>17.8%</b>	<b>12.4%</b>	7.8%	4.7%	7.0%	6.3%	13.6%
I am wanted and/or valued	<b>5.9%</b>	11.8%	12.3%	13.3%	13.1%	13.7%	11.0%	9.0%	12.3%
Giving youth a voice	7.0%	11.8%	8.7%	11.5%	12.6%	11.4%	15.0%	3.6%	10.7%
Improve access to places or information or facilities or services which are low cost or free	2.2%	7.5%	10.3%	10.0%	9.8%	<b>17.2%</b>	<b>16.0%</b>	9.9%	10.3%
Caring and safety	5.2%	<b>16.3%</b>	<b>16.1%</b>	9.4%	7.0%	5.2%	5.0%	6.3%	10.1%
Belonging and contributing to family, whānau and/or community	<b>11.4%</b>	6.0%	8.8%	5.2%	5.6%	5.8%	10.0%	3.6%	6.7%
Total	271	398	1063	968	1092	534	100	111	4537

Table 8: Putting me first means...by area.

Putting me first means...	Auckland Isthmus	South/ Manukau	North Shore and Rodney	West/ Waitakere	Not stated/ don't know	Total
Prioritising me, as an individual	13.7%	14.9%	<b>20.5%</b>	17.5%	11.1%	16.2%
Empowerment and opportunities through quality skills, resources and information	16.8%	21.8%	<b>11.9%</b>	20.0%	13.2%	16.1%
More fun, activity and more recreational infrastructure	<b>13.4%</b>	6.6%	<b>19.2%</b>	9.1%	9.9%	13.6%
I am wanted and/or valued	13.0%	10.6%	11.4%	13.1%	12.3%	12.3%
Giving youth a voice	11.3%	<b>20.3%</b>	9.0%	9.5%	5.3%	10.7%
Improve access to places or information or facilities or services which are low cost or free	10.0%	<b>5.4%</b>	11.5%	12.3%	7.4%	10.3%
Caring and safety	11.8%	9.7%	9.0%	8.4%	7.8%	10.1%
Belonging and contributing to family, whānau and/or community	7.5%	9.2%	4.5%	7.6%	6.2%	6.7%
Total	1912	349	1284	749	243	4537

Note: Percentages in bold and in red are significant at  $p < 0.05$

Table 9: Putting me first means...by ethnicity.

Putting me first means...	Any European Origin	Any Māori origin	Any Pacific Island origin	Any Asian origin	Total Sample
Prioritising me, as an individual	16.2%	<b>20.6%</b>	<b>19.2%</b>	<b>13.2%</b>	16.2%
Empowerment and opportunities through quality skills, resources and information	14.9%	18.7%	16.0%	17.1%	16.1%
More fun, activity and more recreational infrastructure	<b>17.0%</b>	12.2%	10.9%	12.3%	13.6%
I am wanted and/or valued	11.9%	11.3%	13.6%	12.3%	12.3%
Giving youth a voice	10.7%	<b>6.5%</b>	<b>7.1%</b>	<b>14.8%</b>	10.7%
Improve access to places or information or facilities or services which are low cost or free	<b>13.5%</b>	10.9%	10.7%	8.7%	10.3%
Caring and safety	10.3%	7.4%	7.9%	<b>14.7%</b>	10.1%
Belonging and contributing to family, whānau and/or community	5.1%	7.4%	<b>10.5%</b>	6.3%	6.7%
Total	1398	433	707	1215	4537

Note: Percentages in blue are significantly above the total sample and percentages in green are significantly below.



Table 10: Actions by gender.

Actions that will help me be the best I can be are...	Male	Female	Not stated	Total
Individual actions (actions the young person could take themselves)	29.4%	30.9%	16.9%	29.8%
Better education	14.3%	15.9%	9.4%	15.0%
Focusing on youth and/or youth having a voice	<b>15.5%</b>	12.4%	6.3%	13.4%
Support and encouragement and/or opportunities in general and/or equality of opportunity	8.8%	<b>11.3%</b>	5.6%	10.1%
Improving public transport and/or roads	5.0%	<b>9.3%</b>	5.6%	7.4%
More fun events and/or activities	5.9%	6.0%	8.1%	6.0%
Total	1827	2550	160	4537

Note: Percentages in bold and in red are significant at  $p < 0.05$

Table 11: Actions by age.

Actions that will help me be the best I can be are...	8 and under	9-10	11-12	13-14	15-16	17-18	19 and over	Not stated	Total
Individual actions (actions the young person could take themselves)	<b>37.3%</b>	23.6%	<b>31.7%</b>	<b>30.6%</b>	<b>31.2%</b>	<b>29.6%</b>	<b>12.0%</b>	11.7%	29.8%
Better education	<b>3.7%</b>	17.1%	17.7%	15.5%	15.0%	15.0%	10.0%	10.8%	15.0%
Focusing on youth and/or youth having a voice	12.2%	<b>21.9%</b>	<b>16.5%</b>	13.2%	9.8%	11.2%	<b>18.0%</b>	1.8%	13.4%
Support and encouragement and/or opportunities in general and/or equality of opportunity	<b>1.8%</b>	5.8%	10.3%	9.2%	10.7%	<b>16.5%</b>	<b>21.0%</b>	6.3%	10.1%
Improving public transport and/or roads	<b>3.7%</b>	<b>3.8%</b>	<b>3.6%</b>	8.1%	<b>10.7%</b>	<b>12.2%</b>	10.0%	3.6%	7.4%
More fun events and/or activities	7.4%	<b>8.8%</b>	<b>8.5%</b>	5.4%	3.9%	3.4%	3.0%	9.9%	6.0%
Total	271	398	1063	968	1092	534	100	111	4537

Table 12: Actions by area.

Actions that will help me be the best I can be are...	Auckland Isthmus	South/ Manukau	North Shore and Rodney	West/ Waitakere	Not stated/ don't know	Total
Individual actions (actions the young person could take themselves)	26.8%	33.5%	34.2%	31.1%	20.6%	29.8%
Better education	17.2%	13.8%	12.5%	16.0%	10.7%	15.0%
Focusing on youth and/or youth having a voice	14.2%	16.9%	13.9%	11.1%	7.8%	13.4%
Support and encouragement and/or opportunities in general and/or equality of opportunity	10.5%	13.2%	9.9%	10.0%	4.5%	10.1%
Improving public transport and/or roads	9.4%	8.3%	<b>4.4%</b>	8.3%	4.1%	7.4%
More fun events and/or activities	6.3%	4.3%	5.1%	6.9%	7.8%	6.0%
Total	1912	349	1284	749	243	4537

Note: Percentages in bold and in red are significant at  $p < 0.05$

Table 13: Actions by ethnicity.

Actions that will help me be the best I can be are...	Any European Origin	Any Māori origin	Any Pacific Island origin	Any Asian origin	Total Sample
Individual actions (actions the young person could take themselves)	<b>25.8%</b>	<b>33.5%</b>	<b>42.4%</b>	<b>24.7%</b>	29.8%
Better education	14.1%	12.9%	<b>11.9%</b>	<b>20.7%</b>	15.0%
Focusing on youth and/or youth having a voice	14.5%	14.1%	<b>9.9%</b>	15.6%	13.4%
Support and encouragement and/or opportunities in general and/or equality of opportunity	11.3%	10.9%	12.4%	10.0%	10.1%
Improving public transport and/or roads	<b>11.8%</b>	5.3%	<b>2.5%</b>	6.6%	7.4%
More fun events and/or activities	4.7%	<b>9.0%</b>	4.7%	7.7%	6.0%
Total	1398	433	707	1215	4537

Note: Percentages in blue are significantly above the total sample and percentages in green are significantly below.

Table 14: Best things about Auckland by gender.

The best thing about Auckland is...	Male	Female	Not stated	Total
Beauty of environment and/or features of the natural environment—parks, beaches, views	17.5%	<b>23.2%</b>	14.4%	20.6%
Opportunities and/or things to do and/or places to go	15.3%	16.5%	9.4%	15.8%
Nice friendly people and/or great community	11.1%	<b>15.6%</b>	6.3%	13.4%
Libraries and/or tourist attractions—Rainbow's End, Kelly Tarlton's, Museum, Airport, City centre	12.1%	<b>14.9%</b>	5.0%	13.4%
Sky tower and/or Auckland Harbour Bridge	12.6%	11.9%	11.3%	12.2%
Shops and/or malls	5.7%	<b>11.0%</b>	8.8%	8.8%
Cultural diversity	5.5%	<b>9.4%</b>	1.3%	7.5%
School and/or education	6.6%	6.3%	4.4%	6.3%
My home and/or my family and friends are here	4.9%	5.7%	8.8%	5.5%
Total	1827	2550	160	4537

Note: Percentages in bold and in red are significant at  $p < 0.05$

Table 15: Best thing about Auckland by age.

The best thing about Auckland is...	8 and under	9-10	11-12	13-14	15-16	17-18	19 and over	Not stated	Total
Beauty of environment and/or features of the natural environment—parks, beaches, views	24.7%	23.4%	23.1%	21.0%	18.9%	17.2%	13.0%	13.5%	20.6%
Opportunities and/or things to do and/or places to go	11.8%	15.1%	15.9%	18.5%	15.7%	15.5%	13.0%	7.2%	15.8%
Nice friendly people and/or great community	<b>2.2%</b>	7.5%	<b>17.4%</b>	<b>12.4%</b>	<b>14.9%</b>	<b>15.5%</b>	<b>15.0%</b>	7.2%	13.4%
Libraries and/or tourist attractions—Rainbow's End, Kelly Tarlton's, Museum, Airport, City centre	<b>23.6%</b>	<b>18.6%</b>	<b>16.5%</b>	13.8%	<b>8.9%</b>	10.5%	4.0%	3.6%	13.4%
Sky tower and/or Auckland Harbour Bridge	<b>15.1%</b>	<b>22.6%</b>	<b>15.9%</b>	<b>12.9%</b>	<b>7.9%</b>	<b>5.1%</b>	<b>2.0%</b>	10.8%	12.2%
Shops and/or malls	6.6%	<b>11.8%</b>	9.5%	<b>11.6%</b>	6.9%	5.1%	7.0%	9.9%	8.8%
Cultural diversity	<b>.7%</b>	<b>1.8%</b>	<b>3.6%</b>	<b>7.1%</b>	<b>11.0%</b>	<b>15.2%</b>	<b>22.0%</b>	2.7%	7.5%
School and/or education	3.7%	<b>10.3%</b>	<b>10.3%</b>	5.5%	3.4%	4.9%	3.0%	7.2%	6.3%
My home and/or my family and friends are here	3.7%	6.3%	5.4%	6.4%	5.1%	4.9%	5.0%	7.2%	5.5%
Total	271	398	1063	968	1092	534	100	111	4537

Table 16: Best thing about Auckland by area

The best thing about Auckland is...	Auckland Isthmus	South/ Manukau	North Shore and Rodney	West/ Waitakere	Not stated/ don't know	Total
Beauty of environment and/or features of the natural environment—parks, beaches, views	<b>23.5%</b>	17.2%	18.7%	20.2%	14.4%	20.6%
Opportunities and/or things to do and/or places to go	16.6%	13.8%	15.9%	16.7%	8.2%	15.8%
Nice friendly people and/or great community	13.2%	<b>18.9%</b>	12.9%	14.3%	7.8%	13.4%
Libraries and/or tourist attractions—Rainbow's End, Kelly Tarlton's, Museum, Airport, City centre	13.3%	17.2%	15.0%	11.5%	6.2%	13.4%
Sky tower and/or Auckland Harbour Bridge	10.5%	10.9%	<b>15.6%</b>	12.0%	9.9%	12.2%
Shops and/or malls	7.2%	10.3%	<b>12.5%</b>	6.7%	5.8%	8.8%
Cultural diversity	<b>8.9%</b>	<b>16.9%</b>	3.3%	8.1%	3.3%	7.5%
School and/or education	7.7%	8.9%	<b>3.0%</b>	6.8%	7.8%	6.3%
My home and/or my family and friends are here	5.0%	<b>9.5%</b>	4.8%	6.5%	4.1%	5.5%
Total	1912	349	1284	749	243	4537

Note: Percentages in bold and in red are significant at  $p < 0.05$

Table 17: Best thing about Auckland by ethnicity

The best thing about Auckland is...	Any European Origin	Any Māori origin	Any Pacific Island origin	Any Asian origin	Total Sample
Beauty of environment and/or features of the natural environment—parks, beaches, views	22.5%	<b>12.9%</b>	<b>14.3%</b>	<b>26.0%</b>	20.6%
Opportunities and/or things to do and/or places to go	16.6%	<b>21.5%</b>	14.9%	14.5%	15.8%
Nice friendly people and/or great community	12.2%	10.6%	<b>16.5%</b>	15.1%	13.4%
Libraries and/or tourist attractions—Rainbow's End, Kelly Tarlton's, Museum, Airport, City centre	15.7%	12.7%	<b>10.2%</b>	14.5%	13.4%
Sky tower and/or Auckland Harbour Bridge	13.7%	10.9%	9.3%	13.2%	12.2%
Shops and/or malls	11.2%	11.1%	7.5%	<b>5.7%</b>	8.8%
Cultural diversity	4.9%	6.9%	<b>11.2%</b>	9.6%	7.5%
School and/or education	3.6%	6.0%	7.6%	8.9%	6.3%
My home and/or my family and friends are here	3.6%	<b>9.9%</b>	<b>8.5%</b>	3.5%	5.5%
Total	1398	433	707	1215	4537

Note: Percentages in blue are significantly above the total sample and percentages in green are significantly below.