MPRU

An External Evaluation of Phat Pak Process and Structure

Volume 2: Appendices

An Internal Report for
Phat Pak
Governance Group
Waikato

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GLOSSARY

Auahi Kore   A social marketing campaign to promote a smokefree lifestyle.

Coordinator   This person is responsible for coordinating the activities of all Phat Pak crews throughout the region and for managing the day-to-day operations of the project.

Fono   Common term used throughout the Pacific Islands for a conference, gathering, council, or assembly.

Hui   A gathering of people for a specified purpose.

HYDT   Hamilton Youth Development Trust

Kaupapa   Purpose or aim.

PPGG   Phat Pak Governance Group.

Marae   Can be a Māori cultural setting, that serves as a cultural institution; can be a setting which encompasses physical buildings and operates to facilitate cultural practices such as to ritualize everyday customs pertaining to Māori culture.

Mentee   Also known as a crew member. These are youth who are part of a crew that is guided by a mentor

Mentor   Someone who guides a crew and helps them plan and coordinate Phat Pak promotion events in the community.

Rangatahi   Age ranges can vary, but generally refers to people in the youth age group (approx 14-24years).

Tautoko   Support, guidance, advice (depending on context the word is used)

Te Ahurei   Abbreviated name for Te Ahurei a Rangatahi, a youth oriented programme in the Hamilton area.

Wānanga   A learning or training forum.

Whakamā   Shy, withdrawn or embarrassed.

WDHB   Waikato District Health Board

CONTENTS

APPENDIX 1: INFORMATION SHEETS

The following is an example of the information sheet prepared for interview participants. Separate sheets were developed specifically for the target interview group.

INFORMATION SHEET
Ministry of Health

PURPOSE OF THE RESEARCH

The purpose of this research is to evaluate the processes and the effectiveness of the Phat Pak organisation since its restructure in 2005.

WHAT WE WANT FROM YOU

We are hoping to have representatives from the Ministry of Health participate in one-on-one interviews with the research team. The questions will be based on four categories:
- Youth participation
- Decision making processes
- Skills development
- Communication Strategies

The interviews will be at a location comfortable for the participant, and times will be arranged so that they do not interfere with other obligations.

Participation is voluntary, and there will be no repercussions should you choose not to participate in the evaluation research process. The interviews will take approximately 1 hour. At any stage, should you wish to withdraw from the evaluation, you may do so.

The interview will be recorded, but should you wish for it not to be, please let us know when we are setting up your interview time. Transcripts, or a summary of your transcript, of recorded interviews are available for you to have a look at before being integrated into our findings. A summary of our findings will be available to you, should you wish to view them. Feel free to have a support person with you during the interview.

WHO ARE WE?

We are a group of 8 graduate students from the University of Waikato, currently in various stages of post-graduate studies in psychology.

Our supervisor is Bridgette Masters-Awatere, and she will be over seeing the whole evaluation process.

Should you have any questions or concerns about the evaluations, please contact Bridgette on (07) 838 4466 xtn 8298 or via email on bridge@waikato.ac.nz

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WOULD YOU LIKE TO BE PART OF OUR EVALUATION?

Please contact **Des** on 0211759975 or on kde4@waiakto.ac.nz **or**
Ron on 07-824 4422 or on rongoitekai@yahoo.com and let us know.
We will then set up a time and place convenient for you…

THANK YOU FOR CONSIDERING HELPING US IN THIS EVALUTION PROJECT

Please keep this information sheet for future reference!

APPENDIX 2: INTERVIEW PROTOCOL

The following is one example of the protocols developed for the evaluation. The example shown here was developed specifically for the governance group.

CHECK LIST

☐ You will need the questionnaires, information sheets and consent forms to accompany these protocols.

Prior to data collection

☐ Send out information sheets/ consent forms to participants

☐ Arrange interview times, allocate researchers and finalise venue

☐ Arrange resources for interviews

Resources required

☐ Refreshments dependent on turf

☐ Recording equipment

☐ Spare information sheets/ consent forms/pens

☐ Koha

Prior to each individual interview

☐ Test and check recording equipment

☐ Decide who is recording and who is asking the questions of the two researchers

☐ Greeting- mihi- welcome

☐ Offer refreshments and build rapport

☐ Revisit information sheet, consent forms, explain the right to withdraw, the extent of confidentiality and anonymity, and the complaints procedure, the use of data, ownership of data and the storage of the data

☐ Seek to answer any outstanding questions prior to commencement

☐ Read the key points about the evaluation i.e., the process / effectiveness, and the four themes

During the interview

☐ Recording the observations and ask the questions – designate lead researcher.

At the conclusion

☐ Ask the interviewee if there are any questions.

Evaluation Research protocols for Governance Group interviews

Resources required:

- Audio recorder
- Information sheets
- consent forms
- governance questions
- Notepad/pen
- Vouchers (music/book/petrol)

Prior to interviews:

- Debbie Petersen will provide contact details for governance group and coordinator
    - Initial contact to be made by person who will conduct the interview, make clear your identity, make clear the auspices under which the research is being conducted (university, graduate studies)
    - Place for interview arranged by mutual consent, in a setting the interviewee is most comfortable to avoid cultural dissonance. They will be happiest on their own turf – provide telephone number if required to change time or venue of interview
    - Offer to send information sheets and questions in advance, and offer the courtesy of them having a support person present should they so wish
    - Provide opportunity for respondent to ask questions

Prior to interview:

- Provide a credible verbal rationale for the research in which they are being asked to participate and for giving up their valuable time
- Try to establish a rapport with the respondent ie establish a relationship that encourages the respondent to want to participate in and persist with the interview – it is a delicate balancing act
- Interviewer to check that interviewee has all the information they require about the project and has signed a consent form prior to commencing the interview.
- Ask permission to record, and ask the interviewee if it is okay to turn on the recording device now. Do a test to ensure the recording device is working.
- Read key points about the evaluation and reasons for the interview, including right to withdraw; confidentiality; complaints procedure, and ownership, use, and storage of information.
- Ensure interviewee (and their support) are comfortable
- Commence interview

During interview:

- Interviewer to be fully conversant with the questions – to counteract interviewer variability
- Take notes during the reflections on the process and recording non-verbal observations
- Remember interviews are part of the projects reflection process, but also a source of case data for evaluation
- In depth interviews can affect people, and can be seen as an intervention, with the data reinforcing and strengthening the programme's impact
- The aim is to be able to aggregate the replies to identical cues – so keep to the text – ask questions as they are written
- Interviewer intervention may influence the respondent and the nature of interviewers' interventions may differ – variability is introduced that does not reflect 'true' variation
- Avoid prompting
- Be aware of the 'social desirability effect' – answers are in line with the respondents perception of the social desirability of the answers – sometimes dependent on the ethnicity of the interviewer
- Questions asked by respondents about the research or about the topic of the research should be politely but firmly rebuffed on the grounds that to much familiarity should be avoided and the respondents subsequent answers may be biased

After interview:

- Ask interviewee if they have any questions
- Exchange common courtesies
- Be aware sometimes respondents try to engage the interviewer in a discussion about the purpose of the interview – resist elaboration beyond the standard statement, because respondents may communicate with others yet to be interviewed, this could bias the findings
- Make notes on how the interview went (talkative, cooperative, nervous, neat/tidy/scruffy)
- Any feelings about the interview, did it open any new avenues of interest

APPENDIX 3: INTERVIEW SCHEDULE

These questions will be asked to the Governance group of the Phat Pak. All questions are focussed around the four main themes of

- youth participation
- communication strategies
- decision making processes
- skills development

Youth Participation

OBJECTIVES:

- This is a youth-centered organisation, so this section looks at Youth participation within the organisation
- Want to know interviewees thoughts on youth participation at the governance level
- Want to know interviewees experiences of youth at governance level or any managerial level

QUESTIONS:

Do youth participate in the running of the Phat Pak organization?
- at different levels
- when
- how

Should there be youth participation at the governance level? Why/why not?
Is youth participation encouraged?
- How (in general)

What is your role (in encouraging youth participation)

Communication Strategies

OBJECTIVES:

- Do they have a common strategy?
- What processes do they have in place to communicate across all levels?

QUESTIONS:

Do you have communication strategies across the Phat Pak?
- methods / systems / processes → describe, evidence
- across all levels (Mentors, Mentees, Providers, Rangatahi, MoH, Coordinator, Governance)
- multi-directional

Is there a shared understanding of these processes?
- how is this shared understanding achieved? Evidence…

What is your role in the communication process?
Effectiveness (them / others?

Decision Making Processes

OBJECTIVES:

- Want to know if there is a decision making strategy and what are these processes across all levels?
- Where does the participant fit into the strategy/ process?

QUESTIONS:

What is the decision making process?
- time
- nature
- flow
- influences

Who contributes and how? (+ your contributions)
How effective is the decision making process?
- changes
- strategies for improvement
- historical incidents that promoted / blocked good decision making

Skills Development

OBJECTIVES:

- Skills development generally & skills development within the organization

QUESTIONS:

What kind of skills do you think people within Phat Pak develop?
- at different levels
- individually (specific skills for you to develop)
- personally

What are the things that enhance / hinder this development?
- how
- changes → what needs to change? What has changed?
- -strategies for improvement
-

General

1. What do you think the role of the coordinator is? (in terms of youth participation, communication strategies, decision making processes and skills development)
2. How effective do you think the governance group structure is in the Phat Pak Project in terms of youth participation, communication strategies, skills development and decision making processes?
3. What is your impression on the 'Phat Pak Pack' available today?
4. Can you please draw me a picture about the structure of the Phat Pak…

Closing: Do you have any further questions/comments/thoughts?

APPENDIX 4: DEMOGRAPHIC SHEETS

GENERAL INFORMATION SHEET

NAME (optional?): ....

AGE (please tick one)
- ☐ > 20
- ☐ 21-30
- ☐ 31-40
- ☐ 41-50
- ☐ 51-60
- ☐ 60+

ETHNICITY (please tick)
- ☐ NZ European
- ☐ NZ Maori   (iwi: ....)
  Pacific Island   (please specify: ....)
- ☐ Other   (..)

LOCATION: ....

HOW LONG HAVE YOU BEEN A MEMBER OF THE PHAT PAK?
....(years/ months?)

WHY DID YOU JOIN THE PHAT PAK?
- ☐ Like its philosophy and aims
- ☐ Fill in spare time
- ☐ Issues close to my heart
- ☐ Wanting to help the community
  Because my friends were members / others asked my along
- ☐ Other: ....

DID YOU START WHERE YOU ARE NOW OR DID YOU MOVE UP?
- ☐ Started here
- ☐ Moved up   (from where to where? Please Comment: ....
  ....

THANK YOU FOR HELPING US IN OUR EVALUATION OF THE
PHAT PAK!

APPENDIX 5: POST INTERVIEW NOTES

PHAT PAK EVALUATION 2007
Participant Background / Post Interview Notes

Interviewer: .... Date: ....

Interviewee Name: ....

Gender: Male / Female

Ethnicity: .... Duration of the Interview: ....

Position within Phat Pak: ....

Service Agency: ....

Location of Interview (brief description): ....

....

Any additional descriptors (length of involvement, types of roles, comments about others): ....

....

....

Give any other contacts to interview? ....

....

....

CHARTING THE INTERVIEW

Impression of the interviewee: ....

....

....

....

Impression on how you think the interview went: ....

....

....

....

Initial themes to emerge in the interview: ....

....

....

....

Potential revision for the interview guide: ....

....

....

....

Personal reflection on interview technique: ....

....

....

....

....

Synopsis: ....

....

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....

....

APPENDIX 6: YOUTH QUESTIONNAIRE

Phat Pak Questionnaire For Rangatahi

We are doing an evaluation of Phat Pak, and would like to ask you a couple of questions. Any comments or suggestions will be greatly appreciated.

All questionnaires are VOLUNTARY and all responses are ANONYMOUS!!!
So Please Be Honest!!!

What does the 'Phat Pak' mean to you? What do you think their main goal is? ....
....
....

Have you ever participated as a crew member of the Phat Pak? .... YES / NO
Would you ever consider joining the crew? .... YES / NO
Why? Why Not? ....
....

What do you think, would encourage you, or others, to become crew members? ....
....
....
What would discourage you? ....
....
....

How successful do you think that Phat Pak is at communicating and getting its message to you guys, the recipients? (Please tick one)

☐ Excellent   ☐ Below Average

☐ Above Average   ☐ No good at all
☐ Neither good nor bad   ☐ Don't know / No response

What do you think their message is that they are trying to get across? ....
....
Any Comments? ....
....
How do you find out about upcoming Phat Pak events? ....
....
Please Comment ....
....

Do you think that decisions made by the Phat Pak should have your input? .... YES / NO
Why? Why Not? ....
....

What skills does a good Phat Pak crew member need to have? ....
....
....
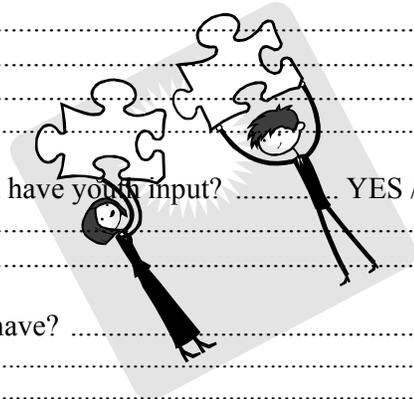
I think Phat Pak crew members are ....
.... or tick as many as apply…

☐ Energetic & fun   ☐ Helpful

☐ Too old   ☐ Out of touch

☐ Condescending   ☐ Cool

☐ Friendly   ☐ The right people for the job

☐ Lazy & waste of time   ☐ Not the right people for the job

Any Comments? ....
....
Any concerns you have about Phat Pak? Any praise for their good work? Any other comments?

ANYTHING GOES!!! ....

....

....

....

PLEASE FILL IN THESE FEW LAST QUESTIONS, PURELY FOR STATISTICAL PURPOSES…

Age: .... years old
Sex: ☐ Male   ☐ Female
What town/city do you live in: ....
Ethnic Group:
☐ NZ Maori
      Iwi / Hapu / Marae: ....
☐ NZ European
☐ Pacific Island
☐ Other

THANK YOU VERY MUCH FOR YOUR TIME IN COMPLETIN
QUESTIONNAIRE!!!

Thank You

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APPENDIX 7: ARCHIVAL FRAMEWORK

ARCHIVAL FRAMEWORK

Patton (1997, p. 307) provides a four-step framework for reviewing data that might help give us a focus.

These steps are:

1. **Description** and analysis: Describing and analysing findings involves organizing raw data into a form that reveals basic patterns. The evaluator presents, in user-friendly fashion, the factual findings as revealed in actual data.
2. **Interpretation**: What do the results mean? What's the significance of the findings? Why did the findings turn out this way? What are possible explanations of the results? Interpretations go beyond the data to add context, determine meaning, and tease out significance based on deduction or inference.
3. **Judgment**: Values are added to analysis and interpretations. Determining merit or worth means resolving to what extent and in what ways the results are positive or negative. What is good or bad, desirable or undesirable, in the outcomes? Have standards of desirability been met?
4. **Recommendations**: The final step (if agreed to be undertaken) adds action to analysis, interpretation, and judgment. What should be done? What are the action implications of the findings? Only recommendations that follow from and are grounded in the data ought to be formulated.

The following table includes the kinds of documents we have received from Phat Pak for our archival analysis. Each of these categories will be analysed according to our four themes of Youth participation, Communication Strategies, Decision making processes, and Skills development.

We will be looking for evidence of meeting/not meeting/how better to meet the Phat Pak stated outputs relating to the four themes with an over-arching goal of meeting the criteria in the Youth Development Strategy Aotearoa.

Item	Who	Function of Item	Due Date
Six-monthly Ministry of Health performance measure reports from 2005 (since implementing the Governance Group) – including the Phat Pak DVD		The performance measures Phat Pak uses will be obvious in these documents. Should be relatively easy to identify where they're meeting/not meeting stated outputs.	
Minutes from Governance Group meetings		Evidence of youth opinions being expressed/represented and included in governance decisions. Who attended? How many youth? Who voiced their opinions? What are governance processes?	
Organisational/administrative statements and documents (e.g. apart from the document about Goal, Objectives, Rationale, Population Group, Service outputs, and Linkages, which we already have).		Looking for evidence of objectives, outputs, etc. being applied at multiple levels of Phat Pak activities. We already have the document with Phat Pak statement of objectives, outputs, etc. Other archival documents can measured against these.	
Memorandums of Understanding		Purpose of these documents in Phat Pak	

APPENDIX 8: IN-DEPTH ANALYSIS OF RESULTS

THEME 1: YOUTH PARTICIPATION

This section of the results is the analysis of the data from participant interviews and focus groups relating to youth participation. Within the interview schedules each participant was asked questions which explored their perceptions of youth participation and how it was being operationalised within Phat Pak. Four main sub-themes to this main theme are described below:

1. Youth participation in Phat Pak – What's happening now?
2. Enhancing and supporting youth participation
3. Barriers to youth participation
4. Suggestions and recommendations

What's happening now?

Youth participation is encouraged and supported within Phat Pak and this attitude is reinforced by the Ministry of health who highlight the importance for this position to be genuine if the youth voice is to be heard and taken into consideration. While there is all the good will and intent for this to continue, it is acknowledged that there is a lull, both in the participation of youth at the governance level as well as the in the number of active crews throughout the region.

> *I would be absolutely committed to ensuring that the voices of young peoples are heard and respected. And I guess in terms of when I said about the challenges around having young people there. I mean as adults within that board we really need to look at what it was, that was making it not so easy for them to be there. Yeah... you know was it too structured? So was it not easy for young people to participate because of the way it was? So I think it's not the fault of the young people that we need to look at it; what we can do differently to make it safer and easier for them to have their voice heard.* (Governance Group member)

During the data gathering period of this evaluation there were no Phat Pak youth events happening between June and September and it is reported by several participants that the number of events being held has reduced.

> *I definitely think there's youth participation at the crew level and at the collective level. But we don't have as much as we would really like at the governance group level. And because I've said – and*

now there is only two crews that are functioning well. And the others are kind of there in the wings and are not functioning that well. I mean ideally we would like more crews...more participation.
(Governance Group member)

Governance Group members acknowledge that there is a difference in the youth participation in terms of the levels within Phat Pak. They indicated that while it may not be happening at Governance level it is certainly happening at the Mentor/ Mentee and crew level and the concerns expressed reflect the genuine belief that youth should be part of the decision making processes that occur at Governance Group.

It depends on what level. I think that what they do with their crews and stuff is…they're there. They have a lot of say as to what goes on in their crews, maybe further up, you know, in terms of governance and stuff, probably not. (Governance Group member)

One Governance Group member did indicate that while there may not be a youth representation sitting on governance at the moment they remain committed to ensuring that if they are to make any decisions regarding a particular group they will ensure that there is adequate consultation with the appropriate members.

Well yes I'm always actively involved, always making sure that its sticking to the vision, often we'll bring that up, is it still working within the lines. Making sure that if its going to affect a group that's involved; making sure their voice is heard, particularly if there are some that don't have a representative at the meeting. So you might say we need time to make sure that 'so and so' is consulted about this, we'd have no problem bringing that up, so if it needed time.
(Governance Group member)

However this only adds to the already lagging decision making process. A consequence of the lack of youth representation had been that the need to eliminate the requirement that the quorum for Governance Group include a youth rep has had to be removed in order to move decision making along. It is hoped that the recent signing of Memoranda of Understandings between the providers and Phat Pak will remedy this position to some extent.

We made a decision that we would need a quorum of four that didn't need a young person to be a part of that forum. I mean ideally it would be fantastic if they were yeah. And in terms of the decision making...in terms of consulting with the collective and the crews ...I think we could do better with that and we probably need to have a good discussion around that and how we'd do that. (Governance Group member)

Beyond the Governance Group, youth may participate in the regional collective which is where the Mentors and the Coordinator as well as a representative from the Governance Group gather to discuss issues and events affecting their crews. At the crew level,

Mentors, Mentees and Rangatahi are involved in local meetings and Phat Pak promotional events.

> *So we have someone that sits on that governance team also sits in the collective meeting as well. So she gets input from the rangatahi to the mentor to the collective level, and she brings questions from the collective level to the governance level.* (Governance Group Member)

As a Governance Group member describes, they're "sort of like a youth group really…it's a place where you can go and share stuff" (Governance Group member). Another member talked about the crew level being the place where the youth have the most impact in terms of the way they are able to "drive" things.

> *It is more probably at their own crew level is where they have the most impact, in the sense of how they drive it that way. My understanding is that it's a totally open book in that whatever event they want to run and plan, there's no objection unless it was illegal activities (laughs) you know its always got to be along the vision, but definitely whatever sort whether if it's a social, a skateboard event, we've had such a variety of activities planned, that has definitely helped. So then they can get involved in however much, you know they can run the whole thing; the mentor just being there in the background with any help and support, or they can get the help of mentors, or other adults, its whatever the group's capable of doing really.* (Governance Group member)

Beyond Phat Pak, some of the young people have represented the project and youth in other communities including an international experience in the Cook Islands. Ministry of Health Funders indicated that there is an expectation that the young people in Phat Pak are given the opportunity to represent youth on community boards and councils.

> *We would…if we've increased access to services we would also expect that these young people would have representatives on various committees, boards, from a public health point of view if we can make some significant gains in policy where decisions get made in decision making and if we've got youth as part of the decision making, we actually might improve their access to services, so education is one part of it so they will do their education, but a lot of it as well is about their participation in various groups to have that youth voice.* (Funder)

They indicated that they considered this an integral part of increasing their goals for youth to have access to better health outcomes and safe environments.

Enhancing and Supporting Youth Participation

Participants said that for them, at the top of the list, in terms of encouraging youth participation was the significance of holding the vision of youth development at the forefront and "*remembering that the project is about young people and needing to have young peoples voice*" (Governance Group member).

Support Through Coaching and Mentoring

Many variations and forms of support by members of Phat Pak are described as significant to enhancing youth participation and include: coaching, mentoring and mediating roles. Examples are plentiful: the Coordinator supporting Mentors and their crews to attend the Involve Conference; Governance Group members supporting the Coordinator to complete management tasks; the Coordinator supporting youth reps in Governance Group meetings so they understand what's happening, as well as Mentors within the collective.

> *Our participants were turning up and kind of contributing, and I tended to be the one that, because I would attend the governance meetings, would sit in a position where I would continuously saying, 'do you understand what they asking of you?'* (Governance Group member)

These are some of the situations described which facilitate and support youth participation within Phat Pak and others consider the personal wellbeing of young Mentors.

> *The collective is about professionalism and um, as youth workers it also looks at the self care of the worker, training opportunities um, and, I guess, just a safe heaven for youth workers to communicate with other youth workers if there are issues.* (Governance Group member)

The Role of the Mentor

Of significant note in this regard is the role of the Mentors. Without exception participants emphasised the impact that the role and attitude of the Mentor has in enhancing youth participation.

> *I just think it's all up to the…mentor and the mentor has to have…real enthusiastic*

energy/motivation to wanna do this; otherwise it doesn't benefit the rangatahi at all. (Mentor)

There is an attitude of willingness and wanting to be there "*fully for the kaupapa otherwise there's just no point, you're pretty much just baby sitting really*" (Mentor). All Mentors alike, appeared to have a sound appreciation of what their role was-when acting in that capacity; as a Mentor describes their focus on the youth when they were invited to the role.

> *When I got asked to be a mentor I just said yes straight away – I just thought about the youth. Yeah – Like if we gave the opportunity to other people they will jump on...I feel they will jump on as well.* (Mentor)

Their skills and knowledge are fundamental to the success of Phat Pak. They are described by participants as having the ability to appeal to and work with young people in a way which builds and maintains relationships and these relationships are key to encouraging young people into their groups.

> *I think it's … getting the youth to actually deliver it, getting them motivated to actually deliver so … I know there are a whole lot of different strategies to try and get youth, like youth training, youth mentoring…you know it's in terms of getting one target population to understand or have more of a,…they've got more rapport with their peers or people there own age. I think youth do it, have a… really positive way of doing it.* (Funder)

Mentees describe how the Mentors provide an environment which allows youth to gather there, in a place which is safe and encouraging. They talked about Phat Pak keeping them "off the streets" (Mentee) and "outa trouble" (Mentee). Much of the participation within the Phat Pak project has occurred through feelings of whanaungatanga and inclusion. Youth talk about frequenting Phat Pak venues and describe activities such as "play …games" (Mentee), "listen to sounds" (Mentee), "maybe play PSP" (Mentee), and "gather a mates shoulder" (Mentee). This inclusion is also encouraged beyond their peers to incorporate family and whanau as well.

> *One of things that we encourage them to do and my expectation is that they do broaden it out to include the family whanau in these activities because their youth go back to their families, whanau and some situations aren't good…but there are some…and we need to encourage the families to celebrate in those barriers that these young people face when they're participating in these programmes so as youth is important and as it's a key target group key population group within the programme we don't limit it to just youth we encourage anybody, the wider community where appropriate.* (Funder)

As Mentors talked about how they encouraged and supported young people within the Phat

Pak project they described skills of self awareness and attitudes of respect for the young people.

I started working with Rangatahi and community groups, then it sort of grew from there, and so I suppose ... a lot of dealings with Rangatahi as a whole, 'n how they like to be treated and so forth, you know how they want to be treated as people rather than as kids, so it's working with Rangatahi, working in with the Rangatahi aspect I suppose that I bring along. (Mentor)

They describe strategies for including youth in planning, problem solving and decision making included practices of seeking their opinion and ideas.

Brain storming like, throw up ideas, for example is when we were talking about what events to promote for say sexual health, then they started coming out with 21sts and birthday parties, new years rage and that. So, ok, we're writing all those down and I said, now we'll go through it and see which ones are viable, we'll go through the pro's and cons of each event until. So like a 21st might be coming up, so, ok what will we do there? What can we do there? And they will say promote the, the, um, promote all the Phat Pak material, give handouts and so forth, have a table over in the corner. Ok then that's sounds good, and what ever else like that, then we go ok can you see any cons to that any down side. Then they'll say, um. Ok, here's an example, whose going to handout these condoms and these resources? Not me they say, ok so um, do yous want to promote at that meeting? Na we want to be there drinking. Oh well see, do you think we should promote at that one then? No. Right now, ok then, we'll move on. It is just a process of elimination. Then they realize when they go back through their list they had thrown up and that, yeah we'll just go with those two out of about the ten they suggested. (Mentor)

At the same time clear boundaries about the rules of being a member of Phat Pak are also maintained as was indicated by the statement "one of the stipulations we said to them, you know, use abuse it, you lose it" (Mentor). And while they inform members about the rules, they also expect that they will then self monitor and encourage their peers to model the appropriate behaviours when promoting the Phat Pak health messages.

I have to empahsize on being a role model, bcos some of the crew they may not even practice what they preach, in what's in the pack when they deliver it, so when there's an event, they have to have learnt…to be able to do the event without having like say a cigarette or something, y'know b'cos we do Auore Kohe in the pack as well. (Mentor)

Yes and then at the end of the day its up to them like to abide by their own rules and maybe encourage others by saying hey we are not supposed to be doing this you know. (Mentor)

The use of humour was suggested as essential in the work that Mentors undertake with young people.

You know, I like the kids, no good going around being serious all the time, and with the likes of the mentees, you know they'd rather have a laugh, than sit there doing paper work, or anything like that. I will take care of a lot of paper work for now, hoping that maybe in time, one of them might

develop their skills and take over that area. But, so I'll sort of do that, so I like humour an'
having fun which I know they do. (Mentor)

Mentors support young people to have a go. They encourage and empower the youth to develop their own resources by suggesting that *they* find the agencies within their communities which offer support to young people.

The likes of learning what resources are in the area is whether the mentees were more or less that was their homework so to speak so, to go out and find, it was easy for me, I could easily say, such 'n such, and this organization and this place you could go for resources for sexual health resources, but allowing them to learn for themselves was good because they knew in their own area, and should an other Rangatahi in the community come up to them and ask anything about, safer sexual health, or anywhere to get information or help or resources then they could actually say it without having to try and remember back to what was that old fart saying at our meeting...they could actually recall it themselves. (Mentor)

I think its just, its always asking them, what they want and what they think is best for them. (Mentor)

Mentees are encouraged through training opportunities and exposure to presenting to advocate for themselves as well as other youth.

Trying to do is actually get them to advocate for themselves. Some of them to represent the crew at the likes of local council, or trust boards, but at the moment, they are still a bit whakama. (Mentor)

Building self esteem is identified by Mentors as essential to their work and they indicated that this is achieved through their own methods of encouragement and training as well as those of the young people in their peer relationships.

So it is trying to enable them to become more confident in themselves. Have a , more self esteem, rather than confidence. Confidence wise they are actually quite good, but their own self esteem, if they can keep building that... I was thinking of, that's it, that peer relationship. That was that thing about the more confident ones being able to help out the not so confident ones so then allowing them to develop their confidence and self esteem you know 'n being able to lift them up. (Mentor)

Mentors described the importance of encouraging the youth in ways which allowed them to develop at a pace which relates to where the young person is at.

If they make a mistake, it's gonna be ok, but they gonna learn. But the biggest part is just that allowing them that 'hey, you can do this' and that they're gonna succeed. And if they don't its ok. It's not necessarily youth, but just that something, um; it could have been something as small as time keeping. You know, which is not really a youth issue, but a person issue, you know. (Mentor)

They suggest that drawing on the knowledge and skills that each individual brings to the group as well as acknowledging who they are and where they come from is important in the nurturing of their development. One Mentor talked about balancing gentle encouragement without pressuring them to participate in things like promotional presentations, but to continue to provide the opportunities in anticipation that they might be taken eventually.

> *We have like before we have our first meeting we approach them we tell them its ok if you don't want to be in its your choice if you turn up you turn up if you don't we wont be holding any grudges no pressure no pressure.* (Mentor)

As a Funder suggested it is important that the young person has a sense of being connected.

Autonomy to Run Events

Mentors and Mentees indicated that the autonomy they were allowed and the planning and decision making processes within the context of Phat Pak events was a key incentive to their participation.

> *Again it comes back to them allowing the young people to actually kinda run a lot of the things. Like, um, even right down to the things that I co-ordinate, which is the crew training, the training for the young people, is that time and time again, and we know this, um, they don't want to hear us talking all the time. You know, us older ones. They actually enjoy hearing some of the senior Phat Pak crew members kinda facilitate.* (Governance Group member)

> *I'm a mentor, so my role now is just to guide the crew – whatever they want to do I'll support them to make whatever events they want to make happen or whatever they want to do for themselves, as long as they're promoting the messages that are within the Phat Pak…sweet we'll just do it…yeah.* (Mentor)

They describe the process from proposal writing through planning and implementation of events in terms of the skills they learn through this involvement. Mentees talk about planning events "and stuff" and asking "other people what they all want at that event, what they might want at an event, like boxing or something" (Mentee). Governance Group members and Funders also reinforced the significance of this practice as important to achieving youth development by the young people being the deliverers of the health messages in a way which is relevant to them.

> *Yeah, but the evaluation prior to this one, the one that sort of set up the governance was that young people wanted the Phat Pak being delivered by young people, not by educators, health promoters*

– where it was, originally. So that's why this structure was set up, but it does require the young people running the events to be able to promote it. (Governance Group member)

Skills Development

Participants acknowledge that different skills are developed as Phat Pak members move through the level of Phat Pak. The events, training wananga and various meetings which provide opportunities to get together and socialise and learn new skills are all described by Mentees and Mentors as forums which by their nature encourage youth to engage and develop.

> *I know for a lot of us when we were mentees I learnt how to express my feelings on things and when how to feel comfortable when I am in group discussions and stuff. Its just made a lot of us better people and its helped us understand more of the issues that are going on within our peers. Yeah and its given us extra knowledge about certain things that we wanted to know about the time and just picked up a lot.* (Mentor)

A major benefit for youth being involved in the initiative is to gain knowledge through learning new skills. Once involved with different forums that specifically catered for personal development, youth tended to respond [positively from experiences gained in these settings.

> *So I went to the first training wananga – crew training wananga – really enjoyed it, though it was mean as, heard about all the kinda different things we'll be able to do - like sort of events, projects and also getting to meet a whole bunch of new people. And that's how I got involved...in 2002.* (Mentor)

In order to build on and enhance this Funders suggest that the development of a succession plan through a skills development process would be a useful addition.

> *Yeah so they tend to, they're very, there's a lot of confidence in them and whether it s because of being in the environment they're in and the willingness to want to learn , whether its in the education or trade line there's a willingness there and I just don't think we've harnessed it. So there is willingness for something or a yearning for something. And you have to think that because they've come to this group looking for something so again I thin k contractually there are opportunities for us to do that but it shouldn't stop with just the contract and part of where I'd like to see HYDT go, where I'd like to see them go is start that dialogue with the appropriate tertiary institutions …I think they need to go more to the actual, come out with something like a trade or bridging to university.* (Funder)

They suggest that this is not only necessary for the young people but for all Phat Pak members in terms of being able to work with youth.

> *But you know having the youth doing it is good but there needs to be things like mentorship and um the people delivering it need to have the knowledge um and I would say training from like the adults or with the older people who do it, like the funders for example.* (Funder)

Including a Youth Voice in Decisions

A further factor which appears to be conducive to youth participation is the sense of citizenship created through the inclusion of the youth voice in decision making. The analysis of the data indicates that the practice of inclusion of the youth voice in Phat Pak is genuine, particularly at the crew level. Mentees talked about their experiences of being involved and how they are encouraged and capable of saying what they think and sharing their ideas. They describe how these processes occur at crew meetings and for Mentors through the regional collective.

> *What normally happens is [the Coordinator] lets us know what's happening, we go to the crews and say we need to make a decision and then I bring it back to crew members so it is young people making the decisions through the mentors.* (Mentor)

However some participants did qualify their description of practice in terms of anything goes as long as its safe and legal.

> *Majority rules but its up to the mentor to decide for the young people what the believe to be safe – like if it was to go skiing or something – like its up to that mentor it's a group decision or a mentors decision at the end of the day your responsible for your crew so you make the decision.* (Mentor)

> *Ok so maybe a crew wished to run an event, what we've set up in place is the coordinator's made up quite a few different forms and one of them, so like they're seeking finance, some money to run the event, so they put a proposal together about what it is they want to do, when, and how much they think they're going to need to run the event. That is then sent to the coordinator, and she then puts it through to governance, and as long as the event as I said fits the aims and it's not illegal, then there's basically no problem.* (Governance Group member)

From a Ministry perspective it is highlighted that the consequences of not including a youth perspective runs the risk of "*developing policies from one point of view that has no correlation what so ever to where youth are at*" (Funder).

Relevance to Youth

Governance Group members talked about the importance of ensuring youth participated in decisions about things that affect them. The experience of Phat Pak to date is testimony to the effectiveness of drawing on the ideas of young people to ensure that the outcomes are relevant and effective for youth. "*It's taken into account a lot of people's thoughts and feelings, it [the resource] again has evolved over time, and I think it is a lot more reflective of the young people's thoughts.*" (Governance Group member)

For example one crew talked about their input into changes in the Phat Pak resource which now is more reflective of who they are and addresses their needs.

> *But there was a whole lot of things at the time that we thought we could develop. Like the fact that it was targeting a certain group of kids, like it had some Māori designs on it, and at the time there was quite a few Māori youth mentors or crews, and at the time we were the only Pacific group, so we thought it was probably not ... it didn't fit in with us. But from that first training we were able to make changes, and since then we've developed a new Phat Pak that suit youth and covers everybody.*   (Mentor)

Mentors and Mentees described how they used technology relevant to youth such as cell phone texting and the Internet site BIBO as effective ways of communicating and keeping in touch. They acknowledged how busy young people are and so using these tools was important to keep their crew members updated.

Recruitment Techniques

Recruitment techniques described by Mentors are another strategy considered to enhance youth participation. While there was some variation across the regions as to how the crews operated, there were some common aspects that encourage youth to attend meetings and get them to events. One of the mentors comments captures those made by several participants which includes the enticement of food and 'free-stuff'

> *They get a whole lot of free stuff with Phat Pak like the resources so it's sort of like a bait to attract them, they come to the hui they get a kai. Y'know what, I reckon that's the best way to get to a…rangatahi is through feeding them yeah, do a bit of education but also yeah – come over for a feed, y'know?*   (Mentor)

Mentors described shoulder tapping of young people through their school and other community networks and once the new recruit was on board this was quickly followed up with training.

> *I guess with our crew we've got quite high expectations. So when we first started we went to the schools and asked them to choose which of the Pacific students in their schools they would see as potential role models or youth leaders, and then when we got them on board we talked about the rules and what we expected of them. Cos people were going to be talking about Phat Pak, and we wanted them to have good images of these young people. That's quite hard to put on them, but yeah, that's how we went about getting young people on board, and we basically do that now. But now it's through members of the Phat Pak crew, who say: "I think this person would be ideal."*
>
> (Mentor)

Mentors indicated again here that it was the opinion of the other young people in the crew which was fostered regarding who might be encouraged to participate in their team. The nominator of a potential new crew member was also encouraged to justify why this nominee might be a good candidate.

> *And then we'd say: "Okay, who is it, and why do you think they'd be ideal?" And they'd tell us. And then we'd take them on, and they pretty much know which ones are the ones that would be good promoters and they will tell you that.*
>
> (Mentor)

As well as recruiting new members, Mentors talked about the importance of moving 'developed' youth on to make way for newcomers.

> *I asked them why do you want to come onboard and they are like – "because we like the Phat Pak" I said well what can you do to help the Phat Pak? Because they have been like a part of the crew for three years, they are old school now and they couldn't really tell me they love the trips they love the fun stuff but they know they can support the others, they have a lot of responsibilities and stuff outside the Phat Pak now and they really didn't need this added extra they need to be doing other things now.*
>
> (Mentor)

> *We have let them know that like they can come back if we really need them Phat Pak is always going to be here for them. We are saying yous have gone above, Phat Pak has helped them get there they need to stay where the are – we are trying to make new leaders.*
>
> (Mentor)

It is clear from this section that the role of the mentor is significant in the encouragement and development of youth as they enter and move through the Phat Pak process. Their skills and positive regard for young people is evident in the experiences that participants shared with the research team. In all aspects of their work with the youth the Mentors describe how they respect and encourage them to build on the skills they hold acknowledging where they come from and who they are. They provide clear boundaries in terms of acceptable

behaviour while encouraging them to have a go.

Barriers to Youth Participation

Several areas are described by participants as barriers to youth participation. Members of the Governance Group consider the motivation and the passion of the Mentors as a potential barrier if it is not present and one member indicated that it has been an issue in the past.

> *Another hindrance could be if the mentor themselves wasn't actually really wanting to do this role, so a lot does hinge on the mentor. If they're wanting to do this job, they're motivated, and they see the benefit for the young person. So if they didn't then nothing's going to happen in their area, and that has happened.* (Governance Group member)

Practical issues such as geographical location and other commitments were also described as hindering the opportunities for youth to participate in Phat Pak.

> *It didn't work ... and timing of meetings, we had to time meetings so that it was after school time for people getting...y'know for someone to get up here from Tokoroa after school means they're coming up at 5 o'clock at night, and it just didn't really work that well.* (Governance Group member)

> *They can only do so much! And they can only attend when they can, so I think…y'know, we can set up this meeting, this programme or whatever but for some reason 'ahh, sorry [Mentor]'s, I can't come due to B-ball or netball or whanau stuff, which I did have quite a bit in the beginning.* (Mentor)

However the two main barriers identified by participants are gaps in training which allow youth to participate at various levels throughout Phat Pak and some specific processes and systems of the Governance Group.

Lack of Training to Enable Youth to Participate

Participants described how a lack of training for young people hindered their ability to participate at various levels in Phat Pak. At a Governance Group level members indicated that there was a need for induction training which would inform and support the young representative in how to participate in that group

And maybe it's the way that we mentored them into that process, and I think that could be looked at, too, as far as mentoring them into what that sort of looks like, because they were representatives of a crew, so they weren't a mentor, they were representatives of particular crews around the Waikato.   (Governance Group member)

At the crew level, Mentors indicated that challenges that young people receive from parents of Rangatahi whom they are delivering the Phat Pak message to may discourage youth from engaging in the promotional work.

Sometimes…oh, not so much embarrassing, it's more the feedback that rangatahi would get handing out the pack, so it would be feedback from say parents, like 'why are you handing out my child a condom? Are you promoting sex?', when really we're not, so that kind of stuff would hinder it and, it's how the rangatahi deal with it, so that's why we have to provide the training, otherwise they'll be so shocked and not wanna do it ever again.   (Mentor)

Also at the crew level Mentees described their concerns about the lack of support for them as they endeavour to deal with older youth who arrive at events already intoxicated. They talk about the need for some skills development in this area as they express a desire to be able to deal with these risky situations.

Oh, it's hard because they don't listen. Like when we do socials and that, all they want to do is get drunk, but we don't allow them to drink. So it's hard to get them to listen.   (Mentee)

For the young youth, yeah. 'Cos for some of them, it's the older lot. For our age it's alright. If we say "don't come drunk 'cos you're gonna shame us out," then they won't come. But when the older lot come.   (Mentee)

Governance Group Processes, Structures and Support

Governance Group members described their own processes and systems as potentially hindering the participation of youth in Phat Pak, particularly at the governance level. They used descriptors such as intimidating and boring to define some of the structures and meetings where they expect youth to participate, but acknowledge as counter indicative.

So we don't just want them to be there, so that we can say to other people, yeah we've got young people in governance…its really important that they are active governance members…so they feel they can participate and that…so whether it's a bit non, whether its threatening for them to be…because you know with minutes and agendas.   (Governance Group member)

I honestly believe…its just that kids get a bit intimidated by, you know, being surrounded by so many adults at once. You know, and when they talking about, um, governance issues as opposed

to what they used to at their, um, crew level, it's really hard to get a grip.
<div align="right">(Governance Group member)</div>

If we don't have a governance structure that functions well, the actual flow-on effect is that the project's actually going to fall over, but people don't actually understand how important actually having all your …policies…all that stuff.   (Governance Group member)

Barriers to accessibility to these meeting is already described above and includes issues such as location and timing and that other commitments for youth are a factor.

Suggestions and Recommendations for Change

Many of the issues highlighted above have already received some attention from Phat Pak members in terms of how to counter the issues which appear to be impacting on youth participation. Suggestions by Governance Group members indicate that there is willingness and the potential to do this better and include: an induction process for new and potential members;

She didn't really know much about the project, so we're all going to take a role there of how to induct them and perhaps one of us be a mentor for that person, because otherwise it just sort of ... they come in and you're still got to do the business. So we thought we'd do a little introduction to the project, what our aims, y'know, vision is, what the governance project's aims and objectives are, and overall what the project is about, really.   (Governance Group member)

The development of a youth advisory group is also suggested which may also serve to provide a youth consultation group to the wider community.

We talked about setting up an advisory group, where they have the autonomy to run their own meetings, and then the Phat Pak governance would present them with issues or pieces that they needed advice on. Then from the advisory group I see participants maybe elected from that group to represent that group's decisions at governance level. So we'd still to some extent have youth reps on governance …at the moment, we're going from one extreme and then chucking them into a situation where its very kind of..I imagine this advisory group not only being advisory to Phat Pak governance, but then offering that advisory group out to other organisation so that they can contribute, whether it be to the WDHB on their Strategic Planning, or whatever, so at least if we build this group up to know what advisory group is, and what that can look like in different forms, coz, on a youth strategy group versus, for the DHB versus, advisory for Phat Pak governance are two different, you know, slightly different.   (Governance Group member)

Well you need to actually be clear on what that's going to look like. Mainly those young people need to have input into what that's going to look like as well… Really, we want to make sure the programme's on track for meeting young people's needs, because if it's not, well, what's the point,

<div align="right">37</div>

really.   (Governance Group member)

Advisors to the project, advisors to the governance, advisors to...because we get asked to go and attend other things as well – like the Phat Pak project does – and it would be good to have a group of people that can represent us. The crews do, and I think that they do in their particular areas, but overall there could be a group that is a bit senior. (Governance Group member)

Because often Phat Pak crews are asked...you know like there might be a meeting with members of parliament in the Waikato. And they're wanting to get young people together to hear there views; and that would be ideal.   (Governance Group member)

There was also an expression of interest by participants to strategic planning incorporating individual skills development plans. It was suggested that this may help to alleviate some of the frustration felt regarding the lack of clarity in terms lines of responsibility.

I'm trying to advocate for these ones on this side and also be accountable in terms of what I'm obliged to do, and to some extent, I'm getting pulled this way and pulled that way, and there's no link as such yet…not enough of a link for me to feel comfortable that whatever decisions are being made over here are the decisions that are best met for all of us. For example, like for a tangible example, is we have talked about strategic planning.   (Governance Group member)

I think we have to allow the trust and the crews to develop to find their place, cement their place. I think this will help us determine whose where what and how and then we need to start planning from there on in but first using this as part of a plan, so okay for Tokoroa we need to focus more on skills development or for Te Kuiti it's the strategy communication or whatever, youth participation. They're not ready for the skills development so it needs to be a staggered approach.
                                                                              (Funder)

THEME 2: COMMUNICATION STRATEGIES

The following section outlines the results of data collected from participants regarding communication strategies within and external to Phat Pak. The section is structured according to the key findings and within these areas the five groupings of participants, these being Governance Group, The Coordinator, Mentors, Mentees and the Ministry of Health Funders. Comparisons and similarities across the participant groups are highlighted at the end of each section followed by an overall summary.

Key Findings

The main themes that emerged from the analysis of data from a communication perspective include:

1. Current communication strategies
2. Use of technology
3. Meetings / face-to-face / word of mouth
4. Networking, events and training
5. Written forms of communication
6. Understanding the communication process and key roles within
7. The importance of relationships
8. Status of the Phat Pak message
9. Barriers and limitations to communication
10. Availability & Accessibility
11. Recommendations and suggested strategies

Current Communication Strategies

This section describes the current communication strategies used both within and external to Phat Pak according to the data drawn the interviews. It includes: how technology is used across and within the different levels of Phat Pak; the use of meetings and events such as trainings and wānanga and; the written forms of communication.

Use of Technology

The Governance Group members used a wide array of technology strategies to communicate with members of Phat Pak. Email, phone calls, and more recently the use of teleconferencing are methods used to share information as well as support decision making outside of the face to face meeting processes. One Governance Group member talked about the recent implementation of teleconferencing to eliminate location as a barrier to attendance at Governance Group meetings.

> *Because we do have the issue of the Waikato area covering such a wide area, and getting people to meetings, y'know, from Taumarunui to come up for a two-hour meeting – it's just not feasible. So we've bought a teleconference phone within the PHAT PAK office so that we can utilise that for meetings.* (Governance Group member)

The coordinator makes use of all of these technological tools to convey information across Phat Pak. Her perspective on the teleconferencing strategy was one of initial enthusiasm however in response to a recently scheduled teleconference "*for one reason or another, we ended up with two Mentors…out of five…yeah…which is a little disappointing…*", although it was acknowledged that it is early days.

While there appears to have been some frustration for the coordinator and Governance group to get some decisions made, the use of these processes seems to have alleviated this to some degree. For example one member was quoted as saying

> *…we'd been holding over decisions because we didn't have a quorum. We actually itemized what those were, sent it out to the people who hadn't attended and asked for their agreeance or not via email. So we didn't have to wait until the next meeting so that's something that's been put in place.* (Governance Group member)

Mentors commented on using a wide range of methods to communicate. Texting and the Bebo website were mentioned as a common method of communication with the Mentees and rangatahi. One Mentor commented that "*…sometimes we e-mail them on the bebo site*", but acknowledged that "*our biggie is texting*". Another Mentor commented that "*my communication with my rangatahi is via text, cos they all have phones and that's the best way to get in touch with them*". The same Mentor also commented on making sure that Mentees are informed about meeting times, by ringing them before each meeting, "*for crew meetings and updates, I always ring them a couple of days before just so that they're prepped, just so that they know.*"

Communication between the Mentor and the Governance Group, as well as the Coordinator, was mostly through email communication, with telephones as a back-up option, something which was backed up by a Mentor: "*lot of communication is through emails, and if we need clarification, then we'll, just make a phone call*". Another Mentor seemed to think that Phat Pak had a website that was currently active, commenting that "*Phat Pak is developing a website through Web Health and it's actually online now*". Tokoroa commented that the website was used as a type of notice board for their communication with Mentees: "*And its also for there is a log in for Mentees and Mentors so they can log in and talk to each other and put up like notice-board stuff – this is what's happening in this area*"

The new addition of the teleconferencing facility to combat the issue of location, and limited attendance at meetings was received positively by both Mentors that made mention of it. Tokoroa commented that "*the good thing now is we are teleconferencing –we have just used for the fist time last week*", whereas the another Mentor commented that "*I think last month we've all found that teleconference has been beneficial.*"

Mentees talked predominantly about texting and using Bebo as methods of communication.

Governance Group members, Mentees and Mentors all recognise the relevance and usefulness of technology towards communication. According to their responses Governance predominantly use email and phone while Mentees and Mentors use texting and Bebo.

Meetings/ face to face/ word of mouth

Meetings were indicated by Governance Group members as a common strategy for communication, strategic planning and decision making. Comments were made by several Governance Group members that the meeting process allows for discussion. Representatives from the collective meetings and the governance group meetings were able to express their perspective within those individual forums and those then to feed into the other groups. One member described it as a process where "*it comes in, it's discussed, everyone gets a chance to have their*

viewpoint". The coordinator talked about the collective forum being a *"safe haven for youth workers to communicate with other youth workers."*

The representation at governance and collective levels has worked well historically. However there was some concern expressed about the lack of commitment to representation at both the governance and collective levels. Recently a Memorandum of Understanding has been completed between each of the providers and Governance Group which outlines their obligation to participate in these meetings, so it is hoped that this will improve attendance at meetings. While one Governance Group member acknowledged that representatives had other commitments and priorities she believed that other options such as a brief written report were achievable.

One Governance Group member talked about being in constant contact with the Ministry, the provider managers and the Mentors to encourage them to complete their reporting processes for accountability.

> *We talk to the Ministry, we talked to the managers…talk to the Mentors…I am forever talking to the Mentors. I ask them one on one…oh you didn't get your report in to me and I need it to be able to fill our project* (Governance Group member)

The Ministry of Health also indicated the process of formal meetings following the receipt of accountability reports as well as informal meetings with Phat Pak. This included attending Governance Group meetings as well as meeting informally with a Governance Group member. They also talked about meeting with provider organisation managers with regard to their representation at Phat Pak meetings where this may be an issue.

> *What… one thing is via their manager, more like an individual basis, so, if I get a monitoring report from a sexual health provider who say…you know we've been doing this we've achieved this output. However we've not attended any Phat Pak meetings or then I would say to that manager, you know, what's the story? Why are your workers not attending Phat Pak meetings?* (Funder)

The Ministry personnel like to meet informally with all their providers to forewarn them of any changes which may be coming in terms of contracting. So it's

> *…about trying to say well there's huge changes in the Ministry and the potential implications for them so like we've just some out of some changes ourselves in terms of the Ministry and those changes could see changes in contract management over time, it could shift to DHB so I think its important for all our providers, not just Phat Pak* (Funder)

One Mentor talked about the use of their monthly meeting with the crew to convey information and discuss events.

> *…with the Mentees, we meet with them monthly, once a month and if there are any community events that are coming up, then we will try and provide or try and have a promotion aspect in there.* (Mentor)

In regards to the location of meetings, the same Mentor indicated that moving meeting venues was part of their strategy when they commented that they

> *…might be organising to have it at say, Te Kuiti this month, then Taumaranui next month, Hamilton the next month, then Tokoroa, the next month.* (Mentor)

Another Mentor talked about meetings with the governance group as a useful strategy but getting there could be a barrier. One Mentor commented that

> *…otherwise prior to that we would just send in reports and just communicate via mail/email, which we only got to hear bits and pieces. Meetings are really cool if you can attend them, yeah!* (Mentor)

One Mentee talked about communicating with Mentors at meetings however most Mentees talked about word of mouth communication to share information about events and training with other Phat Pak groups. *"I'll tell my mates and my mates will tell their mates and my mates mates will tell their mates"*

This strategy is also used as in terms of recruitment of new Mentees. Word of mouth was used by the Tokoroa Mentors, to see who the Mentees thought would be a good role-model. When asked by the interviewer about word of mouth, one Mentor was quoted as commenting;

> *Yeah. And then we'd say: "Okay, who is it, and why do you think they'd be ideal?" And they'd tell us. And then we'd take them on, and they pretty much know which ones are the ones that would be good promoters and they will tell you that* (Mentor)

Mentors talked about the importance of face-to-face discussion with the Mentees in regards to decision making and youth participation and how they facilitate that to ensure youth are able to have a say. One Mentor commented on his strategy of youth deciding for youth very well;

> *Discussion, a lot of it is actually … discussing something with the rangatahi, and asking for well, mainly how they feel about it first, and a lot of them will give you their feelings, they, they feel if its*

good or not, and then at the same, after that, once they sort of gotten their feelings out of the road,
then we also ask them, ok, what do you think about it now? (Mentor)

Meetings where Phat Pak members across all levels have the opportunity to gather and communicate face to face are a significant part of the communication process and for many is a preference. However the opportunities to meet, particularly to attend Governance Group meeting are hindered by the location of some of the crews.

Networking, Events and Training

Networking both within and external to Phat Pak is considered an important process for communicating the messages of Phat Pak as well as establishing connections within the community that connect youth to the programme itself. Governance Group members talked about their networks external to Phat Pak, which they utilised to link people to Phat Pak as well as provide indicators as to whether the Phat Pak message was out there in the community. The coordinator in particular talked about the wider networks that she has access to which support the communication of information.

The Ministry of Health also talked about their expectation that Phat Pak crews and members extend their representation as part of the wider community groups such as local councils.

> *Where Phat Pak is different, as I say education is a part of it but it's looking at the broader*
> *outcome and its looking at policy development and engaging with councils and making youth have*
> *a voice and a valued voice and a recognised voice.* (Funder)

The opportunity to attend events and see and hear Phat Pak crews at work was something that both participants from the Ministry enjoyed as a way of communicating with Phat Pak members.

> *I usually attend a lot of the Pacific fono…I will see those workers at the Pacific fonos, or at*
> *meetings at the university you know or in certain health forums.* (Funder)

They saw the events as significant forums for the youth to learn to communicate as well as demonstrate their skills through the conveying of their health promotion messages.

> *…a lot of it has been lead by the young people themselves, the crews and that's been successful and*

they've received a fare amount of coverage and what tends to happen is they usually have youth conferences around the country. (Funder)

Both Ministry of Health participants acknowledged the way that Phat Pak crews are able to "*vary their process to suit the appropriate audiences*" (Funder), by using various forms of presentation such as dance for youth or power point presentations to the Ministry. They also commented on the way that Phat Pak crews try to counteract any negative press by promoting their positive messages.

Training was also considered a useful forum for communicating within Phat Pak.

Mentors talked about the specific events to communicate the Phat Pak message, such as, socials, performances, and workshops and how these events supported their development of communication skills. One Mentor provides a good example:

> *"Well we used to run youth events like socials, to get young people to come, and then some people do blurbs during the night about Phat Pak, and then we get other crews to come down, and they all wear their t-shirts so like other youth see this is something positive, this is something good, and it's like being shared everywhere. But we also run, 'cos me and [Mentor]also do sexual health education, so through our sexual health education with our Pacific students we promote the Phat Pak. And we recruit from our workshops.* (Mentor)

Another Mentor commented that training the Mentees in good communication skills was vital, something they achieved with their chance to organize and run their own events. *"We also got to meet stakeholders, we also got to, y'know, learn skills about kinda communicating with people to book halls, book DJs and all of that kind of stuff…"* (Mentor), and another Mentor said:

> *So we sort of went in with no information. But we went into a training, or a wananga, and met a whole lot of other young people and Mentors and learnt everything about the Phat Pak, and we thought.* (Mentor)

Networking is an important part of the communication strategy for Mentors in terms of disseminating information as well as gathering it. The networks provide the people to bring to the project, and Mentees then disseminate the message. Both within and external to Phat Pak, Mentors make use of their other roles and positions as well as supporting the Mentees to access community networks. For one group their networks extended internationally. Networks within schools were identified as a key contact for encouraging youth to participate in Phat Pak.

Written Forms of Communication

There is a range of written forms of communication currently used within Phat Pak including: agendas, minutes and formal accountability reports. Of all the participant groups interviewed in the evaluation, Governance Group members were more likely to mention written forms of communication such as meeting agendas and minutes, reports, various forms and newsletters. There is always an agenda set and distributed prior to all governance meetings. One member commented that *"at the governance level umm...minutes are always taken...the agenda goes out. But it is always taken and circulated to the members"*. (Governance Group member)

The coordinator receives written reports from the Mentors to be able to update and share information about what is happening around the region, however again this relies on her receiving the information. This information feeds into 6 monthly reports which are submitted to the Ministry of Health as part of their accountability process and this forms part of the formal communication between the Ministry and Phat Pak.

> *...we have certain performance outputs that our providers are expected to meet so um…you know well have um…very specific outputs that we want them to report on.*
>
> (Governance Group member)

For some years now the documentation associated with Phat Pak has been stored by individual members at their private homes and in their computers. Since the Phat Pak have acquired an office they are centralising their storage of these documents to ensure information does not go with members if they leave Phat Pak as well as being able to streamline access to the information.

> *I think just as we've gone along we're developing more and more…whole centralised, now that we've got an office and a computer, we can actually have – 'cos all of us have got bits and pieces. That's what I've been struggling to get the whole thing together, 'cos all of us have got different bits and pieces, and we're trying to sort of centralise everything on the office computer.*
>
> (Governance Group member)

One Governance Group member highlighted the point that because of this situation, each new person in the coordinators role was having to reinvent the wheel.

> *…each of those coordinators created their own box of…resources and information and stuff. Then that got put aside when the next coordinator come along, just sat over there, no one really dove into it, and then start again, start another box. So when I come along, I inherited all these boxes…*
>
> (Governance Group member)

Mentees talked about using flyers and pamphlets passed around at school and in town to communicate their events and trainings. This was reinforced by comments made by the Mentors. The promotion of events, flyers and word of mouth seemed the most frequent method of communicating this across to the Mentees and the public.

> *…for events such as the dance party what we do is we make up our little fliers...and then we go out to all the mates we know, hand them out to them, and if they know any mates we say 'ahh, yip'…..so word of mouth was quite big for us". The same Mentor also commented that "they put them up and in and around town…we got to y'now just going around town and just hand out fliers – "you want to come to this?", "you want to come to that?" – so that's how we'd get comunity participation as well as community youth workers' on board.*   (Mentor)

Understanding the Communication Process and Key Roles Within

This section includes the data that reflects the participants understanding of the processes of communication and how information flowed within and external to Phat Pak. It includes the consistency of that understanding and it also describes from the participants perspectives, their own and other key roles identified within the communication process.

<u>Consistency of Understanding Within the Governance Group</u>

There was consistency in the understanding of how communication flows throughout Phat Pak by the Governance Group members. They described the way communication moved between the Governance Group and the collective through the Governance Group representative and the coordinator and that Mentors and representatives of the crews were part of the regional collective. They indicated that the coordinator brings information from the collective into the Governance Group and the Governance Group rep takes information into the collective and back to the Governance Group.

> *There is a member of the governance board,…who is also a representative on the collective. And that's a two way process, [Governance Group member] takes information back to them. And then takes information from them to the governance board. Yeah....and the coordinator also attends that collective. And then at the next level...the members on the collective take that information back to the Phat Crews...And that way up as well.*   (Governance Group member)

The coordinator reinforced this and indicated that when she reports to the Governance Group she emphasises certain aspects of the report to ensure Governance Group are clear about these points; otherwise its "*through my report, and I tend to highlight things I verbally talk about in my report, so that they cant ever say that I didn't elude them to it.*" (Governance Group member)

One Governance Group member also talked about the usefulness of having the Governance Group rep in the collective, that more often than not the coordinator fed information back to the Mentors but that having the rep there to clarify things.

> *More often than not I do all the feeding back where governance are at, for example, I might say that we have made a decision on the external evaluation, and so I can update them little bits with what I get fed…So its always good to have that other governance rep there if there are some questions that they can answer.* (Governance Group member)

The Hamilton Youth Development Trust (HYDT) as the contract holder was also acknowledged within the communication process as a recipient of formal accountability reports.

> *With the structure, you've got the Youth Development Trust, who is that sort of umbrella where the funding comes into... and then the Phat Pak governance, and then you've got the collective. And in between the governance and the collective is our paid coordinator person. So we have someone that sits on that governance team also sits in the collective meeting as well. So she gets input from the rangatahi to the Mentor to the collective level, and she brings questions from the collective level to the governance level.* (Governance Group member)

Key Roles

Governance group members talked about their role within the communication process and the key role of the coordinator. Governance Group members talked about the variety of roles they picked up to support the communication process. Again these included the use of technology to receive and disseminate information; taking turns at minute taking at meetings, chairing meetings, supporting the coordinator as a contact person, financial responsibilities, supporting activities such as completing the Memoranda of Understanding with providers were all tasks shared or roles they held specifically and were seen as supporting the communication process.

One Governance Group member talked about the work that she and another long standing member of the Governance Group undertake in terms of the external relationships and communication.

> *[One Governance member]'s been around for, I don't know how long…within the project, and so she's got a good grasp and a good big picture, in terms of the continuum of how we have come to be, so her and I tend to do a lot of the bouncing, we tend to do a lot of the communication external to the project, for example with the Ministry of Health, when we meet with them, chances are its me and [Governance Group member]* (Governance Group member)

Ministry of Health participants also acknowledged the strength of this relationship and their ability to communicate openly with the Phat Pak Governance Group.

> *I think for [Governance Group Member] and her team, we have a fairly, she knows she can ask me where I think things are going… and we as a Ministry tend to throw new things out there like a bus to sort of hit a provider so we tend to give them a heads up and allow that flexibility to adapt to the change.* (Funder)

This informal communication strategy was discussed in the previous section. However it is useful to highlight again the significance of the relationship between the provider managers and their Phat Pak crews which is emphasized by the Ministry as essential in order to achieve better outcomes for youth through the Phat Pak project. As one Ministry of Health participant responded when asked whether they thought Phat Pak made a difference for youth she said

> *I do I think they do and I think it varies depending the crews sit and it does I think it varies depending on how much support they get from management to enable them to do that…and it varies depending on the environment.* (Funder)

Governance Group members talked about the competence of the current person in the coordinator's role and her ability to communicate with and link into the Phat Pak members. They talked about her very good communication skills and use of technology, her availability, approachability, supportiveness, enthusiasm, and passion, constructiveness, always sending information out and feeding back into the governance group.

> *Well [she] has got a pressure position. Yeah she's the person that…They have got me as the governance there and the crews here. [The Coordinator] is the intermediary person. [Her] role is to coordinate the Mentor and the crews; and nurture, and support them. And be sure that they're getting their training needs met yeah. And that they have a clear understanding of what it is to be a Phat Pak person. And that reporting is another thing. They report to [her]. Then [she] reports back to the governance and the Ministry of Health. We need to back the reporting; it's a pain but*

it's crucial because that's how we get our funding yeah.. feeding information back to the governance and then back to the crews...yeah. (Governance Group Member)

However from one Governance Group member's perspective it is often in vain. *"I feel like I have tried a number of avenues, um, for which communication can continue to happen, but …yeah…"* (Governance Group member). She commented on the key role of the Mentors and their relationships with youth where communication is an essential component. She indicated that from her experience so much starts with the Mentor

…because they're the one that see the young people first and foremost, they're the ones that see them on a more regular basis, so a lot does, I don't know if Mentors actually realise the responsibility they have, um, and again, I can empathize with them because I have been there and I know what its like. (Governance Group member)

The Mentees also talked about the Mentors holding a key role in the process of communication both as a strategy as well as supporting the development of their communication skills. "[*Our Mentor] helps us like communicate with other groups and just show us how we can run events and things*" (Mentee). While their words were brief the Mentees had some idea about how information regarding decisions was communicated across Phat Pak. "*They'll let [their Mentor], [who] will let us know, and we'll let other people know*" (Mentee)

The Importance of Relationships

The importance of relationships was indicated as being a key to communication within the Phat Pak between Mentee and Mentor as well as among their peers. For example when asked by an interviewer if they wanted to say something about the Mentor, the Mentee responded by saying "*I'd tell the Mentor*" (Mentee). This demonstrates the good relationship between the Mentee and the Mentor.

Throughout the interviews, the coordinators role was reinforced as crucial to the communication of information. Mentors spoke about the significance of the role and reinforced how well it was being carried out by the current position holder. They referred to the fact that they received information constantly via email and that their opinion was sought on all manner of issues. Mentors commented that the coordinator was excellent at keeping everyone, at all levels in the loop at all times and she "*let's you know what's happening*

e-mails you a thousand times a day…and she is always open to everyone's opinions in decision making".
Another Mentor reinforced these comments, saying that;

> *…the coordinator updates us all the time and we get regular emails from her…and whole range of stuff from …crew trainings to the next meetings to evaluation stuff we need to fill out, so we get quite a lot of …emails from the coordinator.* (Mentor)

In terms of their own role Mentors talked about the importance of role modeling generally and in terms of communication to encourage the crews to get the Phat Pak message out there through events and talking with their peers. Te Kuiti commented that *"as the adult you more or less have to be the role model"* (Mentor). Hamilton commented on their role;

> *I'm a Mentor, so my role now is just to guide the crew – whatever they want to do I'll support them to make whatever events they want to make happen or whatever they want to do for themselves, as long as they're promoting the messages that are within the Phat Pak.* (Mentor)

Mentors also highlighted the importance of their relationships with youth. If they don't have a positive relationship there is no way the youth are going to be accessible let alone talk.

> *It boils down to the Mentor and how well they click with the rangatahi – how often they meet, how involved they are with their crew, if they're not that involved they don't meet often, then they can't really give a definite, give the collective a definite answer, to say this is what the youth want b'coz they haven't meet with them yet, for awhile.* (Mentor)

Mentors were clear about how the lines of communication work as information sharing and within the decision making process. One Mentor highlighted the importance of the practice of ensuring that consultation with the youth or "rangatahi" was required in order to make decisions.

> *One of the real good things is we can't make a decision unless we consult our rangatahi, and that's what's been really really cool so …..y'know if there is when a decision to something at a training, and we all have to go feedback to our rangatahi and my crew doesn't want to do it – then I'll feed that back, I relay that back as part of our decision –we don't want to do it, however its I think, it mostly boils down to 'OK – what would you like to do'.* (Mentor)

Mentors also described how their reps at governance and regional collective meetings fed into those meetings as well as brought information back.

> *Whoever is the governance rep would get the minutes and I would talk with that person and at times I have gone to the meetings with that person is always someone I talk with, actually we select our*

governance rep, we decided we don't want anyone at our board level to go, so one of our staff members go…They also have a governance rep that sits in on the committee meetings, the Mentors committee meetings, called the regional collective, and we have a rep that comes and she actually filters back information or if the governance meetings are after she takes all the issues that Mentors have back to the governance groups meetings (Mentor)

Status of the Phat Pak Message

Although participants were not asked directly about the significance of the Phat Pak resource most of the interviewees made some reference to it within a communication context either in terms of supporting the development of communication skills or the importance of the resources appropriateness to "speak" to youth.

Several members of the Governance Group talked about the significance of the resource and how important it was to keep it updated and relevant to today's youth. They acknowledged the benefits to skill development and communication itself simply through the development and dissemination of the resource alone. "*I helped develop the Phat Pak and you know get young people to help develop that Phat Pak so that it was relatable for them.*" (Governance Group member). The same member also realised that "*it needs to evolve nearly every year is how fast things go out of fashion for young people*".

A Governance Group member highlighted the opportunity for youth to communicate through events such as the launching of the new resource in 2006 where Phat Pak held a large promotion during youth week at the Performing Arts Centre.

The status of Phat Pak and their message was acknowledged by the Ministry of Health when they commented on the invitations that Phat Pak received to perform in Gisborne. While there needed to be a reality check in terms of funding available they were complimented by the Ministry of Health in doing a "*very good job in terms of getting their communication [across] successfully.*" The Ministry also commented on how the crews have taken the lead in delivering the message successfully.

> *…a lot of it has been lead by the young people themselves, the crews and that's been successful and they've received a fare amount of coverage and what tends to happen is they usually have youth conferences around the country.* (Funder)

The Ministry also indicated that it was their status which allowed them to work with health providers in the community because they had been *"accepted"*.

One Governance Group member talked about the importance of the message itself and how it allows youth to make informed choices.

> *I think Phat Pak is part of growing the young people positively... just giving them correct information so that they're informed, they can make informed decisions.*
>
> (Governance Group member)

The Ministry of Health on the other hand talked about their expectation that the health message that Phat Pak promotes is broadened out and should also *"include the family and whānau in these activities because their youth go back to their families, whānau"*.

Mentors talked about how the Phat Pak resource itself supported the development of communication skills for the youth as well as demonstrating good communication strategies by simplifying language and presenting the information in a variety of languages.

> *For me, I found the pack itself was interesting, like all the information was broken down so it was made easier for us youth to understand…and different languages are put on there now, which is real good. So, everything's basically the same, we've added new things to the pack.* (Mentor)

Comments were made by one Mentor that the Phat Pack message wasn't as much about teaching to the Mentees and the rangatahi, but to allow them to explore and learn for themselves.

> *Allowing them to learn for themselves was good because they knew in their own area, and should another Rangatahi in the community come up to them and ask anything about safe sex, sexual health, or anywhere to get information or help or resources then they could actually say it without having to try and remember back to what was that old fart saying at our meeting.* (Mentor)

Barriers to Communication

Participants were asked what they thought might hinder communication within and external to Phat Pak. Their responses included a wide range of issues from geographical isolation to the mechanisms being used such as formal meeting procedures as well as the dynamic that youth are simply not as available as we might like them to be.

Governance Group Processes

Several Governance Group members mentioned their own process as being barriers to good communication. The formality of meetings such as minute taking, the language of moving and seconding of motions as well as the dynamics of adults and young people in the same room discussing issues that for some of the participants had no meaning. An example of a previous youth representative was given;

> *She was capable, she just, when she got there, she just felt like a fish out of water. Although she knew, like she could communicate, she could articulate what it is that she wanted to say, but it was all about what she was hearing, issues that she wasn't aware off, you know. They would talk about money, balancing books, and distributing money that was like absolutely foreign to her.*
> (Governance Group member)

The same Governance Group member talked about how in the earlier days she would sometimes mediate the discussion in Governance Group meetings to ensure new youth members understood what was being said.

> *I would attend the governance meetings, would sit in a position where I would continuously be saying, 'do you understand what they're asking of you'?...you know, and that was, and that highlighted that it was needed once we were kinda rolling, and it was like, you know what they are talking about, do you know what those words mean, and more often than not the face, the confusion on the face would say more than their verbal communication…*
> (Governance Group member)

Lack of Clarity in Roles and Messages

It was also suggested that a lack of role clarity for members of the Governance Group and the coordinators role and the boundaries around these roles is having an impact on effective communication.

> *For me, kinda being the middle person, I'm trying to advocate for these ones on this side and also be accountable in terms of what I'm obliged to do, and to some extent, I'm getting pulled this way and pulled that way. There's no link as such yet. Not enough of a link for me to feel comfortable that whatever decisions are being made over here are the decisions that are best met for all of us.*
> (Governance Group member)

This person also indicated that there was a lack of transparency between the Governance Group and the collective and indicated that more open communication might be beneficial.

> *Let's be transparent about everything. Why can't the regional collective know everything, well not everything, maybe not down to my wage and what not…yes, but certain…working… things, why can't they know virtually everything? Doesn't worry me.* (Governance Group member)

In terms of technology, while email is used a lot, one member indicated that it doesn't necessarily encourage members to share their opinions and that more clarity is needed around what is required from each email.

> *…think the people are informed, but they don't quite share opinions… but yeah, you know, I just don't like email full-stop. But that's my personal opinion. I think you can misconstrue words or tones of different um, emails and stuff, and yeah, you can start wars on there. Clarification on what they want from me, in relation to those emails. …But at the moment, there's too many of them…* (Governance Member)

Availability and Accessibility

At the other end of the spectrum one member highlighted the position that young people are not necessarily as accessible as we might assume. This also relates to another issue or barrier, that of geographical isolation, for example, the fact that Taumaranui have never been to a Governance Group meeting.

> *I think for some groups, they probably do feel quite isolated that there's not a lot coming in a line from governance to the crews, for instance Taumaranui – they're physically a long way away and they haven't ever had a person on governance, that was their choice, it wasn't ours.* (Governance Group member)

The expectation that groups submit regular reports to the Governance Group is also problematic and one Governance Group member experiences a lot of resistance to this process.

> *We struggle with the reporting from some of the teams, and we've addressed that with the Ministry, like, as far as we have to write a six-monthly report to the Ministry, and we ask that the crews be able to put some input into that. And we do struggle with that form of communication.* (Governance Group member)

From the Mentor's perspective, barriers to communication with Mentees in particular, included issues such as their geographical isolation and the Mentee's lack of transport, as

well as other commitments for youth and the need to juggle those with Phat Pak commitments.

> *B'cos those happen regularly all the time….What would hinder – sometimes its transport…hinder them from getting here, sometimes it's the days or sometimes it's just their own personal stuff, like they might have sport or work or whatever…and as a Mentor we try and work around that just to suit everybody.* (Mentor)

One Mentor talked about the issue of confidentiality and the caution by some youth to share information in case their parents were informed. TeKuiti provided an example of open and honest communication between Mentee and Mentor, with the respect and trust only possible with a great rapport between them.

> *…its just being honest with them, like when we first started helping rangatahi, we said to them, like a lot of them that were young, maybe smokers, you know they would come up to us and ask us, or, will you run and tell Mum and Dad, you know that you've seen us smoking, and we're honest to them and we'll say no we won't, but if Mum or Dad ask us, do you smoke, we're not going to lie to them.* (Mentor)

Several Mentors talked about the issues at a governance level such as the inconsistency of representation at meetings as well as the lack of clarity about the role for representatives at the Governance Group level. "*Well I have sat in on some of the governance meetings and there hasn't been like quite a few of the governance people haven't turned up for meetings*" (Mentor). From this lack of participation, results the lack of input in the decision making processes from all Phat Pak locations, and inadequate dissemination of the information, as was commented by a Mentor;

> *Well we have talked about ensuring that everyone like at least one Mentor – some crews have two or three Mentors or just one there's got to be someone there at the meeting or when decisions are to be made – someone has to feed back from Morrinsville or Te Kuiti or Taumaranui or else no decision can be made.* (Mentor)

Issues around the concerns about role clarity were also raised, and a desire to have more clearly defined responsibilities in those roles in their position within Phat Pak. The issue of accessibility and availability are real for young people today as they have a range of commitments including school, sport and other extracurricular programmes. Overall, the Mentor limitations came down to geographical isolation issues, role clarity and other commitments with the Mentees. Other than that, there is a positive outlook on the current communication process.

Recommendations and Suggested Strategies

Participants were asked if they had any suggestions to make communication more effective. The following section outlines some of those suggestions.

There was a suggestion that the role of the Governance Group need to be clarified and that way the role of the coordinator could also be clarified

> *I'd like to see governance become more clearly cut. They're there for the strategic and accountable direction of the project. The coordinator does manage the project, which means all the assets, resources, are kinda under the care of the coordinator, or whatever we want to call that person's title…and coz then there's not that three layered, kinda consultation happening*
>
> (Governance Group member)

The idea of a Hamilton based youth advisory group has been muted as a way of getting the youth voice into the Governance Group. However this idea has been put on hold until the completion of the evaluation.

> *"There was a suggestion of having a youth advisory group, so that the young people would meet themselves, and feed their thoughts into governance, so that they wouldn't actually have to come to the meetings – but that also hasn't happened"*   (Governance Member)

However there was a preference expressed by one Governance Group member that representation is from across the Waikato *"how are we going to cater for the greater Waikato? Considering that we would prefer to have representative from right down the King Country area, right up to the Hauraki…"* (Governance Group member). One Governance Group member talked about the group being a place where the youth could develop communication skills which are transferable to other roles;

> *I imagine this advisory group not only being advisory to Phat Pak governance, but then offering that advisory group out to other organisation so that they can contribute, whether it be to the Waikato District Health Board on their Strategic Planning, or whatever, so at least if we build this group up to know what advisory group is, and what that can look like in different form.*
>
> (Governance Group member)

As well as the advisory group one Governance Group member suggested that the regional collective as a group should also have some flexibility to feed into the development of things like the strategic plan;

You know, regional collective having a say, at least being a part of that brainstorming opportunity where the plan's being...you know...played around with. That's the only kinda real flexibility I'm talking about is, at least that opportunity to communicate we all. Instead of me communicating. (Governance Group member)

Some Governance Group members recommended that for new members there should be a training package or programme developed to ensure they are aware of their role and responsibilities, to make sure they have all the information they require to participate. "*In terms of new governance board members, having like a training or an orientation. And having all that information in a pack*" (Governance Member). As indicated earlier this is particularly true for youth representatives and one Governance Group member reinforced this again by describing new members' behaviour when they are "chucked" into and environment which is really "overwhelming". One Governance Group member pointed out; "*yeah, they go quiet, and they are just like [gesturing head nodding and shaking]. You know, for me, I am not confident that they know what they are contributing to it.*"

The issue of being able to commit to attending the meetings may be addressed by the suggestions highlighted above however while there is such a high level of non-participation by youth it was suggested by one Governance Group member that a brief report be submitted in order to keep the information flowing about what is happening out in the region and with the crews.

If you can't attend the meeting, can you write us just a brief report so we can update each other, if you've got dates of events coming up we can talk about who else from other areas can come and support. Do you need support? Is there any combined training that you can do at a local level to help each other out? (Governance Group member)

One Governance Group member believed that the development of clear policy will help with communication issues and talked about the work that was happening currently to get these in place.

From the Mentees perspective a lack of rules around the events themselves was also problematic as in the example where the age of youth attending the events had no limits and for the Phat Pak crews trying to deliver a message of no alcohol this became problematic when older youth arrived intoxicated to their events. "*Oh, it's hard because they don't listen. Like when we do socials and that, all they want to do is get drunk, but we don't allow them to drink. So it's hard to get them to listen*" (Mentee). Therefore some clear rules need to be developed for events.

In terms of the resource itself there were suggestions that there needed to be many more events to distribute the Phat Pak message and that there should be training, for example media training for Mentors as well as Mentees about how to communicate the Phat Pak message appropriately through the media. In addition it was felt that it would be helpful to have more advertising similar to the hubba hubba advertisement.

Further strategies suggested that communication would be improved if the Governance Group met more regularly with the crews while another felt the system was working well but again required more frequency of contact outside of governance.

From the Ministry of Health's perspective the management in the provider organisations has a key role in achieving the outcomes for youth and so their genuine involvement and communication with youth as well as knowing what they actually do is essential and to this end suggest that an event or celebration of some sort is arranged to present the activities of the crews, the NGOs and the Governance Group alongside a presentation of the evaluation.

> *We'd have to sit down with [Governance Group member] and her team and make a night of it, you know a dinner or something like that but I also think that sometimes the management don't actually see what their crews do like some of the performances or whatever it is they do to kinda coincide with something like that…. I think a celebration of where its been of where its going … but also giving the management or those NGOs of this is what its all about and to celebrate in that success.* (Funder)

They suggested that this might also be a positive message to counter all the bad press that youth receive in the media. And suggested that across theirs and other government departments there needs to be some consistency in messages to youth. As they put it:

> *…we as government organisations need to tighten up our thinking, make some consistent messages, because in reality if we're not consistent with our messages for young people then they just tend to say well they don't know what they're talking about cos somebody over there just told me that and somebody over there just told me that and they don't sound anything the same and we've got to keep it simple.* (Funder)

They talked at length about the range of Ministry departments all of whom hold youth portfolios failing to "line their ducks up" in their own communication strategies and because of this limiting the potential for the Youth Development Strategy to be as effective as it has the potential to be.

> *…if we're going to be real about youth health then we have to have some consistency in the*

messages we put out there, whether its through MSD, MYD or FUNDER, MOE, all of , and
I think we all need to do that as government organizations. (Funder)

They also suggested that it might be useful to use the mechanisms of the "technologically savvy" youth as a way to communicate with them. They talked about a website and this was reinforced by Governance Group members and the Mentees who liked the idea of a Phat Pak specific website. There was some confusion as to whether the website had already been established, with one governance member not knowing if there was one being established, or if it was on place already, and a Mentor group commenting that they were using the website for updates on events.

Concern was expressed about the lack of risk management strategies including permission and emergency protocols…

> *I know their developing policies risk management plans need to be in place because when we take our young our youth away a lot and there is no risk management plan. So if something was to happen yeah you have got your permissions your emergency contacts but what is the steps.*
> (Mentor)

Within the context of decision making one Mentor recommended that there needed to be one rep from each group at meetings and that they should be telling the Governance Group what they want, which in turn would better the communication process, affecting the whole running of the project.

> *Yeah well we have talked about ensuring that everyone like at least one Mentor – some crews have two or three Mentors or just one there's got to be someone there at the meeting or when decisions are to be made – someone has to feed back from Morrinsville or Te Kuiti or Taumaranui or else no decision can be made.*
> (Mentor)

Recommendations from participants on how communication might be improved or what additional strategies may be employed by Phat Pak cover a range of suggestions from including the need for Governance Group to be clear about their role. The suggestion of a youth advisory group and how this might work are described indicating that Phat Pak is already exploring ways to address options for better communication with youth and therefore participation. Methods of communication such as the website are also identified as needing resourcing so that young people are being reached through mediums which they utilise.

THEME 3: DECISION MAKING PROCESSES

The following outlines the findings of data collected with relation to decision-making processes within the Phat Pak Project. This section is structured in terms of five main sub-themes, which makes reference to data collected from the four participant groups depending on the relevance of the information: the Phat Pak Governance Group (including the Coordinator), Mentors, Mentees and Ministry of Health Funders.

Key Findings

The main themes that emerged from the analysis of the data from a perspective of decision-making processes in the Phat Pak Project include:

1. Decision-making in relation to communication strategies
2. Decision-making in relation to youth participation
3. Decision-making in relation to skills development
4. Roles in decision-making processes
5. General participation in decision-making processes

Decision-making in Relation to Communication Strategies

This section will describe the results pertaining to the effect that communication strategies within Phat Pak have on decision-making. That is, we look at the processes and technologies used to pass information back and forth within Phat Pak as well as between the project and other organisations, and how these affect decision-making within Phat Pak.

In relation to passing information across all levels of the organisation in order to make decisions, Phat Pak members understand that the general line of communication is from Governance to Coordinator to Mentors to Mentees, and vice versa;

> *What normally happens is [Coordinator] lets us know what's happening, we go to the crews and say we need to make a decision and then I bring it back to crew members. So it is young people making the decisions through the mentors.* (Mentor)

They'll let [Mentor] know, [Mentor] will let us know, and we'll let other people know (Mentee)

Youth are involved in financial decisions through the practice of submitting applications to Governance for approval of an event budget

> *…So maybe a crew wished to run an event, what we've set up in place is the Coordinator's made up quite a few different forms and one of them, so like they're seeking finance, some money to run the event, so they put a proposal together about what it is they want to do, when, and how much they think they're going to need to run the event. That is then sent to the Coordinator, and she then puts it through to Governance, and as long as the event as I said fits the aims and its not illegal, then there's basically no problem.* (Governance Group member)

Recently, the Governance Group has found it difficult to make decisions due to not having a quorum, which initially comprised four board members and a youth representative (also a board member). However, a backlog of unresolved Governance decisions was created when the youth representative was unable to regularly attend meetings. Thus, for practical reasons, the quorum does not currently include a youth representative;

> *We used to have to have four Governance members and a youth representative, but now I think it has gone to only four Governance members because we don't have youth representatives on the project at the moment, or on the Governance at the moment.* (Governance Group member)
>
> (Interviewer) *And what happened with the youth rep? Was that just hard getting them there?*
>
> *Yeah. And we couldn't make decisions. We couldn't sign anything off. And that's why we need to look at how to actually change that whole structure of how young people can input into the project. So, people weren't turning up so we had four months worth of minutes that we hadn't approved anything on because it had rolled over into the next one because we had to have a quorum. So recently we've just emailed out to…because lately there's only been three of us turning up for Governance meetings.*
>
> *We also initially needed to have at least one young person involved with decision making. And because young people weren't coming to meetings, that also slowed things up. So we made a decision that we would need a quorum of four that didn't need a young person to be a part of that forum. I mean ideally it would be fantastic if they were yeah...yeah. And in terms of the decision making in terms of consulting with the Collective and the crews, I think we could do better with that and we probably need to have a good discussion around that and how we'd do that.* (Governance Group member)

The issue of backlogging decisions was ultimately resolved by sending out an email to all Governance members notifying them of the things that needed signing off. Email technology has occasionally been used to facilitate decision-making when it has been difficult for board members to meet face-to-face, and some board members believe this is

working well.

> *We've made some decisions via emails just because it needed to be made between the meeting times, so sought approval that way.* (Governance Group member)

> *I think we're pretty good actually about getting an agreement that's done by email.* (Governance Group member)

However, the use of email technology has its limitations in that it tends to inhibit the back-and-forth flow needed for reaching mutual understanding that is easier to reach in verbal communications

> *I think the people are informed, but they don't quite share opinions. And I just don't like email full-stop. But that's my personal opinion. I think you can misconstrue words or tones of different emails and stuff, and yeah, you can start wars on there. But I think that it works to inform people. I don't think that it allows people to buy into the process.* (Governance Group member)

Another challenge with the use of email is that the intent is not always clear to all recipients. The following quote highlights the need for clear statements or requests in emails as to whether a response is required from the recipients

> *You know, I'm not sure if they want feedback or … oh, what's an example? An example is they send out and say, 'I've got Joe Bloggs and he is going to fix our computer for $50'. It needs approval. [Governance Group member] sends it out to everybody, and then those three [Governance Group members] will reply back and say , 'yup go right ahead', yup go right ahead', 'yup go right ahead'. Do I want to comment on that? Do I really…you know? Obviously if they commented it must be important, but is this a decision supposed made around the table, where a quorum is required or is it just, 'I am letting you know that this is what I am doing'. So you know it's about…yeah…it's just not clear.* (Governance Group member)

A possible solution to this confusion as suggested by one participant would be to clarify policy about who needs to receive emails touching on issues such as mentioned above, as well as clarifying practice around making specific requests of the recipients so they know if and when a response is required of them

> *(Interviewer) Do you think that…everybody on the governance needs to know or only the people that are affected, such the people with the financial decisions?*

> *Yeah, probably only the people who are affected and possibly clarification on what they want from me, in relation to those emails.* (Governance Group member)

Such clarification would include adding a note at the end of emails like: *"'please respond to*

this', or 'what do you think', or 'I'm just letting you know."

Another form of technology recently taken up by Phat Pak to facilitate decision-making is teleconferencing. There is a shared hope throughout Phat Pak that this will ensure that youth voice will always be represented in decision-making in Governance, that there will always be a quorum in attendance, and that Phat Pak members from the wider Waikato region will be able to participate.

> *We do have the issue of the Waikato area covering such a wide area, and getting people to meeting from Taumarunui to come up for a two-hour meeting – it's just not feasible. So we've bought a teleconference phone within the Phat Pak office so that we can utilise that for meetings.*
> (Governance Group member)

> *But now that teleconferencing is set in place, that might change. Things are a lot more...more people might be involved. But we definitely have a quorum* (Governance Group member)

> *…we've offered them now teleconferencing so that if they don't want to come up for a meeting but they could still be involved that way* (Governance Group member)

> *We've only, we've talked about setting up teleconferencing and that is now up and running so it did take us a little while to get that going. So it will be interesting if that will help, because we acknowledge that there are groups in Taumaranui, Te Kuiti and Tokoroa…*
> (Governance Group member)

> *But the good thing now is we are teleconferencing –we have just used for the first time last week… and it has worked out really really well – its so good – you know its about the travelling eh.*
> (Mentor)

However even though teleconferencing is now in place they still did not get the numbers they expected at their first teleconference meeting. Phat Pak is aware of this and is willing to look into the issues further. However, they are encouraged to see an increase in participants.

> *So, of late, we've um, I've been bugging for teleconference facilities, and we finally got it! So we've had our first meeting via teleconference to see if this is going to work a little better for us then. And again it comes back to the commitment. Everybody had indicated they were going to be available, and then for one reason or another, we ended up with two mentors out of five. Yeah. Which is a little disappointing* (Governance Group member)

> *Not everybody participated, but there was more than there's been [present at meetings] in a long time.* (Governance Group member)

Decision-making in Relation to Youth Participation

This section examines the effect that decision-making processes within Phat Pak have on youth participation. We identify evidence that youth are involved in decision-making, as well as the kind of environment within Phat Pak that has been created to encourage youth to express themselves. We also specifically examine the issue of youth participation in Governance decision-making, and the strategies that are emerging to encourage greater youth participation.

Evidence of Youth Participation in Decision-making

Despite recent challenges experienced by Phat Pak in having youth participate in Governance decisions, there is ample evidence that youth are involved in decision-making in other aspects of Phat Pak. Following are some examples of how youth input has been genuinely sought and actioned.

Pacific Island youth voiced their concern that the Māori focus of the previous Phat Pak resource was not acknowledging other cultures in the Waikato community. The resource was subsequently redesigned to include other languages and to appeal to members of other cultures.

> *It was targeting a certain group of kids, like it had some Māori designs on it, and at the time there was quite a few Maori youth mentors or crews, and at the time we were the only Pacific group, so we thought it didn't fit in with us. But from that first training we were able to make changes, and since then we've developed a new Phat Pak [pamphlet] that suits youth and covers everybody.* (Mentor)

Another aspect of Phat Pak activities that include youth input is in the decisions of whom to take on as a new crew member. Mentees freely suggest potential candidates for crew members;

> *It's through members of the PP crew, who say: "I think this person would be ideal, or...And then we'd say: "Okay, who is it, and why do you think they'd be ideal?" And they'd tell us. And then we'd take them on…* (Mentor)

<u>Evidence of an Environment that encourages Youth Participation in Decision-making</u>

Apart from soliciting and actioning youth input, Phat Pak also creates an environment where youth are confident their input will be valued. This highlights the two-sided issue of encouraging youth to speak up as well as valuing their opinions when they actually do speak up. That is, when youth feel as though their input is treated with respect, they are more likely to voice their opinions. Referring to the Coordinator, one Mentor said:

> *[The Coordinator] is always open to everyone's opinions in decision making. I might say "I don't think you should do it." [They] would say: "What do others think?" and then and someone else would say: "I wouldn't mind." We always run on majority – majority rule – but it's up to the Mentor to decide for the young people what they believe to be safe – like if it was to go skiing or something – like its up to that Mentor. It's a group decision or a Mentor's decision. At the end of the day you're responsible for your crew, so you make the decision. I guess it's always been fair in anything we have done, though. It's sorta like the unspoken stuff. The Mentor is in charge of the crew, but at committee level everyone makes the decisions.* (Mentor)

> *In the crew there are probably some that actually are more outspoken than others. But if there are some crew members that may not like to, they are quite willing to voice that. They know that no question is a stupid question, and they also know that any response they give or anything they say is held in respect and that.* (Mentor)

Conversely, when people are not confident their input will be treated with respect, they are less likely to speak up. This point is underscored by a comment from one of the Mentees.

> (Interviewer) *What kinds of things do you think stop people from speaking up?*

> *Shy or they just think they won't get heard, so they give up.* (Mentee)

One of the other factors that creates an environment where youth are comfortable speaking up is that of Mentors being seen by Mentees as very approachable. The Mentees are confident about expressing concerns even about the Mentors themselves;

> (Interviewer) *And what if you wanted to say something about the Mentor?*

> *I'd tell the Mentor.* (Mentee)

> (Interviewer) *Yeah? So you're confident you can be up front…*

> *Yeah.* (Mentee)

> (Interviewer) *Are you saying that you guys have got a relationship with [Mentor] where you're comfortable saying no?*

> *Yeah.* (Mentee)

> *Yip.* (Mentee)

Perhaps the most prevalent attitude in Phat Pak that emerged in the interviews is the conviction that genuine youth involvement in decisions that affect them is of paramount importance

> *Making sure that if its going to affect a group that's involved; making sure their voice is heard, particularly if there are some that don't have a representative at the meeting. So you might say we need time to make sure that 'so and so' is consulted about this.*
>
> (Governance Group member)

> *I think its just, its always asking them [youth], what they want and what they think is best for them*
>
> (Mentor)

> *During the meetings, I suppose, its allowing them [Mentees] to actually voice their mind and, and saying then… I suppose asking them what they think again and trying to draw it out of them*
>
> (Mentor)

> *We don't just want them to be there so that we can say to other people, "yeah we've got young people in Governance."…It's really important that they are active Governance members.*
>
> (Governance Group member)

> *(Interviewer) Do you feel as those you get a fair voice as young people involved in the promotions?*
>
> *Yeah, with a little bit of help, yeah.*
>
> (Mentee)

> *And there's always been input from young people right from when the project started, and it's just perhaps changed over time. And now that we have a specific governance level we need to have that.*
>
> (Governance Group member)

This attitude is in harmony with expectations of Ministry of Health, where Phat Pak is seen as playing a leading role in creating genuine youth participation in decisions affecting the community. There is also an awareness of examples where youth were involved in another organisation, but only in a tokenistic nature

> *Obviously, it's having them at the table and allowing them to voice their opinions and actually taking that on board*
>
> (Funder)

> *Where Phat Pak is different, as I say education is a part of it, but it's looking at the broader outcome. And it's looking at policy development and engaging with councils and making youth have a voice and a valued voice and a recognised voice. And while I say that systemic change has to occur, my expectation is that Phat Pak is part of that. But also the other part of the contract – like the DHB contract, public health unit contracts – they have the resource, they have the capacity to actually make some of that systemic change, that when youth present to be part of the decision making the process is pretty much already done for them, and that they are valued. So my expectation of my other contracts such as public health units is that they have relationships with the councils, the twelve councils throughout the Waikato. So my expectation is that part of their discussion is… I mean there's a lot of issues they have to discuss whether it environmental or waste or whatever that youth are part of that as well so they need to pave the way and allow these young people to come through and finish it all off. And the way it's finished off is to have them on board to enable them to be part of and allow them to be part of the discussions around decision-making. I do*

understand they do have representatives on the HYDT on their board from the DHB, and again that's recognised in the DHB contract to support. But in terms of decision making unless we've got them at the table and they're valued and their opinion… and it is difficult because each council has their own take on what's value and what's not (Funder)

(Interviewer) *You know you can have young people sitting around the table but you actually have to genuinely believe that what they have to say…*

Exactly… so yeah and I think there's been some examples of where some councils have just had them on… I think it was down country down the King country had established a youth position but that was purely just to meet their LTCP, their long term community plan. So that's why I think systemic change is important and I think it needs to be done by providers like the DHBs who have those relationships so that it enables the likes of the Phat Pak crew in their uniqueness to participate and to be valued, so for me that's all I know around their decision making and I think they probably haven't had the opportunity because I think the councils plans are up because the councils as one of the stakeholders, their plans are due to expire next year I think so my expectations of the HYDT is that they would start the process themselves so how do we contribute (Funder)

However, since the introduction of the Governance Group in 2005, Phat Pak has struggled to have regular youth input into decision-making at that level, though they recognise the importance of having youth involvement at the Governance level. This is due to a number of factors, including meeting times conflicting with school times, other responsibilities held by youth, and the tedious nature of Governance activities

We've explored different ways of doing it. And we realise at the moment that it's not working terribly well in terms of having that youth voice at the Governance level. So we're exploring other ways of doing that…yeah… (Governance Group member)

Because it just didn't work, really. It didn't work… and timing of meetings, we had to time meetings so that it was after school time for people getting… y'know for someone to get up here from Tokoroa after school means they're coming up at 5 o'clock at night, and it just didn't really work that well. (Governance Group member)

So there is opportunity for us to go if we want to [to Governance meetings], but it's not really, y'know, you don't have to…The youth reps I know, that used to attend…I knew that there was a lot of…kinda miscommunication with the youth reps, because they were all still in school, and the meetings that they would hold would be during or just after, whereas we had youth reps from Tokoroa who had to travel about an hour to get there would miss it anyway. So there was a lot of…I'm not too sure if they still have youth reps, or how many youth reps are on there, but I know there were three. (Mentor)

We've tried really hard to have young people represented on the Governance board… And initially they were reasonably involved in terms of attendances at meetings and participation. But then for a number of reasons they dropped off… I mean it's always in our mind that it is a youth organisation and we need to have the youth voice there. But we have struggled with actually having them involved and participating at that level… yeah (Governance Group member)

When they [youth] hear Governance, they be like uh ah, I don't want to go to meeting, it sounds boring…laughter… You know, and they just, it just doesn't seem to be their thing.

(Governance Group member)

Some of the stuff at Governance level is not very…   (Governance Group member)

(Interviewer) *Not very stimulating?*

Yeah, it's not really that exciting, y'know? I mean, it's hard to get excited about strategic planning or report writing, and the finances, and those sorts of issues. And some of the things [the Coordinator] and I have talked about… is actually having a group that she sort of looks after that is our advisors, so that when we are in the process of developing our next three-year plan, we can go to them with specific things and not have to sit around and go through, y'know, have to go through the financial reports, or, y'know, bits and pieces like that…

(Governance Group member)

Well what's currently in place isn't working. And basically we had developed positions within Governance, um, to have youth representation on there. There were three positions. It has the potential to work, providing the young people that are involved have a bit of a background knowledge on what Governance is, and with the young people we often deal with that's not normally the case, it's not necessarily the case, which is been a bit of a … "How do you inspire someone to kinda contribute to something that they are not really au fait with?" And a lot of the, the korero that happens is a little bit over their heads to some extent…

(Governance Group member)

And so it can be a bit boring, so you need to think about fun ways to involve young people.

(Governance Group member)

However, Phat Pak is actively seeking solutions to these hindrances. Apart from the introduction of teleconferencing, as mentioned earlier, they are also exploring the idea of forming a youth advisory group based in Hamilton that can ensure youth are represented in Governance decisions without their actually having to attend. A recommendation has been made to set up an advisory group to increase youth participation at the Governance level, which has been placed on hold in the meantime. It was suggested that such a move could increase youth input into decision-making on Governance without having to physically attend Governance meetings. The advisory group would possibly also provide similar input for other organisations seeking youth input.

I imagine this advisory group not only being advisory to Phat Pak Governance, but then offering that advisory group out to other organisations so that they can contribute, whether it be to the Waikato District Health Board on their Strategic Planning, or whatever. So at least if we build this group up to know what advisory group is, and what that can look like in different forms, because on a youth strategy group versus for the DHB versus advisory for Phat Pak Governance are too different, you know, slightly different.   (Governance Group member)

We talked about setting up an advisory group, where they have the autonomy to run their own meetings, and then the Phat Pak Governance would maybe present them with issues or pieces that they

needed advice on. But this group would still function autonomously. And so they would kinda be a replica of the bigger version, and they could, but they could fail if they fail and succeed if they succeeded. I think that, its not that we not wanting to go down that track cause a lot have said, yes, that's a great idea, its just about who's gonna implement that, who's going to maintain it? And then how are we going to cater for the greater Waikato? Considering that we would prefer to have representative from right down the King Country area, right up to the Hauraki.
(Governance Group member)

There was a suggestion of having a youth advisory group, so that the young people would meet themselves, and feed their thoughts into Governance, so that they wouldn't actually have to come to the meetings – but that also hasn't happened, and I think that's due to just – probably [the Coordinator] could comment on why that hasn't happened more.
(Governance Group member)

Umm a crew in Hamilton that [Coordinator] would be the mentor; they would be a consultant group if you like – a reference group that [Coordinator] would work with, and she would mentor. And ideally they would be like an ideal group to be involved with the Governance board, or to be a reference group. That potentially could be really good. Because like if we're… People on the Governance board represent organisations that are funded by the Ministry of Health to work in the Phat Pak, and some of the organisations who have crews have represented us on the Governance board, and if they're not coming to meetings we're missing out the input from their young people as well.
(Governance Group member)

Such an advisory group, with its scope for youth development and meaningful participation in decision-making at board levels, could meet the expectations of the Ministry of Health.

If we've increased access to services we would also expect that these young people would have representatives on various committees, boards, from a public health point of view. If we can make some significant gains in policy where decisions get made in decision-making, and if we've got youth as part of the decision-making, we actually might improve their access to services. So education is one part of it so they will do their education, but a lot of it as well is about their participation in various groups to have that youth voice because we run the risk of developing policies from one point of view that has no correlation whatsoever to where youth are at; and we do tend to do that. So an example is a lot of the councils, the big councils like Hamilton city council have youth councils, which seem to have some guts to them basically, but the smaller councils like the rural councils that we're trying get to establish these youth councils. So again you have that access to raise awareness. So the education is a part of it, but it's more than just looking at community action, community development and improving all those sorts of things [is also important].
(Funder)

Nevertheless, there still seems to be interest among young Mentors to participate in Governance activities, despite the tedious nature of the role. This appears to be due to the belief that they will learn valuable skills to contribute meaningfully not only to Phat Pak but also to other groups in the future;

I'm actually not too sure what skills you need on there. Well, I find Governance really boring. I find it quite boring, but I know it would be a good place to be. Yeah, it'd be a good place to be in

terms of jumping on other boards or other governance and stuff, and just knowing the know-how, which I just don't know. (Mentor)

Further evidence of the supportive environment for youth is observed by the Mentors' awareness of other aspects and responsibilities that their crews are carrying, such as the roles their crews play at school, home, and in the wider community. These aspects are taken into account by the Mentors when considering how their crews interact with Phat Pak agendas;

(Interviewer) *Had you ever thought of pushing them [Mentees] up to be part of the Governance Group?*

No I haven't and the reason why I haven't is they are prefects at school so they have got lots of other responsibilities. Both of them are part of cultural groups they are in a whole lot of stuff to add another one on a seventh former is just too much. (Mentor)

We will ring them, and we send out letters…Always prior, so that gives them enough time you know young people they are always so busy (Mentor)

So…yeah, work priorities, school, all of that kind of stuff can hinder them from attending hui and gaining that skill development, but y'know, it's all about them so we have to kinda adjust our programme to fit them. (Mentor)

When Mentees were asked if they felt they were involved in decisions that affect them, and if their ideas are genuinely taken into consideration, they consistently replied with a confident *"Yes"*. The following quotes from mentors also show that the processes they use to make decisions are considered democratic in which they and their crews submit ideas to each other, discuss them as a team, and submit financial requests to the Phat Pak Coordinator;

Brain storming like, throw up ideas, just, just for example is when we were talking about what events to promote for say sexual health, then they started coming out with 21sts and birthday parties, New Years rage and that. So, ok, we're writing all those down and I said, now we'll go through it and see which ones are viable, we'll go through the pros and cons of each event until. So like a 21st might be coming up, so, ok what will we do there? What can we do there? And they will say promote the, the, um, promote all the Phat Pak material, give handouts and so forth, have a table over in the corner. Ok then that's sounds good, and what ever else like that, then we go ok can you see any cons to that any down side. Then they'll say, um. Ok, here's an example, 'who's going to hand out these condoms and these resources?' 'Not me' they say, ok so um, 'do youse want to promote at that meeting?' 'Na we want to be there drinking'. 'Oh well see, do you think we should promote at that one then?' 'No'. 'Right now, ok then, we'll move on'. It is just a process of elimination. Then they realise when they go back through their list they had thrown up and that, yeah we'll just go with those two out of about the ten they suggested. (Mentor)

… with the Mentees, we meet with them monthly, once a month and if there are any community

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events that are coming up, then we will try and provide or try and have a promotion aspect in there… (Mentor)

… if they hear of anything that comes up, or that might be coming up, then they'll try to say can we promote at this? (Mentor)

…I know we all decide (chuckles) on …meeting dates and times and that kind of stuff. We do decision making as a collective – on trainings of the crew – because they need to be done. (Mentor)

Any issues that adults within Phat Pak want to discuss will be presented to rangatahi in a way that encourages and includes their input. If mentors suggest an event, the crews have a choice in whether or not they participate, and they have a strong sense of ownership in the events they do participate in.

One of the real good things is we can't make a decision unless we consult our rangatahi, and that's what's been really, really cool. So, y'know, if there is… a decision [made] to [do] something at a training, and we all have to go feedback to our rangatahi and my crew doesn't want to do it, then I'll feed that back. I relay that back as part of our decision: "We don't want to do it." However, I think it mostly boils down to: "Okay, what would you like to do?" And then it's just the collective decision after that. So there's always that, "You get a option to… If that's not what you want to do, then what else can we do?" And if all agree on that, it's sweet. But it's mostly majority, beneficial for the rangatahi. (Mentor)

Mainly those young people need to have input into what that's going to look like as well. And it's not going with a… it's going with a clean slate but probably with an idea of how you want of how they can be supporting the project. Really, we want to make sure the programme's on track for meeting young people's needs, because if it's not, well, what's the point, really. (Governance Group member)

What decisions I actually make by the crew members, I'll ask them. Or there might be topical issues that will come up, and so I'll make note of it, and I'll put it to the crew members to ask how they feel, because, I mean we said to them all the time, you know, it's not as if rangatahi out in the community want to see an old fart like me. So a lot of it, if there's any topical issues, then it will get brought to the crew members and then they will say how it could be, or how the best way to deal with it, or how they would deal with it. (Mentor)

The events are OUR events that we want to do. So they don't come to it, and so the Mentor didn't come to us, to say this is the event we're gonna do and youse will be doing this role. She goes "OK, what do youth wanna get into? What do youth get up to after school or whatever? What kinds of things are they into? Let's go from that. So we came up with all these different ideas and at the time, when I first started, like dance parties were just sooo cool (laughter)…and so we ran a dance party and that's where the actual group took it. So that's how we participated. We got asked for what youth wanted to do, and then we got, y'know, got to run with it. And also y'no, invite everyone to attend… (Mentor)

When asked about the aspects of Phat Pak that encourage youth participation, Mentees and

Mentors mentioned that they enjoyed attending various educational and team-building events;

> *I like when up in Auckland at the alcohol conference for the younger youth.   It was good.*
> (Mentee)

> *Good ideas came out*   (Mentee)

> *Yeah. It was something we could relate to.*   (Mentee)

> *I went to the first training wānanga – crew training wānanga – really enjoyed it, though it was mean as, heard about all the kinda different things we'll be able to do…*   (Mentor)

> *…I think it's the benefits that they [youth] get in being a part of a crew. Phat Pak is a really, really interesting crew because they not only provide education – 'cos every crew member has to be educated on the elements – but they also do it in a way which make rangatahi want to be involved. So a training wānanga won't be held here where the crew come, they will go to Waiwera or something. So it's benefits like going away to places they probably wouldn't go often. Benefits like becoming more confident in speaking with other rangatahi and that. Also, like, free stuff; they get a whole lot of free stuff with Phat Pak, like the resources. They come to the hui, they get a kai, y'know, what – I reckon that's the best way to get to a rangatahi is through feeding them. Yeah, do a bit of education, but also yeah – come over for a feed, y'know? Also to socialise, so they get to be with others; they don't have to be by themselves. They just get to chill out/relax, but also do a bit of mahi.*   (Mentor)

Youth are being treated with respect rather then being told what to do; youth participation is encouraged in decisions made for Phat Pak, and they are aware that if they abuse their privilege of being involved, they will likely lose it. This demonstrates the balance Mentors are striving to keep between respecting youth autonomy, allowing them to learn from their mistakes, and also being accountable as a crew leader. Thus, youth are learning to make decisions in an environment that provides clear boundaries and natural consequences in a respectful way.

> *We said, "we just treat yous how we'd like to be treated, and so we like to be treated well so, we're gona treat yous well. And if you fellas throw dirt on us, you know, that's not going to look very nice, we're not going to be throwing it back. We're not going to be thinking very highly of yous after that." And then from there on in, it was great… That's one of the stipulations we said to them, you know, yous abuse it, you lose it…*   (Mentor)

> *At the end of the day its up to them like to abide by their own rules and maybe encourage others by saying hey we are not supposed to be doing this you know.*   (Mentor)

One Mentor suggested getting regional crews together more often would improve decision-making processes by increasing youth participation

(Interviewer) *Any ideas about how to improve decision making?*

More crews getting together more often, more regional crews.   (Mentor)

Decision-making in Relation to Skills Development

This section refers to the need for the Phat Pak Project to encompass initiatives so that individuals involved in the organisation are better able to make decisions.

The perspective of a person who has gone through the process of being a youth Mentee to becoming a Mentor shows that Phat Pak not only encourages youth to share their opinions, but also provides the necessary skills for young people to gain the confidence to express their opinions in terms of decisions

> *I know for a lot of us when we were Mentees, I learnt how to express my feelings on things and when how to feel comfortable when I am in group discussions and stuff. Its just made a lot of us better people and its helped us understand more of the issues that are going on within our peers. Yeah and its given us extra knowledge about certain things that we wanted to know about the time and just picked up a lot.*   (Mentor)

Another Mentor has pointed out the ambiguity of the skills needed to be part of the Governance decision-making process. This person has expressed interest in being involved, yet finds the processes 'boring'. These processes need to be made interesting and attractive for youth to get involved

> *I'm actually not too sure what… skills you need on there…well I find Governance really boring… I know it would be a good place to be, just… yeah, it'd be a good place to be in terms of… jumping on other boards or other Governance… and just knowing the know-how, which I just don't know (chuckles)...*   (Mentor)

Mentors are expected to providing encouragement for Mentees to develop their skills with regards to decision-making;

> *One would hope that the mentor would work within the group and perhaps walk alongside that young person to help develop their skills, or perhaps even assign so that one crew member that is quite up to the play to walk alongside a shy one.*   (Governance Group member)

> *That peer relationship. That was that thing about the more confident ones being able to help out the not so confident ones so then allowing them to develop their confidence and self esteem you know 'n being able to lift them up.*   (Mentor)

A Governance Group member has identified that youth involved in Phat Pak need a gradual pathway to develop skills in order to contribute meaningfully to decision-making, and identifies a youth advisory group as a possible way to do this;

> *I think that if, if we looked at it in steps where they are, if they are practicing it at a grass roots level back in their youth groups, and how to manage their own youth groups first and foremost, where they are comfortable with their peers, then they kinda step it up and that's where I think the advisory group would be awesome… and because then from the advisory group I see participants maybe, um, elected from that group to represent that group's decisions at Governance level. So we'd still to some extent have youth reps on Governance… I think that with those gradual steps in place it would kinda allow those young people to come up through the ranks and learn how to do that.* (Governance Group member)

Another idea that has emerged is that of creating a mentoring process by which new members can learn the many aspects of the board role. This may also create a pathway of development that youth can participate in to contribute meaningfully and confidently at the level of Governance.

> *what we've talked about is when the new Governance members join, y'know, and come to the next meeting, how we're going to induct them into the project…So we're all going to take a role there of how to induct them and perhaps one of us be a mentor for that person, because otherwise it just sort of… they come in and you're still got to do the business.* (Governance Group member)

> *Yeah definitely, you know I think that Phat Pak is structured so that, ideally, that's where they want it to go, you know? Everything will be youth kinda run, and again, I really like the encouragement from Governance to listen to what the youth have to say. And I think that youth, although they need to be encouraged into that setting at first, I think that they'll thrive in it once they get there especially with those around them. So yeah, I think the input is really important, especially at that level.* (Governance Group member)

> *…From a Governance perspective, I think that we need to be thinking of different ways of being able to have young people participating in [Governance] ... and we've had lots of discussions around that because I think the whole Governance process is just a tad daunting…And maybe it's the way that we mentored them into that process, and I think that could be looked at, too, as far as mentoring them into what that sort of [process] looks like, because they were representatives of a crew, so they weren't a Mentor, they were representatives of particular crews around the Waikato.* (Governance Group member)

> *…When they talking about, um, Governance issues as opposed to what they're used to at their, um, crew level, its really hard to get a grip on* (Governance Group member)

> (Interviewer) *So you think that there should be some, like, step in the middle to go, to go from crew rather than straight to Governance, do think there should be something in the middle where…*

> *Yeah. Or even some training, or like a process where they're slowly integrated into that kinda forum you know. Yeah definitely. They are definitely capable… There needs to be some kind of*

integration process first, and then I think they'll be away, once they are introduced to it, and get a bit more familiar with it… it'd have to be exciting, but yes I do think that it would make a difference. And you know, really expose them to the kinda structured meeting…

(Governance Group member)

Roles in Decision-making Processes

Individuals who are part of the Phat Pak Project have different roles in terms of decision-making processes, depending on their position in the organisation. A lack of clarity of the roles of Governance and the Coordinator has been observed, and this is seen as due to a lack of clear policies and procedures. This section explores the role of Governance, the need for clear policy to facilitate decision-making processes, and the roles of the Coordinator, the Regional Collective, and Mentors.

Role of Governance

In terms of decisions-made at Governance level, a member pointed out that the Governance Group was introduced in 2005, and that decisions were made for the project without the Governance Group before that date. It appears that this person wants recognition of the ability of others in Phat Pak (outside of Governance) to make responsible decisions, since this is what happened before Governance was formed;

> *…How do you think the project continued to run when Governance wasn't in place. And we still managed to do ok… Someone had to make the decisions then, someone was writing the reports to Ministry, and it wasn't Governance.* (Governance Group member)

Governance Group members have expressed an opinion that the Governance structure is not functioning as well as it could in terms of decision-making;

> *… To some extent, I think because its been dragged out so long, the implementing of the Governance structure, that's been put in place, they have tended to take their time in kinda understanding what they are there for…* (Governance Group member)

> *If we don't have a Governance structure that functions well, the actual flow-on effect is that the project's actually going to fall over.* (Governance Group member)

…There is that kinda question that sits there for me, um, has Governance actually hindered what we had? (Governance Group member)

Well, going to a meeting – unless you've been involved, and you've done all your pre-reading, or whatever, and you're right up to speed – most meetings, lot's of meetings tend to go overtime what your past stuff, and you might move about this much [gesture with fingers close together]. (Governance Group member)

Even though the decision-making processes on governance are not functioning as well as it could, some governance members indicate that processes have worked well at times, and have the potential to work well;

I'm open that if Governance did not continue, that's fine. I'm not saying it has to be there – it has worked at times and it has worked really well, and then at times not. (Governance Group member)

…Maybe it has got a bit top heavy... We put the Governance board into place because it did seem to be the right thing at the time. And I do believe that there are aspects of it that are working well. And it has enhanced the project. But there are also aspects that maybe we need to look at that can be changed. (Governance Group member)

Because the Governance board was a new structure… there's been quite a lot of new learning that's taken place for us as governance board members. And also with [the Coordinator] there's been challenges because of our learning and slowness at some of the decision making because of not having everybody or enough people to make a decision at the meetings… But I think we're really starting to get some processes in place that will make decisions easier. (Governance Group member)

Governance Group members have indicated the need to define the role of the Governance Group more explicitly, by referring to different models of governance. This has implications for the decision-making processes of the Governance Group;

… I'd like to see Governance become more clearly cut. They're there for the strategic and accountable direction of the project. (Governance Group member)

We looked at what governance structures look like. There's four different models: There's this model that has that top-down, and there's a single-level model, then there's sort of that…. management versus governance. Yeah, so I think we need to really go back to from a governance perspective – and that's all I can really talk from, really – we need to go back to revisiting what we're about. (Governance Group member)

One thing that we had talked about is having… in terms of new Governance board members, having like a training or a… orientation. And having all that information in a pack, because we currently do have a new board member. And we're wanting some more representatives as well. So it was on the agenda for the last meeting but we ran out of time, so we've got it on the agenda for the next meeting. (Governance Group member)

It was identified by a Ministry of Health representative that service providers on the Governance Group seem to have a lack of understanding of their roles in Phat Pak, and this lack of understanding can lead to decision-making processes being stifled due to lack of participation;

> *I know that a lot of the difficulties they have faced in terms of decision making are more of a reflection of the [service] providers not understanding what that means, so they've got a couple of NGOs that have crew,s and what tends to happen is the management, because they don't know much about the Phat Pak, the development or anything like that they just know that they have a crew… management tend to stifle it.* (Funder)

One Governance member noted that there was a need for clearly defined roles within the Governance Group, as each service provider or Governance representative will have a different perspective in terms of health promotion

> *…We've got the roles of the Governance board members, and the Coordinator, and the roles of the crews. But we haven't got the roles – the specific roles of the…Governance…board [members]… so that could be a real useful thing to do I think* (Governance Group member)

A Mentor has identified the need for a clearer understanding of the differences between the roles of Governance, and the roles of management, and infers that the Governance Group should be taking more of a leadership role

> *I think the committee are making decisions for the Governance and it should be the Governance [making the decisions]. We have a rep that goes to Governance meetings, we tell them what we have put in our monthly report and to discuss it but I think it should be the other way round - we are telling them what we want.* (Mentor)

Governance members discussed the role of Governance with relation to the role of the Coordinator and a management structure; that there is a need to clearly define the roles of Governance and management

> *We…have had discussions around Governance versus management… And it is…quite a tricky thing… Cause there's no one person that's managing [the Coordinator], [they're] a contractor...private contractor, who contracts [their] services to the Governance board.* (Governance Group member)

> *…We've first got to get clear what Governance is versus management. As I see it, Governance needs to decide; are they a Governance group or are they a management group? Cause at the moment they're a bit of both.* (Governance Group member)

A Governance member indicated that part of her role would be to support Mentors, to

ensure that her perspective on Governance is being informed by other levels in Phat Pak

> *I try to be available to a lot of the Mentors to support them too, cause I quite like, I call it staying grounded with what the young people, so that the decisions that we make are being informed really well…* (Governance Group member)

Need for clear policy to facilitate Decision-making Processes

There is a need for clear policy to clarify roles in decision-making, particularly in terms of finances. The governance group members have not been able to make financial decisions, particularly short notice ones because of governance policy, and this has hindered the role of the Coordinator. A policy exists stating that in the event if any one item exceeds $500.00, that purchase must come back to governance for approval. This indicates a clear policy but it seems as though there are delays in processing financial decisions (even if an item does not exceed the $500.00 limit).

> *...my hands have been tied (so to speak) when it has come to money situations, and I have often had to wait for financial decisions to be made, including high priority activities or events of the project... So, we put that in place upon developing my contract and Governance supported that idea, so they pre-approved a budget... stating that in the event that any one item exceeds $500, of course [that would have to] come back to Governance for approval... We currently have two board members that are signatories... often there are still delays in receiving cheques or there is the added delay as a signatory may wish to seek further approval from Governance in the instance that it doesn't exceeded $500... um, so it has tended to hinder the process of me atually being able to function or increase my work load... and it can be highly frustrating and concerning as no practicle resolution has been sort despite that fact I continue to bring it to Governance attention.*

Another Governance member indicates that there is a lack of clarity on the $500.00 limit for financial decisions – it is unclear whether the $500.00 limit applies to a single item, or if it is a limit as to how much a Phat Pak crew can spend on an event;

> *… So for decision making… in terms of finances… the Governance board would make decisions about that… there would also be consultation with the Coordinator and the crews. Actually we don't, talking about the crews... If the crews are running an event… they apply for funding to… the Coordinator. The Governance board don't make a decision around that, cause there is also a… budget for the amount of money. It might be, oh I don't know $500.00 dollars per crew that decision is made. And then [the Coordinator] makes the decision about whether that's... approved within those crews. So we wouldn't make that decision, but we make decisions around… the Coordinator's funding.* (Governance Group member)

In response a debit card is in the process of being purchased in order to streamline financial decisions, particularly short-notice ones – such as if a crew had applied for their funding for an event, had forgotten to get a quote for a necessary item and on the day of the event found that they did not have enough money.

A Governance member talked about the fact that since Governance was implemented in 2005, policies and procedures have not been developed at the rate they've needed to develop but indicates that this is changing. This is supported by a Mentor who indicates that the role of Governance should be to provide policies with step-by-step guidance on what to do in the event of an emergency at a Phat Pak sponsored event.

> *…I think as we've grown, we've perhaps grown too fast. We haven't had the policies and procedures in place, and probably sometimes we've swung by the seat of our pants… Having the governance group, we are making sure we've got all our policies and procedures, and once we've got those then they will be fed back out to the Collective. We've used a lot of examples from other organisations that are similar to us, and I've got a colleague who is quite good at that sort of policy writing. So she's doing a lot of policy writing for us. And recently I've been negotiating with an insurance company around that sort of liability insurance, as far as like if something did happen.*
> *…*   (Governance Group member)

> *…I know they're developing policies; risk management plans need to be in place because when we take our… youth away a lot and there is no risk management plan… if something was to happen. Yeah you have got your permission [slips], your emergency contacts but what [are] the steps.*   (Mentor)

A Governance Group member stated that decision-making processes are not fair in Phat Pak, and attributed this to how some people find the structure of the project confusing with relation to how service providers are contracted by the Ministry of Health. There could be some difficulty for people involved in Phat Pak to participate in decision-making because various Ministry of Health and/or Phat Pak guidelines may be discouraging for these people

> *(Interviewer)…Do you think that there is a fair process in making decisions vital to the project?*

> *No*   (Governance Group member)

> (Interviewer)…*Why?*

> *…Because of the current structure and how the groups are kinda contracted to be involved via Ministry, um, that alone is kinda, can be quite confusing for a lot of people. And so, then to add Governance to that…*   (Governance Group member)

Role of the Coordinator

Governance members expressed their views on what they believe the role of the Coordinator is in terms of decision-making processes. This seemed to be that the Coordinator presents ideas or proposals to the Governance Group for them to consider and make decisions about; but the Coordinator does not have any decision-making capacity as such on Governance. There was an indication that the Governance Group relies on the Coordinator to keep the Project moving in terms of putting proposals forward for Governance to decide on.

> *…often [the Coordinator] will… present an idea like the drama. She'll come up with the proposal and she does very good proposals. And we speak to it at the Governance board. And then the Governance board will have a discussion; and make a decision around that…[the Coordinator] doesn't have a voting right on the Governance board… But [they]… attend most of the meetings and if there is something that [they] want to present, [they'll] present it in person with a good report. Often we, we'll send the report out prior to the meeting.*
>
> (Governance Group member)

> *So the Coordinator, she will write up some of [their]… specific projects for the next six months that [they] think will be worthy to do, then [they] will approach us [Governance], the coordinator will bring it back, then we'll discuss it, yeah that fits in, no that doesn't, and then we will weigh it up next to the budget the Coordinator has predicted, and then… we look at our budget…*
>
> (Governance Group member)

> *I suppose we do rely a lot on the Coordinator, 'cause she's… the one that's running it… the project.*
>
> (Governance Group member)

The Coordinator has expressed a need for the role to be clarified in relation to management, Governance and the Regional Collective to make the job easier; and has highlighted that an issue for them is that they do not have voting or signatory rights on Governance.

> *… for me, kinda being the middle person, I'm trying to advocate for these ones on this side [Regional Collective] and also be accountable [to Governance] in terms of what I'm obliged to do… and to some extent, I'm getting pulled this way and pulled that way, and there's no link as such yet, not enough of a link for me to feel comfortable that whatever decisions are being made over here are the decisions that are best… for all of us.*

> *I have highlighted to the [Governance] Group some time ago the desire to be a signatory, to have some form of control of the funds and avoid delays in the access to funds. I have also highlighted that in other situations or organization's it is normal practice to have the Director, Manager or Coordinator have signatory rights. There has not yet been a up front and direct reply to my suggestions around this issue of signatory and as a result of that I feel a level of mistrust and dishonesty.*

> *As the coordinator I have limited decision making rights which can be disempowering in my role and often leaves me feeling inadequate and often delays the process of my work or creates unnecessary work. However, there are some things that the [Governance] Group claim to be their responsibility, yet for example I complete the reporting requirements to the Ministry of Health, with the*

addition of financial information from the Treasurer. This to me is a situation that when it suits the rules are bent or when no one else intends on fulfilling the coordinator can complete it. The thing is that I am happy to fulfill such additional work providing there is a consistency of the level of work and involvement that is required and remuneration is given accordingly.

The Coordinator indicated that one of the reasons that she is in her position, is to help facilitate decision-making with Mentors and Mentees in Phat Pak, and to include those groups in decision-making processes

… I'm mindful that I'm here only for the rest of the group. Um, I always ensure they have a say in what goes on. If I've got the power to make a decisions, I actually include them in that decisions making, um, I've recently done a, a brief communication evaluation, not everybody's got their evaluations back, and its like a month overdue now…but the couple of people that have fed back have highlighted that they appreciate being included in the decision making, and that's exciting for me to know that I am doing something that's ok, you know that um, cause I don't want them to lose the passion as a result of me…

Role of the Regional Collective

A Governance Group member acknowledges that there is a lack of clarity as to who makes decisions in Phat Pak, and that the Regional Collective want to contribute to decision-making in the Phat Pak project because they previously held that role before Governance was introduced in 2005. This Governance member believes that Regional Collective should contribute to decision-making processes in Phat Pak

… its quite unclear at the moment who does make the decisions. Cause Regional Collective want to contribute to the decisions, cause previously they did. The Regional Collective was what made all the decisions, financial decisions… for the project to function well.
(Governance Group member)

… My thing is that regional collective have to be involved in it.
(Governance Group member)

Governance members highlighted the fact that it is unclear what the role of the Regional Collective is in terms of being involved in decision-making processes for Phat Pak. What was a point of concern was that boundaries for discussion are not clearly defined in Regional Collective meetings; for example, a Governance representative reports decisions made at Governance level to the Collective, and those present at Regional Collective meetings were debating those decisions in front of the Governance representative, which is

not safe for that person

> *As far as the Collective goes I think that's more of a consensus overall agreement. I don't know if they have a specific quorum number. Like sometimes [the Coorindator] struggles to get people to meet.* (Governance Group member)

> *… one of the Phat Pak Governance members kinda has a dual role where they sit on the Regional Collective… which has its pros and its cons… some of the discussion that begins to happen at the Regional Collective can get a little bit over burdened by decisions made at the Governance level that were feeding back to Regional Collective… which on numerous occasions I have had to say that its not a discussion to be having here… I believe that the Mentors can feed back how they feel, but to begin to debate the decision making that was, that might have happened, um, isn't correct in that setting. Um, with only one board [Governance] representative.* (Governance Group member)

Role of Mentors

In terms of organising meetings with other Mentors on the Regional Collective, the Mentors seem to have the autonomy to decide where and how they meet, such as in different areas of the Waikato. There appears to be compromise on decisions about where meetings are held so that there will be involvement by all Mentors at some stage;

> *The Mentors, might be organising to have it [a meeting] at say, Te Kuiti this month, then Taumarunui next month, Hamilton the next month, then Tokoroa the next month.* (Mentor)

In terms of decision-making processes, there is evidence that Mentors aim to ensure that the ideas and perspectives of their regions are represented to the Collective and to Governance. If regions are not represented by Mentors on the Collective, decision-making processes take longer

> *…We have talked about ensuring that everyone, like at least one Mentor – some crews have two or three Mentors… there's got to be someone there at the meeting or when decisions are to be made – someone has to feed back from Morrinsville or Te Kuiti or Taumarunui or else no decision can be made.* (Mentor)

> *…We have talked about that, and everyone has to be consulted and everyone has to contribute.* (Mentor)

Mentors are also heavily involved in facilitating decision-making in their crews, and emphasise that time is an important factor in terms of making decisions because meeting

times vary amongst the crews with relation to the Collective, but generally decision-making is going well at this level

> *… If its [decision-making] got to do with my crew, I'm very involved with it, like if it will benefit the crew.* (Mentor)

> *I think it's [decision-making] going fine…but I also think that…time needs to be involved in every decision making…and advanced time (chuckles) …at least a couple of weeks, because some crews don't meet weekly, they don't meet fortnightly, they may meet once a month.* (Mentor)

General Participation in Decision-making Processes

Lack of participation in Phat Pak meetings has been seen as a barrier to decision-making processes in the Project. This section explores the need for representation on Governance, the need for representation on the Regional Collective, and the introduction of Memorandums of Understanding to try to facilitate participation in these groups.

<u>Need for Representation on Governance</u>

Representation on Governance level has been identified as imperative to the running of the Phat Pak Project, and that has caused frustration for Governance members and a Mentor because lack of participation on Governance means that decision-making processes are hindered, and progress has slowed. Participation and commitment to the project means that decisions will be made and the process can move forward with greater ease

> *… Some organisations haven't had a rep [on Governance] – so I don't know how they can agree with some of the decisions made.* (Mentor)

> *When we've got a full quorum, the decision making and I think the whole running of the project is good. But when people don't see it as a priority to come to the meetings, it just takes so much longer for things to happen. And that means that we're not supporting the Coordinator, who then can't support the Mentors and the Mentees.* (Governance Group member)

> *… The providers not sending people was another [hindrance]… it felt like "Well, why are you involved in the project, then, if you can't send someone to sit at the Governance level?"* (Governance Group member)

However, elements like time and geographical location have been also been identified by Governance members as hindrances to participation in the Governance Group

But for our next meeting we've invited all the other providers, because what was happening was the providers weren't having a representative sent along for the Governance. That's just that issue that everyone's so busy. (Governance Group member)

I think that… if you're not in Hamilton you're a wee bit disadvantaged… it's easier if you're here, cause it's just a bit more mobile… whereas I'm sure more remote crews [and service providers] like Morrinsville, or Tokoroa or Te Kuiti, they struggle a bit… cause they're remote. (Governance Group member)

A Governance member talked about the idea that Governance should have three youth representatives in meetings, which they did have, but for many reasons representation from crews across the Waikato region had diminished due to a range of circumstances. Thus, this person entertains the idea of having Hamilton-based youth representatives but acknowledges the fact that the voice of youth across Waikato would not be represented in that case.

…What tended to happen with the three youth reps [on Governance] is that it was oh too, oh so easy for us to have a Hamilton based youth representative…And so there's that issue as well. How do we, how do we engage everybody…to ensure that we've kinda got a good representation across the board… (Governance Group member)

Need for Representation on Regional Collective

The Coordinator talked about the importance of Mentors participating and representing their crews on the Collective; her kōrerō was presented in a way to help clarify the role of the representation on differing groups;

there is the "Phat Pak Regional Collective" (often referred to as "Regional Collective") which is made up of the mentors and other stakeholders and then the other one is the "Waikato Youth Worker Collective" (often referred to as the "Collective" or "Y-YWC").

The Y-YWC is a separate entitiy and is working to provide support to Youth Workers (with the added benefit of professional Youth Workers working with our yougn people) and encourages self care through training and workshops, information and other opportunities to support and advocate for Youth Workers. The Y-YWC based on membership. The Y-YWC is a member of the National Youth Workers Network Aotearoa (often referred to as "NYWNA")

Such a relationship can assist developing professionalism (of Mentors) as youth workers.

As a option to support further development a Governance Group member talked about other options for Mentors to participate if they cannot attend Collective meetings

> *...the Collective is about increasing the professionalism of Youth Workers... I have brought this group to the attention of the Phat Pak Governance and have encouraged the project to consider making it a requirement of Youth Workers within the project to become members. I believe this would have been a procative approach for Governance to have taken as the Waikato Youth Workers Collective in association with the National Youth Workers Network Aotearoa promote professionalisim, safety and care of Youth Workers but also about the ethic's adopted when working with young people...*

> *We put in place a few other options, like, ok, if you can't attend the meeting, can you write us just a brief report so we can update each other, if you've got dates of events coming up we can talk about who else from other areas can come and support.*   (Governance Group member)

Memorandums of Understanding

Governance members talked about Memorandums of Understanding as being a way of increasing participation of service provider representatives on governance. It has been seen as a successful exercise in that providers have signed the MOU's, but it has yet to show much improvement in the number of representatives attending Governance meetings;

> *With the organisations we did an MOU, a memorandum of understanding. We've just signed all those with all the organisations, and it was quite timely that the Ministry [of Health] then sent a letter out, saying… 'we realise these have happened, and we're just wanting to check in that you still want to hand this in as part of your service contract'. So all the organisations have signed a MOU… and it says what we expect from the organisation. So we expect them to provide a Mentor; we expect them to have a crew; we expect them to report quarterly and write a work plan of what they're going to do for the [next] six months.*   (Governance Group member)

> *We've also come up with memorandums of understanding… between the manager of… service[s] and the Phat Pak Governance board and they've made a commitment to have… representative[s] who will attend meetings. So that's...been...yeah really successful…*
> (Governance Group member)

> *…The memorandum of understandings [have] come about… they were put in place to kinda help with the accountability of the mentors, and already its still not working …(giggle)…so its like, what do you do?*   (Governance Group member)

THEME 4: SKILLS DEVELOPMENT

This section of the results is an analysis of the data on the theme of skills development from elements individual interviews with Governance Group members, Ministry of Health Funders and Mentors as well as focus groups with Mentees. The findings have been categorised into sub-themes, which include:

1. Skills development within Phat Pak,
2. Additional that enhance skill development,
3. Barriers to skill development,
4. Phat Pak members and their current skills,
5. Skills, knowledge and desired training,
6. A strategic plan for skills development, and
7. Recognition and celebration of Phat Pak skills development outcomes.

The data indicates that a range of skills development is promoted and supported within the context of Phat Pak and as a result of its processes and systems. For example the experience of members who move through the levels of Phat Pak provides examples of skills developed as they progress through. Additional elements such as harnessing the willingness of youth to learn and appreciating the diversity of the skills they bring to Phat Pak enhance their ability to develop new skills. Current skills and knowledge of Phat Pak members are described as well as a list of those that are required and desired. Several barriers for youth to potential skill development are also highlighted as are suggestions to support the development of a strategic plan that includes skills development. This section of the results concludes with a description of the findings that focus on the appropriateness and timeliness of a celebration of the skills and expertise of Phat Pak members.

Skills Development within Phat Pak

There are a variety of roles for youth within Phat Pak; Governance Group members and Funders talked about the potential for young people, who move through the different levels of Phat Pak, to develop skills within the roles. One participant talked about their own experience.

I think, having come up through the…coz I was a young person, was out there promoting the Phat Pak, I have done all the shy thing of handing them out…right through to being a Mentor, and understanding the balance between your everyday work and then Phat Pak added to that, so I know what that's like too and understand…for our groups…I have had a lot of informal training around governance and management, partially in my…coz I've also got another work role that's separate, completely separate to the Phat Pak project, which I think complements really really well.
(Governance Group member)

Others talked about the changes and progression of young people who were involved in Phat Pak who then went on to other roles in the community.

You can see the changes in the young people. Y'know like you see them at the beginning of the year when they come along to that initial training, and then at the end of the year – the growth in those young people is just incredible.   (Governance Group member)

And,

It would be a natural progression, and I have seen it with providers, for them, going from mentors to the deliverers to the other areas and I think it's a really good stepping stone for them. And I mean I think, it's a real important process for them to go through from ground roots to understanding youth issues, then, to be involved in the governance and then to go on to other health professionals, be it health promoters, um managers of a health organisation, so I really see it as a stepping stone.   (Funder)

An element of this is also attributed to being part of a group. "We concentrated on them as groups as opposed to individuals as such, um, I think that that development as an individual will help them to grow a bit more, and contribute a bit more to the bigger group so to speak"…
(Governance Group member)

The growth of the Phat Pak project itself from the development and distribution of a health promotion resource to a fully fledged *"youth health AND development project"* (Governance Group member) has extended its reach to the youth. As one Governance Group member points out the project has;

… really grown from its initial start of people just delivering … until now, and that's probably why, as I said, why the Ministry like it so much, because it is involving so many young people, and you can see the changes.   (Governance Group member)

There are a number of forums built into the processes and systems of Phat Pak which support communication and decision making and these forums provide opportunities for the development of professional skills. For example the regional collective meetings provide an opportunity for Phat Pak Mentors to practice these skills and for one Governance Group member it was considered a non-negotiable in terms of their obligation.

I kinda try and push it into the Phat Pak, because I think its… an area that I don't think we should turn a blind eye to about the professionalism, coz it also looks at the code of ethics, and I kinda want to make it compulsory for all the Mentors that sit in a role that deals with young people that they actually be a part of this collective. (Governance Group member)

Another participant described "*youth forums and youth conferences*" as "*opportunities… to do mentoring training … there's just heaps of opportunities for Mentors*" (Mentors). Phat Pak events provide social environments that encourage participation of youth and hence an opportunity to engage them in activities that promote and support skills development. One Mentor describes how they;

…learnt skills from…kinda socialising, getting in…mingling with…other rangatahi, being able to talk to them, and…y'know…share the information with them but also being able to …talk to adults as well. (Mentor)

Another Mentor describes how the planning and venue for such events includes the elements which encourage and support youth to participate and hence give them access to the opportunities to develop skills.

…OK, encouraging – I think it's the benefits that they get in being a part of a crew, they get….Phat Pak is a really really interesting crew cos they not only provide education, cos every crew member has to be educated on the elements, but they also put like, they do it in a way which make rangatahi wanna be involved. So a training wananga wont be held here (gestures this site), where the crew come, they will go to Waiwera or something, so it's benefits like..going away to places they probably wouldn't go often….benefits like …becoming more confident in speaking with other rangatahi and that, also like free stuff (chuckles!) – they get a whole lot of free stuff with Phat Pak like the resources so it's sorta like a bait to attract them…to come to the hui they get a kai, y'know, what – I reckon that's the best way to get to a…rangatahi is through feeding them…yeah, do a bit of education but also yeah – come over for a feed, y'know, also to socialise, so they get to be with other's, they don't have to be by themselves, they just get to chill out/relax but also do a bit of mahi. (Mentor)

The learning opportunities are not just exclusive to youth but are acknowledged as reciprocal by members working at other levels in the project. One governance group member acknowledged that the young people in Phat Pak had skills and knowledge useful to the adults; and another recognised the opportunity to work with groups of people different from themselves.

[The youth] have some knowledge to offer me. I always thought I have the knowledge to give to them, never really recognised that they'd have some too, to give me.
(Governance Group member)

…working with the different groups, its definitely taught me a lot working alongside the Pacific

groups and the Māori groups, everyone works in different ways, so that's been really valuable.
(Governance Group member)

Learning opportunities are also encouraged through reflecting on mistakes. "*If they make a mistake, it's gonna be ok, but they gonna learn.*" (Governance Group member) It seems ironic that within the context of youth health promotion and spreading the messages of minimising risk the programme is able to support youth to learn though taking risks. As one participant highlighted, "*the biggest part is just that allowing them that 'hey, you can do this' and that they're gonna succeed…and if they don't its ok.*" (Governance Group member)

One final element within the Phat Pak context that was highlighted by participants was role modelling. As well as acknowledging the significance of this as essential for Mentors in their role, participants indicated that the young people they work with are also responsible and that they need to "*abide by their own rules and maybe encourage others by saying hey we are not supposed to be doing this you know*" (Mentor). Their behaviour at events when distributing the resource is essential to delivering the right message so "*they have to have learnt…to be able to do the event without having like say a cigarette or something, y'know b'cos we do Auore Kohe in the pack as well*" (Mentor).

Elements that Enhance Skills Development

In addition to the Phat Pak contextual elements that support skills development described in the previous section, there were other areas that enhanced the potential for skills development for young people who participate in the Phat Pak project. These elements include: the acknowledgement and practice of Phat Pak being a programme 'for youth and by youth'; the willingness by youth to learn; opportunities created and taken to participate in and access training; the recognition and response to a diversity of skills and cultures; and, having the right people in the jobs who know how to work with young people.

Skill development for youth is difficult to achieve if they are not participating. Phat Pak was described by many of the participants as a project *for* youth and *by* youth and as one Funder describes, Phat Pak is recognised within the community as a place for youth.

You know like they're identifiable. And you know, people, there are some who some communities do not identify with. Phat Pak make most youth like to identify with them, especially Māori and Pacific youth. It's that awareness… (Funder)

Phat Pak members are aware of the tendency to do *to* young people and instead they promote and encourage their members to allow;

…the young people to actually kinda run a lot of the things. Like, um, even right down to the things that I co-ordinate, which is the crew training, si the training for the young people, is that time and time again, and we know this, um, they don't want to hear us talking all the time. (Governance Group member)

However they are not just left to flounder. As one Governance Group member describes, they are supported by their Mentors and other adults to have a go.

My understanding is that it's a totally open book in that whatever event they want to run and plan, there's no objection unless it was illegal activities (laughs) you know its always got to be along the vision, but definitely whatever sort whether if it's a social, a skateboard event, we've had such a variety of activities planned, that has definitely helped. So then they can get involved in however much, you know they can run the whole thing; the mentor just being there in the background with any help and support, or they can get the help of mentors, or other adults, its whatever the group's capable of doing really. (Governance Group member)

This was reinforced by a Mentor who said;

…so my role now is just to guide the crew. Whatever they want to do I'll support them to make whatever events they want to make happen or whatever they want to do for themselves, as long as they're promoting the messages that are within the Phat Pak…sweet we'll just do it…yeah… (Mentor)

So while youth are encouraged to learn with the support of Mentors, the youth themselves are also acknowledged as a support to their peers as they encourage participation and access to opportunities to learn new skills. As one Mentor explains;

that was that thing about the more confident ones being able to help out the not so confident ones so then allowing them to develop their confidence and self esteem you know 'n being able to lift them up. (Mentor)

A Funder put this down to youth having "*more rapport with their peers or people there own age.*"

Another Funder suggested that because the environment is inviting for youth because its run by youth, provides a support which the family may not necessarily be able to. They talked about their younger sibling being a;

…hard one to reach and the thing about it is its difficult for [the sibling] to listen to us because we probably come down too hard on [the sibling] you know "You can do it, you can do it", where as what [the sibling] actually needs is somebody outside of the family, they need that sort of environment, like the Phat Pak environment where he can engage cos sometimes I think family are too close.   (Funder)

Another key aspect here is the importance of whatever youth are being encouraged to participate in, is relevant to them. As one Governance Group member describes in relation to the development of the resource; "*you know get young people to help develop that Phat Pak so that it was relatable for them*".

Several Mentees commented on the hopes they had to "just learn a lot" (Mentee), and the desire to "be a good role model" (Mentee). As one of the Funders commented, it is essential that we harness this willingness to learn.

Whether it's in the education or trade line there's a willingness there and I just don't think we've harnessed it. So there is willingness for something or a yearning for something. And you have to think that because they've come to this group looking for something so again I think contractually there are opportunities for us to do that but it shouldn't stop with just the contract.   (Funder)

This willingness is then enhanced through encouragement internally within Phat Pak as well through access to specific training opportunities. In terms of internal modelling and respect a Mentor commented about the way Mentees are supported to have a voice.

In the crew there are probably some that actually more out spoken than others. But if there're some crew members that may not like to, they are quite willing to voice that, they know that no question is a stupid question and they also know that any response they give or anything they say is held in respect.   (Mentor)

Mentors talked about the way they encouraged and supported skill development by acknowledging where young people were at as well as providing them with strategies to help them move through the barriers.

It's about…kinda, giving them time to get used to everybody, and when they feel ready, don't totally push it aside and just go 'OK you're alright', you don't have to do that but…y'know encouraging them as well, so ' OK, you don't have to do it tonight' or 'you don't have to get up and facilitate this program tonight, you can…have a jam with it, go home, read it, whatever, practice in front of your mirror and then next week we'll have another jam', if they're still whakamā by next week, then you just still keep encouraging it but don't push it on them – just encourage, so it's those kinds of…. stuff, skill development I reckon is really really good…also tautoko and support, oh yeah, support.   (Mentor)

This position is reinforced by the Funders as significant to outcomes for youth in the way that agencies, including government agencies, need to recognise the diversity of skills that young people present with. As well as supporting youth with a range of skills, the Funders indicated that there is a need to pitch the message and include youth in a way that recognises a variety of backgrounds and contexts from which they come.

> *I tend to think the way we write policy or action plans or anything we develop we tend to write it quite high level which I think we need to do for the purposes of appeasing the bureaucrats but we also need to make it real and I think it does vary, from my experience in terms of youth participation in the development of some of these things they tend to go for those well mannered well educated young people, well I'm sorry they are one part of youth, its those ones, the ones we're missing, the ones that aren't part of any system, schools, they're ones that are out on the corner having a cigarette and young mums, you know we don't actually ask our mums what they want.*
> (Funder)

Funders also commented on the need to target specific populations of youth so that as well as recognising diversity in skill levels they indicated that there is benefit in targeting specific ethnic populations in terms of how the message is delivered.

> *I certainly think that, you know having youth target other youth is a good thing, but then you also need to look at um strategies for delivering it to certain populations so, for example Pacific groups or Māori groups, its, how do you get into these youth groups…Like, you'll have your mainstream groups, your other youth groups, you'll have your other school groups, kids that don't go to school, then you'll have kids who are associated with the Marae and the different areas so there is a whole range of strategies that need to be used. I can say that we have Māori providers who are for Māori by Māori.*
> (Funder)

The Funder then also went on to suggest specific strategies for Pacific and Māori populations, and indicated a need for lots of visual and aural presentations as opposed to written mediums.

> *In terms of being able to deliver and a lot of the health promotional stuff to certain groups, you can give them as much literature as you like, but for them a lot of it's visual or talking…especially in Pacific or Māori groups.*
> (Funder)

The Mentors and crews themselves recognise their own cultural uniqueness as something which may be shared with other crews to enhance their learning around cultural diversity.

> *So like for us we have been able to teach different cultures to the other crews – which has been – I don't know whether its been a good experience for them. That's how they have learned diversity – when all the crews came to Tokoroa for the first time they got a traditional Cook Islands welcome with the drums and all that sort of stuff and we had the local high school here welcome them on and so that was a bit different for many of them.*
> (Mentor)

Another element that appears to support the process and success of skill development within Phat Pak is having the right people in the role of Mentor. This particular role was highlighted in several interviews as key to the facilitation of and access for youth to skill development opportunities. The right people were described as having an attitude that supported the kaupapa of Phat Pak, being committed and in particular that they are able to work with youth.

> *I think, I just think the Phat Pak project is just, it's a really really good kaupapa…I think you just need right people to drive it, and if you're not driven by the kaupapa then….it's kind of a waste, bcos it yeah, youth. I just read a lot of stuff about rangatahi in the papers and most of it's negative…but y'know, how else can you channel that?* (Mentor)

Recruiting the right people however is not necessarily that simple because as one participant points out "*everybody is busy*" (Governance Group member), but according to one Phat Pak group, that is an important part of their process so they actively seek out the right people for the Mentor role as well as their crews and the current members of the crew play a significant role in this recruitment process.

> *Okay, well, I guess with our crew we've got quite high expectations. So when we first started we went to the schools and asked them to choose which of the Pacific students in their schools they would see as potential role models or youth leaders, and then when we got them on board we talked about the rules and what we expected of them. 'Cos people were going to be talking about Phat Pak, and we wanted them to have good images of these young people. That's quite hard to put on them, but yeah, that's how we went about getting young people on board, and we basically do that now. But now it's through members of the Phat Pak crew, who say: 'I think this person would be ideal' and then we'd say: 'Okay, who is it, and why do you think they'd be ideal' and they'd tell us and then we'd take them on.* (Mentor)

Many of the participants including the Mentors themselves talked about their skill in working with youth and how important that was in their role as well as others who are part of Phat Pak. One Mentor described how they encourage young people to participate through role modelling respect and maintaining their own integrity, not buying into inappropriate behaviour but responding by modelling how it should be done.

> *Sometimes we might come to the programme and we don't feel it's very good, they actually say it doesn't feel very good, but we know it is. We keep coming along because we liked how we got treated. Rather than what was actually tried to be um, taught to them, so to speak. It was actually how they got treated, and we said, we just treat yous how we'd like to be treated, and so we like to be treated well so, we're gonna treat yous well. And if you fellas throw dirt on us, you know, that's not going to look very nice, we're not going to be throwing it back.* (Mentor)

This same Mentor uses humour in their work with young people. They consider it a key strategy in working with youth;

> *…and humour. You know, I like the kids. No good going around being serious all the time, and with the likes of the mentees, you know they'd rather have a laugh, than sit there doing paper work, or anything like that. I will take care of a lot of paper work for now, hoping that maybe in time, one of them might develop their skills and take over that area. But um, so I'll sort of do that, so I like humour an' having fun which I know they do.* (Mentor)

One Funder reinforced the need for skilled Mentors with an ability to work with youth in a way which empowers young people.

> *…....so that people well trained in that area, I think they need to have some skills rather than just going out and being part of the group who don't really have knowledge.*
>
> (Interviewer) *And that knowledge that you're talking about, do you mean about the sexual health or do you mean about delivering?*
>
> *……Not so much about the sexual health, but about um, you know, the delivery of the services, working knowing what are other avenues, you can go to family planning clinic.* (Funder)

A final consideration and clearly a significant skill of this group of Mentors is the recognition of and ability to encourage young people to move on from Phat Pak. While they don't abandon them, they clearly give the young people who are considered competent, a gentle nudge in order to make way for others to follow in their footsteps and have access to similar developmental opportunities.

> *Yeah this year we have a new crew so um ones we have had in the past we have decided not to take onboard and we wanted to go fresh with the whole new crew this year um we have had two young people come back and say we want to be onboard.*
>
> *…And I have asked them why do you want to come onboard – they are both prefects at school this year and you know they have a role in leadership – and they are leaders themselves – I asked them why do you want to come onboard and they are like – "because we like the Phat Pak" I said well what can you do to help the Phat Pak? Because they have been like a part of the crew for three years, they are old school now and they couldn't really tell me they love the trips they love the fun stuff but they know they can support the others, they have a lot of responsibilities and stuff outside the Phat Pak now and they really didn't need this added extra they need to be doing other things now.*
>
> *….We have let them know that like they can come back if we really need them Phat Pak is always going to be here for them. We are saying yous have gone above Phat Pak has helped them get there they need to stay where the are – we are trying to make new leaders.*
>
> *…Yeah well – we have run an event this year where we haven't had quite had our crew onboard with enough to know enough about the Phat Pak so we have gone back to them and said are you*

guys keen to come and help out and it has always been an ideal that once you leave you still have the information and are able to use it, so we have been able to use them in that sense. (Mentor)

Earlier in this section an example of the crew from one area sharing their cultural practices with another demonstrates a willingness among the young people in Phat Pak to collaborate in skills development. This practice has been developed by one crew with an intention to work alongside another on a more regular basis.

So we have decided we are going to join crews, we are actually going to run with one name because we both have our own names they are the [Phat Pak crew} and we are the [Phat Pak crew] down our way. And we are actually going to join together we are not going to be in two separate groups and so when we do promotions they come and when they do promotions we go…when we do training camps we all go so we benefit and at the same time we are supporting each other. So that's our sister organisation and I have decided with the other mentor. (Mentor)

Pooling resources in this way will provide more opportunities for young people to participate and develop skills. Access to these events were by far the predominant focus when we spoke with Mentees:

And also, a chance for me to do things I wouldn't normally do like run events and…. participate in heaps of youth stuff cos it's all about youth. (Mentee)

I've learned heaps from Phat Pak. (Mentee)

And I'll be learning heaps of things soon. (Mentee)

Yeah and being able to like go to the training and meet other people from the other Phat Pak crews. (Mentee)

Barriers to Skill Development

Three clear areas were identified by participants as contributing to barriers to young people being able to take advantage of opportunities within Phat Pak for skills development. Two: low self esteem and availability to participate sit with the young people themselves while a third is attributed to the motivation of the Mentor.

A member of the Governance Group describes the impact of low self esteem on the ability of the young person to gain from available opportunities.

Hindering from the crew level would be if they were very shy, and low self-esteem, didn't feel as though they had the skills. One would hope that the mentor would work within the group and perhaps walk

alongside that young person to help develop their skills, or perhaps even assign so that one crew member that is quite up to the play to walk alongside a shy one. So that would hinder them because there is the opportunity there for them to pick up as much as they want or as little.

(Governance Group member)

And as one Mentor confirms "*in the skill development, some people take a really, really long time to open up, some people are really, really shy.*" (Mentor)

An additional reality for young people today is their availability to participate in programmes like Phat Pak. They may be willing, but they are also involved in a raft of other activities.

> *…that's it…other things that kinda hinder rangatahi from participation or skill development is…they only do so much! And they can only attend when they can, so I think…y'know, we can set up this meeting, this programme or whatever but for some reason 'ahh, sorry [Mentor], I can't come due to B-ball or netball or whanau stuff, which I did have quite a bit in the beginning.*

(Mentor)

Another Mentor added specific priorities such as work and school as hindering youth from;

> *…attending hui's and gaining that skill development, but y'know, it's all about them so we have to kinda adjust our programme to fit them.*   (Mentor)

The third aspect again reinforces the significance of the role of the Mentor as described in the previous section, however it is attributed to their motivation and commitment to their role. A Governance Group member describes the Mentor's motivation as linked to the best interest of the young person.

> *Another hindrance could be if the mentor themselves wasn't actually really wanting to do this role, so a lot does hinge on the mentor. If they're wanting to do this job, they're motivated, and they see the benefit for the young person. So if they didn't then nothing's going to happen in their area, and that has happened.*   (Governance Group member)

Current Skills of Phat Pak Members

Participants in this evaluation described a significant number of skills which they recognised as having themselves or as skills of other members of Phat Pak. This section is lists those reported by participants as well as those identified in the analysis of the findings.

Many of the participants talked about the development of their confidence and ability to talk to others: young people to adults and/or to a large group. They describe how they learnt to express feelings as well as present Phat Pak to an audience. In the following quote a Mentor describes their progress from Mentee to Mentor as their self awareness skills developed.

> *I know for a lot of us when we were mentees I learnt how to express my feelings on things and when how to feel comfortable when I am in group discussions and stuff. It's just made a lot of us better people and it's helped us understand more of the issues that are going on within our peers. Yeah and it's given us extra knowledge about certain things that we wanted to know about the time and just picked up a lot.* (Mentor)

Another participant acknowledged the significance for young people in being able to stand up among adults and promote the "*the benefits of being involved in the project… and not being whakamā about it*" (Governance Group member) and their own sense of amazement in this. Mentees and Mentors alike talked about holding a kaupapa and promoting it in a way which encouraged "*other rangatahi to take on board the info in the pack, and then put aside their kinda whatever personal needs or what ever to be able to do that.*" (Mentor)

The skill of the young people to event manage is clearly encouraged and supported by the principle of 'for youth by youth'. But even when they are asked to promote Phat Pak to audiences such as funders, several of the participants acknowledged the young people's ability to perform to their target audience. One Funder describes the different approaches.

> *Whether they're delivering like at a hip hop event, and that seems to work but again, I s'pose the question is depending on who your audience is so if the focus is, if the message to get out, they were using communication to increase youth participation within the Phat Pak, what they deliver, their hip hop crews or their dance, whatever they do, that tend sot work for that audience. If it was an audience like the Ministry or other key stakeholders like the DHB they tend to use more presentations, power points, you know, I do believe they vary their process to suit the appropriate audiences but generally what I've been involved in or seen, a lot of it has been lead by the young people themselves, the crews and that's been successful and they've received a fare amount of coverage.* (Funder)

A Mentor also describes how they recognise this skill in themselves and how it works.

> *And then other skills I've learnt is going from talking to…rangatahi, other rangatahi, and then totally switching the language and the dialogue of which I use to go and talk to stakeholders or to go talk to funders or all of that kind of stuff, so it's …kinda like a communication/language skill development or something like that …. All these different levels, cos you gotta be pretty flexible, you can't go to rangatahi and talk like you're a lawyer or something and use all these big fat words that they can't understand because you're not getting through to them.* (Mentor)

Skills in advocating, supporting and guiding youth as part of their role as Mentors or within the processes of Phat Pak are recognised as important to encourage and facilitate personal growth and development as well as that of others in Phat Pak.

> *Personally just for me, is coz I been able to be part of, like see the different roles and how those have evolved from what a crew used to be, so that's part of Mentees, and then I was a Mentor, so I had a crew that I looked after, and then from there, I kinda took on another role when I mentored Mentors…and from there trying to grow young people into the Mentor role, but while they are in that Mentor role, being in a Mentor role to mentor them…as a supervisor kinda thing, but not, but just being there as a support.* (Governance Group member)

This type of support is demonstrated in the way one Governance Group member describes skills of advocacy and mediation for young people who have embarked on the Governance Group meeting journey.

> *So I used to kind of mediate to some extent…, kinda being the middle person, I'm trying to advocate for these ones on this side and also be accountable in terms of what I'm obliged to do, um, and to some extent, I'm getting pulled this way and pulled that way, and there's no link as such yet. Not enough of a link for me to feel comfortable that whatever decisions are being made over here are the decisions that are best met for all of us.* (Governance Group member)

As described earlier, gatherings such as the regional collective provide a platform for skills to be developed and the Governance Group meetings are no exception to this. Participants describe consideration of different perspectives and ability to be inclusive in processes of group decision making.

> *If I've got the power to make a decision, I actually include them in that decision making. I've recently done a, a brief communication evaluation…the couple of people that have fed back have highlighted that they appreciate being included in the decision making, and that's exciting for me to know that I am doing something that's ok…coz I don't want them to loose the passion as a result of me.* (Governance Group member)

One Mentor described a process of problem solving which also demonstrated skills of collective decision making.

> *Brain storming like, throw up ideas, just, just for example is when we were talking about what events to promote for say sexual health, then they started coming out with 21sts and birthday parties, new years rage and that. So, ok, we're writing all those down and I said, now we'll go through it and see which ones are viable, we'll go through the pro's and cons of each event until. So like a 21st might be coming up, so, ok what will we do there? What can we do there? And they will say promote the, the, um, promote all the Phat Pak material, give handouts and so forth, have a table over in the corner. Ok then that's sounds good, and what ever else like that, then we go ok can you see any cons to that any down side. Then they'll say, um. Ok, here's an example, whose going to handout these condoms and these resources? Not me they say, ok so do yous want to promote at that meeting? Na, we want to be there drinking. Oh well see, do you think we should*

promote at that one then? No. Right now, ok then, we'll move on. It is just a process of elimination. Then they realize when they go back through their list they had thrown up and that, oh yeah we'll just go with those two out of about the ten they suggested. (Mentor)

To complement these group skills one participant describes an ability to determine limits and boundaries. This particular example relates to the wearing of different hats and being clear about which one should be worn in which group and what that means in terms of the information and action to be carried out by that groups' members.

One of the Phat Pak governance members kinda has a dual role where they sit on the regional collective as well, which has its pros and its cons, again, some of the discussions that begin to happen at the regional collective can get a little bit over burdened by decisions made at the governance level that were feeding back to regional collective…which on numerous occasions I have had to say that its not a discussion to be having here…you know…you can update us, and I believe that the Mentors can feed back how they feel, but to begin to debate the decision making that was, that might have happened, um, isn't correct in that setting with only one board representative. (Governance Group member)

There is a level of assertiveness required in order to deliver feedback in this way but this skill is not confined to the Governance Group level. When asked by the interviewer who they would talk to if they had a problem with the Mentor, one Mentee responded by saying they would "tell the Mentor. (Mentee)

Other specific skills described by participants and related to the functioning and processes of Phat Pak include: organisational skills; report and policy writing; communication skills and networking. These skills are described by many of the participants as being outstanding in regard to the role of the Phat Pak Coordinator and that her communication skills in particular are exceptional. The coordinator was described as demonstrating accountability, availability, reliability and she clearly has a wide repertoire of knowledge which is shared at training sessions.

[The person at that role] is a great person at that role. She's got very good communication in the sense of emails, phone calls, she's always set up lots of different ways of being able to get hold of her, you can get hold of her very easily, she's very approachable and she is sort of like the first port of call for the mentors, she's been very supportive of their role, in providing training, both within the Phat Pak, but also she has networks outside of that, and has offered lots of different training in other areas too for both mentors and mentees on anything to do with young people – suicide, drugs etc. you know lots of different training, so that's upskilling of both the mentors and the mentees. She's also very available to us at governance level, so with any questions or any information we need, its always readily supplied. So she's a very integral part of the project, or that position is, and the person who's been in that position has done the job well. So I feel that the communication's been good, in both directions, both to the governance and also to the mentors, and I think it is totally up to the person in the mentors position to take advantage of that, like it's always been there, and its whether they filter it down to the mentees or not. (Governance Group member)

Another Governance Group member highlights how the role and the competence of the person in that role positively impacts on youth development.

And they were supported to go down to Christchurch and present the drama to the Involved Conference. And [the coordinator] was really crucial in that. So that was a real form of positive youth development. Yeah having the ability to support positive youth development. [The coordinator]'s communication is really good and she feeds back really well to the governance board and I haven't seen detail around that communication back to the Phat crews but I believe she really does that well; She'll come up with the proposal and she does very good proposals. And we speak to it at the governance board. (Governance Group member)

Finally, in their reflection on describing how they encouraged Mentees to research themselves, the resources in their local communities, Mentors demonstrate their ability to empower and up-skill young people rather than making them reliant and dependant.

The likes of learning what resources are in the area is whether the mentees were more or less, that was their homework so to speak so, to go out and find, it was easy for me, I could easily say, such 'n such, and this organisation and this place you could go for resources for sexual health resources, but allowing them to learn for themselves was good because they knew in their own area, and should an other Rangatahi in the community come up to them and ask anything about, safer sexual health, or anywhere to get information or help or resources then they could actually say it without having to try and remember back to what was that old fart saying at our meeting. (Mentor)

Another Mentor describes how the young people in Phat Pak have become the resource for other youth in the community as;

…they could actually recall it themselves and it's been quite good because we've had occasions where the mentees have actually stated that other Rangatahi out in the community will come and asked them information or where they get condoms and so forth, so they are able to point them, if at school to the public health nurse in the school or if out in the community, like to either one of the clinics, in the communities or sexual health consultations for the under twenty five. (Mentor)

While there is a significant list of skills already demonstrated by members of Phat Pak, there is an equally significant list of skill gaps, either indicated by participants directly as a need or in the analysis of their responses.

Skills, Knowledge and Desired Training

As well as asking participants what sorts of skills they had learnt through being part of Phat Pak, we also asked them whether there were any that they would like to learn? The

following section describes their responses as well as an analysis of the data in terms of gaps identified. Identified areas of skills and professional development included a need for knowledge of models of governance and how to participate at that level. Specific to this area is the need to ensure that people within Phat Pak have access to training and development in working with youth comprising communication technology systems relevant to youth. In terms of the processes and systems of Phat Pak some participants indicated a need for training in a variety of management and administrative skills including proposal writing, project planning, succession planning and recruitment. Other personal skills suggested were leadership skills encompassing communication, and a variety of facilitation skills. This section describes these skills in reference to the different participant groups who identified them.

Although the Governance Group has already received some training in models of governance, this evaluation found little evidence that a particular model of governance has been determined or any professional development considered in terms of how to practice in that model. There was however a significant level of reference by participants to not being clear about how to participate at that level. It would appear that there was an initial commitment to defining governance but this has not progressed. One governance group member highlighted how this had had created some issues around the different roles of governance and management.

> *As far as the governance group go, we had a governance training, but I think now that we've got new people coming on board we probably need to revisit that, and actually really have an understanding of what our governance structure looks like, because I think we've gone along the idea of how are working, but we might need to revisit that because there are different levels of governance, y'know different kinds of governance, and I think we might need to revisit. I would be quite good to do a training with the new members, and us because not everybody knows what governance is supposed to do, y'know? And we actually had a conflict around that whole governance versus management.* (Governance Group member)

Several participants talked about the desire to 're-visit' this process and plan for specific training around how to participate in governance processes and decision making.

> *There's this model that has that top-down, and there's a single-level model, then there's sort of that ... we discussed management versus governance. Yeah, so I think we need to really go back to from a governance perspective – and that's all I can really talk from, really – we need to go back to revisiting what we're about. And now that we've got these new governance members, I think if we do governance training, and then we follow that by – whether that's two or three weeks or a month later – by looking at our vision and where we're going in the next ... and by that time your*

evaluation will be ready. I think it'll all be timely if we sort of try and tie it in with having some governance training. (Governance Group member)

Further consequences of not achieving this clarity are described by another Governance Group member in terms of their impact on the role of the Coordinator.

Because the governance board was a new structure, and there's been quite a lot of new learning that's taken place for us as governance board members and also with Maraea as the coordinator and…there's been challenges for her because of our learning and slowness at some of the decision making because of not having everybody or enough people to make a decision at the meetings. But I think we're really starting to get some processes in place that will make decisions easier…yeah. And maybe lessen the frustration for Maraea… (Governance Group member)

Training in governance practices and how to participate at Governance Group level is also relevant for any new members as well as the current members. Participants recognize the need for a training and development process for any new representatives to the governance group.

And what we've talked about is when the new governance members join, y'know, and come to the next meeting, how we're going to induct them into the project… So we thought we'd do a little introduction to the project, what our aims, y'know, vision is, what the governance project's aims and objectives are, and overall what the project is about, really. (Governance Group member)

Another governance member attributes the lack of participation by youth in governance to the lack of clarity about the role of the group as well as the lack of training for young people to contribute.

What's currently in place isn't working and basically we had developed positions within governance to have youth representation on there. There were three positions. It has the potential to work providing the young people that are involved have a bit of a background knowledge on what governance is, and with the young people we often deal with that's not normally the case. It's not necessarily the case, which has been a bit of a…How do you inspire someone to kinda contribute to something that they are not really o-fay with? And a lot of the, the korero that happens is a little bit kinda over their heads to some extent… …which has contributed to it being not so user friendly for young people and um, so that's the current state. (Governance Group member)

In one particular example described by a governance group member, a young person was capable and willing to participate but the business and processes of the meeting described are irrelevant to the purpose of involving young people in governance.

She was capable, she just, when she got there, she just felt like a fish out of water. Although she knew, like she could communicate, she could articulate what it is that she wanted to say, but it was

all about what she was hearing, issues that she was not aware of, you know. They would talk about money, balancing books, and ah um, distributing money that was like absolutely foreign to her you know. There needs to be some kind of integration process first, and then I think they'll be away, once they are introduced to it, and get a bit more familiar with it.

(Governance Group member)

A Mentor also described a willingness to participate as they saw the potential to learn new skills by working at this level, but again they reinforced the position that it wasn't clear what was required of representatives to the group.

I would really wanna kinda jump on a governance level. I've never been at a governance level…at this stage I probably won't get a chance to b'cos I'm so busy, but I would like to learn…kinda like the skills that you need to…yeah, kinda be at that level.   (Mentor)

In emphasising this need to resource young people in a way that supports them to participate at governance level it should also be noted that those already working within Phat Pak should be resourced and trained to work with youth. This is an area of skills development which, while evident in many of the participants we spoke to, requires constant and vigilant planning.

So I think it's not the fault of the young people that we need to look at it; what we can do differently...yeah. To make it safer...safer and easier for them to have their voice heard.

(Governance Group member)

In particular, the findings on communication strategies highlighted the discrepancies in different modes of communication mediums used across Phat Pak. Young people use a diverse and complex range of technology to communicate and at all levels the mediums of communication need to match those used by the young people in Phat Pak. Even the Ministry of Health consider this an appropriate adjustment to make to their practice in order to be able to connect with youth.

Youth today are very technologically savvy and I don't think we've developed, again from a Ministry point of view, when we develop policy we don't do it looking at what best meets the needs of youth. BIBO seems to be this big thing out there for youth and that's about accessing and that's how they interact with one another and yet we don't see that as an outcome or an output that could measure, and we don't' use that as a measure or a resource to increase their voices, we don't recognise that so.   (Funder)

Skills associated with the running and management of Phat Pak were identified by several participants as areas of development which they sought to enhance their ability to do their work. Financial skills, administration and proposal writing, and writing media releases

were among these as well as a clearly identified need by several participants for the need for training and the development of polices in risk management.

> *We have one crew that has a male mentor, he definitely needs a female mentor to go alongside him – he has been utilising one of his staff members or a community friend just for safety – having enough mentors for safety.* (Mentor)

Other participants identified the need for development in a range of human resource skills such as succession planning and recruitment; leadership training including communication skills and maintaining confidentiality. Mentors talked about their need to develop systems and methods to bring new people on board.

> *Maybe mentoring programmes for potential people to come onboard, because what we do lack is most crews only have one person who is a mentor. When we first started we had three mentors and two drivers which was really good. So if I wasn't able to be there somebody else was there which was really good. You never had to worry because there was always two people.* (Mentor)

Leadership training is clearly an obvious and ongoing need for this particular programme and this was reinforced by the expressed wishes of Mentors for more of this type of skills development. One Mentee identified "*being able to speak in front of people*" (Mentee) specifically as something they would like to develop personally. Communication skills as well were mentioned as a need by governance group members and the continual need for this was highlighted by the Ministry of Health Funders.

> *There's always room for improvement in communications but I think communication as it stands in itself is a huge area. You know there's a whole bachelor's degree in it….. but again I think it varies because it depends who your audience is but as I say they've done a very good job in terms of getting their communication, successfully… I don't' know much about if it hasn't worked and how they've communicated.* (Funder)

During the interview with one Funder it was highlighted that young people are getting younger in terms of their knowledge about sexual behaviour and the suggestion was made that work needs to happen around getting real about this dynamic. In conjunction with this Mentees talked about the need to learn how to talk to the parents of rangatahi who were receiving the Phat Pak. These findings suggest that there is a need for expansion to the training for the youth who are delivering the Phat Pak message in terms of their audience. While the previous section acknowledges that they have some skill in pitching their message to a specific audience it is noted that their audience may potentially expand.

We all need to realise that our young people are becoming more educated and what I mean by that is they're more aware of what's going on by the age of ten but we don't do anything until they're 13 because that's when they are classified as a young person or a adolescent but the reality is our kids know more about sex by the age of 10, they're smoking by the age of 10 but we don't do anything, and yes the question is what do we do and what evidence says what works well for that age group.

(Funder)

And for this Mentor there is a need to resource Mentees with further skills in order to speak with confidence to parents.

Its just…sometimes…oh, not so much embarrassing, it's more the whaddarya call it? …the feedback that rangatahi would get handing out the pack, so it would be feedback from say parents, like 'why are you handing out my child a condom? Are you promoting sex?', when really we're not, so that kind of stuff would hinder it and…yeah, it's how the rangatahi deal with it, so that's why we have to provide the training, otherwise they'll be so shocked and not wanna do it ever again, that ….we have to work with them, just so that they can…

(Mentor)

Also specific to the needs for Mentees was that of how to maintain the confidentiality for youth while supporting them to seek the assistance they require.

Like if somebody comes to me and doesn't want me to say anything. How do I handle that? Cos that puts pressure on me because I want to get help, but I can't because she said not to.

(Mentee)

For one Mentor, there is a need for development of members in cultural awareness and specifically in Māori protocol.

Protocol, cultural protocol, diversity – so I know we were a first – cultural protocol on the Marae were new to some of our people – which is quite shocking – like a shocking experience I guess – you know just basic things like wearing a skirt – the girls go in the front, but when you sit down you know it's the men who go in the front – all of that was an experience for our young people – incredible.

(Mentor)

A Strategic Plan for Skills Development

Several perspectives by participants suggest that a strategic plan for skill development is necessary and timely. The growth of Phat Pak into a youth development programme demands an increase in capacity in order to meet the diversity of skills and increasing numbers of youth who participate in it. Interviews with Ministry of Health Funders also indicated that in the next contracting round there may be a component or expectation that

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providers a re able to evidence a strategy for skills development within their programme.

As one participant describes the history and development of the programme, the evident growth highlights the variety of skills that the young people are required to have in order to deliver the message of Phat Pak.

> *Ok, well obviously we set up the whole project, when it was revamped, was for youth and they have the opportunity to develop an endless amount of skills really. At their crew level, they can learn about one, running meetings in however way they want to run them, formally or informally; they learn about taking minutes, so whether it's a mentor doing it, or he/she assigns that to a mentee. They've got the funding proposals so they've got to learn about how to put them in, they've got to learn about how to run events, so that might be approaching councils or venue owners, they often approach supermarkets for food. So its getting those skills of talking to people, and then the actual running of the event that they've got to do, and then the evaluation. So there's quite a lot of skills for them, there's the self-esteem, plus the fun of doing it, and we'll provide a CV for anyone, and a backup reference if they've been involved at whatever level. Some of those mentees have gone on to get jobs; one either related to the sexual health industry, so that might be as an educator within an organisation, or a totally different job. But the skills, we've been able to say they've worked hard for a year or more as a crew member and employers see that as good discipline.*
>
> <div align="right">(Governance Group member)</div>

These requirements place a significant demand on everyone involved in the Phat Pak; not just the youth who work at the frontline delivery stage. In addition the Ministry of Health Funders described their expectations of youth being represented on local councils. Their expectations indicate a need to up-skill youth in order to be able to represent a youth voice on councils, so there are implications for future planning in terms of skills development.

> *Yeah, a lot of...., health education is one part of it in terms of a continuum. We would...if we've increased access to services we would also expect that these young people would have representatives on various committees, boards, from a public health point of view if we can make some significant gains in policy where decisions get made in decision making and if we've got youth as part of the decision making, we actually might improve their access to services, so education is one part of it so they will do their education, but a lot of it as well is about their participation in various groups to have that youth voice because we run the risk of developing policies from one point of view that has no correlation what so ever to where youth are at and we do tend to do that.* (Funder)

While their position reinforces the right of young people to have their voices heard, it also places considerable obligation on providers to resource their young representatives in a way which supports their development rather than impeding it. This is recognised already by the Governance Group as one member questions "*how do we do that in a safe way?*" A recent suggestion has been the development of an advisory group which could be available to the community, not just Phat Pak.

I imagine this advisory group not only being advisory to Phat Pak governance, but then offering that advisory group out to other organisation so that they can contribute, wether it be to the Waikato District Health Board on their Strategic Planning, or whatever, so at least if we build this group up to know what advisory group is, and what that can look like in different forms, um, coz, on a youth strategy group versus, for the DHB versus, advisory for Phat Pak governance are two different, you know, slightly different. (Governance Group member)

The Funders indicated that they as well as the providers need to now be thinking strategically about skills development and this needs to include a framework which addresses the different levels of skill for individuals as well as the specific areas skill categories for the groups.

I think for the Trust now is the time for them to start scoping out what's out there and as you said if they choose to pick it up great, if they don't , you don't push them but you've got to put it out there and then its really up to them, but yeah as I say skills development is something we probably need to, no we definitely need to look at in the next contract but its not to say that HYDT can't start doing some of the preliminary work…

… and for the Ministry I don't think we've focused on it or that we haven't contracted for that and we need to look at that. I think we have to allow the trust and the crews to develop to find their place, cement their place. I think this will help us determine whose where what and how and then we need to start planning from there on in but first using this as part of a plan, so okay for Tokoroa we need to focus more on skills development or for Te Kuiti it's the strategy communication or whatever, youth participation. (Funder)

Such a strategy will need to include the development of relationships with appropriate providers in order to meet the different needs.

But skills development, I don't know that we do enough of that and I don't think we engage with the likes of WINTEC, I don't think we've got a succession planning, like these young people aren't going to stay with the crews for ever, they might participate at different stages but what I feel if there's opportunities to look at these kids skills, some of these kids may not have the academic ability but by gosh they're bloody good with their hands . I mean we know there's a shortage of apprenticeships, why aren't we talking to the likes of WINTEC and what have yous that need these trade/ training sort of thing to look at maybe doing one …some of these kids aren't ready to go onto that setting right now but there might be opportunities to go one day a week as a crew as to sit in class. (Funder)

And the Ministry indicated that they are keen to be involved in that development process.

Yeah so I think from the Ministry's point of view, particularly mine anyway we need to use this to start our planning with the provider, so what do we need to do around skills development and part of that for now might just be [the Governance Group] dialoguing with WINTEC and finding out what do they deliver or whoever, the Wananga or the University, I know they have some bridging courses, we have to be realistic, we need to think about it cos some people might want to go to WINTEC so I think we need to start thinking about that, I don't think we do

Recognition & Celebration of Skills Development Outcomes

There were several delightful references to the positive outcomes for young people as a result of the skills and knowledge they have gained form Phat Pak. These included the development of a clear career pathways and entry into ongoing education opportunities. There was also a call by some participants to celebrate this, the positive outcomes and the work that the young people undertake.

One Funder acknowledged the choices and opportunities for youth as they move to tertiary education or through the levels of Phat Pak.

> *I see as they get older, they will do the sort of thing, what will I do for a real job? They will either, one, take up a tertiary qualification if they're not already doing it, or they'll, join the governance and then get into health promoting, or health management, or become a health or some sort of health professional. That maybe in social services, or it could be in anything that helps, you know the youth. And then you know in turn they become funders, or providers who have youth working for them and they understand.* (Funder)

One young Mentee indicated that this was in fact their hope for the following year. "*I want to do my nursing training next year. And get into health promotion and stuff*" (Mentee).

One Mentor mentioned the experience of supporting young people in their application and auditioning for further education following school, acknowledging that they will always carry the Phat Pak message even though they are not directly involved.

> *So yeah…that's definitely…a good example of that is career development for each and every one. You know, although we have crews, we took it a bit further in Tokoroa, where we started as Mentors to see what is that you want to do, and what can we do tho help get you there? And it wasn't unusual for me as a Mentor to drive kids down to Wellington to audition for courses after school. So after high school, they were going on to further education. You know, we saw that as a great development for them, because they would continue to, although they wouldn't be in Phat Pak anymore, they would still be able to spread that message in whatever circle that they hit.*
> (Governance Group member)

Phat Pak clearly has the reputation among youth as being a place where opportunities for skills development are available.

Yeah, cos…for Te Ahurei and Phat Pak its all about rangatahi – for Te Ahurei first and foremost it's about the rangatahi, for Phat Pak its…Te Ahurei just provides the Phat Pak as a way to get youth participation and youth…kinda youth skill development and all that kinda stuff. (Mentor)

According to one Funder there was not enough celebration of the skill development happening and so recommended an opportunity be made for this to happen. There is much to celebrate in the work of Phat Pak and there are many young people within the project who have skills and knowledge to share in that regard. This suggestion highlights the opportunity for management and youth alike to be able to celebrate and learn about the work and messages of Phat Pak.

Yeah and I think a celebration of where its been of where its going … but also giving the management or those NGOs of this is what its all about and to celebrate in that success. So in terms of the… all I know is they get stifled and we try where appropriate to facilitate that and as I said I think this process will help….

Yeah, I mean I don't know if that is possible. We'd have to sit down with [Governance Group] and make a night of it, you know a dinner or something like that but I also think that sometimes the management don't actually see what their crews do like some of the performances or whatever it is they do to kinda coincide with something like that. I don't know if we've missed youth week. You know if we tie into something lets do it...

…I think there's huge benefits in t hat . They're very talented young people in these groups. We just don't celebrate it enough and we don't get it out there enough cos for every good press there's always two bad press for young people and we just don't get that out there enough and I don't think we celebrate that even with the like of government organisations like WINZ or CYFs and I think CYFs need to hear some of the good stuff because they're probably dealing more in the hard , that's their core business but I also think for them they need to know here are some good things that are happening for young people and children but for young people but we don't do that. (Funder)

APPENDIX 9: PARTICIPANT DIAGRAMS OF PHAT
PAK STRUCTURE

APPENDIX 10: GENERAL STRUCTURE DIAGRAM OF PHAT PAK

General Phat Pak Structure

Rangatahi

Events, Activities, Schools, ALC's etc.

Family, Community, Public

Crew / Mentee / Informer

Other supporting organisations

Phat Pak Project Coordinator

Crew Mentor

Respective Organisations

Other supporting organisations

Phat Pak Collective

Hamilton Youth Development Trust

Phat Pak Governance

Primary Funder: Ministry of Health