



2008 Upper Hutt Youth Support Hui

28 May 2008



Background

Upper Hutt City Council (UHCC) seeks to work and engage with young people in many ways. As an example of this, the Community Services Division continues its successful youth survey, now entering its third year. The survey has proven to provide a strong local youth voice and a reliable way to gather feedback from a large number of young people. UHCC also undertakes an annual youth support hui. This follows on from a focus within Community Services to solicit input not only from young people but also from those who work with young people.

The third Upper Hutt Youth Support Hui was held on 28 May 2008 as part of Upper Hutt's Youth Week 2008 events. It featured acclaimed inspirational speaker Tony Christiansen. Tony has travelled internationally taking his message of "Your attitude dictates your altitude in life" to a wide range of audiences. For a profile of Tony and a summary of his speech, please see Appendix One.

Discussion outcomes from the hui will complement the UHCC SHAW (Safety, Health and Wellbeing) forums by identifying local community issues and possible responses to those issues. UHCC will seek advice from future SHAW forums and Upper Hutt Youth Support Network meetings on initiating appropriate responses.

Please contact Community Services at youth@uhcc.govt.nz for more information.

Approach

Invitations to the hui, which was held at Orongomai Marae, were extended to representatives from UHCC, local youth service providers, NGOs, secondary schools, Upper Hutt Youth Support Network members, volunteers, central and local government, and local youth who wished to attend.

Approximately 50 people attended the hui, the majority of whom represented groups working with young people. Each attendee was invited to bring a young person they work with to also attend.

After a powhiri, Tony provided the keynote address. Following a break for lunch, attendees were invited to join discussion groups. Four topic choices were offered, each tying in to reflect both the content of Tony's speech and the outcomes from the 2007 Upper Hutt Youth Survey: at-risk and vulnerable youth, youth violence, overcoming challenges, and how youth connect with service providers. Roughly 35 people participated in the breakout sessions.

The groups were asked to use the following questions to guide their discussions:

At-risk and Vulnerable Youth

- What role do service providers play with at-risk youth? Is it different than the role providers should play with vulnerable youth?
- What barriers do at-risk and vulnerable youth face in Upper Hutt? How can we best address those barriers?
- Do you know of any examples (locally, nationally, and/or internationally) that demonstrate best practice, or are especially innovative, in working with at-risk and vulnerable youth?
- Conversely, do you know of any examples of approaches that you feel do not work?
- What are some specific actions that could be implemented to address this issue?
- What is one thing you will take back from this discussion and apply it to the work you do?

Youth Violence

- What role do we play in preventing, or responding to, youth physical violence?
- How accepting is our society of violence and does that contribute to youth violence levels?
- What resources exist within our community to prevent youth violence?
- Do you know of any examples (locally, nationally, and/or internationally) that demonstrate best practice, or are especially innovative, in the area of mitigating youth violence?
- Conversely, do you know of any examples of approaches that you feel do not work?
- What are some specific actions that could be implemented to address this issue?
- What is one thing you will take back from this discussion and apply to the work you do?

Overcoming Challenges

- What different types of motivation are there for young people and what role do we play in being their motivators?
- What are ways that our community can work to celebrate local young heroes and foster feelings of pride to be from Upper Hutt?
- What measurements are in place, or should be in place, to track the motivation of youth?
- Do you know of any examples (locally, nationally, and/or internationally) that demonstrate best practice, or are especially innovative, in the area of overcoming challenges (e.g. setting up mentorships, motivational courses, or activities for youth)?
- Conversely, do you know of any examples of approaches that you feel do not work?
- What are some specific actions that could be implemented to address this issue?
- What is one thing you will take back from this discussion and apply to the work you do?

How Youth Connect with Service Providers

- How do we address the idea that many young people identify prominent health issues [in the 2007 Upper Hutt Youth Survey] but many don't know where to go to get help?
- For those areas where there is a higher knowledge of where to go to get help than concern (e.g. STDs), how do we repeat that success with other areas where concern is higher than knowledge of where to go to get help?
- What other organisations within the community could (or should) be involved in increasing awareness of where to go to get help?
- Do you know of any examples (locally, nationally, and/or internationally) that demonstrate best practice, or are especially innovative, in working with increasing youth awareness of service provision?
- Conversely, do you know of any examples of approaches that you feel do not work?
- What are some specific actions that could be implemented to address this issue?
- What is one thing you will take back from this discussion and apply to the work you do?

Main Findings

1. At-Risk and Vulnerable Youth

A number of programmes were mentioned by the group highlighting examples of best practice in the area of working with at-risk and vulnerable youth. Programmes mentioned included the Wellington YWCA Youth Development Programme, the Upper Hutt Police Kia Kaha programme in Timberlea, and restorative justice in schools.

A number of factors were identified that comprise a successful at-risk youth programme, including low youth-to-adult ratios, consistency (both in structure of the programme as well as timing/location), and flexibility (e.g. offering a variety of options for young people in terms of classroom work).

There was general talk across the group of barriers that at-risk youth can encounter in Upper Hutt, including a lack of Upper Hutt-based youth service providers to serve their needs. It was also mentioned that many young people do not feel proud to be from Upper Hutt.

Numerous actions that could be implemented were discussed; including arranging travel allowances for Upper Hutt at-risk youth to access services available in Wellington (like the Wellington YWCA Youth Development Programme). Another possible action was identified by numerous group members – building pride in being from Upper Hutt, which could lead to an overall increase in strengths-based and positive outcomes for local young people.

2. Youth Violence

A discussion occurred around what role youth support organisations play in youth violence. The group felt that there are three roles that groups can fall into: preventing youth violence, holding young people accountable for their actions, and reacting to it. Resources within Upper Hutt that were identified as working in the area of prevention included school counselors, Police Youth Aid officers, sport programmes, and the Orongomai Marae Social Services programme. Family was mentioned as being an important factor in mitigating youth violence (as well as preventing it in the first place).

A number of people thought schools have good policies against fighting and how to respond to it. For example, St. Patrick's Silverstream College offers counselling to students who are victims of bullying. In addition, the school has also implemented a role model programme in which Year 12 and 13 students mentor Year 9 and 10 students, which has resulted in less bullying overall.

There was a general perception that people are becoming violent at a younger age and that txt-bullying is increasing. Someone said they thought most fights that occur at school are planned days in advance and are instigated by an individual, rather than a group of young people. A group member commented that youth violence is more common at parties than at school.

A few points came forward about the perceptions people have around violence and bullying, including bullying being largely restricted to people of the same age (e.g. a Year 9 student bullying a peer) rather than an older youth bullying a much younger one.

Ways to mitigate youth violence were discussed. Among actions that could be implemented to address the issue, a strong feeling emerged that young people must know the consequences of their actions in order to change behaviour. This is something that is ideally spearheaded by a young person's family.

3. Overcoming Challenges

The strongest theme from the discussion on overcoming challenges was that every young person needs goals in life and that "floating around can cause unhappiness". Following on from Tony's message, overcoming challenges was identified as crucial to the success of all young people.

Talk occurred around what factors motivate young people to succeed. A number of points were put forward, encompassing a broad range of topics, and included (among others):

- Healthy competition amongst young people
- Being part of positive groups
- Belonging to a group
- Receiving encouragement and positive feedback
- A desire to succeed
- Belief in self
- Positive role modelling
- Finding individual gifts and talents, then celebrating those talents and achievements

Following on from that list, numerous community groups were identified that can help young people foster feelings of self-assurance and help them overcome challenges. They included church groups, scouts, boy/girl brigades, Kiwi Can, and sport teams.

Some examples of innovative organisations were put forward like the YWCA Women's Mentoring Programme, the Duke of Edinburgh Award, Project K's leadership camps, and Team Xtreme's mentoring programme.

4. How Youth Connect with Service Providers

There was talk regarding some of the factors that can play into young people not accessing youth service providers. It was felt that some providers had the majority of their open hours occurring during school hours, making it difficult for young people to access their services. The point was also stressed that it is important that key contacts for providers are local people.

There was a general feeling that service providers need to be more flexible with programmes designed to accommodate young people. This mood was repeated when someone said that some programmes are designed for young people by adults, and therefore did not always "fit" youth.

A theme that emerged from the 2007 Upper Hutt Youth Survey was that there are many prominent health issues identified by young people, but the majority of respondents did not know where to go to get help for them. Some health topic areas, like STDs, had a higher rate of knowledge than concern. Responding to that point, group members discussed how to repeat the success of the latter. Ideas that arose included promoting youth services through school clinics, school newsletters, and informing parents. Someone said the community must ensure health-related conversations are broader than just sex education.

Best practice examples were examined, including:

- The inclusion of a public health nurse at the Porirua Work and Income Service Centre

- A South Island community which has set up a Community Link that incorporates Work and Income, Housing New Zealand, ACC, Police, Read Write Plus, ESOL, Workbridge, and a community room, resulting in a community hub of information that is easily accessible
- Upper Hutt Work and Income's strengths-based consultation with young people on the unemployment benefit, which has reduced the overall number from 85 (as of July 2007) to 13 on the benefit currently
- Plateau School's Seasons for Growth programme which provides free grief counselling
- Taking a local, rather than a national, approach to service provision

Many of the points emerging from the discussions seemed to apply to the idea that a young person's attitude, in large part, dictates his/her actions. Echoing Tony's message, a number of group members remarked on how much someone's self-esteem and attitude affects how they act. There was a strong feeling that local young achievers must be celebrated.

Overarching themes

1. Increasing youth awareness of local services

A topic that arose numerous times, threading itself through most breakout groups, was that there are a large number of organisations in the region that cover a wide range of services for young people but there is sometimes a lost connection between those services and the youth population. In response to this, a point that was stressed was the importance of increasing youth awareness of youth support organisations locally. These opinions mirror the 2007 Upper Hutt Youth Survey outcomes, in which the majority of respondents identified prominent health issues but largely did not know where to go to get help for the same issues. *(Please see the "Increasing Youth Awareness of Local Services" section below for more information on how UHCC is working to implement this)*

2. The role family/whanau in a young person's life

Almost every group identified that family/whanau play an extremely important (if not the most important) role in helping shape young people's actions and self-perceptions. Comments included how parents/caregivers can help reinforce positive behaviour, bolstering a young person's self-esteem. This in turn can help increase that young person's resilience and help them overcome challenges easier. Conversely, unsupportive or dysfunctional families can have the opposite effect, reinforcing bad behaviour and making a young person more prone to at-risk behaviour. This is a point that echoed the 2007 Youth Support Hui, in which groups commented on how easy it is for a person to slip into truancy, crime, and/or apathy if family bonds are weak (or if positive role modelling is not occurring at home).

3. The education system's influence

The role of school in a young person's life arose numerous times in many breakout groups. The educational system was identified as an important influence on young people in a variety of ways, including acting as a powerful conduit for passing along information as well as reaching a large number of youth. Numerous ideas for action arose from breakout groups, such as increasing free counselling services, using school clinics to increase awareness of community health service providers, and featuring speeches by local role models during assemblies. The comment was made by one attendee that "the educational system has an important role in empowering our young people".

4. Local heroes and celebration of success

A theme that reprised itself from the 2007 Youth Support Hui was the importance of young people being celebrated and rewarded for their accomplishments. Numerous groups identified the celebration of local heroes as a specific action that can be taken in Upper Hutt to benefit local young people. *(Please see the "Celebrating Local Heroes" section below for more information on how UHCC is working to implement this)*

Recommendations/Proposed Actions from the Breakout Groups

There are some points that were raised in the discussion groups along with potential opportunities for further initiatives. These recommendations are useful for groups working with youth to identify further opportunities to make a difference with Upper Hutt young people.

- Investigate a competition for young people (e.g. a t-shirt designing contest), working toward increasing pride in being from Upper Hutt and celebrating local youth talent

- Look at creating board or internet-based educational games that can teach young people about life skills (e.g. budgeting money)
- Schools can consider increasing the amount of free counselling they provide to include (if they do not already) victims of bullying and/or violence, youth who have experienced grief, and children of separated/divorced parents
- Investigate increased collaboration between service agencies and schools (e.g. representatives can address students during assemblies to highlight services they offer and how they can be contacted)
- Consider the provision of travel allowance for Upper Hutt young people to access services (e.g. Wellington YWCA Youth Development Programme) in Lower Hutt and/or Wellington that have open spaces available for young people to access those services
- Increase youth service provider hours to be open for longer, especially after school hours, thus enabling more young people to access the service
- Look at increasing youth awareness of local service providers through school health clinics and newsletters, possibly including articles by young people highlighting services and their own experiences
- Initiate a rotating series of speakers to visit numerous Upper Hutt schools to highlight the successes of local people and motivate young people. Schools could work more closely together to share speakers, thus cutting down on costs and time taken to organize the speakers.
- Build in educational components to programmes run by community groups working directly with youth to help “get the word out” about available youth services

Projects being investigated/undertaken by UHCC

Increasing youth awareness of local services

Community Services, Upper Hutt City Council has revamped the UHCC Youth website. Local young people can now access a wide variety of information, including local resources on service providers and youth-focused organisations. This is an effort to create a hub of information for youth on local services and resources. Future plans for the website involve a rotating series of youth-focused topics for discussion and feedback from Upper Hutt youth

Community Services has created information sheets on relevant youth service providers. They are available in hard copy, at community forums, and online (www.uhyouth.com). The sheets act as resource guides on specific topics (e.g. youth mental health providers, Upper Hutt counselling services) and are aimed at helping get the word out to young people.

Celebrating Local Heroes

Community Services holds an annual Upper Hutt Young Achiever Awards. The awards focus on celebrating the achievements of Upper Hutt young people in five categories: culture, service, environment, leadership, and recreation/events.

Community Services also extended hui speaker Tony Christiansen’s inspirational message in Upper Hutt by sponsoring him to speak to more than 600 students at Upper Hutt and Heretaunga College assemblies on 29 May 2008.

In addition to current initiatives, Community Services will implement a number of programmes in the near future that aim to celebrate local heroes. The Youth Ambassadors Programme will assist the development of local young people who achieve in a specific area at a national and/or international level and who model positive behaviour. It will have ambassadors from numerous subject areas and they will attend (and participate in) Upper Hutt events, acting as positive role models for local youth. Following along the same line, the Future Dragons project is a youth-based entrepreneurship project designed to provide small business opportunities for young people in Upper Hutt. Its aim will be to encourage individuals to follow through with business ideas and promote positive role models in the Upper Hutt community.

Community Safety and Youth Violence

Community Services is delivering a three-year project on community safety. The project has two aims: to reduce violence (including youth violence) and alcohol/drug-related harm. The first year of the project has focused on identifying gaps and developing ways of responding to them. The 2007 Upper Hutt Youth Survey results are being used as a resource in the project.

Circulation

This report will be circulated around the relevant agencies, areas within Council and to the participants who indicated an interest in receiving the findings.

Please contact Community Services by emailing youth@uhcc.govt.nz for more information.

Appendix 1 Tony Christiansen profile and speech

PROFILE: Tony is an internationally acclaimed inspirational speaker. He lost both legs at nine years old in a train car accident but has never allowed that to slow him down. He is a successful businessman and author as well as a race car driver, Olympic gold medalist, and a qualified lifeguard. Throughout his life, he has achieved a pilot's license and a second degree black belt in Tae Kwon Do. He travels around New Zealand and abroad sharing his story with a wide range of audiences, from secondary school students to corporate conferences.

In Tony's words, he "finds delight in every living moment and shares his passion and enthusiasm with audiences around the world."

SPEECH: Tony's keynote address at the youth hui (as well as his speeches at Upper Hutt and Heretaunga College) wove together his life story with an overarching message that "your attitude dictates your altitude in life". He told the story of how he lost his legs and how his accident shaped his attitude in life.

He shared a number of successes that he has achieved in life despite his accident, including becoming a race car driver, Olympic gold medalist, and a qualified lifeguard. He showed a video highlighting his summit of Mt. Kilimanjaro, Africa's highest mountain. These examples were used to highlight what can be achieved with determination to succeed and belief in yourself, no matter what your situation is in life.

To conclude his speech, Tony paraphrased a quote by Henry Ford, "If you think you can do a thing or think you can't do a thing, you're right."

Appendix 2 Discussion notes from the break-out groups

Group 1 – AT-RISK AND VULNERABLE YOUTH

Do you know of any examples (locally, nationally, and/or internationally) that demonstrate best practice, or are especially innovative, in working with at-risk and vulnerable youth?

Youth Development Programme (run by Wellington YWCA on Abel Smith Street in Wellington)

- Gives a pathway for at-risk youth
- Includes afternoon classes, social and life skills training
- Maximum of 15 young people are involved
- Must be age 15 or older with an exemption from school
- Programme works with other alternative education providers
- Referrals come in from all over the region, with 5 open currently
- Funded by Tertiary Education Commission
- Uses theatre and performing arts to teach skills
- Offers National Certificate in Computing (Level 2)

Kia Kaha programme in Timberlea

- Run by Upper Hutt Police
- 14 youth at first session last week
- Keeping consistency for young people is critical

Other examples

- Restorative Justice in schools
- Wellington Trust
- Barnardos

What are some specific actions that could be implemented to address this issue?

- Arrange travel allowance for Upper Hutt youth to take advantage of services offered in Wellington
- Should we be involving the judiciary (e.g. Corrections, Prison Fellowship) in youth-related opportunities?
- Building pride in being from Upper Hutt – possible youth competition

What barriers do at-risk and vulnerable youth face in Upper Hutt? How can we best address those barriers?

- Lack of options in Upper Hutt for at-risk youth – represents an opportunity for collaboration. Not enough services offered in Upper Hutt
- Not feeling proud about their lives

Other points:

- Important to engage families from the start, though engaging with them can be difficult
- Fishing Guy (Graham Sinclair) – Community time (e.g. youth time) is sponsored by Carters, giving employees time off plus opportunities for apprenticeships. Mentors can be anybody. The workforce is getting smaller so there is an economic imperative to follow through

Group 2 – YOUTH VIOLENCE

What role do we play in preventing, or responding to, youth physical violence?

- Some prevent an offence from occurring in the first place, like support groups
- Some are here to hold youth accountable for their actions, like Youth Aid Officers
- Some work with young people after an offence to stop it from happening again

How accepting is our society of violence and does that contribute to youth violence levels?

- Our society does accept violence but there are boundaries, that if crossed, society will not accept them (e.g. violence toward children)

What resources exist within our community to prevent youth violence?

- School counsellors
- Police Youth Aid Officers
- Social services programme at Orongomai Marae

Do you know of any examples (locally, nationally, and/or internationally) that demonstrate best practice, or are especially innovative, in the area of mitigating youth violence?

- At St. Patrick's Silverstream College, a new model is in place where Year 12 and 13 students are role models for Years 9 and 10, resulting in a decrease in bullying
- Many schools have good policies against fighting (e.g. expulsion)
- Any person subject to bullying at St. Patrick's College can see a counsellor
- Local martial arts classes teach discipline
- Limited Service Volunteer Programme at Blenheim Army Camp
- Billy Graham Academy

Conversely, do you know of any examples of approaches that you feel do not work?

- Tough Love Programmes

Overview of Bullying

- Decrease in physical bullying but increase in txt-bullying and name calling
- Little bullying occurs between young people of different ages (e.g. Year 13 and Year 9). Most bullying occurs between youth roughly the same age

Overview of Violence

- Many youth feel they need to copy American gangs
- Factor in youth violence is dysfunctional families
- People are becoming violent at a younger age. The Police see 14 year olds doing violent acts
- Most fights in schools (or involving school-age youth) are planned days, if not weeks, in advance
- Violence at school is not common but is common at parties
- Many fights are initiated by one individual who wants to fight

What are some specific actions that could be implemented to address this issue?

- Teach young people the consequences of their actions, largely needs to be spearheaded by family
- Promote sport as an option for health/wellbeing and discipline
- Police Youth Aid will look at the CACTUS Programme used in Wairoa and Blenheim Army Camps
- Anti-Violence-at-Home Programme – believes that violence is learnt at home (unsure if there is such a programme)

Group 3 – OVERCOMING CHALLENGES

What motivates young people to succeed?

- Acceptance
- Competition
- Belonging to a community
- Team sports
- Being part of positive groups
- Belief in self
- Listening to young people – meaningful interactions between adults and youth
- Desire
- Resilience – encourages support systems
- Sense of who they are
- Finding boundaries/rebellion
- Encouragement, positive words

- Celebrating youth success
- PlayStation
- Having parents who set a good example for their kids
- Finding youth gift and talents

Do you know of any examples (locally, nationally, and/or internationally) that demonstrate best practice, or are especially innovative, in the area of overcoming challenges (e.g. setting up mentorships, motivational courses, or activities for youth)?

- Church groups
- Duke of Edinburgh
- Kiwi Can (in primary schools)
- Sport teams
- Scouts/Brigades
- Community youth organisations
- Team Xtreme (leadership camps teaching motivation with one on one mentoring)
- Project K
- YWCA Women's Mentoring Programme

Other points:

- [Regarding Thomas Huxley's quote], stepping stones toward success are rungs of the ladder that everyone climbs. People have the potential to become stagnant, so motivation is important to move people forward
- Everyone needs a goal in life
- Floating around = unhappiness
- [Regarding a Harvard University survey], Tracking young people over time, 30% had goals at start of the study. 10 years later, the goal setters were happier than the 70% who didn't set goals

Group 4 – HOW YOUTH CONNECT WITH SERVICE PROVIDERS

How do we address the idea that many young people identify prominent health issues [in the 2007 Upper Hutt Youth Survey] but many don't know where to go to get help?

- Some service providers were identified as having the majority of their open hours occurring during school hours, making it harder for young people to access their services
- Key contacts for service providers should be local people

For those areas where there is a higher knowledge of where to go to get help than concern (e.g. STDs), how do we repeat that success with other areas where concern is higher than knowledge of where to go to get help?

- School clinics/nurses are a first point of call for many youth. Clinics can connect in better with youth
- Police are looking at tapping into schools, doing walk throughs
- Need to work with parents to raise family knowledge of service providers and to motivate their children to achieve at school and in life
- School newsletters – use them to get the word out to parents
- Tailored programmes to make it easier for people (and the community) to tap into
- Make it easy for youth to access services (e.g. be able to talk to someone on the phone rather than leaving a message or being put on hold)
- Work toward breaking the “rescue” or “dependency” cycle, namely when parents rely on agencies to rescue them. This leads to parents needing parenting
- Ensure conversations occur around broader health topics than just sex education

Do you know of any examples (locally, nationally, and/or internationally) that demonstrate best practice, or are especially innovative, in working with increasing youth awareness of service provision?

- Porirua – public health nurse works in the Porirua Service Centre
- Lynwood (South Island) Community Link – incorporates Work and Income, HNZN, ACC, Police, Read Write Plus, ESOL, Workbridge, and a community room. The programme is being looked at to come to the Wellington region, but would likely be in Naenae and Porirua

- Work and Income had 85 people in Upper Hutt on the unemployment benefit as of July 2007. There are now 13. The reduction was achieved by Work and Income asking the young people what they needed. They took a strengths-based approach – “asking them was all that was needed”
- Board games and internet games (e.g. Work and Income have a game about using money, budgeting, etc)
- Building in with Team Xtreme and other organisations working with youth, building in educational components on how to get help for various issues
- People with a story to tell can go into schools and talk to students
 - 1) e.g. once a month
 - 2) Sonya talked about she and her family went back to school in Martin (population 3000) to talk about their success. This was empowering for them as well as the young people they addressed
 - 3) Organisations that could be included: PPTA (Post Primary Teachers Association), Principals Association, Project K, Rotary, Lions, Soroptomists, Old Boys & Old Girls Associations
 - 4) Roster system can be put in place so that if someone speaks at one school they speak at others too
- Tapping into newsletters, school clinics, key contacts, youth focus groups, speakers at schools (local heroes = ordinary people achieving success)
- Plateau School – runs Seasons for Growth, free grief counselling. They are looking at bringing in two other schools to participate

What are some specific actions that could be implemented to address this issue?

- Acceptance criteria for services needs to be more flexible, designed to accommodate young people
- Educate youth to take control of their own lives. Education system is an important role to empower young people (carrying on from Tony’s message of taking control of our own destiny and not giving up). “Attitude” is important to teach in education
- Counselling is funded for separated parents but not for the children of separated parents – more free counselling needs to be available
- Agencies can work more closely with schools (e.g. they can address classes for a few minutes during form time, explaining what their organisation does and how they can be contacted)
- Young people can contribute to school newsletters to tell other youth and parents what issues exist for local young people and where they can go to get help
- Police Youth Aid spoke confidentially to a girls’ group at Heretaunga College and asked them what their real issues were. An opportunity exists using groups in schools more where discussions can take place in a supportive environment with peer support. The outcomes can be used to make positive change
- Identify key contacts who are already talking to youth and keep them informed about what service providers are out there

Other points:

- Taking a local rather than a national approach will help ensure success
- Parents are key in setting their children’s habits
- There are a large number of providers but knowledge of them is low
- Many programmes are designed by adults and don’t “fit” youth
- When accessing a service is difficult, young people can give up