Co-designing Spaces and Places with Rangatahi

SPORT
NEW ZEALAND
IHI AOTEAROA

Te Kāwanatanga o Aotearoa
New Zealand Government

Contents

Co-design case studies

Introduction

Sport New Zealand Ihi Aotearoa cares deeply about creating better outcomes for rangatahi, (ages 12-18) in Aotearoa, and the role physical activity can play in their development and wellbeing. To contribute to these outcomes, Sport NZ sees an opportunity for rangatahi (ages 12-18) to be given more agency in designing the active spaces and places in their communities to ensure they meet their needs. Supporting organisations to co-design these spaces with rangatahi creates positive outcomes for rangatahi and the community beyond the physical space.

This document has been created to support and provide guidance to organisations to increase their co-design capability. Our guidance has been created using the Mana Taiohi framework. Mana Taiohi is a bi-cultural, principle-based framework developed by Ara Taiohi, the peak body for youth development in Aotearoa. It informs how we can work with young people to support positive youth development.
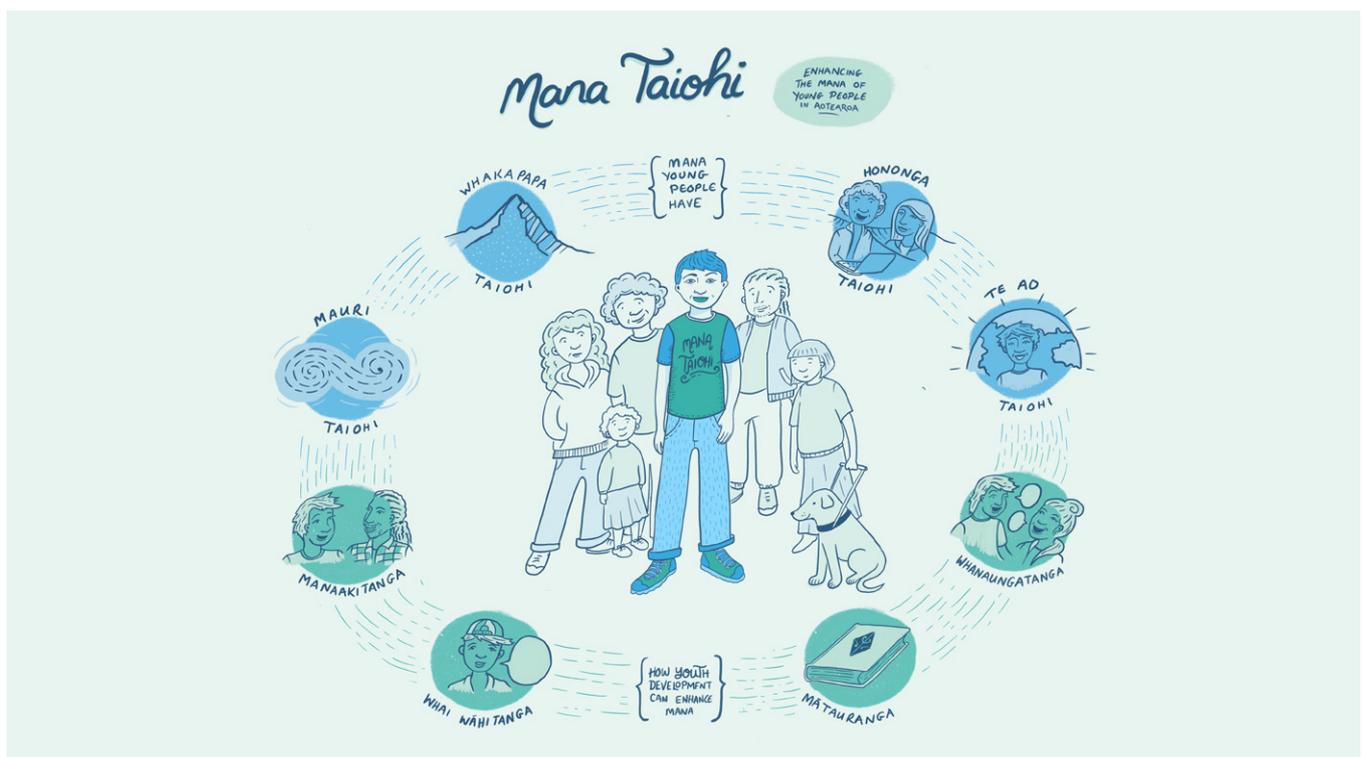
Find out more information about the Mana Taiohi framework.

"
Rangatahi needs are at the heart of decision making. "

The value of co-design alongside the Mana Taiohi framework:

- Uplift the wellbeing of rangatahi by engaging in mana-enhancing ways
- Gain holistic insights into the needs of rangatahi
- Empower rangatahi to take agency by providing leadership opportunities
- Give rangatahi autonomy and control on the level of engagement they want to have with organisations
- Create active spaces and places that meet the needs of rangatahi and the wider community

"If [young people] say something that challenges what you think - my natural inclination was to try and steer them towards the outcome I was already trying to head us towards - fight that temptation! As much as you might want to be able to pin up a poster at the end of the day and say, 'isn't this great, what we built, it's all these buzzwords' that's the fastest way to create a space that's going to sit empty 90 percent of the time."

What is co-design?

Co-design is putting aside our assumptions and instead asking people what they really want and need. It means working alongside people and communities to define solutions that will work for them. Co-design, when practiced well, offers the potential for improved community wellbeing outcomes. It is an opportunity for people to impact, lead, and shape the things that influence their lives.

What it looks like:

- A way of working with diverse groups of people

- Addressing power imbalances and ensuring everyone has a voice — and users are included in the decision-making process

- Staying curious and open-minded, learning from others with lived experience

- Building meaningful relationships and trust

- Testing, iterating and refining ideas with others

- Open and inclusive - anyone should be able to participate and express themselves

- Learnings from co-design directly impact the direction of the project
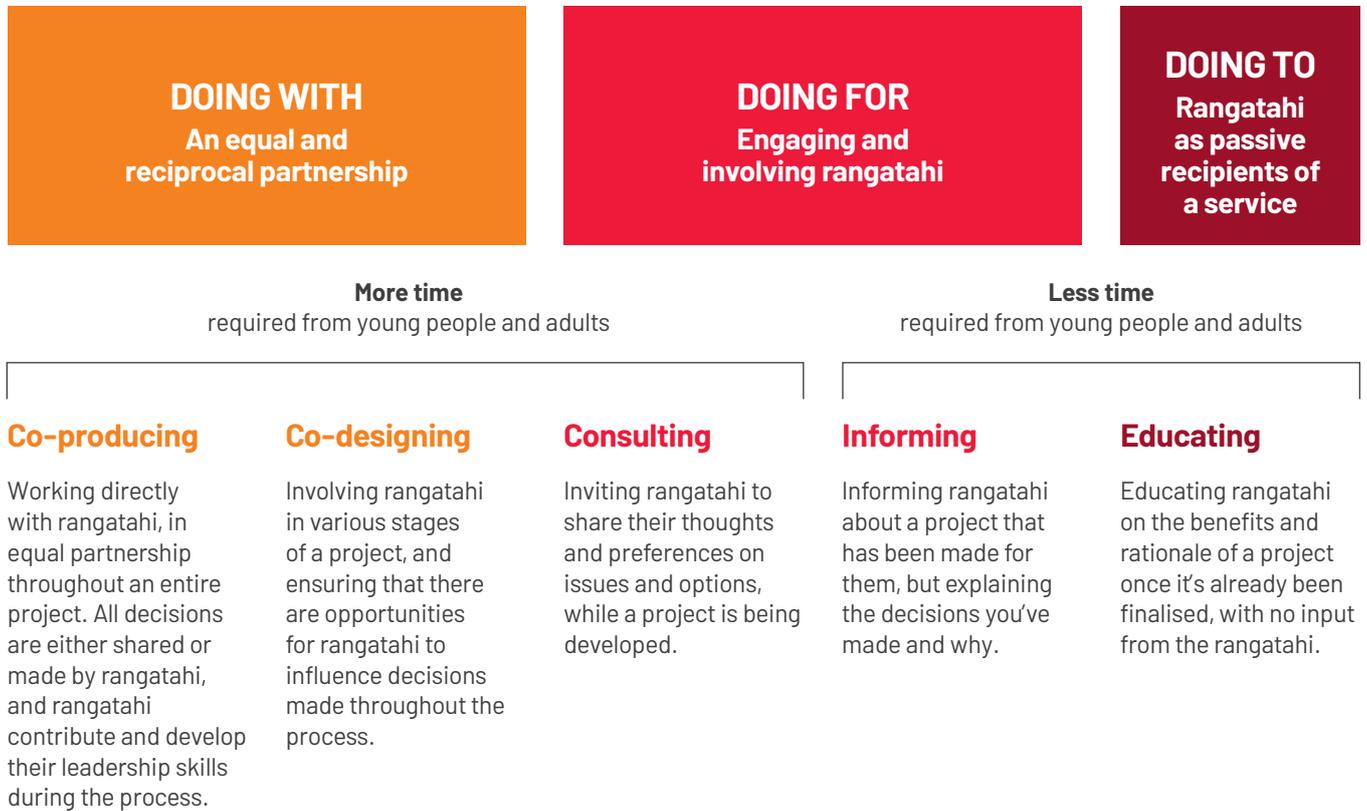
What it doesn't look like:

- A tick-box, linear, or consultation process

- Pushing personal or political agendas

- Relying on your own assumptions and biases

- Exclusive — where marginalised groups are excluded from engagements

- Rushing to solutions

What it means to co-design with rangatahi

To design solutions that meet the rapidly shifting needs of rangatahi, they need to be given agency to make decisions and the space for their needs to be understood.

Co-design compared to other types of youth engagement:

DOING WITH **An equal and reciprocal partnership**	DOING FOR **Engaging and involving rangatahi**	DOING TO **Rangatahi as passive recipients of a service**

More time
required from young people and adults

Less time
required from young people and adults

Co-producing

Working directly with rangatahi, in equal partnership throughout an entire project. All decisions are either shared or made by rangatahi, and rangatahi contribute and develop their leadership skills during the process.

Co-designing

Involving rangatahi in various stages of a project, and ensuring that there are opportunities for rangatahi to influence decisions made throughout the process.

Consulting

Inviting rangatahi to share their thoughts and preferences on issues and options, while a project is being developed.

Informing

Informing rangatahi about a project that has been made for them, but explaining the decisions you've made and why.

Educating

Educating rangatahi on the benefits and rationale of a project once it's already been finalised, with no input from the rangatahi.

Examples of rangatahi roles

Co-producing	Co-designing	Consulting	Informing	Educating
• Leading multiple aspects of the project • Making decisions at every stage	• Attending ongoing meetings to discuss options and give feedback • Leading some aspects of the project	• Commenting and giving feedback online • Responding to a survey • Attending a one-off event, focus group, or being interviewed on their views	• Reading/seeing information updates about a project as it develops • Hearing about the project from peers/ adults in their lives	• Reading a newsletter about a finished physical activity programme

Ethics and best practice

Before starting any co-design process with rangatahi, it is important that your organisation has the skillsets and knowledge to ensure all types of engagements are carried out ethically.

Ara Taiohi has produced The Code of Ethics guidance that can support your organisation to engage positively with rangatahi.

It is important to spend time reflecting, assessing, and producing a plan to identify where you need more support, resources, or training. Building a solid plan helps ensure you are committing to a true co-design process and setting yourself up to have a mana-enhancing engagement with rangatahi.

Considerations before starting a co-design engagement:

- Do we have the internal skills and experience to work with young people?
- What level of engagement or relationship do we already have with rangatahi?
- Do we have the time and resources to commit to this process in the right way?
- Can we share key decisions (budget, timeframes, approach) with young people?
- How flexible are we to learn and try new ways of doing things?

Finding rangatahi to engage with

The power of partnerships

If your organisation is just starting out on their co-design journey, it is critical that you partner with organisations that already have trusted relationships with rangatahi and have the skills and experience to work with them. This could include partnering with:

- Local schools (teachers, sport groups etc.)
- Youth development organisations
- Youth workers
- Experienced co-design practitioners (who can run rangatahi engagements)
- Community role models

Partnering with organisations that are already working with young people enables your organisation to:

- Leverage off existing relationships with rangatahi
- Up-skill and scale co-design practices within your organisation
- Step back and take on the role of listener and learner
- Increase expertise of ethics, policies, and procedures already in place for working alongside rangatahi

Seek advice on how to ensure the demographic of rangatahi you are engaging with is diverse and inclusive. They will be able to provide pathways on type of engagements you could have. For example, not all rangatahi are in/engage with traditional school systems.
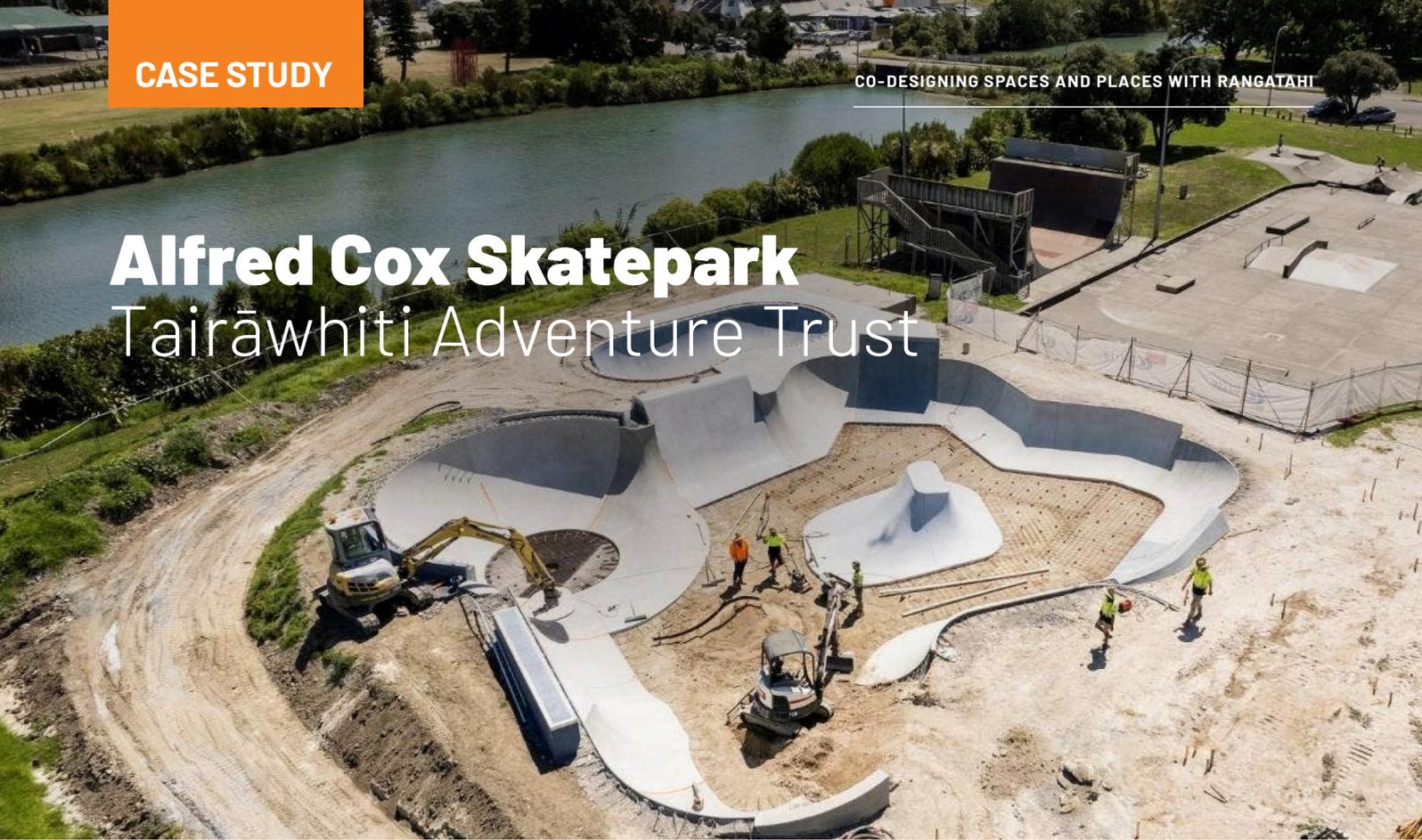
Building a core group

Identifying rangatahi who want to be part of a smaller/core group will enable you to test ideas back in more detail.

When engaging with your core group, remember that they have a lot going on in their lives. Always provide flexible options for their involvement, so they can also decrease the intensity depending on their interest or capacity.

Alfred Cox Skatepark
Tairāwhiti Adventure Trust

Location: Alfred Cox Park, Gisborne Tairāwhiti
Timeframe: 2015 - ongoing
Cost: $3,000,000

Te Ao - The context

In 1956, a concrete roller skate rink was installed in Alfred Cox Park. Over time, additions were made to the facility including a half-pipe in 2005, which had limited community engagement around the design.

Mauri - What created the spark

With maintenance costs continuing to increase as the facility became increasingly run down, and with the facility no longer being seen as fit for purpose by the skating community, key community members (now named the Tairāwhiti Adventure Trust) made a submission as part of the 2015 Long Term Plan for the upgrade of the park. They saw an opportunity for the park to better reflect the growing reputation of Tairāwhiti as the 'surf and skate capital' to increase the wellbeing of rangatahi and the wider community, and attract, inspire and support future athletes.

Hononga - The organisations that made it happen

- Youth engagement: Tairāwhiti Adventure Trust
- Design: Rich Landscapes and Tairāwhiti Adventure Trust
- Cultural guidance: Rongowhakaata Iwi Trust

More information

https://www.facebook.com/tairawhitiadventuretrust/

Why the Tairāwhiti Adventure Trust was established

"The person in Council would frequently change and then the new personality would impact the process and it could start all over again."

"Active recreation wasn't in scope, but we fought for it to be included. Hence the Trust."

"Initially we included everyone — young people, businesses, people in the park or walking past. We wanted to hear from a broad spectrum."

Alfred Cox Skatepark
Tairāwhiti Adventure Trust

Whakapapa: how the space came to be

Enablers   Triggers   Barriers

Scope   **1956**   **2015**   **Aug 2019**

Original concrete roller skate rink installed in Alfred Cox park. A number of additions happen over time, including a half-pipe in 2005.

Low budgets and no long-term maintenance plan for active recreation spaces.

Lag in community engagement from the outset.

Non-skaters driving the design of the park.

Submission made as part of Long Term Plan requesting upgrade of existing skate park, given its continued degradation, cost of upkeep, and lack of fit-for-purpose facilities.

Submission made by community members and funding approved by local council for a concept design to be created with users of the park.

Ongoing delays and challenges in council engagement, including staff changes and different levels of involvement.

2013   **Late 2019- early 2020**   **March 2021**

Tairāwhiti Adventure Trust (TAT) established to advance this and other active recreation projects in the region. Asset plan created for spaces across the region to put forward to local government for upgrades and outcomes.

Trustees being active users of the skate park and other active recreation activities, and holding connections to national bodies (skate and BMX).

Formation of a Trust, which provided collective support and a stronger voice for advocacy.

Design expertise secured. In order to make sure the design professional is secured, community members make this decision well in advance.

Lack of specialists in New Zealand.

Community engagement including workshops, in-situ interviews and independent surveying inform concept skatepark design.

Sharing of data with Council, following community engagement.

Concept design signed off by Council. Concept design used by TAT to hold discussions with Iwi and raise funds for a full design project.

Easy and valuable engagement with funders who were skaters, adding further guidance.

Enablers **Triggers** **Barriers**

"Kids engage lots through Instagram, and we can also give them feedback on why some ideas work and why others don't. It shows value in their thoughts." - Tairāwhiti Adventure Trust

"We noticed the kids just wanted a lot of basics. By showing them overseas examples of best practice, it helped them push the designer about what could be." - Tairāwhiti Adventure Trust

Design

$100,000 raised by the Trust for detailed design work. Started monthly meetings with Council and skatepark users at the park.

Rangatahi respecting that the Trust were also active users of the space and understood skating.

Engaging with young people in their space.

The Trust set up group Instagram chats to keep the conversation going. Rangatahi ask questions and continue providing feedback.

Chats enabling ongoing dialogue and real-time feedback throughout project.

Detailed design sessions held with rangatahi and experts. The Trust brought young people together with the professional skate park designer to define ideals and draft up some ideas.

Difficult for young people to imagine what might be possible.

International inspiration helping raise ambitions.

Providing kai (near skate-park) rather than hosting formal meetings.

Build   Dec 2021

Construction starts for first stage of redevelopment.

Rangatahi looking out for the site showing they feel a real sense of ownership.

TAT consider ways to bring young people into the Trust and other learning opportunities. They also consider how they might share what they've learnt with other regions.

"Want to make sure when Trustees are ready to step out that others are ready to step in. We want to give the kids a sense of ownership over it, because it's going to be theirs." - Tairāwhiti Adventure Trust

How to co-design with rangatahi

Co-design practice across the Mana Taiohi framework

This section outlines what mana-enhancing co-design practice can look like using the Mana Taiohi principles. Keep these principles at the forefront of your process, prioritising meaningful relationships throughout.

Whanaungatanga: Build relationships before doing the work

Take time to form high-trust, reciprocal and intentional relationships with young people before jumping into the work. This ensures rangatahi feel safe to share their thoughts and feelings throughout a project.

What this can look like in practice:

Partner with experts

Partner with a youth development organisation, youth worker or relatable role model who genuinely cares about rangatahi and is experienced at building trusted relationships with them.

Go through existing relationships

Someone who already has an established relationship with rangatahi might include teachers, youth workers, youth groups, sports coaches and clubs, churches or other community groups and leaders.

Learn from others

Learn from people who have gone through a genuine co-design process and can help you identify and navigate political processes and cultures.

Build lasting relationships with rangatahi

Plan to — and invest time in — building strong relationships with a group of key rangatahi who are passionate about the project and may want to take a leadership role throughout. Given spatial projects can often span anywhere from five to 15 years, consider ways to maintain these relationships over a longer period — such as keeping young people informed even if they move away.

> " It was great working with the youth organisation, they had the connections and trust already built [with young people]. [Rangatahi] were a bit weary of me at first...but when they saw me talking to the youth workers, they started to trust me. "

> " We wanted to take away the token gesture of engagement for example, one workshop and no follow-through. The ongoing dialogue and conversations reflected that it is not a structured or linear process and that resonated with rangatahi because it is authentic. "

Manaakitanga: Ensure rangatahi feel welcome and safe

Manaakitanga is the act of making rangatahi feel welcomed, valued, accepted, and included. This includes showing kindness and respect towards them.

What this can look like in practice:

Provide options to engage

Give young people ongoing flexible options to participate in ways that work for them and their lives.

Make it easy to participate

Reduce financial barriers to be involved by providing kai and covering associated costs such as travel and phone usage.

Meet them in their environments

Rangatahi do not always feel comfortable in formal/corporate spaces. Ask what would be most convenient to them, such as safe spaces they normally would go to for example, a park, school, community hall, or beach.

Keep it casual and fun

Create an informal atmosphere, keep clothing casual and avoid jargon or acronyms. Use fun activities to make the experience enjoyable!

Use their preferred communication channels

Ask young people what social media platforms or communication channels they are already comfortable using and use these to communicate with them throughout a project.

> " WhatsApp can be good for snapshots of feedback using polls to understand dates and times that work for rangatahi. "

> " I got the young people to introduce who they were and then I got the council members to introduce themselves as well, so we were on the same playing field. It was important to know that young people could be seen as equals in discussing things...I do not really care if they do not follow process because it is not about process. It is about a voice being heard. "

Whai wāhitanga: Give young people space to have agency and take responsibility

Advocate for young people to be heard throughout the entire process so that assumptions from adults can be challenged in an ongoing way. Propose a co-design process (rather than defining the design too much upfront). Ask young people to hold you to account. Agree on (two-way) expectations and ways of working with young people.

What this can look like in practice:

Stay open-minded
Let go of your own assumptions about the project, be open-minded, and clarify feedback with young people to challenge your own biases.

Identify opportunities for rangatahi to make decisions
Plan the key decisions throughout the project, and agree on which decision the rangatahi could make.

Provide clear roles and tasks
Provide roles and tasks that can be led by young people, for example, supporting them to ask their peers for feedback.

Recognise rangatahi input and time
Show that you value rangatahi expertise and enable them to stay involved by providing koha. Be creative about what this could be and ask rangatahi what they would value. Examples include Prezzie cards, supermarket vouchers, career opportunities and mentoring.

> "
> We had a core design group of three to four young people who acted as advocates for the project...They even interviewed and chose the architects - the interviews they held were intense. "

> "
> We follow through - it is not 'build and walk away'. We want the kids to have ownership over the Trust because it is going to be theirs. It is about making sure that when we are ready to step out [of the Trust], others are ready to step in. "

Mātauranga: Provide authentic and transparent information

When rangatahi are actively involved in the development of a space, place, or programme, they become invested. To enable this, provide relevant knowledge to them so they can make informed decisions, or understand why decisions have been made.

What this can look like in practice:

Be realistic about what rangatahi can influence

Communicate what decisions have already been made, and what has the potential for change. Outline which decisions you are seeking to make in collaboration with them.

Be specific and visual

Avoid 'blue-sky thinking' unless you could follow through on very creative ideas. Use pictures, videos, or a walkthrough of a physical space to show young people the constraints and opportunities for them to shape a space.

Communicate updates about the space

Keep young people updated on progress through their preferred channels. Share with them the reasons why any ideas are not being implemented so they learn through the process.

> **Too often, people will ask, what do you want to see in the world? And the lack of follow-through just leads to a level of disenchantment...If we just leave it open, you are going to get a million different answers and they are not necessarily even what that person genuinely wants to see. It is just ideas that have been thrust upon them by an annoyingly open-ended question.**

> **We have an Instagram called 'Skate Build' - kids engage lots through there on what is going on and the design and features etc. Rangatahi continually ask questions on posts, and we can adapt the design as we go depending on what we are seeing and hearing. It is also about feeding back to the kids on why some things work and some things do not - to keep them involved in the conversation show value to their thoughts.**

Stoke Youth Park
Whanake Youth

Location: Stoke, Nelson
Timeframe: 2006 - Oct 2021
Cost: $670,000

Te Ao - The context

In 2006, requests from the Nelson City Youth Council for a youth space were included in the Nelson Long Term Plan. However, 13 years of community consultation and debates about the proposed space made it challenging for the project to move into the design phase.

Mauri - What created the spark

Whanake Youth Trust worked with the Youth Council and local schools to hear what young people really wanted and made recommendations to Nelson City Council. A draft report was presented to Nelson Council and approved. Young people were then a core part of the design and construction process, and continue to help shape the youth space today through the social enterprise coffee cart where they can learn about running a business, and plans for Phase Two including parkour facilities.

Hononga - The organisations that made it happen

- Project leadership: Nelson City Council
- Youth engagement: Lee-ann O'Brian, Whanake Youth Trust
- Design: Kūmānu Environmental
- Build: Nelmac
- Skatepark element design and build: Swain Construction
- Cultural guidance: Local iwi and kaumātua Barney Thomas, Melanie McGregor, Harvey Ruru and Te Ahu Rei
- Other funders, partners, suppliers: Rātā Foundation, Boxman, Prince's Trust, Nelson Martinborough Institute of Technology
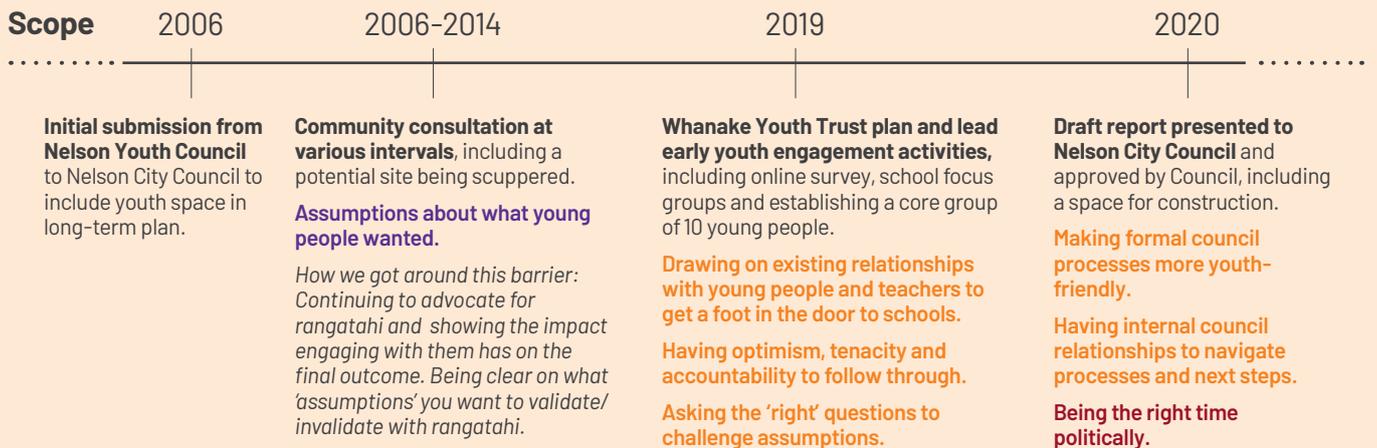
More information

https://shape.nelson.govt.nz/stoke-youth-park

Stoke Youth Park
Whanake Youth

Whakapapa: how the space came to be

Enablers   Triggers   Barriers

Scope

2006	2006-2014	2019	2020
Initial submission from Nelson Youth Council to Nelson City Council to include youth space in long-term plan.	**Community consultation at various intervals**, including a potential site being scuppered. **Assumptions about what young people wanted.** *How we got around this barrier: Continuing to advocate for rangatahi and showing the impact engaging with them has on the final outcome. Being clear on what 'assumptions' you want to validate/invalidate with rangatahi.*	**Whanake Youth Trust plan and lead early youth engagement activities,** including online survey, school focus groups and establishing a core group of 10 young people. **Drawing on existing relationships with young people and teachers to get a foot in the door to schools.** **Having optimism, tenacity and accountability to follow through.** **Asking the 'right' questions to challenge assumptions.**	**Draft report presented to Nelson City Council** and approved by Council, including a space for construction. **Making formal council processes more youth-friendly.** **Having internal council relationships to navigate processes and next steps.** **Being the right time politically.**

Design

2020	
Internal council project team established, initial designs created with core group of young people. **Bringing adults into young people's worlds (instead of vice versa).** *Engagement with rangatahi: Ensuring timelines are working around rangatahi needs, be flexible with timings.*	**Designs tested with young people.** **Advocating for young people to be heard throughout the process.**

Build

Early 2021			Oct 2021

Construction starts.
Core group of young people keep community updated through construction period.

Young people feel valued/special.

Engagement with rangatahi: Take young people on-site. Help them to visualise what that space would be like.

Youth competition to design the coffee cart.
Year 7 student's design chosen by Youth Council and scaled by MIT design students.

Additional grant received from Rātā Foundation. Young people put together a proposal for parkour addition for phase two of project.

Karakia Whakawātea (Dawn Blessing) and opening of space.
Led by local iwi and kaumātua, attended by 120 people including 30-40 young people.

Reducing practical barriers for young people to participate.

Maintain

2022

Young people running social enterprise coffee cart, and Phase Two additions planned.

Keeping adults focused on the positives and how they perceive young people.

Keep rangatahi involved: Once the project is completed, keep engaging with rangatahi and the community. It's important for them to continue influencing and contributing to the space.

'It's really important to keep reframing how people think about young people...Although there [has been some] vandalism since it's been opened, it's less than five young people [so] let's talk about the good stuff that's going on: connection, multi-generational groups playing basketball together.'

Co-designing across the phases of a project

Project phases

Choosing the right activities and channels to co-design with rangatahi throughout a project depends on what you want to understand and work on with rangatahi, and the phase of the project.

Below outlines some options and examples of ways to practically involve rangatahi depending on the project stage.

Phases of a project:

Scope
Defining the why, what, where, when, who, and how much it will cost

Design
Defining the details of the space and what features it includes

Build
Construction of the space, equipment, landscape

Evaluate and maintain
Keeping the space relevant to rangatahi, and planning for any upgrades/extensions

Scope

Amplifying the voices of rangatahi.

Whanaungatanga: Creating intentional, genuine high trust relationships

	Key principle	Considerations
	Building your 'support team' of rangatahi	• Refer to page 11 • Parental consent is easier to attain through youth organisations that have already gone through this process • Allow for more rangatahi to put their name forward to join the group
	Improving co-design with rangatahi	• Learn from others who have run sessions before via case studies or videos • Survey rangatahi in their spaces via online channels • Refer to co-design resources • Hire a youth facilitator to run the sessions internally for larger organisations or councils

Manaakitanga: Making rangatahi feel empowered, valued, safe and included

	Key principle	Considerations
	Creating a safe space to share	• Meet rangatahi in places that feel comfortable for them such as parks, community halls or schools • Introduce everyone up-front • Be casual in your attire and language
	Being inclusive	• It is important to be inclusive of marginalised rangatahi (for example, disabled rangatahi/rough sleepers) who could benefit from these spaces. Conversations should be facilitated by specialised youth facilitators in their environments • Invite rangatahi to participate on their own terms with low and high involvement for example, being a part of an online chat, completing surveys, joining the support team
	Encouraging creativity	• Engage with rangatahi creatively for example, brainstorming on beach balls • Bring the tools for them to articulate their ideas for example, large sheets of paper, clay, post-it notes, pipe cleaners etc

Whai Wāhitanga: Creating a space for rangatahi to lead and make decisions

Key principle	Considerations
Understanding and accurately articulate the needs to rangatahi	• Involve rangatahi early in the process • Stay true to understanding what rangatahi need and communicating their perspective authentically by sharing rich data and their stories • Support young people to make submissions on long-term plans for what they want to see happen in their community • Thread together their ideas, discussing concepts with rangatahi and shape the direction of the project to what they need rather than meeting funding requirements • Support young people to share or present feedback to key decision makers
Providing growth opportunities for rangatahi	• Brainstorm with the support team what opportunities they see for leadership, identify skills they want to build and contribute and responsibilities they might want to take on • Support rangatahi to hear and share feedback from their peers
Challenging our own biases and assumptions	• Ask good questions to challenge assumptions and use non-biased ways to gather initial information such as an external research agency

Mātauranga: Empowering young people with useful, timely and meaningful information

Key principle	Considerations
Providing relevant information for rangatahi to make informed decisions	• Provide tangible, visual inspiration or ideas to get their thoughts on, such as international examples of similar spaces, or an existing space that you will be re-using • Encourage rangatahi to share their own examples of places they like and why • Share the constraints of the project so young people understand what they are and are unable to influence. This will enable them to provide specific, useful feedback
Partnering with experts (for example, skaters, basketballers, architects)	• Colloborate with a professional in a sports or active recreation activity to increase engagement with rangatahi and as a good soundboard for ideas • Involve an architect or designer to bring rangatahi ideas to life and gather more specific feedback on different concepts • Support rangatahi to cost and plan their ideas
Reducing barriers for rangatahi to be involved	• Rangatahi who do not have provisions may be reliant on your organisation for transport to be able to participate. Public transport credit, or meeting them in an accessible space for them like somewhere nearby a school, will ensure all rangatahi have the opportunity to be involved

Design

Defining the details of what the space will look/feel like and what features it might include.

Whanaungatanga: Building and sustaining quality relationships as a foundation to belonging

	Key principle	Considerations
	Opening lines of communication with rangatahi	• Inform them of the project plan and any changes • Encourage rangatahi to update the group on any changes or developments in the work streams they are progressing • Hold events or workshops to generate or refine detailed ideas or review examples together
	Inviting a broader group of rangatahi in the community to validate different design concepts for the space or aspects of an active recreation programme	• When sending out surveys that are designed to better understand the needs of rangatahi, include the option to be invited to validate designs

Manaakitanga: Creating safe spaces where young people feel accepted, included, and valued

	Key principle	Considerations
	Introducing new people who have joined	• Introduce yourself again to the new joiners in the group and go around the room, so rangatahi who are part of the group can introduce themselves and talk about the role they have taken on as a part of the project
	Acknowledging the contributions of those who are taking on additional responsibility	• When rangatahi update you on their progress, or create connections to more rangatahi, acknowledge them for their contributions by talking about the impact this has had on the project; creating a raffle where there is an entry for each contribution to the project; giving spot prizes at the start of every in-person meetup to those who have contributed the most
	Recognising when focus is being lost	• If rangatahi start losing interest in co-design activities, pause the activity to play a game or have a break to bring the focus back to the group

Whai Wāhitanga: Giving young people space to assume agency and take responsibility

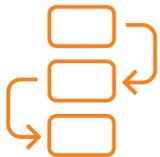|	Key principle	Considerations
	Supporting young people to test designs with their peers	• Create a survey to understand the needs of a wider group of rangatahi who are intended to be the participants of an active recreation programme or users of a space • Support rangatahi to ask their peers for feedback which help you to hear from a broader audience
	Encouraging the use of visual tools	• These can help rangatahi to articulate their thoughts and visions, especially for visual learners and communicators for example, PowerPoint, Miro, drawing

Mātauranga: Empowering young people with useful, timely, and meaningful information

	Key principle	Considerations
	Keeping rangatahi informed	• Provide rangatahi with a clear programme plan and key milestones of the project • If there are any changes, update the support team via their online channels • Ask the support team what their preferred channels of communication are for example, Instagram, WhatsApp, Discord • Share with them reasons why any ideas are not being implemented so they can learn through the process

Build

Construction of the space, equipment, landscape

Whanaungatanga: Building and sustaining quality relationships as a foundation to belonging

	Key principle	Considerations
	Aligning with partners that have the same vision	• Build co-design/working with rangatahi in your decision-making criteria • Gauge organisations maturity in this space, willingness to pivot and learn from others rather than relying on out-of-the-box solutions

Manaakitanga: Creating safe spaces where young people feel accepted, included, and valued

	Key principle	Considerations
	Championing the voice of rangatahi	• Include information in updates, signage about how the space has been shaped by young people to acknowledge their value in the process • Create a Communications strategy to promote the space, sharing updates with the community to create excitement and engagement for the opening • Young people's art and designs to be included in the final build (for example, online design competition and judging)
	Celebrating success	• Acknowledge the time and effort that went into the space (for example, awards) • Ask if some rangatahi would like to share their own testimonials. Testimonials can also help rangatahi in the future to see the value of engaging with community co-design activities

Mātauranga: Empowering young people with useful, timely, and meaningful information

	Key principle	Considerations
	Acknowledging rangatahi	• Highlighting that rangatahi involvment has contributed to results and milestones will make them more engaged and invested in the process

> **People didn't think young people would show up so early [to the karakia whakawātea (opening ceremony)], but we had about 30-40 young people there. We picked them up and took them there, and they were acknowledged in the speeches for their role in the process.**

Evaluate and maintain

Keep the space welcoming, engaging, and activated and plan for any upgrades/extensions.

Whanaungatanga: Building and sustaining quality relationships as a foundation to belonging

	Key principle	Considerations
	Creating pathways for development	• Consider other initiatives young people could be part of, or other pathways and opportunities within your organisation • Identify where training or work experience opportunities could be offered to rangatahi
	Opening lines of communication with rangatahi	• Go to the space and observe/run feedback sessions • Communicate to rangatahi there is opportunity to fund activities/classes in the space

Manaakitanga: Creating safe spaces where young people feel accepted, included, and valued

	Key principle	Considerations
	Advocating for rangatahi voice	• Present back to the community a case study of the engagement and the benefits of doing co-design with rangatahi • Create your own library of co-design tools and activities that other people could use in your organisation • Identify internally people that want to up-skill build capability

Whai Wāhitanga: Giving young people space to assume agency and take responsibility

	Key principle	Considerations
	Striving for continuous improvement	• Give rangatahi agency to identify and present back areas where financial investments should be made in the future • Work with the organisations involved (such as funders, construction companies, council, and trusts) to provide employment opportunities, work experience, and training
	Making funding opportunities clear	• Give rangatahi agency to identify and present back areas where financial investments should be made in the future
	Opening lines of communication with rangatahi	• Ensure rangatahi are involved in any maintenance, improvements to the space post-build • Run a hui on what the future of the space could look like — identify future opportunities

Mātauranga: Empowering young people with useful, timely, and meaningful information

	Key principle	Considerations
	Continuous improvement	• Run a reflection hui with core group and send out survey/poll to wider group on what worked well, did not, changes for next time

" *Rangatahi are aware that potential job opportunities could produce the park-like training, or work experience. We want to keep providing opportunities and increase that engagement.* "

Te Papa Tākaro o Aotea
Porirua City Council

Location: Aotea, Porirua, Wellington
Timeframe: 2019 - 2021
Cost: $260,000

Te Ao – The context

Aotea is a relatively new suburb and is still in the development phase. New people are often moving into the area and few have been there for very long. Part of the development agreement between Carrus and Porirua City Council included a Reserves Agreement that allowed Carrus to vest land in Council and for improvement to be completed on this land. The purpose of the reserve was for an informal sports field/kickaround area and playground, and this was funded by development contributions.

Mauri – What created the spark

Porirua City Council saw the 'blank canvas' as a great opportunity to support the local young people to connect and be active. The space was prioritised for rangatahi (rather than tamariki) because they are often overlooked when it comes to outdoor recreation spaces and there was a gap in spaces that specifically catered to their needs and wants. As a key outcome of the Council's Strategic Framework was to 'listen to young people's voices and involve them in decisions that affect them', it seemed a logical step to incorporate the voice of young people directly into the design. To do

this, Porirua City Council partnered with Partners Porirua, an organisation that connects rangatahi with local businesses.

Hononga – The organisations that made it happen

- Youth engagement: Rachel Scott, Partners Porirua
- Design: Bruno Gilmour, (ex WSP Opus, now Boffa Miskell)
- Construction: Think Turf
- Construction Management and Consultancy services: Mark Hammond, Porirua City Council, Bruno Gilmour, (ex WSP Opus, now Boffa Miskell)
- Developer: Carrus
- Equipment suppliers: Playground People, Playground Centre.
- Cultural guidance: Ngāti Toa Rangatira

More information

https://poriruacity.govt.nz/your-council/getting-involved/public-consultation/aotea-rangatahi-youth-space/

Te Papa Tākaro o Aotea
Porirua City Council

Whakapapa: how the space came to be

Enablers   Triggers   Barriers

Scope
2003

Agreement between Porirua City Council (PCC) and Carrus for the development of Aotea area. Budget put aside for the creation of reserves as part of agreement.

'Partners Porirua facilitated the consultation [with Aotea students] as engagement with youth is their core business. The bonus of this approach was each party was able to stay true to their core role. Our primary role was listener and contributor. Traditionally we try to listen, contribute and facilitate!'

'[Rangatahi] wanted something high to climb, a big slide, a basket swing and other equipment that groups could play on together as well as socially interactive seating areas and gardens with some colour that off set all the green and would make a good selfie background'.

Design
2019

Initial design brief created by PCC and WSP Opus, including what was in/out of scope to be informed by young people. PCC approaches Partners Porirua to lead youth engagement.

Partners Porirua leads engagements with young people to inform look/feel of space. Student working group gather feedback from their fellow students.

External youth facilitators.

Concept plans drawn up based on feedback from young people and shared back with student working group who again gathered feedback from their fellow students.

Young people engaging with peers to add more breadth/depth.

Concept plans updated, then shared with wider community including Aotea Residents Association.

Build
2020   2021

Construction starts, but Covid-19 lockdowns create delays.

Ngāti Toa rangatira approached for a recommended name for the new play space.

Te Papa Tākaro o Aotea opens, with karakia led by Ngāti Toa rangatira.

"It's pretty cool to have a say on something everyone's going to use and is going to be part of the community that people can enjoy."
- Rangatahi

Youth Innovation Hub
Shore Junction

Location: Takapuna, Auckland
Timeframe: 2008-2020
Cost: $2,700,000

Te Ao – The context

In 2008, an initial submission was made to the North Shore City Council, and then to Devonport-Takapuna Local Board (2010) for a youth space as part of the 10-year budget setting process. Young people felt that there were limited options for safe, social hang-out spaces where they felt they belonged and could take ownership of.

'The overall consensus was that beyond looking at shops or eating, there was not much to do (that young people could afford) and they often felt like they were loitering simply because there was nowhere they could go. Transportation is a common barrier to their engagement with the community, as is cost or affordability of activities.' - North Shore Youth Venue Feasibility Report, Point Research, 2014.

Mauri – What created the spark

"We wanted an area that we could identify as ours. You've got all these senior citizen halls, memorial halls - different spaces which are fairly dynamic and useable for different purposes, but we didn't have a youth-space." - Joe Bergin

After several years of delays, including an unsuccessful attempt at a 'youth space', additional feasibility studies, and the Auckland supercity amalgamation, an old RSA building became available in 2015.

YES Disability was granted a 20-year lease with an additional 10-year right to renewal and charged with raising $2.7 million in funding for the fit-out costs, as well as engaging with young people to understand what they wanted the space to become.

Hononga – The organisations that made it happen

- Initial project scoping: Shore Youth Council, Devonport- Takapuna Local Board, Zeal Education Trust
- Initial youth engagement, guiding the project and appointing a design consultant: YES Disability
- Architect: Matthew Godward
- Building contractor: Brosnan Construction
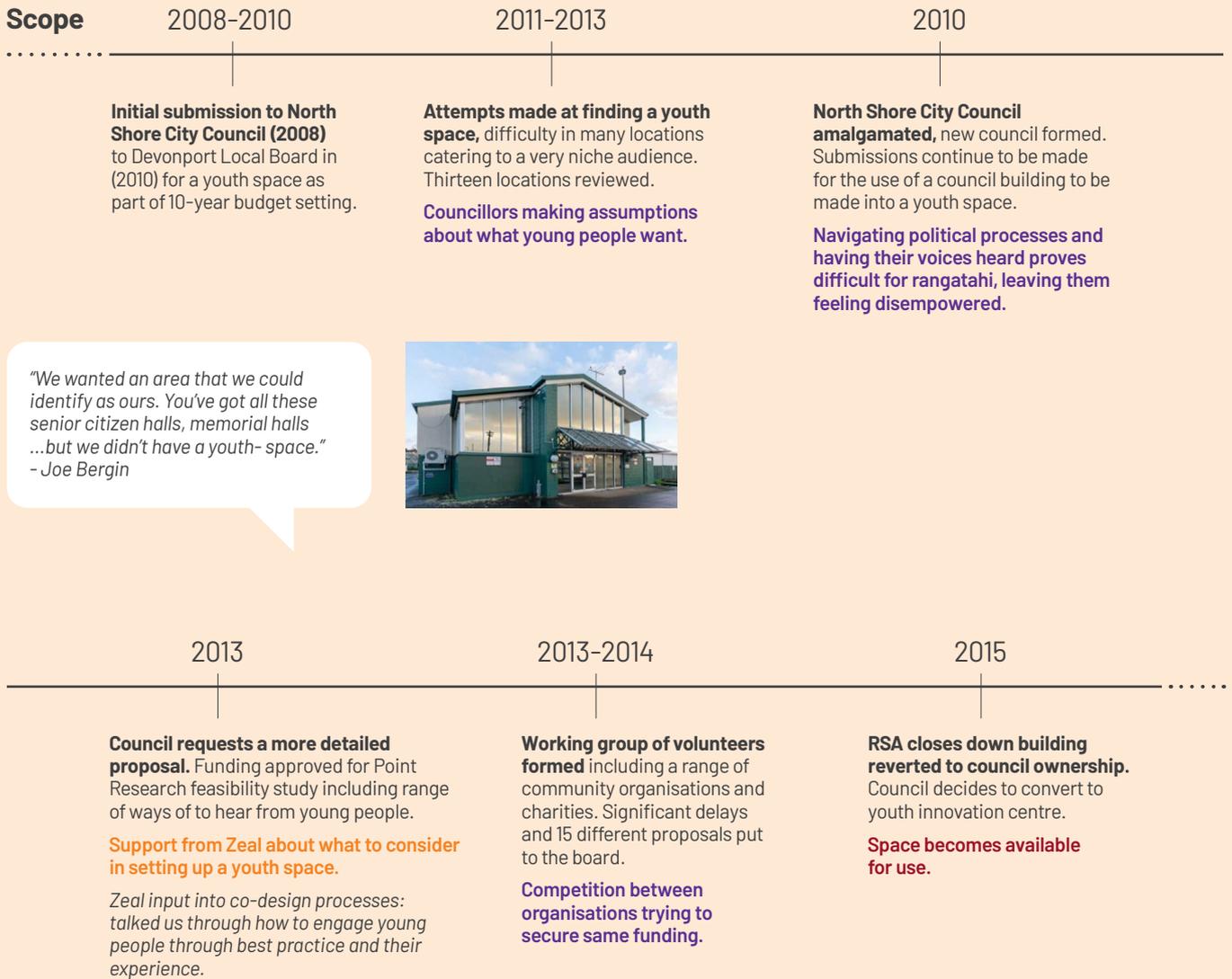- Ongoing management: Shore Junction

More information

http://www.shorejunction.nz/

Youth Innovation Hub
Shore Junction

Whakapapa; how the space came to be

Enablers **Triggers** **Barriers**

Scope

2008-2010	2011-2013	2010
Initial submission to North Shore City Council (2008) to Devonport Local Board in (2010) for a youth space as part of 10-year budget setting.	**Attempts made at finding a youth space,** difficulty in many locations catering to a very niche audience. Thirteen locations reviewed.	**North Shore City Council amalgamated,** new council formed. Submissions continue to be made for the use of a council building to be made into a youth space.
	Councillors making assumptions about what young people want.	**Navigating political processes and having their voices heard proves difficult for rangatahi, leaving them feeling disempowered.**

"We wanted an area that we could identify as ours. You've got all these senior citizen halls, memorial halls ...but we didn't have a youth- space."
- Joe Bergin

2013	2013-2014	2015
Council requests a more detailed proposal. Funding approved for Point Research feasibility study including range of ways of to hear from young people.	**Working group of volunteers formed** including a range of community organisations and charities. Significant delays and 15 different proposals put to the board.	**RSA closes down building reverted to council ownership.** Council decides to convert to youth innovation centre.
Support from Zeal about what to consider in setting up a youth space.	**Competition between organisations trying to secure same funding.**	**Space becomes available for use.**
Zeal input into co-design processes: talked us through how to engage young people through best practice and their experience.		

Enablers   Triggers   Barriers

Design   2015–2016   2017   2017–2018

Council calls for expressions of interest to lead design process. YES Disability granted 20-year lease with a 10-year right of renewal, charged with raising $2.7 mil for initial fit out costs.

Proposing a co-design process (rather than pre-determining design requirements).

Staying true to the purpose/need rather than catering to funding requirements.

How we got around this barrier: Setting aside 50k budget to hire a co-ordinator who ran co-design sessions with rangatahi to understand what they need from the space.

Yes Disability run range of youth engagement activities to co-design space requirements/fit out while fundraising.

Having a tangible space, idea, or limitations to get young people's thoughts on.

Having great youth facilitators and a broad brief to be creative.

Trying to keep people engaged throughout a long-term project.

What we would have done differently: Documenting what had been done, or getting rangatahi from the group to update and introduce newcomers.

Spatial design brief formed by youth engagement; "two floors of amazing".

Using visual tools like Pinterest.

Letting go of own bias, being open-minded, testing back with young people.

Making sense of all of the feedback.

How we got around this barrier: Using word clouds to create and overview of many perspectives. Creating a summary report of engagement with rangatahi.

Core group of 3–4 young people form core design group to continue informing design and testing with their wider networks.

Having multiple options for young people to remain involved with different levels of intensity.

Reducing practical barriers for young people to participate.

Enabling core group to choose the name of Shore Junction.

"Every single space inside the building is exactly what we were asked to put in there, with the exception of things we couldn't safely put in there."

Build   2017   2020

Project control group with youth representatives select the architects.

Shore Junction opens. Final space includes a yoga studio with future plans for a basketball court, creative arts spaces, recording/music studio and spaces for events, and workshops.

Maintain   2020–2021   2022

Started designing the software as a part of the build phase. User action groups feed back into the facilitator operations of constructing the site.

Ongoing reviews of forward development plan, including taking over the next door space to include an active outdoor area or basketball court.

Further resources

The following resources can help you or your organisation at any stage of a co-design process.

Beyond sticky notes

Co-design training, coaching and support for communities, new practitioners, and senior leaders.

Hyper Island Toolbox

Workshop exercises and energiser activities.

Design Kit

Human-centred tools and activities to put the people you serve at the centre of your design process to produce new answers to difficult problems.

Life Hack

Run-sheets, methods and other resources to improve your work alongside young people.

Co-design test

To help organisations identify where they sit on a maturity scale.

Te Kāwanatanga o Aotearoa
New Zealand Government