



**GRAEME DINGLE
FOUNDATION**

Transforming young lives forever
Oranga Taiohi, Oranga Ake

**CASE FOR SUPPORT
WAIKATO 2019**

A photograph of three young people, two women and one man, smiling and embracing each other. They are wearing colorful, patterned t-shirts. The background is dark and out of focus.

WAIKATO YOUTH EMPOWERMENT TRUST

The Waikato Youth Empowerment Trust operates as Graeme Dingle Foundation Waikato under licence.

We are run by a local board and a local team in our Waikato region.

The Graeme Dingle Foundation National Support Office operates independently and works collaboratively alongside the regional Community Partners.



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Chair's Report

Te ripoata o te tumuaki

Our purpose is simple: to transform young Waikato lives forever. It's at the core of what we do.

The programmes we deliver in the Waikato – Kiwi Can, Stars, and Career Navigator – all target different stages of youth development. All of our programmes are underpinned by robust research and evaluation, demonstrating positive outcomes including improved self-belief and confidence.

Our recent strategy refresh looks at how we best work to serve those communities that we work in, with a renewed commitment to growing our programmes within the communities we are already located in, further enabling the ability for our rangatahi to follow their transformational journey.

FUNDING

Graeme Dingle Foundation Waikato is always looking out for sponsorship or funding opportunities. As an organisation with little government funding, we relish the opportunity to work with fellow organisations, individuals, and groups. We'd be delighted to hear from you if you are interested in partnering with an organisation with a track record for enabling transformational change in our local rangatahi.

TRUSTEES

This year we have farewelled a number of long-standing trustees, including William Hamilton (past Chair), Stephanie Larivee (past Chair), Kevin Bond and Mike Ryan. The support and direction provided by them over the years has been essential in helping our organisation to grow. Since our last Case for Support, we have also had the pleasure of introducing John Coulam and Jason Dawson onto our board. We are grateful for the knowledge, passion and drive that they bring with them.

THANK YOU

Ma whero ma pango ka oti ai te mahi – with red and black, the work will be complete. This whakatauki is close to our hearts, symbolising that with the co-operation of others, we can achieve our goals. An

organisation such as ours cannot survive without the support of many.

Thank you to all of our sponsors, including Genesis Energy and Oji Fibre Solutions.

To our schools, our supporters, our team, and our volunteers – we thank you. I'd like to also welcome our new General Manager, Michelle Daly.

Michelle is a familiar face to many of you as she has been part of our organisation for over three years as Programmes Manager. Her passion and commitment to our organisation has been apparent from day one, and I am really excited to see Michelle continue strengthening the impact on our rangatahi and community.

And to the rangatahi in our programmes – without you, we wouldn't be doing what we're doing. Thank you for embracing us with open hearts and minds; seeing the transformation as we work with you is what keeps us coming back again and again.

Ngā mihi nui,

Emma Haddock
Chairperson

Waikato Youth Empowerment Trust, operating under licence as Graeme Dingle Foundation Waikato



Celebrating 24 years

With over 220,000 kids in programmes since 1995* and delivering programmes in the Waikato since 2005



Every \$1.00 = \$7.15

Every \$1.00 Invested in Graeme Dingle Foundation programmes nationally equates to a \$7.15 return to New Zealand†



Cost Benefit

80% of the Graeme Dingle Foundation's national expenditure supports kids in programmes‡



Strong Evidence

The Graeme Dingle Foundation research findings provide strong evidence that our programmes transform young lives forever.

* Based on the total number of annual programme participants since inception.

† Infometrics Report – Growing Great Futures – Whakatipu Tamariki Ora found that every dollar invested in Graeme Dingle Foundation programmes results in an average long term benefit to New Zealand of an estimated \$7.15.

‡ Estimated national average – Actual programme expenses have been used for the National Support Office and for many of our Community Partner trusts, representing the largest combined costs in terms of total expenses. For the balance, typically being the smaller Community Partner trusts, a conservative estimate has been made based on our knowledge of the programme costs and their operating models. Programme expenses include direct programme costs and costs associated with supporting programmes, such as: training; programme manuals; uniforms; quality assurance; and research and evaluation. Other costs, such as: marketing; fundraising; IT; accounting; and other administration, are considered 'Admin expenses' and are therefore not included in programme expenses.

General Manager's Report

Te ripoata o te Kaiwhakahaere ā rohe

Our kaupapa – the purpose of the Graeme Dingle Foundation – is to transform young lives forever.

Over twenty years ago Sir Graeme Dingle and Jo-anne Wilkinson had a vision to transform New Zealand's negative youth statistics. Today there are over 27,000 students supported in 40 communities across the country with the purpose to transform young lives forever. We want every child to know that what they have inside them is greater than any obstacle. We do this by creating a transformational journey, building meaningful relationships, and walking alongside our tamariki and rangatahi from age 5 to 18 in Kiwi Can, Stars and Career Navigator.

In the Waikato, our continued focus will be on delivering high quality programmes in schools and communities that need us. We've been working in schools throughout Hamilton, Huntly, Mangakino and Tokoroa and in 2018 we were excited to offer our youth development programmes in Ngāruawāhia for the first time.

Our most important resource is our people. The passion that our team has is evident and I want to take this chance to acknowledge the work they do. From our delivery team on the ground right through to our board, we have a group of people who are dedicated to enabling the transformational journey of our young people in the Waikato.

Lastly I would like to leave you with this beautiful whakataukī:

Naku te rourou, nau te rourou, ka ora ai te iwi.
With your basket, and my basket, our people will thrive.

This whakataukī refers to the cooperation and contribution between people, sharing their baskets and creating more than they could have alone.

We want to grow our capacity to reach even more communities, which requires continued support. We wish to thank out major sponsors - Genesis Energy, Oji Fiber Solutions, and Freemasons Lodge Tawhiri, along with our generous trust funding partners.

This Case for Support highlights our programmes and plans for 2019. If you are inspired by what you see, please connect with me.



Michelle Daly
General Manager

Waikato Youth Empowerment Trust, operating under licence as Graeme Dingle Foundation Waikato

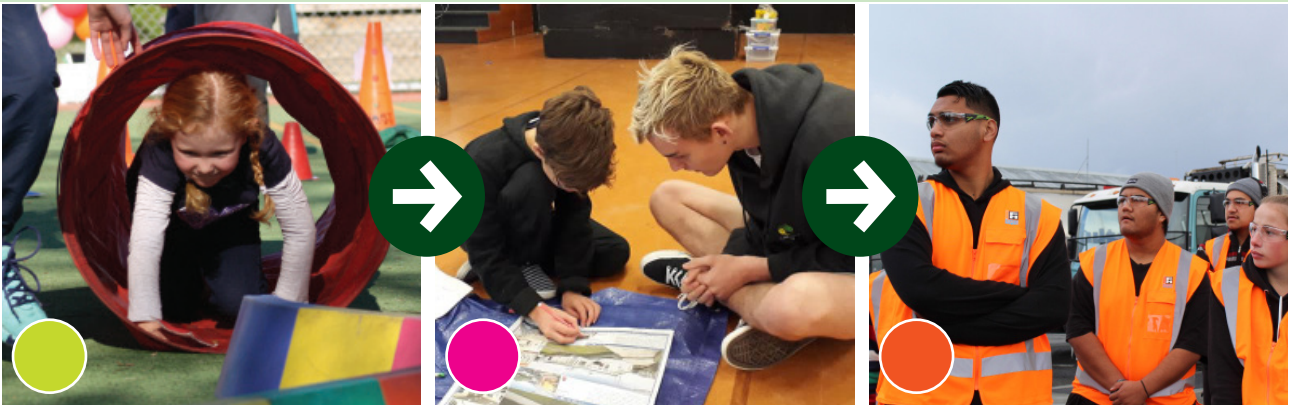


How We Transform Young Lives Forever

Oranga Taiohi, Oranga ake. Me pehea?

The Graeme Dingle Foundation's aim is to have our young people transition through our school-based programmes from age 5 through to 18 as a transformational journey that sets them up with a strong platform for adult life and a career.

Developmental Programmes	Values, Life Skills	Stay in School & Achieve	Career Path	Leadership
KIWI CAN	●	●		●
STARS	●	●		●
CAREER NAVIGATOR	●	●	●	



Delivered to every child each week of their primary school life. Promotes respect for self and positive relationships with others.

Stars uses the teina/tuakana mentoring model between senior students and the entire Year 9 cohort.

Weekly team building creates sense of belonging and transforms school culture.

Peer Mentors develop confidence and lifelong leadership skills.

Assists students to become work ready and have a purposeful pathway when they leave school.

Also provides an effective platform for employers to share real-world knowledge and offer mentoring and active learning opportunities.

Our Future Focus

Aronga whakamua

On an aspirational level, we believe that every single child in this country should have access to conditions that help them thrive and belong. We believe that a fair society like ours should empower children to contribute meaningfully.

Despite living in one of the safest and most beautiful countries in the world, too many lives are falling through the cracks.

Our long-term goal is to increase the number of children and young people who take part in the Foundation's transformational programmes, 'walking alongside' students throughout their school life by sequencing our school-based programmes in the areas of greatest need.

Greater depth and a stronger impact can be made nurturing and developing an unshakeable sense of self-belief when children go through the entire sequence of programmes.

We know that when children and young people believe in themselves, they are better able to chart their own meaningful lives instead of living a life dictated by their circumstances.



A Message from Our Founders

He mihi no nga kaiwhakauu

We set up the Foundation 24 years ago in response to New Zealand's woeful youth statistics – some of the worst in the OECD.

At the heart of the initial project was the well-being of New Zealand's young people, and that has not changed. We are aiming higher, as are other like-minded organisations we work with, to help make Aotearoa will be the best place in the world for kids to grow up by 2050.

We want every child to know: what you have inside is greater than any obstacle. Our young people develop true self-confidence and real skills for later life through community-focused, positive experiential learning and mentoring programmes. We empower them to find their purpose and direction in life.

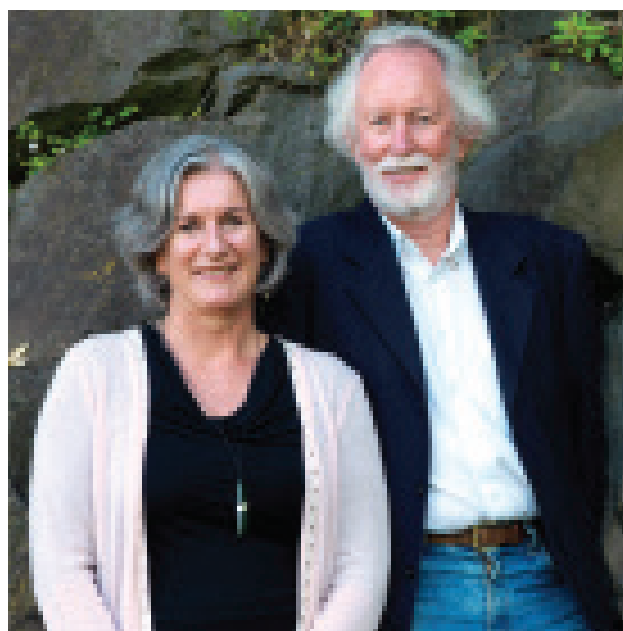
We strongly believe that a fair society owes every child the conditions to thrive, belong and contribute meaningfully. We want to help young people develop mental fitness and resilience through self-belief that is born out of conquering challenges – physical, social and emotional.

We work closely with our Community Partners who are the heartbeat of the organisation. Through them, we collaborate with hundreds of schools, businesses and community organisations all over New Zealand, working to inspire our young people and improve outcomes for thousands of Kiwi kids.

Today, the Graeme Dingle Foundation offers a range of programmes including Kiwi Can, Stars, Career Navigator, Project K and MYND. Since 1995 we've had more than 220,000 Kiwi kids through our respective doors and are now helping 27,000 children every year to become their own heroes.

As Founders, we are committed to proving what we do works. Collaborating with universities, we have an internal research team dedicated to researching and evaluating the effectiveness of the work we do, so that we know what difference we are making to young lives.

We are proud that over 80% of our annual spending goes directly to support the kids in our programmes and for every dollar we invest, we see an average return of \$7.15 the economy.



We have done good work, but collaboratively we can do more. We are confident that with your support, we can achieve our goal of making this country the best place in the world for kids to grow up.

Sir Graeme Dingle, KNZM, MBE

Jo-anne Wilkinson, Lady Dingle, MNZM, LLB



“The impact Kiwi Can has had on our tamariki has been evident. The feel and interactions occurring within our school have changed - our tamariki feel safe, they feel happy, they are more confident and they feel listened to.”

Tania Morrison, Principal, Tainui Full Primary School

Growing Great Local Communities

Hapai ana nga hapori

Nationally, we have 27,000 students in 141 programmes in 129 schools in Aotearoa.

Locally, we have almost 3,000 students in 15 programmes in 14 schools in the Waikato.

We are run by a local board and a local team in our region.
We live and work within our own communities.



Hamilton

Crawshaw School
Forest Lake School
Melville Primary School

Huntly

Huntly West School

Tokoroa

David Henry School
Whakamaru School
Tokoroa Central School
Mangakino Area School
Tainui Full Primary School



Hamilton

Fairfield College

Tokoroa

Tokoroa High School
Forest View High School



Hamilton

Fraser High School
Fairfield College

Ngāruawāhia

Ngāruawāhia High School





Iti rearea, kahikatea tei tei, ka taea

Even the small rearea bird can ascend to the great heights of the Kahikatea tree

OVERVIEW

Kiwi Can is a life skills and values programme delivered to the whole school by trained Kiwi Can leaders. There are two components to the Kiwi Can programme: one class lesson per week for the whole year and a Community Project.

Kiwi Can is linked to the New Zealand Curriculum and its key competencies. Lessons have been shown to develop greater communication skills, social interaction, co-operation and displays of kindness and caring in the students.

The programme strongly supports the Positive Behaviour for Learning strategy in schools. Kiwi Can is integrated into an individual school's vision and goals. School Principals tell us that the Kiwi Can programme has a noticeable effect on how well their children interact with each other – with significant decreases in truancy and bullying in the playground.

THE PROGRAMME PHILOSOPHY

Kiwi Can operates under the P.E.A.C.E. philosophy, where excellence in action is achieved through an on-going cycle of:

- **Praise** effort, reflection and intent
- **Encouraging** and supporting change through developing new skills and understandings
- Celebrating **Achievement**, learning and transformation
- Providing opportunity for new **Challenges**, including transferring new skills and understanding across a variety of contexts
- Celebrating **Excellence**

POSITIVE CHILD DEVELOPMENT

Our programmes are informed by best-practice research, focusing on positive child and youth development.

The Kiwi Can programme integrates both the prevention of problem/anti-social behaviours and the promotion of child development. It uses a multi-tiered and multiple systems approach which is designed to support Lerner et al 5 C's model of positive youth development which supports young people to develop their:

- character
- caring and compassion
- confidence
- competence
- connections.

These lead to greater levels of life-long contribution.



CORNERSTONES

Kiwi Can has four cornerstones. These are distinct principles that form the foundation and are woven through every aspect of the Kiwi Can programme.

Whanaungatanga Relationships	Nga utu Consequences	Tauira tuturu Role Modelling	He whakaaro pai Positive Thinking
<ul style="list-style-type: none"> • Whole school approach • Community development strategy • Focus on building positive relationships • Environment of collective identity and responsibility 	<ul style="list-style-type: none"> • Every action has a reaction/ outcome (+/-) • Considering actions across contexts/ situations • Promoting accountability and responsibility through positive personal choices 	<ul style="list-style-type: none"> • Two leaders facilitating each programme (ideally a male/ female role modelling partnership) • Promote a tuakana-teina approach • Celebrating local and national role models 	<ul style="list-style-type: none"> • Promote a 'can-do' approach • Encouraging and affirming of self and others • Building vocabulary • Celebrating effort and reflection as well as achievement

UNDERPINNING VALUES

The values underpinning Kiwi Can are explicit in the programme's four themes and 24 modules.

Whakawhanaungatanga Positive relationships	Pono Integrity	Taikaha Resilience	Manaakitanga Respect
<ul style="list-style-type: none"> • Positive communication • Cooperation • Friendship • Fairness and fairplay • Leadership • Conflict resolution 	<ul style="list-style-type: none"> • Honesty • Responsibility • Reliability • Make good choices • Being a role model • Accountability 	<ul style="list-style-type: none"> • Understanding emotions • Self-control and discipline • Dealing with challenges • Goal-setting • Problem-solving • Perseverance 	<ul style="list-style-type: none"> • For ourselves • Respectful communication • For others • For our school • For our community • For our environment

COMMUNITY ENGAGEMENT

Each of our programmes includes a Community Project. This is an opportunity for students to develop reciprocity and build better knowledge of, and stronger relationships with, their families/ whānau, school and broader community.

There are a number of great opportunities for the community and key stakeholders to engage with our wonderful Kiwi Can students through the Community Project. This could include:

- painting murals at schools, playgrounds and public spaces
- landscaping parks and playgrounds
- planting trees
- creating or restoring playground equipment.

THE EVIDENCE

Kiwi Can lessons have been shown to contribute to greater communication skills, social interaction, cooperation and displays of kindness and caring.

Kiwi Can continues to:

- improve social connectedness
- have a positive impact on student behaviour and attendance at school
- enhance school culture and community relationships
- help resolve student conflict, encourage positive behaviours and introduce fun and energy into the classroom
- have links to better academic attitudes and increased academic engagement
- build children's confidence to 'have a go'.



Tukua kia tu takitahi nga whetu o te rangi Let each star in the sky shine its own light

OVERVIEW

Stars uses the teina/tuakana mentoring model and achieves positive and measurable results, including increased academic engagement and achievement for junior and senior students. Stars makes the transition into high school a more positive experience for Year 9 students.

The programme also provides leadership and citizenship development opportunities for senior students. It helps them build confidence, improve communication and relationship-building skills and strengthen their time management and planning skills. This together supports increased social and academic outcomes.

Stars involves matching trained Year 12 and 13 students as mentors to their Year 9 counterparts and has four components (adventure camp, peer mentoring, community adventure and a community project).

Stars is run in Tokoroa High School, Forest View High School and Fairfield College.



THE PROGRAMME

The Stars programme includes the following four components:

1. Adventure Activities

Professional outdoor facilitators take students through a series of outdoor and indoor activities to develop positive relationships and teamwork. Camps can last up to five days.

2. Peer Mentoring

Year 12 and 13 students are trained to be Peer Mentors and follow a structured programme that addresses key life skills such as goal setting, time management, good communication skills and building positive relationships.

3. Community Adventure

Students spend a fun day exploring their local area, achieving certain challenges, while learning about what is available to them within their community.

4. Community Project

Students plan, organise and spend a day giving something back to their community.

PROGRAMME OBJECTIVES

- To support Year 9 students to successfully transition to secondary school
- To provide challenging and fun experiences in a supportive environment that develops teamwork, self-confidence and resilience
- To provide mentoring opportunities and leadership skills for senior students
- To facilitate caring relationships between students and between students and teachers
- To develop a sense of responsibility and connectedness to the school and wider community.

LINKS TO NEW ZEALAND CURRICULUM

Stars challenges students to use and develop each of the five learning competencies of the New Zealand Curriculum. Stars supports students to:

Managing Self	Relating to Others	Participating & Contributing	Thinking	Using Language, Symbols & Texts
Set and monitor goals, manage timeframes, arrange activities and reflect on and respond to ideas.	Interact, share ideas and negotiate with a range of people.	Access community resources for information/ support and use that information as a basis for action.	Analyse and consider a variety of possible approaches to problem solve and decide on a course of action.	Use language appropriate to recording and communicating ideas.

Stars also aligns to other learning areas of the New Zealand curriculum at Year 9 (Level 4-5) and Year 12 (Level 7-8).

MAXIMISING PROGRAMME OUTCOMES

Stars incorporates best practice indicators into delivery when it comes to maximising programme effectiveness. The Stars programme:

- is grounded in a youth development framework
- provides intensive training to Group Leaders and Peer Mentors and this is supplemented with on-going skill development and support
- offers a variety of engaging and developmental experiential activities for Peer Mentors to deliver to Year 9 students
- has developed clear roles and responsibilities for personnel (Stars Co-ordinator, School Principal, Group Leaders and Peer Mentors)
- requires diligent monitoring of programme content, delivery and student behaviour
- provides an evaluation component that captures programme success and identifies opportunities for programme development.

COMMUNITY ENGAGEMENT

Stars includes a community adventure and a community project.

The Community Adventure helps students to get to know and connect to their community, giving them the opportunity to explore resources and supports. This component provides an opportunity for students to transfer the learning gained from the adventure camp to the community context.

The Community Project helps students to think about how they can contribute to the community and the wellbeing of others. Research has shown that contributing through a volunteer project can increase social connectedness, improve a sense of self and develop positive attitudinal change.

THE EVIDENCE

Students that go through Stars rate the programme highly. Research shows:

- Stars has been found to contribute to the well-being of Year 9 students by helping them to gain practical and life skills such as: working with others, connecting to their communities, achieving their goals, improving relationships with friends, and developing relationships with older students.
- Pasifika students and those from low decile schools have been found to be particularly highly engaged in Stars.
- During Stars, Peer Mentors report significant increases in their social competence and character.
- Stars continues to positively influence the lives of the Peer Mentors one year after the programme due to increases in social competence, character, and levels of maturity and sense of responsibility. Peer Mentors also report significant increases in self-confidence, task leadership, and intellectual flexibility.
- Being a Stars Peer Mentor can have a positive impact on the life skills and character of a young person while not compromising their academic achievements that have been found to be above what can be expected





“Stars has given me the opportunity to become a role model in school. I can vividly remember my Peer Mentors when I was Year 9 and I can honestly say they’ve influenced the leader I am today.”

Reina Treadaway, 2018, Year 12,
Tokoroa High School



Meadow Jackson
Stars Peer Mentor - Fairfield College

Meadow is a Year 13 student at Fairfield College and has been a Stars Peer Mentor for three years. At our annual Excellence Awards in 2017, Meadow won an award for Excellence in Peer Mentoring. She has also had the opportunity to be part of our National Youth Advisory Group, contributing to the development of our programmes.

“In Stars, I love being able to get together with a group of Year 9 students each week, not only learning and having fun, but helping them establish a sense of belonging in their school environment.

Being a Peer Mentor I am able to help young people realise it’s okay to be yourself. I have a younger brother in Year 9 this year and through Stars he has settled into school faster, made new friends and learned valuable skills which will help him succeed throughout high school.”

In 2019, Meadow will start studying a Bachelor in Business, majoring in Event Management, at Wintec. “Without Stars, I truly believe that I would not be where I am today. Stars has taught me to persevere and developed my self-confidence. I know this will help me in creating opportunities in my future.”

Career Navigator

Ka pu te ruha, ka hao te rangatahi
As an old net withers, another is remade

OVERVIEW

Career Navigator is a ready-for-work programme that helps secondary school students find a meaningful career pathway upon leaving school. It has three components:

1. Career mentoring
2. Participation in experiential workshops
3. Attendance at career pathway events

Career Navigator is designed for youth and is delivered in partnership with schools and workplace employees. It provides students with the real world information they need to make better informed decisions about their futures.

Whilst also providing an effective platform for employers to offer mentoring and active learning opportunities.

Career Navigator is currently run at Fraser High School, Fairfield College and Ngāruawāhia High School.



OBJECTIVES

The goal is for Career Navigator students to positively transition into higher education and careers. The key objective is to provide a range of planned experiences that will challenge students so that they:

- understand more about themselves, their skills, interests and aspirations
- have the confidence to set challenging career pathway goals and are motivated to achieve them
- have the ability to interact with adults to obtain the support they need
- are connected to employers in their community and are aware of the resources available

WHY CAREER NAVIGATOR?

In the short term, this programme's aim is for students to:

- be more informed and confident in their option selection and career decision making.
- have greater awareness of what is expected of them in the workplace.
- gain increased workplace support, knowledge and experience.
- have increased levels of school engagement.
- have greater connections with employers in their community.

Other aims of the programme include:

- enhanced academic performance
- decreased truancy
- improved school resource allocation.
- subject choices, confirmed their current choices or encouraged them to carefully consider their future career path and relevant subjects.

THE PROGRAMME

The Career Navigator programme structure encompasses three components:

ONE Career Coaching/Mentoring	TWO Experiential Workshops	THREE Career Pathway Events
<p>Group Career Coaching/ Mentoring takes place in terms 1 to 3 (Year 12 and/or 13). Career Coach/ Mentors will provide expertise to support the development of a group of young people in a specific vocational area of work. Ratio is no higher than one Career Coach/ Mentor to 3 or 4 students.</p> <p>At least once a term, the co-ordinator arranges an outing to build the Career Coach/ Mentor-student relationship. These outings are 'side by side' time where interaction can occur freely between the Career Coach/ Mentor and students.</p> <p>Career Coach/Mentors are fully screened, trained and supported by the Graeme Dingle Foundation throughout the Career Coaching/ Mentoring relationship.</p>	<p>At least once a month, with the assistance of the Career Coach/ Mentor, the coordinator will facilitate an experiential workshop for the selected vocational students. Some of these workshops may be open to other year 12 and 13 students. (Career Coach/Mentors do not necessarily attend these open workshops).</p> <p>Experiential workshops are intended to support students to obtain occupational and other work-ready skills valued by employers. Topics include: work ethics and attitude, CV writing and problem solving in the workplace.</p>	<p>Career pathway events offer opportunities for students to experience the workplace, enabling them to make informed decisions about their future.</p> <p>These events motivate students to plan their learning and provide reasons 'why' they must create their own pathway links toward the necessary NCEA or NZQA credits.</p> <p>Careers NZ are invited to facilitate the Year 10 event and workplaces are invited to participate in the Year 11-13 events.</p>

THE RESEARCH

Students say Career Navigator:

- helps students gain skills and confidence in their ability to make suitable career and subject choices
- creates an awareness of what will be expected from students, in order for them to be successful within the workplace
- offers an opportunity for employers to raise their profile and connect with future employees
- ultimately benefits young people and communities.

The research evaluations completed to date provide positive feedback that Career Navigator is 'hitting the mark', with students telling us:

- they had an increased awareness of what was expected from them in the workplace;
- they gained skills and confidence in their ability to make career and subject choices; and
- that 'Career Pathways Days' helped them to identify suitable career and subject choices, confirmed their current choices or encouraged them to carefully consider their future career path and relevant subjects.

THE EVIDENCE

Research is an essential part of all our programmes. Each one is thoroughly evaluated and this allows us to ensure all of our programmes are working, and allows us to measure success and report outcomes.

Research shows that Career Navigator:

- helps students gain skills and confidence in their ability to make suitable career and subject choices
- creates an awareness of what will be expected from students, in order for them to be successful within the workplace
- offers an opportunity for employers to raise their profile and connect with future employees
- ultimately benefits young people and communities



Career Navigator in the Waikato

Career Navigator connects students with the opportunity to have meaningful engagement with positive role models to support building confidence and skills as they make the transition from school to work or study. .

For some students this may be simply the value of bouncing ideas and making industry connections to enable them to fine-tune their thinking on their chosen path. But for many others there can be a deeper transformation from engagement with an independent stable influence, and exposure to support they might not otherwise be able to access – which includes greater self-awareness, motivation, courage and self-belief to strive for goals, a broader view of possibilities, and knowledge to help enable them to prepare for the realities of work or study as they move forward into the next phase of life.

While the programme is centred around the student, as a mentor I have found that I gain just as much from it, which keeps me coming back each year.

The concerns of my day melt away when I am with my students, and I enjoy the simple act of sharing my knowledge, connections and encouragement. Some days, amazing little sparks are created and other days can be equally challenging, but overall the change in the students across the year can be quite tangible in their language, actions, demeanour and maturity – it is a wonderful thing to witness.

I would say to anyone considering becoming a Career Navigator mentor – go for it!"



“While the programme is centred around the student, as a mentor I have found that I gain just as much from it, which keeps me coming back each year.”

Angela Powell, Career Navigator Mentor & CIP Excellence Lead, Fonterra

Our Research and Evaluation

Rangahau me te aromatawai

The Graeme Dingle Foundation has had a strong commitment to research and evaluation since Day One. We believe it is key to what we do and allows us to stay at the leading edge of child and youth development.

The evaluation of our programmes is a key strategic driver that enables us to prove our results and informs future programme delivery and development. It is also key in delivering 'ROI' to all of our sponsors and supporters whose generosity underpins everything that we do.

Since 1995, our research has shown that all programmes are highly-effective and have been proven to work by:

- improving attitudes and behaviour at school and home;
- improving academic results;
- helping young people set and achieve their goals;
- boosting self-confidence;
- reducing truancy rates and at-risk behaviours, such as substance abuse; and
- helping young people feel more positive about the future..



"I learnt that anything is possible, and I can do whatever career I want to do through hard work."

"I got a job! Career Navigator helped me to talk to the person that interviewed me. I already had a career choice in mind but my mentor helped me change my mind set and work harder just for me."

"My mentor influenced us to try and be better – not just go for the lowest job and qualifications, but always try and go higher."

"It helped me a lot because I came in here knowing nothing about how to get a job, now I am getting some great ideas."

"There is a lot of opportunity out there. A lot of people care."

"I really like Kiwi Can because they try their hardest to help in every possible way. They don't stop caring and they are always there to talk to. I find Kiwi Can fun because they have great activities and I like them a lot."

"Stars gave me the leadership and mentoring experience I needed to solidify my own self-confidence as a leader and a learner. I was able to truly connect with the junior students coming into my school and make long lasting friendship with my peer. Maybe the best part of all, though, was the way it gave me the drive and vigour to jump at any future opportunity that I have met so far."

What Young People Say

Te reo o nga taiohi

“My culture is integrated into the Kiwi Can lessons.

I love that. I feel important.”

“The activities allow us to all get involved, I can be myself, I feel like it’s a trusting and comfortable environment.”

Kiwi Can Students,
Tainui Full Primary School



This is my first year of being a Stars Peer Mentor. I wanted to do it because my brother inspired me to.

Having him be a past mentor and talking about his experience leading Year 9s and having fun inspired me to be a Peer Mentor.

I want to be just like him and inspire students to be outgoing and confident.

Stars Peer Mentor,
Tokoroa High School

“Career Navigator helped me see different opportunities and gave me confidence – it was an eye opening experience, full on and interesting.

This programme gave me a better understanding of expectations at work – it’s a reality check.

And it was nice to have a mentor who could share their knowledge”

Career Navigator Student,
Fraser High School

Our Supporters and Sponsors

Nga kaitautoko o 2018

Thank you to the supporters and sponsors who help us in transforming young Waikato lives forever.



Waikato WDFW
Karamu Trust



INCLUDING THE GENEROUS SUPPORT OF



GOVERNMENT PARTNERS





GRAEME DINGLE FOUNDATION

Transforming young lives forever
Oranga Taiohi, Oranga Ake

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The Waikato Youth Empowerment Trust operates as
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dinglefoundation.org.nz
