



Peace Movement Aotearoa

PO Box 9314, Wellington 6141, Aotearoa New Zealand. Tel +64 4 382 8129

Email pma@xtra.co.nz Web site www.converge.org.nz/pma

NGO information to the Committee on the Rights of the Child

Third and Fourth Periodic Reports of New Zealand under the Convention on the Rights of the Child and the Optional Protocol on the Involvement of Children in Armed Conflict

August 2010

Introduction

1. This report provides an outline of some issues of concern with regard to the state party's compliance with the provisions of the Convention on the Rights of the Child (the Convention), particularly in relation to the Optional Protocol on the Involvement of Children in Armed Conflict (the Optional Protocol). Its purpose is to assist the Pre-Sessional Working Group compiling the list of issues for the Committee on the Rights of the Child (the Committee) in its consideration of New Zealand's Third and Fourth Periodic Reports (the Report).

2. The information in this report is arranged into five main sections:

- A)** About Peace Movement Aotearoa;
- B)** An overview of our concerns;
- C)** New Zealand Cadet Forces;
- D)** New Zealand Defence Force Youth Development programmes:
 - i)** Limited Service Volunteer training,
 - ii)** Military Activity Camps,
 - iii)** Service Academies,
 - iv)** Youth Life Skills programme,
 - v)** Army Careers Experience programmes; and
- E)** The New Zealand Defence Force and the Optional Protocol:
 - i)** Age of recruitment,
 - ii)** Army displays and recruitment practices,
 - iii)** Overseas operations.

3. Thank you for this opportunity to provide information to the Committee.

A) About Peace Movement Aotearoa

4. Peace Movement Aotearoa is the national networking peace organisation in Aotearoa New Zealand, registered as an incorporated society in 1982. Our purpose is networking and providing information and resources on peace, social justice and human rights issues. Our membership and networks comprise a range of national and local organisations, and individuals. We currently have just under two thousand people (including representatives of eighty-three peace, social justice, church, community, and human rights organisations) on our mailing list.

5. Promoting respect for, and the realisation of, human rights is an essential aspect of our work because of the crucial role this has in creating and maintaining peaceful societies. We have previously provided NGO information and reports to treaty monitoring bodies and Special Procedures including: the Special Rapporteur on the Situation of Human Rights and Fundamental Freedoms of Indigenous People in 2005¹; the Committee on the Elimination of Racial Discrimination in 2007²; jointly with the Aotearoa Indigenous Rights Trust, and others, to the Human Rights Council for the Universal Periodic Review of New Zealand in 2008³ and 2009⁴; and to the Human Rights Committee in 2009⁵ and 2010⁶.

6. Although the rights of the child are not a specific focus of our work, the increasing militarisation of children and young persons and their education in recent years has become a key concern for Peace Movement Aotearoa and our members, as outlined below.

7. We are not in a position to send a representative to the Pre-Sessional Working Group, but are happy to clarify any information in this report if that would be helpful to the Committee.

B) An overview of our concerns

8. Since the Committee's consideration of the state party's initial report under the Optional Protocol in 2003⁷, there have been a number of developments which are a cause for concern in relation to the state party's compliance with the Convention and the Optional Protocol. These developments involve in some instances breaches of the provisions of both instruments, and in others, a failure to fully respect the spirit of the Optional Protocol and to provide full protection for children in all circumstances.

9. Section C below provides an outline of the activities of the New Zealand Cadet Forces, including some information that the state party did not refer to in the Report.

10. Section D provides information which demonstrates the increasing level of militarisation of children and young persons, and their education, by way of an overview of escalating New Zealand Defence Force (NZDF) involvement in youth development programmes. In both sections, the information provided is largely from state party sources such as the NZDF, Ministry of Education and government media releases.

11. In Section E, information is provided on some aspects of the NZDF and the Optional Protocol, including the age of recruitment, army displays and recruitment practices, and compliance with the Optional Protocol during overseas operations.

12. Before moving on to those sections, a comment with regard to the state party's remarks on the education curriculum that, "*The New Zealand Curriculum emphasises respect for and understanding of difference*" (paragraph 113) and "*New Zealand recognises the education system's role in fostering diversity and promoting tolerance and understanding of New Zealanders' origins*" (paragraph 116).

13. It should be noted that recent research indicated that the majority of schools are not teaching Maori history, and this has been described as having "*a profoundly negative effect on the attitudes and views of New Zealanders on a range of important contemporary issues affecting race relations in our country today*"⁸. This failure can be attributed in part to an overall lack of commitment to peace education, which is not a core curriculum subject in schools here.

14. We note in this connection that the Committee's Concluding Observations on other state parties⁹ have included recommendations that training programmes to promote the values of peace and human rights should be developed and implemented, and that peace education and human rights should be taught as a fundamental subject in the education system. In the light of the avoidance of teaching Maori history (an understanding of which would contribute greatly to more peaceful relationships in this country), the lack of peace education generally, and the increasing involvement of the armed forces in youth development programmes, we suggest that similar recommendations in the Concluding Observations on New Zealand would be particularly useful at this time.

15. Finally, in this section, we draw the Committee's attention to the state party's Defence Review which began in 2009. There are three companion studies associated with the Defence Review, including one on youth programmes to examine "*the role of the New Zealand Defence Force in youth programmes generally and specifically in regard to the New Zealand Cadet Force.*"¹⁰ It should be noted that there is no reference to the Convention or the Optional Protocol in the list of principles guiding the studies¹¹, or indeed anywhere in the Terms of Reference either for the companion studies or for the overall Defence Review¹².

C) New Zealand Cadet Forces

16. The New Zealand Cadet Forces (NZCF) are for children aged 13 to 18, and are marketed as "*a really fun organisation to belong to*" and "*a chance to get into out-of-the-way places*".¹³ The NZCF comprises 421 NZCF officers and 3,864 cadets in 101 Cadet Force Units across the country. Permanent staff includes 27 armed forces training and support personnel, and five civilian administrative staff. The NZDF supplies uniforms and training for children in the NZCF, and funding support for the NZCF comes from the NZDF budget - this year's appropriation is \$3,399,000¹⁴.

17. The New Zealand Cadet Corps (NZCC) is the army branch of the NZCF, and training for cadets includes gaining "knowledge about the NZ Army, the equipment it uses, what it offers and how it assists New Zealanders", as well as firearms training.¹⁵

18. We note that the state party's Report provides an assurance that:

"While the NZCF is not an educational organisation, or provider of education per se, the aims and values of the organisation and the Code of Behaviour under which all cadet activities and training are conducted is entirely consistent with and in accordance with the principles of Article 29 of the Convention." (paragraph 485)

19. However, the Report does not mention that, among other things, cadet units engage in a range of quasi-military activities, such as "frisking refugees", the NZCC caption on the photograph copied below¹⁶ - it is difficult to see how such activities are either consistent or in accordance with the principles of Article 29, the Convention more generally, or the Optional Protocol.



D) New Zealand Defence Force Youth Development programmes

20. In August 2009, the state party announced a 'youth opportunities' package which included \$19 million of funding specifically for the Ministry of Social Development and Ministry of Education to purchase a range of programs and activities for youth from the NZDF.

21. The programmes and activities are being delivered by Youth Development Units (YDU), which operate from military bases. The NZDF has recruited 89 new staff, all either serving or former armed forces personnel, to deliver the programmes. Before being approved to work on the youth development programmes, staff are required to have a five-day training course at Burnham Military Camp¹⁷. A total of 135 military and 23

civilian staff (8 from the NZDF and 15 from the Ministry of Social Development) will be involved in direct support for YDU this year.¹⁸

22. The NZDF has described their involvement in the YDU as indicating that:

*"the government has acknowledged the valuable and very real role the Defence Force can play in working with some of the most vulnerable New Zealanders to help them become active and contributing members of society."*¹⁹

23. Prior to the state party's announcement last year, there was no public discussion about the appropriateness and desirability of the NZDF, an institution which has the use of armed force as its primary role, becoming involved in youth development work. Similarly, there has been no discussion as to whether a five-day training programme is sufficient to equip armed forces personnel to work with vulnerable children and young persons, bearing in mind that teachers and social workers require several years of training as well as a supervised probationary period before they are considered suitably trained for such work.

24. Five types of YDU programmes are outlined in the sub-sections below; the programmes involve children and young persons of different age ranges starting from 12 to 14 years. The description of each of the programmes comes from state party sources or the institution running the programme.

i) Limited Service Volunteer Training

25. Limited Service Volunteer (LSV) training has been operating for some years, but is currently being expanded. It comprises a six-week course aimed primarily at long-term unemployed young people, who must be registered with Work and Income New Zealand (WINZ) to be eligible for admission. Fourteen LSV courses will run in 2010 - six at Burnham Military Camp, four at the Trentham Military Camp and four at the Hobsonville Military Camp.²⁰

26. Although the NZDF advertises LSV as for young people between the ages of 18 and 25²¹, according to WINZ, the LSV *"is for young people aged from 17 to 25 years old"*, with applications from 17 year olds considered on a case-by-case basis.²²

27. WINZ promotes the scheme as follows:

"LSV is a six-week hands-on training/motivational course run by the New Zealand Defence Force. You will gain great new skills to improve your job prospects, increase your confidence, meet people and make new friends as you complete challenging and physical activities - and have fun."

*"LSV motivational training includes outdoor recreational activities that promote team work, self confidence and self achievement. There is a strong emphasis on discipline and complying with service laws, customs and regulations. The training takes place in a military setting and uses military facilities."*²³

ii) Military Activity Camps

28. The Children, Young Persons, and Their Families (Youth Courts Jurisdiction and Orders) Amendment Act 2010²⁴, which was enacted under urgency on 25 February 2010, will enter into force on 1 October 2010.

29. The Amendment Act was designed to implement parts of the state party's Fresh Start package which was announced in 2009. Fresh Start:

*"targets a group of around 1,000 serious and persistent young offenders aged between 14 and 16. It also targets a group of around 40 12 and 13 year olds who are committing serious crimes such as burglary, and need interventions over and above those that can be delivered through the care and protection system."*²⁵

30. Among other things, the Act *"provides greater Youth Court powers, including extending jurisdiction to 12 and 13 year olds and tougher, more effective sentences"*²⁶ and *"Military activity camps for the most serious repeat young offenders"*.²⁷ Attendance at the camps will be enforced by a Youth Court order.²⁸

31. Military Activity Camps:

*"consist of up to three months residential training, using army-type facilities or training methods and provide clear boundaries, reinforcement of self-discipline, personal responsibility and community values. It would be followed by up to nine months of intensive support to meet each young person's individual needs."*²⁹

iii) Service Academies

32. There are now nineteen Service Academies operating in secondary schools - 16 funded by the Ministry of Education and 3 by the Tertiary Education Commission. The Service Academies are for Year 12 and 13 students (generally aged from 15 to 17 years) *"who are at risk of disengaging from school"* and *"who would benefit from a military-focused programme"*.³⁰ So far as we can ascertain, the Service Academies are in low decile schools³¹, that is, schools with a high proportion of children from low socio-economic families and communities.

33. All of the Service Academies begin with a two-week induction course at the Waiouru military base, are full-time for their duration, and are run by the host school in conjunction with military YDU support staff.³²

34. One of the Tertiary Education Commission funded Service Academies is the Mawhera Services Academy, a division of Greymouth High School, which is supported by the army Youth Life Skills Cell and the LSV Company at Burnham Military Camp. The Mawhera Services Academy offers a full-time (37 weeks) *"military orientated programme"* for children aged 16, or who are turning 16 during the year.³³

35. The Mawhera Services Academy describes itself thus:

*"The Academy is designed for both at risk youth and youth who have an interest in the armed forces, police, security industry, fire service, customs, outdoor recreation, [and] other related industries. Services training includes: a 2 week induction phase with the NZ Army in February, school holiday leadership courses with the NZ Army, military drill, discipline, physical training, field exercises, live-in camps, confidence building, team building, and public parades e.g. ANZAC day."*³⁴

36. While that Service Academy is a full-year programme and describes itself as providing "services training", others are for part of the school year (for example, 20 weeks) and advertise their aim specifically as to provide an opportunity for students "to develop skills that will ensure a career within the NZDF".³⁵

iv) Youth Life Skills programmes

37. The army supports various community groups providing Youth Life Skills programmes for 14 to 16 year olds, which are coordinated through the Youth Life Skills Cell based at Burnham Military Camp.

*"As well as supporting local programmes, the cell coordinates youth life skills programme support within Territorial Force Regiments throughout NZ. The Burnham Youth Life Skills Cell runs Adventure Based Learning courses, which use a variety of military environments and tasks to help participants learn the value of life skills, self-discipline, personal and moral responsibility, and respect for self and others".*³⁶

v) Army Careers Experience programmes

38. The army runs Army Careers Experience for secondary school students aged 15 to 17 and advertises it thus:

"Each year the NZ Army hosts students in Years 11, 12 or 13 during the school holidays, who are interested in a career with us. Students live in a military camp for a week, get to see and talk with soldiers from different trades and get some exposure to other aspects of army life like where we live, our equipment, army food, and a bit of physical training!"

*"The Army Careers Experience (ACE) is designed for students to gain an understanding of the various career options within the NZ Army by providing a realistic and honest representation of trades and careers options as well as lifestyle to allow a better informed career choice."*³⁷

39. As the outline of the YDU programmes above indicates, the general purpose of the programmes is described as being to encourage a sense of self-discipline, respect,

confidence, and responsibility in children and young persons, as well as to improve their employment prospects. While it is obvious that some youngsters do need assistance to develop these attributes, there is no good reason for the state party to provide such assistance by way of military or military-style training. There are successful civilian programmes for troubled youngsters, and a key concern about focussing on and funding the armed forces to deliver youth development programmes is the diversion of resources away from civilian alternatives.

40. Furthermore, in the light of the NZDF's apparent recruitment difficulties (referred to in section E below), the focus on military and military-style training could be interpreted as an attempt to increase recruitment levels.

E) The New Zealand Defence Force and the Optional Protocol

i) Age of recruitment

41. The state party's Report (paragraph 482) provides an explanation of why the Committee's recommendation that the age of recruitment be increased to 18 has been rejected. The rationale for retaining the age of recruitment at 17 seems to be that the armed forces provide an opportunity for young persons, particularly from lower socio-economic groups, that is not otherwise available; that there is a *"risk of losing those school leavers to other areas of employment or study which do not impose age restrictions"*; and that if the age were raised to 18, there would be a drop of 24% in recruitment levels.

42. This rationale appears to indicate an abdication by the state party from its responsibility to ensure that there are sufficient training, study and employment opportunities for all school leavers, both under the Convention and other human rights instruments which place binding obligations on the government in this regard. It also raises a question about whether armed forces recruitment can be fully described as 'voluntary' if there are not sufficient other opportunities for school leavers.

43. We note that the Report includes the assurance that *"Personnel under the age of 18 be fully informed of the duties involved in military service"* (paragraph 483). The publicly available information for potential recruits does not, in our opinion, fully inform any recruit about military duties. The material the army, for example, uses to attract recruits is focussed on what trade training is available, what qualifications can be attained and the level of physical fitness required.³⁸

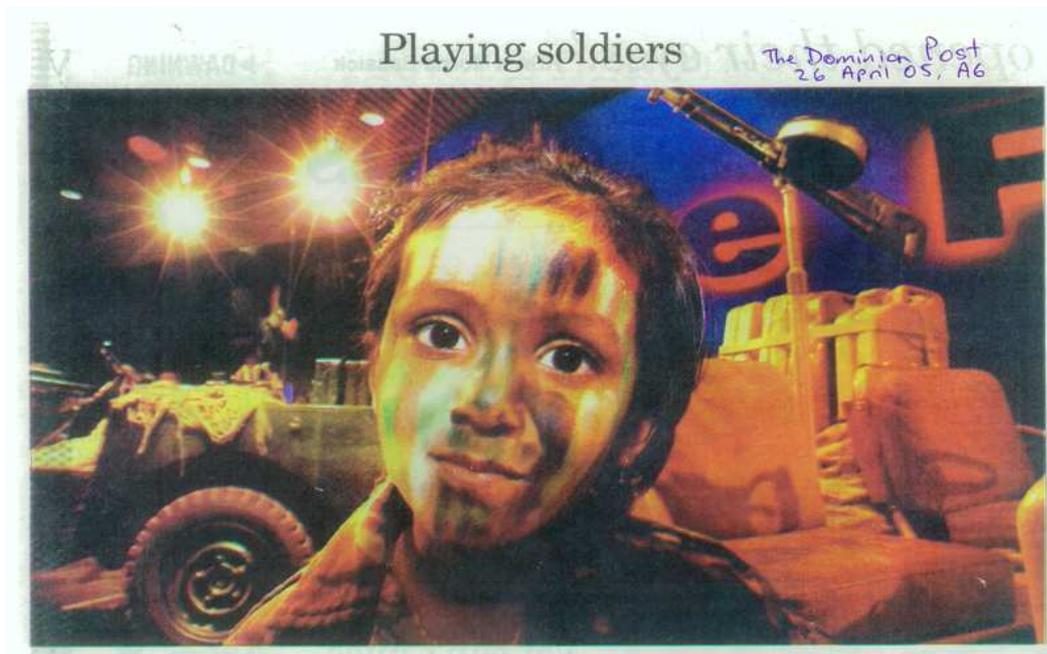
44. The main recruiting slogan, *"Arm me with a future"*, appears to have been recently replaced with *"Have you got what it takes?"*, although it can still be found on some career pages.³⁹ Recruiting material tends to feature statements such as *"Army life is all about teamwork, fitness and friendship. It's not just a job, it's a way of life and you'll gain skills for all areas of your life."*⁴⁰

45. The distressing and messy reality of combat - of being maimed or killed, or maiming or killing others - is seldom mentioned.

ii) Army displays and recruitment practices

46. Since the state party's initial report under the Optional Protocol, we have frequently been contacted by members of the public concerned about army displays and recruitment practices in schools and public places. We provide here two examples of the sorts of practices that are causing concern.

47. The first example is of an army display on the courtyard of Te Papa (the national museum) during the school holidays in April 2005, which was reported by the Dominion Post (the daily Wellington newspaper) under the headline: "Playing soldiers".



48. The caption below this photograph said: *"Ready for action, [name], 4, of Lower Hutt, wears camouflage face paint and a child-size army uniform at Te Papa. She was one of many children drawn to the army display mounted at the weekend in support of the museum's school holiday programme."*⁴¹

49. Concerns about this event focused on soldiers encouraging children (particularly small children, in this case, a four year old girl) to play with military equipment and dress in army uniforms, as well as a number of enquirers asking why the army has "child-size" uniforms.

50. The second example concerns an army recruitment stand at an Armageddon Expo (a weekend event for gamers which features video games, sci-fi comics and movies, and attracts large numbers of children and young persons) in Wellington in April 2007.

51. We received a number of phone calls from individuals who were concerned in general by the presence of what they described as the over-militaristic appearance of a stand in a gamers Expo, but particularly by soldiers encouraging children to play on what appeared to be military combat training equipment.

52. One of our staff members and a Peace Movement Aotearoa member (well over the age of 18) therefore went to investigate what was going on, and over a period of 15 minutes observed and took photographs of the stand.

53. During this time several children aged from around 9 or 10 years, who were not accompanied by an adult, went into the stand and commenced using the computer equipment. A number of young persons who approached the stand were provided with army recruiting material.

54. Some images of the stand:



New Zealand Army static display board.⁴²



New Zealand Army Simulation Centre overhead display which included a changing series of images of soldiers in combat and training situations with sound effects.⁴³



55. The photograph⁴⁴ above shows children (sitting on the left and right) 'playing' on military combat training equipment. The computer screens were set up in two rows, with participants sitting with their backs to each other - one row comprised a 'friendly' team and the other the 'enemy' team. According to our member, sitting in the centre, the soldier standing behind her was urging her to kill more of the enemy as he did not consider her performance sufficiently aggressive.

56. Following the period of observation, our staff member asked to speak to the officer in charge, explained who we were and why we had been taking photographs of the display. The officer said that it was a display by the Army Simulation Centre rather than a recruitment stand as such, but agreed that it was being used for recruiting purposes.

57. He confirmed that the computer equipment was military combat training equipment, but said that children were only permitted to 'play' on it with their parents permission. When we pointed out that we had observed children who clearly were not accompanied by their parents operating the equipment, he said that army staff could not be held responsible if a few children sneaked in "to have fun", but they would endeavour to be more careful about that in future.

iii) Overseas operations

58. A further concern in relation to the NZDF and the Optional Protocol is around the treatment of persons under the age of 18 who are captured during hostilities in overseas operations.

59. Over the past year, there has been considerable publicity about the state party's failure to ensure the well-being of persons taken prisoner by the New Zealand Special Air Service (SAS) in Afghanistan. In August 2009, an investigative journalist revealed that from 2002, the SAS had handed prisoners over to United States forces running the

Kandahar detention centre without obtaining their names or date of birth.⁴⁵ This raises the possibility that children or young persons were included among the prisoners transferred.

60. In response to the concerns about handing prisoners over to United States authorities, when announcing the latest SAS to Afghanistan, the Prime Minister said that the SAS would most likely in future to hand any detainees over to Afghan authorities.

"Like New Zealand, Afghanistan is a party to the Geneva Convention," he said. "New Zealand has already received an assurance from the Afghan government that all transferred detainees will be treated humanely according to these conventions and international law."⁴⁶

61. This is not at all reassuring given the well-documented levels of ill-treatment and torture of detainees and prisoners by Afghani authorities.⁴⁷

References

All web pages below were last accessed between 11 and 13 August 2010

¹ 'Submission to the Special Rapporteur on the Situation of Human Rights and Fundamental Freedoms of Indigenous People', 23 November 2005 at <http://www.converge.org.nz/pma/CERD71-PMA1.pdf>

² 'NGO Report to the Committee on the Elimination of Racial Discrimination', Peace Movement Aotearoa, 21 May 2007: Report at <http://www.converge.org.nz/pma/CERD71-PMA.pdf> - Annex 1 at <http://www.converge.org.nz/pma/CERD71-PMA1.pdf> - Annex 2 at <http://www.converge.org.nz/pma/CERD71-PMA2.pdf> and - Annex 3 at <http://www.converge.org.nz/pma/CERD71-PMA3.pdf>

³ 'Joint submission to the Universal Periodic Review of New Zealand: Indigenous Peoples' Rights and the Treaty of Waitangi', coordinated by Aotearoa Indigenous Rights Trust and Peace Movement Aotearoa, November 2008, at <http://www.converge.org.nz/pma/towupr09.pdf> with Annex A at <http://www.converge.org.nz/pma/towupr09a.pdf>

⁴ Oral interventions and written statements made during 2009 are on the page at <http://www.converge.org.nz/pma/nzupr09r.htm>

⁵ 'NGO information to the Human Rights Committee', Peace Movement Aotearoa, 8 June 2009 at <http://www.converge.org.nz/pma/ccpr-pma09.pdf>

⁶ 'Additional NGO information to the Human Rights Committee', Peace Movement Aotearoa, 5 March 2010 at <http://www.converge.org.nz/pma/ccpr-pma10.pdf>

⁷ Concluding Observations: New Zealand, Committee on the Rights of the Child, 5 November 2003 CRC/C/OPAC/CO/2003/NZL

⁸ 'Academics critical of Treaty and Maori content in history curriculum', University of Canterbury, 23 June 2010 at <http://www.scoop.co.nz/stories/ED1006/S00078.htm> Also, for example, 'Schools avoiding teaching Maori history', NewsTalk ZB, 3 June 2010 at <http://nz.news.yahoo.com/a/-/top-stories/7337148/schools-avoiding-teaching-maori-history> and

'Schools must stop "side stepping" Maori topics', Maori Party, 3 June 2010 at <http://www.scoop.co.nz/stories/PA1006/S00068.htm>

⁹ See, for example, Concluding Observations: United Kingdom of Great Britain and Northern Ireland, 17 October 2008, CRC/C/OPAC/GBR/CO/1

¹⁰ New Zealand Defence Review 2009, Companion Studies - Terms of Reference, 19 August 2009 at <http://www.defence.govt.nz/review09/companion-studies-terms-reference.html>

¹¹ "4. Scope 1. Principles. The principles that guide these Studies are as follows: Recommendations should seek to achieve economic leverage through more effective use of current funding streams rather than seeking substantial new money from Government. Recommendations should be innovative rather than seeking a return to former programmes, except where the latter can be shown to be the most effective approach for the future." - as at note above

¹² Defence Review 2009 Terms of Reference, April 2009, at <http://www.defence.govt.nz/review09/terms-reference.html>

¹³ See, for example, the home page of the New Zealand Cadet Force at <http://cadetforces.mil.nz> and <http://cadetforces.mil.nz/about/default.htm>

¹⁴ Budget 2010: Vote Defence Force, Performance Information for Appropriations, New Zealand government, at <http://www.treasury.govt.nz/budget/2010/ise/v4/ise10-v4-pia-deffor.pdf>

¹⁵ See, for example, the New Zealand Cadet Corps (The "Army" flavour) page at <http://cadetforces.mil.nz/about/nz-cadet-corps.htm>

¹⁶ Photograph captioned "Frisking refugees" from the Cadet Unit Activities photograph gallery at <http://cadetforces.mil.nz/galleries/cadet-unit-activities/frisking-refugees.htm>

¹⁷ See, for example, 'NZDF Prepares to Deliver Youth Development Programmes', Army News, 16 March 2010 at <http://www.army.mil.nz/at-a-glance/news/army-news/407/nzdfptdydp.htm>

¹⁸ As at note 14

¹⁹ See, for example, 'NZDF Prepares to Deliver Youth Development Programmes', at note 17

²⁰ 'Expanded LSV course provides more opportunities', New Zealand government media release, 15 January 2010 at <http://www.beehive.govt.nz/release/expanded+lsv+course+provides+more+opportunities>

²¹ See, for example, the NZDF Limited Service Volunteer Training and Assistance to the Unemployed and Disadvantaged Youth page at <http://www.nzdf.mil.nz/personnel-records/personnel-branch/training.htm>

²² See, for example, the WINZ Limited Service Volunteer page at <http://www.workandincome.govt.nz/individuals/forms-and-brochures/limited-service-volunteer.html>

²³ See, for example, WINZ Limited Service Volunteer page, at note above

²⁴ The legislation is at <http://www.legislation.govt.nz/act/public/2010/0002/latest/096be8ed80531f0a.pdf>

²⁵ 'A Fresh Start for young offenders', New Zealand government media release, 16 February 2010 at <http://www.beehive.govt.nz/release/fresh+start+young+offenders>

²⁶ 'Fresh Start for serious youth offenders', New Zealand government media release, 25 February 2010 at <http://www.beehive.govt.nz/release/fresh+start+serious+youth+offenders>

²⁷ 'Fresh Start for serious youth offenders', at note above

- ²⁸ 'Fresh Start for Young Offenders', Fact Sheet from Child, Youth and Family, 2009 at <http://www.cyf.govt.nz/documents/about-us/news/fresh-start-information-stakeholder.doc>
- ²⁹ 'A Fresh Start for young offenders', at note 25
- ³⁰ The Ministry of Education's Service Academy page at <http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/Initiatives/ServiceAcademies.aspx>
- ³¹ See, for example, 'Court in the Act', Newsletter of the Office of the Principal Youth Court Judge of New Zealand, February 2010 at <http://www2.justice.govt.nz/youth/publications/CIA-Issue-45.pdf>
- ³² 'NZDF Prepares to Deliver Youth Development Programmes', at note 17, and the Ministry of Education's Service Academy page, at note 30
- ³³ Mawhera Service Academy home page at <http://www.mawheraservicesacademy.co.nz/index.html>
- ³⁴ Mawhera Service Academy, Services Training Breakdown page at <http://www.mawheraservicesacademy.co.nz/services.html>
- ³⁵ See, for example, Kelston Boys High School's Service Academy page at <http://www.kbhs.school.nz/ServicesAcademy/tabid/85/language/en-NZ/Default.aspx>
- ³⁶ See, for example, the army's Community Training page at <http://www.army.mil.nz/culture-and-history/community-support/community-training.htm>
- ³⁷ See, for example, the army's Army Careers Experience page at <http://www.army.mil.nz/careers/army-careers-experience/default.htm>
- ³⁸ See, for example, the army careers home page at <http://www.army.mil.nz/careers/default.htm> the Joining Up page at <http://www.army.mil.nz/careers/joining-up/default.htm> '10 things you need to know before joining' at <http://www.army.mil.nz/careers/joining-up/joining-requirements/10-things-you-need-to-know-before-joining.htm> and the Daily Life overview page at <http://www.army.mil.nz/careers/parents-and-friends/daily-life/default.htm>
- ³⁹ See, for example, the Te Kete Ipurangi careers page at http://www.tki.org.nz/r/hot_topics/careers_e.php
- ⁴⁰ Army careers home page at <http://www.army.mil.nz/careers/default.htm>
- ⁴¹ Dominion Post, 26 April 2005
- ⁴² Photograph: Peace Movement Aotearoa
- ⁴³ As at note above
- ⁴⁴ As at note 42
- ⁴⁵ 'Kiwi troops in 'war crimes' row', Jon Stephenson, 2 August 2009 at <http://www.stuff.co.nz/national/2712026/Kiwi-troops-in-war-crimes-row>
- ⁴⁶ 'SAS to be deployed in Afghanistan', NZPA, 10 August 2009 at <http://www.stuff.co.nz/timaru-herald/news/national/2737700/New-Zealand-SAS-to-be-deployed-in-Afghanistan>
- ⁴⁷ 'Afghan police unaware of basic rights laws: Critics question whether Canada and NATO are properly mentoring army, police and law-enforcement officials', The Globe and Mail, 30 April 2009 at <http://v1.theglobeandmail.com/servlet/story/RTGAM.20090430.wafghan30/BNStory/International/home> and 'State of the World's Human Rights 2009', Amnesty International, at <http://report2009.amnesty.org/en/regions/asia-pacific/afghanistan>