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MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Briefing Note: Ministerial Youth Advisory Group – Meeting 1 insights 2019

To:	Hon Chris Hipkins, Minister of Education		
Date:	4 April 2019	**Priority:**	Low
Security Level:	In Confidence	**METIS No:**	1182354
Drafter:	Pirihira Hollings, Programme Director (Acting)	**DDI:**	s 9(2)(a) [redacted]
Key Contact:	Rose Jamieson, Deputy Secretary (Acting)	**DDI:**	
Messaging seen by Communications team:	N/A	**Round Robin:**	No

Purpose of Report

This report provides you with the advice and minutes from the Ministerial Youth Advisory Group (YAG) meeting held on 7 and 8 March 2019.

a. **note** the notes approved by YAG from the first meeting of 2019 (Annex 1)

Noted

b. **note** that we have confirmed with your office that you will meet with the Youth Advisory Group at the next meeting on Friday 17 May, from 11:00am – 12:00pm at Mātauranga House

Noted

c. **note** that we will provide the draft agenda for the May meeting by 1 May for your approval

Noted

Rose Jamieson
Deputy Secretary (Acting)
Parent Information and Community Intelligence

4/4/2019

Hon Chris Hipkins
Minister of Education

15/5/19

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Summary

1. The YAG met on 7 and 8 March at Te Papa Tongarewa and Mātauranga House. The agenda included presentations by the Ministry of Education that allowed for discussion and feedback on:

    a. the Gifted Education Package for gifted learners. The YAG had different interpretations of what the term 'gifted' meant and they recommended this be clearly defined

    b. equitable digital access for students. YAG agreed that access to the internet was very important and that there was inequality between the different education stages such as primary having less digital support compared to secondary

    c. the Department of the Prime Minister and Cabinet (DPMC) revised draft Child and Youth Wellbeing Strategy (CYWS). The feedback from the YAG included:

        - making the language understandable and relatable for children and young people
        - adding families and whānau in statements about parents and caregivers
        - more prominence needed for safety while communicating online.

2. The YAG met with you at Parliament on 7 March, where they shared their thoughts on the revised draft CYWS and their priorities for 2019.

Introduction

3. The first YAG meeting for 2019 was held on 7 and 8 March at Te Papa Tongarewa and at Mātauranga House. The agenda included presentations by the Ministry of Education that allowed for discussion and feedback on:

    a. the Gifted Education Package for gifted learners
    b. equitable digital access for students
    c. revised draft Child and Youth Wellbeing Strategy (CYWS) from the Department of the Prime Minister and Cabinet (DPMC)

4. YAG also discussed their priorities for 2019.

Gifted Education Package for gifted learners

5. The Ministry of Education's Curriculum Support team presented the Gifted Education Package for gifted learners. The YAG made a strong recommendation that the term 'gifted' needed clarification in communications because each member had a different interpretation. YAG struggled to provide advice because they were unable to get clarity on the term 'gifted'.

6. The YAG had concerns that this work was already well progressed and that it was too late to take on board any of their suggestions or feedback. The secretariat will ensure that all future agenda items are in the developmental stage allowing for valuable input from the YAG to be considered.

Equitable digital access for students

7. The Ministry of Education's ICT team led a discussion on internet access at home for all students. The YAG agreed that access at home was very important and that young people also needed access to affordable devices that support internet connectivity.

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8. YAG made suggestions on how best to promote to families and whānau options for internet access in their homes and the benefits for their children:

- Advertising through parents and caregivers place of work and through television, radio and newspaper.
- Setting up information hubs at libraries, schools, churches, bus and train stations, sports grounds and marae.
- Obligatory checks by the Ministry of Education at their home prior to them reaching Year 7 to see if learners have access to the internet (ensuring solutions are available).

9. YAG agreed that there was digital inequality between different stages of education from primary through to tertiary. They agreed that WIFI access is generally poor and support for learners to access IT resources is varied. Members agreed that the best approach would be for learners to have internet access, free of charge to enhance their learning.

Child and Youth Wellbeing Strategy (CYWS)

10. On day one of the YAG meeting the facilitator took the members through DPMC's revised draft CYWS (Annex 2). Members acknowledged the changes that were made since they gave feedback at their August meeting.

11. The YAG identified further areas of improvement for the CYWS:

- Making the language understandable and relatable for children and young people. Terms such as 'good standard' and 'material wellbeing' were left open for interpretation and they preferred they were either defined or replaced with language that is easier to understand.
- Adding on 'families and whānau' in statements about parents and caregivers. It's not only parents and caregivers who play a vital role in a child or young person's upbringing and YAG wanted to highlight this with the inclusion of families and whānau.
- Needing recognition about the importance of having time to oneself. The members agreed the importance of interactions with others but believed that time alone is also important.
- More prominence needed for safety when communicating and engaging online.
- Remove 'age' in the statement 'are empowered to make age appropriate decisions', as many children and young people often make some decisions earlier than what adults may deem to be appropriate.
- To make the CYWS sustainable, supports need to be put in place for those who have input into bringing it to life. YAG believe it will be important for parents, caregivers, whānau and families to be educated on how to best support the wellbeing of their children.

12. Members of the Investing in Educational Wellbeing team presented on day two with a focus on, 'A New Zealand free from racism, discrimination and stigma'. The YAG members provided feedback on ways to improve the success model (Annex 3) that had been drafted as a result of the Ministry of Education consulting with young people:

- Removing 'Pākeha values' in the statement '*Determining success by more than just Pākehā values*' because it may further discriminate.
- The emotions of children and young people are key success factors and should be included in the A3.
- Need to include 'services' alongside communities and schools as they also contribute to children's and young peoples' wellbeing.

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13. YAG provided advice on what would create the biggest impacts for children and young people to be free from racism, discrimination and stigma:

- Activities/initiatives/campaigns that address and remove stigma
- A focussed effort on educating teachers, parents, politicians and peers on what racism and discrimination is and how to address it
- Using emotive/feeling language to engage with children and young people
- Teachers being held accountable for any racist or discriminatory actions they display
- More education on Rainbow Youth (and other minority groups) so that they are accepted and 'the norm'
- Visibility of a diverse range of people who are experiencing success so students can see people like them in careers they want to pursue

YAG priorities for 2019

14. The YAG workshopped what their priorities are for 2019:

- transition from Year 10 to NCEA
- supports and resources for learners:
  - where English is their second language
  - that are impaired
  - that are part of the Rainbow community
- Understanding the required/ideal competencies for the teachers workforce
- The Child and Youth Wellbeing Strategy
- The Tomorrow Schools review
- The School Leavers Toolkit
- Ministry programmes and initiatives that are already in place (or being developed) to support Rainbow Youth
- Updates on the work of the Ministers other Advisory Groups

15. The Secretariat has begun discussions with the Ministry of Education teams on the YAG priorities to see how YAG can provide feedback to those areas.

2019 meeting dates

16. Your office has supplied us with the remaining YAG meeting dates for 2019; they are:

- Thursday 16 and Friday 17 May
- Thursday 22 and Friday 23 August
- Thursday 17 and Friday 18 October

17. Your office has confirmed that you will meet with the Youth Advisory Group at the next meeting on Friday 17 May, from 11:00am – 12:00pm at Mātauranga House.

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Annexes

Annex 1: YAG meeting notes: 7 – 8 March 2019
Annex 2: A3 revised draft Child and Youth Wellbeing Strategy
Annex 3: A3 success model for a New Zealand free from racism, discrimination and stigma

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YOUTH ADVICE ON EDUCATION – ADVISORY GROUP MEETING NOTES

Date:	Thursday 7th - Friday 8th March 2019
Venue:	Day 1: Te Papa Tongarewa | Level 3 | Angus Room Day 2: Ministry of Education | Ground Floor | Room 1.01
Facilitator:	Serena Curtis-Lemuelu
Coordinator:	Natasha Maraku
Secretariat:	Opal Soutar (Ministry of Education)
Participants:	Watene Campbell, Brodie Cross, Nathan Farr, Adrienne Hunt, Moeka Koyama, Shaneel Lal, Liam McLeavey (Day 2 only), Kate Morris, Geniqua Samupo, Okirano Tilaia and Hadassah Wharawhara.
Apologies:	Liam McLeavey (Day 1 only) and Costa Blackman

DAY 1

Session		Notes and General Feedback/Comments
1	Welcome and whakawhanaungatanga	The meeting was opened with karakia and Serena welcomed members. Pirihira introduced her successor Opal Soutar – the new Ministry based secretariat for the group. .
2	YAG social contract	Members discussed how they would engage amongst themselves and with others. General rules were agreed as follows: • When engaging with each other, YAG members will be: - Open-minded to the opinions of others - Respectful - Cell-phone wise - Culturally sensitive • When guests engage with YAG members they are expected to: - Treat members as equals - members may be young but they have knowledge and experience to share - Be energetic and informed - Don't be 'politically correct', answer questions honestly - Know what they want and prepare beforehand - Take part in whakawhanaungatanga
3	Revised outcomes framework for the draft Child and Youth Wellbeing Strategy	Members were given time to undertake an in-depth review of an updated version of the draft Child and Youth Wellbeing Strategy that is being developed by the Child Wellbeing Unit within the Department of the Prime Minister and Cabinet (DPMC). Members split into small workgroups to discuss and formulate their views and comments, Each work group used 'post-it' notes and flip charts to present their views (which were noted as follows): *Section* — *Comment* Vision — • It is too broad and idealistic – there needs to be short term 'goals' to get to the vision as it just seems too aspirational by itself – an iterative approach would make the vision seem more achievable

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Session	Notes and General Feedback/Comments	
	Oranga tonutanga	For the descriptor *'along with their parents and caregivers, have a good standard of material wellbeing'*: • What does 'good standard' mean? This needs to be defined • What does 'material wellbeing' mean? This needs to be defined
	Whānaungatanga	For the descriptor *'have a network of stable and healthy relationships'*: • Extending the descriptor to read as 'Build, navigate and maintain a network of stable and healthy relationships' is more explanatory • Having safe spaces to enable healthy connections and communications online is missing For the descriptor *'are connected to their language, culture and identity including whakapapa and turangawaewae (place)*: • This descriptor needs to remain worded as is (another version of the strategy does not have this reference in it) • Priority for implementing this descriptor in urban areas as soon as possible should be considered For the descriptor *'are inclusive and respectful to the people around them'*: • 'Empathy' is missing – this is important for children and youth who may be undergoing peer mediation or other similar courses For the descriptor *'exercise kaitiakitanga (care for the natural environment)'*: • The term 'kaitiakitanga' has a deeper meaning that what is currently described – extending the descriptor to read as 'Understand and exercise kaitiakitanga (being responsible citizens and caring for and respecting all of our natural and man-made environments)' is more inclusive and wide ranging
	Aroha	For the descriptor *'feel loved and supported'*: • There should be a reference to children and youth being able to give love and support (and not just receive it) For the descriptor *'have families, whānau and homes that are loving, safe and nurturing'*: • The realisation of this descriptor primarily requires adults to take responsibility to make it happen (for the benefit of children and youth)
	Mana ake	For the descriptor *'feel accepted, respected, and valued at home, at school, in the community and online'*: • The realisation of this descriptor will require more education to help others understand and accept children and youth who are different

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			(whether it be due to impairments, gender identity or sexuality etc.) For the descriptor *'have access to inclusive spaces and live free from racism and discrimination'*: • What does 'inclusive' mean? This needs to be defined • How does this address 'unconscious racism'? This needs to be considered For the descriptor *'have their voices, perspectives and opinions listened to and taken into account'*: • Replace the term 'listened to and taken into account' with the term 'valued' • The realisation of this descriptor primarily requires adults to take responsibility to make it happen (for the benefit of children and youth) For the descriptor *'are empowered to make age appropriate decisions'*: • Replace the words 'age appropriate' with 'informed' For the descriptor *'exercise increasing autonomy as they age'*: • Replace the word 'autonomy' with 'independence and rights'
		Ako	For the descriptor *'are positively engaged with and achieving in education'*: • The word 'success' is preferred over 'achieving' • The term 'actively engaged' is preferred over 'positively engaged' For the descriptor *'have the emotional, communication and behavioural skills they need as they progress through their life course'*: • The term 'behavioural skills' is limiting and implies children and youth have to conform to a certain way • 'Soft skills' are missing • Extending the descriptor to read as 'Build and maintain the emotional, communication and behavioural skills they need as they progress through their life course' is more explanatory For the descriptor *'have the skills they need to give them choices around further education, employment, business and entrepreneurship'*: • This descriptor does not take into consideration other influential factors regarding education, employment, business and entrepreneurship such as a child's and young persons' location, financial status and home life etc. • Extending the descriptor to include multiple 'things' that improve choices rather than just skills is more encompassing (e.g. access to grants to study or mentors for business development etc.)

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Session		Notes and General Feedback/Comments	
		Hauora	For the descriptor *have the best possible health starting before birth*': • The realisation of this descriptor is the adults responsibility to make it happen For the descriptor *'build self-esteem and resilience'*: • The term 'confidence and acceptance' is preferred over 'resilience' as this implies for many children and youth that they simply need to harden up and get over things For the descriptor *'have mental wellbeing and recover from trauma'*: • The term 'recover from trauma' contradicts the strategy itself – if a child or young person is experiencing wellbeing, then trauma should not be apparent (this term does not belong). • Children and youth respond to trauma in different ways and the results after treatment may differ from case to case For the descriptor *live in healthy, sustainable environments'* : • What does 'healthy' mean? This needs to be defined • What does 'environments' mean? Is it home, school, natural etc.? This needs to be defined For the descriptor *'are supported to make positive and informed choices around alcohol, drugs, relationships and sexual health'*: • This descriptor needs to remain worded as is (another version of the strategy does not have this complete reference in it instead referring to just relationships and health)
		Generally speaking, members indicated that: • The descriptor of 'parents and caregivers, families and whānau' was preferred over the use of just 'parents and caregivers' and that this descriptor should be consistent throughout the strategy • The strategy needed to apply to adults as well as children and youth (e.g. if children and youth were expected to have healthy and stable relationships, exercise Manaakitanga and be inclusive and respectful etc. then so too should adults) • There are synergies across the six focus areas described in the strategy – these should not be seen in isolation of each other but as parts of a whole • Throughout the strategy there are a number of references regarding interactions with others however there is no recognition of the importance of having time for oneself • Being safe while communicating online needs more prominence • References to 'age' should be removed – some children and youth are mature and responsible enough to make decisions or voice opinions earlier than what some adults may deem appropriate age-wise	

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Session		Notes and General Feedback/Comments
		• The strategy does not explain/consider how parents and caregivers, whānau and families will be educated on how to support and communicate with children and youth. Members were pleased that the DPMC had listened and acted on feedback that had been given in the past. **YAG agreed** that whilst the updated version of the draft Child and Youth Wellbeing Strategy was an improvement on previous versions they had seen, more work was needed particularly in terms of making the language understandable and relatable for children and youth. Members' interest now turns to how the Strategy will be implemented once it is finalised. **Action (to be tabled for discussion at next YAG meeting):** Question: What are some of the stressors experienced by members and will the Child and Youth Wellbeing Strategy address these?
4	Pop discussion - implementation considerations for the Child and Youth Wellbeing Strategy	Members were asked to identify some of the challenges which the DPMC may need to consider when the time came to implement the Child and Youth Wellbeing Strategy. Gaining the support of all New Zealanders was acknowledged as one of the main barriers to the successful implementation of the strategy. Implementation costs too were raised as a potential issue, particularly if there wasn't enough funding or resources available to back the strategy (such as access to proper housing, health care and education choices). Considerations regarding social media 'moderation and appropriateness' to keep children and youth safe when online was also identified as a potential implementation challenge. **YAG recommended** the following: a) In order to get support and buy-in from diverse groups: - People communicating the strategy need to be part of or be like those groups (e.g. Māori fronting communications to Māori, impaired fronting communications to disabled and youth fronting communications to youth etc.) - Messaging needs to be available in multiple languages (e.g. Māori, Samoan and Fijian etc.) b) Adequate funding and resources must be available so that education providers do not have to 'choose' between implementing the strategy or other educational priorities (such as new equipment or additional staff) c) Implementation plans should not be invasive or made to be 'political issues' d) Approaches which educate people on the benefits of the strategy and the role they can play to realise it need to be instigated (as policy alone does not change people).
5	YAG priorities for 2019	Members were given an opportunity to indicate topics which they would specifically like to contribute to throughout their 2019 term on the YAG. Particular topics of interest are: • Transitioning from Year 10 to NCEA level

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Session		Notes and General Feedback/Comments

		• Support and resources for learners:
		  - Where English is their second language
		  - That are impaired
		  - That are part of the Rainbow community
		• School workforces and required/ideal competencies
		• Child and Youth Wellbeing Strategy
		• Tomorrows schools
		• School leavers kit
		• Ministry programmes and initiatives that are already in place (or being developed) to support Rainbow youth
		• Ministers Advisory Group updates
		
		Members noted that these topics will be used to inform future YAG meetings.

6	Preparation for meeting with the Minister	Serena assisted members to prepare key talking points for their meeting with the Minister. Members agreed that the key messages for the Minister would be: • A summary of members feedback regarding the draft Child and Youth Wellbeing Strategy (introduced by Adrienne) • YAG priorities for 2019 (introduced by Oki) Members understood that although each topic was being introduced by a specific person, they were able to add to the discussion once the topic had been introduced.
7	Meeting with Minister Hipkins	Members met with Minister Hipkins at parliament. Members had an opportunity to share their key messages freely and frankly.
8	Close of day 1	Day 1 concluded with Serena advising all members that everyone must be ready to start at 9am the next day.

DAY 2

Session		Notes and General Feedback/Comments
9	Opening of day 2	Serena welcomed members and advised that Brodie (and Natasha) would be arriving later that morning.
10	Improving education opportunities for learners who are gifted	This session was facilitated by Shane Walsh who was not familiar with the discussion items that the YAG had been advised they would be required to contribute to. As such, a general discussion on learners who are gifted, ensued. Members brainstormed what they thought a 'gifted learner' was. They said: Someone who is comfortable in their own skin Can explore and achieve in their own way Someone who achieves higher than average Someone who sometimes hides

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Session		Notes and General Feedback/Comments
		Someone who exceeds in any area they enjoy - broader than just maths and English their talent so that they 'fit in' May not be generally intelligent but has innate talent Highly motivated Regardless of one's 'giftedness' members agreed that relationships, identity and cultural connectedness were key to a learner's all-round wellbeing. Some members were of the opinion that anyone could be gifted – it depended on the definition being used (and who determined it). They also said it was important that schools did not label 'gifted learners' as this could create barriers to both their learning and social needs whilst at school. One member did not resonate with the term 'gifted' and instead preferred the term 'academically advantaged'. **YAG recommended** that the term 'gifted learner' needs to be clearly defined and then activities which will encourage/enable students to be comfortable identifying as gifted must be developed. **YAG was concerned** that it appeared this work is already well progressed and that their comments and insights would have little influence on the overall scheme of things. **YAG is interested in learning more about this work and requested** that the item be re-presented to members (by the MOE staff originally scheduled to present the topic), provided that there is still an opportunity to influence initiative design.
11	Internet access at home for all students	Mehrdad Fatemi, Ann Bentley and Marg McLeod led a discussion with members on internet access at home for all students. Members split into small work groups to each take turns to consider the following questions: 1. How important is access to the internet in the lives of young people today? This includes education, job opportunities and general wellbeing. 2. What is the best way to engage with families who do not have internet access at home? 3. What are your views on digital inequality/inequity in your school or communities? In your experience do all students get the same opportunity to access the internet for education (including devices and services)? How big and important is the issue? Each work group used 'post-it' notes and flip charts to present their responses to questions. 1. <u>Importance of internet access at home</u>

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Session	Notes and General Feedback/Comments
	YAG agreed that access to the internet is very important for young people. Furthermore members agreed that young people also need access to cost-effective devices that enable them to connect to the internet (such as tablets and smart phones). Remarks which arose as a result of members discussing the importance of internet access at home included: - *"It enables us to connect and find out what's happening around the world"* - *"Some core learning now relies on our ability to use online tools (such a 'edperfect') and to access some of our essential learning materials and resources online"* - *"Most job vacancies are advertised electronically and you have to submit your applications electronically"* - *"Internet access enables lots of different ways to communicate with friends and family such as Facebook and Messenger"* - *"It's kind of the norm to have internet now. Young people who don't have it may feel left out"* - *"Not having WIFI is a deal breaker. It disadvantages students and could have a negative impact on their mental health"* - *"There are lots of wellbeing resources online"* - *"There does need to be a balance in terms of internet access and other things like physical activity, using books and socialise with people face-to-face"* - *"In rural areas, the internet is sometimes the only way to stay in contact with friends"* - *"Some people rely too heavily on internet interaction which can lead to problems"* - *"Everything is online now"* 2. <u>Best forms of engagement for those families without internet access at home</u> **YAG suggested** the following options be investigated to increase engagement opportunities with families that do not have internet access at home: • Communicating with parents and caregivers: - At their places of work - Through television, radio and newspapers/flyers (using relatable personalities to convey the messaging) • Setting up information hubs at libraries, schools, churches, bus and train stations, sports grounds and marae • Obligatory checking learners access to the internet at home prior to them reaching Year 7 (and then coming up with solutions to address) Remarks which arose as a result of members discussing the best forms of engagement for those families without internet access at home included:

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		- *"Different approaches are needed for different groups of people"* - *"Communications must be presented in ways that are understandable to families"* - *"Consideration should be given to the provision of transportation for families to get to events that are being organised to engage them"* - *"Identifying the advantages of having internet for learners education purposes and then advising families of those advantages could be useful"* - *Have kai (food) available for families when they come to engage"* 3. <u>Digital inequality/inequity</u> **YAG agreed** that there was inequality between different stages of education (e.g. primary, intermediate, secondary and tertiary levels). WIFI access in schools was generally poor and support for learners to have access to IT resources varied (some parents and caregivers had to choose between purchasing IT devices for their children or buying other much needed family supplies). Members said that the best approach would be that learners had access to whatever they needed to enhance their learning, free of charge. Remarks which arose as a result of members discussing digital inequality/inequity included: - *"Different models of a device can limit what learners can do and access"* - *"There is not a lot of support for low income families to be able to provide digital technology for themselves – there is a gap between those who can afford and those who can't"* - *We are in the 21st century so everything is geared towards being tech savvy"* - *"If learners don't have access to the internet at home, they have to stay late after school or come to school early in the morning"* - *"Some people with physical impairments rely on digital technology to access services (such as online shopping and booking travel and accommodation)"* - *"There is inequality between schools particularly with regards to the provision of devices for students"* - *"The quality of a device may prevent learners working to their full potential"* - *"It's important that every learner has access, however it does not have to be a major issue so that families are sacrificing things to be able to afford WIFI and devices to connect"* - *"Some teachers are using software that isn't compatible with learners devices"*

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		- *"There are different rules across schools, in terms of what learners can access on the internet (and what they can't)"* - *"Rural communities have different internet requirements/set-ups than those in urban areas"* - *"Need more free WIFI access points in public spaces"*
12	Child and Youth Wellbeing Strategy – A New Zealand free from racism, discrimination and stigma Draft success model	Jennifer Fraser and Julian Tupai led a discussion to explore members' views on racism, discrimination and stigma. In particular they were interested to know whether members thought the draft Child and Youth Wellbeing Strategy: 1. Was on the right track to ensure children and youth would be free from racism, discrimination and stigma 2. Had any gaps in current thinking 3. Represented children and youth voices as best as possible Members reviewed a success model that had been drafted as a result of the Ministry consulting with rangatahi on this topic. Comments were varied and were noted as follows: • It is important to not use words which may further discriminate (e.g. Pakeha and schools - perhaps consider using the word 'Communities' instead) • The definition of success means different things to different people – the current model that focuses on 'whānau, peer groups, communities and schools and society' is missing 'happiness' (i.e. the emotions of children and young people are key success factors) • 'Services' alongside communities and schools also contribute to children's and young peoples' wellbeing • To achieve success, there also needs to be activities/initiatives which address stigma (and remove it) • Concerted efforts need to focus on educating teachers, parents, politicians and peers and changing the minds of those who are racist or who discriminate • The use of emotive/feeling language can be more meaningful • Some schools already have views in terms of what students should be doing to remove stigma, racism and discrimination (however this may not match students views) • Teachers need to be held accountable for any racist or discriminatory actions they display • There needs to be more around educating people on Rainbow youth (and other minority groups) so that they are accepted and 'the norm' • It is important that a wide range of people who are experiencing success are seen and heard – students

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		want to see people like them in careers they want to pursue **YAG agreed** that initiatives which concentrate on education and appreciation of minority groups and which send clear messages via influential people are needed to help change racist and discriminatory views.
13	Meeting close	Serena thanked all members for their participation in a very positive and productive meeting.

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Annex 3: A3 success model for a New Zealand free from racism, discrimination and stigma

A New Zealand free from racism, discrimination and stigma

What we heard from rangatahi:

"Anyone who is different in any way gets pointed at – some people don't accept that others don't fit the 'norm.'"

"We label ourselves – other people don't get to label us."

"Only paths of success is 'rugby or rapping' for a kid in South Auckland – your ticket 'out' as if that's a better life."

"Having to 'fit in' to the system rather than the system fitting in with me."

"Being pre-judged (walking into a white space). The way you dress and express yourself."

"We have to 'act white' to combat negative expectations."

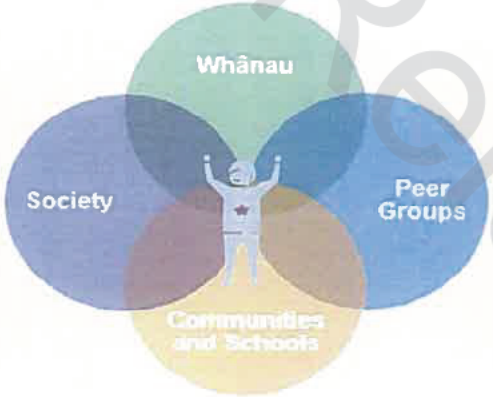
Four key messages we heard:

1. Racism, discrimination and stigma are widely felt and transmitted.
2. To tackle discrimination we need to reveal and rethink bias and privilege.
3. Addressing discrimination is urgently needed. Doing nothing is a social, cultural and economic risk.
4. Lasting change requires long term commitment, resources and effort to change systems and the hearts and minds of New Zealanders.

What would success look like?

What does the vision look like?

- Strength in language, identity and culture
- All voices are heard and valued
- Less mental health issues
- Diversity is more visible
- All needs are met
- Everyone feels safe calling out discrimination



How do we achieve this?

- Listen to children and young people's voices in matters that affect them
- Teaching Te reo and Tikanga Māori more widely
- Ensure everyone has enough resources
- More diverse / positive role models
- Determining success by more than just Pākehā values

In confidence