**Children’s Views and Experiences of Their Rights in Aotearoa**

Prepared for the Children’s Rights Alliance by Amelia Vincent

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Priority areas

1. Respect for the rights of tāmariki Māori (both as tāngata whenua and under the Children’s Convention);
2. Ending discrimination against certain groups of children, so the rights of all children are upheld equally;
3. Protecting children from violence and abuse, including through violence prevention;
4. Support for families and whānau, including an adequate standard of living, so all children can know and, as far as possible, be cared for by their families. This includes:
   1. warm, safe housing; and
   2. nutritious food;
5. Ensuring good health for all children, including good mental health, and timely access to quality health services for all children when they are needed;
6. Ensuring adequate protections for children who work.

**General Measures of Implementation**

*Includes data collection, government mechanisms to implement the Convention (including law reform), adoption of comprehensive national strategy for children (and accompanying plans), budgeting for children.*

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| **Source** | **Summary of children’s views** | **Ref#** | **Priority area?** |
| Date: March 2019  Title: Have Your Say: Summary Report National Engagement on tamariki tū, tamariki ora: New Zealand’s First Child and Youth Wellbeing Strategy  Author: New Zealand Government | Age group: 0 - 24 yrs.  Group characteristics: report informed by   * the information from the ‘What Makes a Good Life’ report (ref# 22); * engagement with over 500 children and young people; * Te Puni Kōkiri engagement; * Ministry of Health workshops; * Written submissions; and * “Postcards to the Prime Minister” (over 1,000 sent).   Key Findings:   1. Change is needed and it is needed now. 2. The Strategy needs to be bigger than the government of the day. 3. Local communities are integral to the success of the Strategy. 4. The Strategy needs to have a focus on family and whānau wellbeing. 5. Te Tiriti o Waitangi should be a clear and empowering dimension of the Strategy. 6. The Strategy needs to focus on reducing inequity. 7. A good life is more than the bare basics. 8. Children and young people have a right to be included in the decision-making process. 9. Invest in ensuring all kids get a great education. 10. Focus on early intervention and specifically on the first 1,000 days. 11. Government agencies and community services need to work together better.   NOTE: Māori Engagement Summary Report available at ref# 33. This report summarises key findings from engagements with tamariki and rangatahi Māori about what the Strategy needs to do:   1. The Strategy should unite government activities to drive real change. 2. The Strategy needs to empower communities. 3. The Strategy needs to reduce poverty and ensure everyone has the basics. 4. Institutional racism is a reality and a systematic barrier. 5. Drugs and alcohol need to be addressed through the Strategy. 6. Importance of the first 1,000 days of life course.   And, the ideas for improving the wellbeing of children and young people were:   1. Schools and maraes should be used as community hubs for services to tamariki and whānau. 2. Entitlements could be applied to and travel with tamariki and rangatahi. 3. Older New Zealanders are an untapped resource to help tamariki and rangatahi. 4. Government could draw on relevant overseas models for reducing poverty. | 32 & 33 | 1, 2, 3, 4, 5 |
| Date: February 2019  Title: What Makes A Good Life? Children and young people’s views on wellbeing  Author: Oranga Tamariki and The Office of the Children’s Commissioner | Age group: 0 - 20yrs.  Group characteristics: online survey completed by 5,631 children and young people and face to face communication with 423 children and young people through a series of focus groups, one on one and paired interviews (targeted to those more likely to be experiencing challenges like poverty, living in state care, with a disability, from rural/isolated areas, aged under 3yrs, with refugee backgrounds, who identify with LGBTQI+, are recent migrants or have received a mental health diagnosis). Reached a diverse group of children and young people with a mix of urban/rural, socio-economic status, ethnicity and age characteristics.  When asked, ‘what are the most important things for children and young people to have a good life’, children and young people most frequently selected:   * Parents or caregivers have enough money for basic stuff like food, clothes, housing. * Having good relationships with family and friends. * Being kept safe from bullying, violence or accidents. * Being valued and respected for who you are.   Five key messages about the challenges children face (to their wellbeing):   1. Accept us for who we are and who we want to be. 2. Life is really hard for some of us (racism, bullying, discrimination, judgement, violence, drugs and feeling continually let down). 3. To help us, help our whānau and our support crew. 4. We all deserve more than just the basics. 5. How you support us matters just as much as what you do.   Change is needed to improve the wellbeing of all children and young people; family and whānau are crucial; providing the basics is important but not enough; children and young people have valuable insights.  **NOTE**: reference #31 is a report specifically compiling the responses of tamariki and rangatahi Māori. The key responses are:   1. Acceptance: we want the opportunity to be our true and best selves as Māori. 2. Education: we want the education system to work for us. 3. Safety: we want safe, clean and supportive communities. 4. whānau: we need our whānau to be supported so they can support us. | 22 & 31 | 1, 2, 3, 4, 5 |
| Date: November 2019  Title: What Makes A Good Life? Follow-up Report  Author: Oranga Tamariki and The Office of the Children’s Commissioner | A follow-up report on the views of the small subset of 113 children and young people who took part in the What Makes a Good Life project.  Age group: unclear.  Characteristics: children and young people in care - 34 engaged via focus groups and interviews, 79 by online interview.  Key themes:   1. I want support for my family and whānau. 2. Oranga Tamariki has the potential to make things better but sometimes makes things worse. 3. I want to feel loved and respected. 4. I want the basics. 5. Across a range of wellbeing indicators, children and young people in non-whānau care generally fare worse than their peers. | 47 | 2 |
| Date: 2020  Title: Status Report 2020 Trends in the wellbeing of children and young people in Porirua  Author: Porirua City Council | Age group: 0 - 24 years.  Group characteristics: young Porirua residents surveyed for their experiences of wellbeing.  Key findings;   * Most young people rate their quality of life in Porirua positively, and there is high satisfaction with Council events and facilities. * High participation rates in early childhood education (ethnic disparities). * Most infants are fully immunised at age one for all ethnicities. * School attendance is worsening in Porirua (sharper decline by Pacific and Māori students). * Rate of transience has increased (ethinc disparities). * Child oral health is poor (ethnic disparities). * Preventable hospitalisation too high, could have been treated through local health services earlier (ethnic disparities). * Rates of crowding are higher in Porirua than nationally, particularly for Pacific families. Problems with mould persist. | 24 | 4, 5 |
| Date: June 2018  Title: At the heart of our city: Strategic framework for children and young people 2018-2021  Author: Porirua City Council | Age group: 0-24yrs  Group characteristics: N/A.  Findings (of what is important to children and young people in Porirua):   1. Nature and the environment - the harbour, beaches, bush and waterways. 2. Safety and wellbeing. 3. Opportunities and experiences. 4. Connection and belonging. 5. Engagement and involvement. | 34 | N/A |

**Definition of a Child**

*Definition of the child in its domestic laws and regulations.*

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| **Source** | **Summary of children’s views** | **Ref#** | **Priority area?** |
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**General Principles**

*Non-discrimination: information should be provided, when appropriate, on measures to combat gender-based discrimination and to ensure the full enjoyment of their rights by children with disabilities, children belonging to minorities and indigenous children.*

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| **Source** | **Summary of children’s views** | **Ref#** | **Priority area?** |
| Date: 2020  Title: Negotiating multiple identities: Intersecting identities among Māori, Pacific, Rainbow and Disabled young people.  Author: Youth19 | Age group: 13 - 18 yrs.  Group characteristics: 7,721 year 9-13 students in 49 secondary schools.  Findings:   * There are major inequities and health disparities for Māori, Pacific and Rainbow young people and those with disabilities or chronic conditions, compared to double majority youth (Pākehā non-Rainbow or Pākehā young people without a disability or chronic condition). * Generally, those who are Māori Rainbow, Māori with a disability or chronic condition, Pacific Rainbow, Pacific with a disability or chronic condition, or Rainbow with a disability or chronic condition face higher challenges (a greater total number of inequities and higher levels of challenge) * Rangatahi Māori and Pacific young people face greater poverty and ethnic discrimination than Pākehā students, which in turn impacts on their mental health, substance use, sexual health and ability to access services they need. * Rainbow young people often reported less positive family, school and community contexts than non-Rainbow young people, as well as some large health disparities, particularly in mental health. * Young people with a disability or chronic condition reported less positive family, school and community contexts than those without a disability or chronic condition. They generally reported less positive health than those without a disability or chronic condition, particularly on indicators of mental health. | 39 | 2, 5 |
| Date: 2017  Title: The intersection of self and school: how friendship  circles influence heterosexual and self-identified  queer teenage New Zealand boys’ views on  acceptable language and behaviour  Author: Steven S. Sexton | Age group: 13-18yrs.  Group characteristics: 38 schoolboys interviewed to explore their interpretations, meanings and usage of homosexually themed language. Ethnicity not recorded.  Missing views: girls.  “Participants in this study appeared to modify their relationship between school and their self-image as they progressed through their schooling. Students in Years 7 and 8 are only just starting to understand their school’s social conventions. The Year 9 and 10 participants were aware of their school’s expectations of male behaviour, generally based on heteronormative assumptions.” For year 13 sutdents, the use of language like “that’s so gay” what not indiciative of homophobia. | 70 | 2 |

*Best interests*

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| **Source** | **Summary of children’s views** | **Ref#** | **Priority area?** |
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*Maximum survival and development: includes -*

1. *the guarantee that capital punishment is not imposed for offences committed by persons under 18 years*
2. *to register deaths and extrajudicial killings of children;*
3. *to prevent child suicide and eradicate infanticide and measures on other relevant issues affecting the right to life, survival and development of children.*

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| **Source** | **Summary of children’s views** | **Ref#** | **Priority area?** |
| Date: 2020  Title: Now We Are Eight: Life in Middle Childhood  Author: Ministry of Social Development | Age group: 8 years.  Group characteristics: part of the Growing Up in New Zealand: a longitudinal study of New Zealand children and their families. This report is the first time the study has heard from the cohort directly - “the children had the opportunity to answer their own questionnaires and contribute direct information about their own sense of who they were, how they connected with their world and what was important to them in terms of their futures”.  Information collected on children’s culture and identity; family and whānau; household capitals; school engagement and experiences of bullying; child health and wellbeing.  Key findings:   * 62% of children identified with only one ethnicity. * 98% of the cohort can hold a conversation in English, however 47 other languages are also regularly spoken in the cohort children’s homes. 20% of Māori children could hold a conversation in Māori. * Most children (98%) identified with the gender they were assigned at birth, and 2% did not; 14% identified as being somewhere in between male and female and 3% said they were unsure about their gender identity at this age. * 70% of children were living in two-parent households in middle childhood; 16% were living with extended families; 10% were living in a single-parent household; and 4% were living in a household with non-kin. * 95% of the cohort had access to at least one device for their use at home (computer, laptop, tablet or smartphone) – but fewer children living in areas of high deprivation had this access (91%). 12% of children often feel worried about their online safety. * 40% of children worry about their families finances. * 80% of children enjoy school: 20% use educational or support services but 35% say they were bullied in the previous year. * 2 in 3 children play in an organised sports team. | 43 | 4, 5 |
| Date: August 2019  Title: Ngā Kōrero Hauora o  Ngā Taiohi  Author: Action Station & Ara Taiohi | Age group: 12yrs - 24yrs with a few +25yrs (youth workers and policy experts on youth wellbeing). 55% of respondents aged 12-19yrs.  Group characteristics: gathered insights from an online survey answered by 1,045 people, 12 interviews with a diverse range of people and 16 rapid-fire workshops with 149 people. Largest number of respondents from Auckland, Wellington and Christchurch respectively. Vast majority of participants identified as Pakeha (79%) followed by Māori (14%), Asian (7%), Pasifika (4%) and others (9%).  Missing views: more females (74%) than males or gender diverse and non-binary people participated.  Broad themes from the young people and professionals:   1. The young people we spoke to want better, more accessible mental health services, education and support specifically for young people 2. Young people we spoke to highlighted economic insecurity, unaffordable housing, student debt and insecure low paid work as significant contributors to their anxiety and stress. Many want a kinder, fairer economy and meaningful secure work 3. Almost half of the young people we surveyed chose “body image” as one of their biggest concerns. We think this should concern us 4. The young people we engaged want to see an end to oppression of all kinds - no more racism, sexism, homophobia, transphobia or ableism 5. The young people we spoke with love Aotearoa New Zealand’s natural environment, and they’re worried we’re not doing enough to protect it or our planet 6. The young people we spoke to value accessible and affordable education, but they worry they are not being equipped with the life skills and knowledge they need to be flourishing in the 21st century 7. Young people have grown up in the era of the individual, but the taiohi we spoke to carry an innate desire for community and communal spaces 8. Young people need more great role models in their community, on TV and in positions of power and leadership 9. Young people should be taught about how to go about making change in their community and country, and people in positions of power need to get better at listening and being responsive. | 13 | 4, 5 |
| Date: 2020  Title: Climate change and  sustainability in secondary schools  Author: Rachel Bolstad (NZCER) | Age group: 13 - 18yrs.  Group characteristics: “student leaders” included in respondents (though amount not quantified).  “Overall the findings suggest that whole-school approaches and responses to climate change and  sustainability—advocated for in the international literature—are not common in New Zealand  secondary schools. While students in most schools have learning opportunities relating to climate  change and/or sustainability, the nature and focus of these opportunities vary.”   * Many secondary teachers and school leaders expect climate change will have an impact on their communities within their students’ lifetimes. * It is uncommon for secondary schools to have a school-wide focus on climate change. * Secondary schools are generally supportive of student environmental and climate leadership. * The extent of students’ learning opportunities in relation to climate change varies between schools. * Science and social science subjects are the most likely to address climate change in the classroom. * Collective and systemic actions are less likely to be a major focus. | 64 | N/A |
| Date: 2021  Title: East Asian, South Asian, Chinese and Indian students in Aotearoa: A Youth19 Report.  Author: A Youth19 Report | Age group: 12 - 19yrs.  Group characteristics: 7,374 students completed the Youth19 survey, of which 26% identified with an Asian ethnic group. 1,272 were East Asian and 604 were South Asian.  “Overall, most Asian students had positive feelings about school and felt cared for by their teachers. Most perceived that they had good to excellent general health, most had good  psychological wellbeing and were satisfied with life. Substance misuse was relatively low among  Asian students.”  Key findings:   * 1 in 4 Asian students reported being treated unfairly by a teacher because of their ethnicity. * 10% reported being bullied in school because of their ethnicity or religion. * Half felt unsafe in their neighbourhood. * Asian students are more likely to report witnessing or experiencing violence at home compared to their European peers. Many reported significant rates of emotional and mental distress. * Mental health, particularly among female students, is of significant concern for this population. * One in five students reported forgoing health care. | 79 | 3, 5 |
| Date: March 2021  Title: Getting it Right: Children’s Rights in the Covid-19 Response  Author: The Children’s Convention Monitoring Group | This report collates data from other sources, however I note this report includes some unreported data:  “Te Puni Kōkiri collected data on the experiences of Māori during the pandemic through their 17 regional offices. They shared this information with government networks and have stored content for future analysis. Examples of the insights gathered related to children and young people include: the lack of food when schools were closed as they provided breakfast and lunch; stressed caregivers due to a lack of respite; the stress of the shift to online learning; high stress and anxiety due to virtual learning with an increased workload; and kaumātua hiding their mokopuna behind closed council unit doors knowing that they should not have them there.” | 26 | 1, 2, 4, 5 |
| Date: November 2018  Title: What it’s like to be a Māori child  Author: UNICEF | Age group: “youth”  Group characteristics: spoke with 24 rangatahi Māori about what wellbeing means to them and their life experience in Aotearoa-New Zealand.  Key findings:   * When asked what they liked to do to feel happy when they are down, the most common answer was to be around loved ones and friends. Only one young person said that they would go to a parent, meaning parents may not be the most informed of their child’s wellbeing. * When asked how they support a friend who is visibly struggling, every young person said they would want to be there for their mate, talk things through, or eat together. * The most powerful response was when we asked what whānau (extended group of family and friends) means to you. They all view family as something greater than the traditional structure. It is a connection between everyone they love and those who have helped them through challenges. | [Link](https://www.unicef.org.nz/stories/what-its-like-to-be-a-maori-child) | 1, 2, 4 |
| Date: October 2020  Title: Aigagalefili Fepulea'i-Tapua'i: Speaking up for South Auckland students  Author: RNZ | “In the first leaders debate on TVNZ Aigagalefili asked the leaders of the Labour and National parties, Jacinda Ardern and Judith Collins, what the next government would do to support low decile students forced to drop out of school to support their families through Covid-19 - a topic she's been vocal about this year.”  "Even prior to Covid-19 all it took was one emergency to make a family struggle financially - say your parents got laid off or got really sick, which is something that's not rare in our community - we're living with elders, a lot of us have elderly parents, have immigrant parents as well.  "A lot of our students, especially year 13s who are the eldest in the family, have felt like they have a responsibility to make sure they're easing the load for their parents when it comes to the financial struggle - that's what forces a student to drop out." | [Link](https://www.rnz.co.nz/national/programmes/saturday/audio/2018766737/aigagalefili-fepulea-i-tapua-i-speaking-up-for-south-auckland-students) | 4, 6 |
| Date: 2019  Title: Positive youth development in Māori and New  Zealand European adolescents through an  adventure education programme  Author: Hitaua Arahanga-Doyle, Saleh Moradi, Kaitlyn Brown, Tia Neha, John A.  Hunter & Damian Scarf | Age group: 13 - 17yrs.  Group characteristics: 54 Māori and 37 New Zealand European adolescents completed the 7-day youth-development voyage on-board a sailboat  “We demonstrate that, for both Māori and New Zealand European adolescents, psychological  resilience, self-esteem, and positive outlook on life increased from the first day to the last day of the voyage. In addition, we demonstrate that the increases in psychological resilience were driven by the social/collective identity adolescents formed with their group over the course of the voyage.” | 65 | N/A |
| Date: 2019  Title: Young people’s explanation for youth suicide in New Zealand: a thematic analysis  Author: Jessica Stubbing & Kerry Gibson | Age group: 15 - 22yrs.  Group characteristics: focus groups conducted with 38 young people, including 30 young women and 8 young men.  Five themes that captured young people in New Zealand’s explanations for youth suicide:   1. Inescapable difficulties (helplessness), 2. Constant pressure (‘lots of things we do these days are to keep others happy’), 3. Emotional distress (‘the pain inside’), 4. Mental illness, 5. A cry for help. | 72 | 5 |

*Children’s participation*

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| **Source** | **Summary of children’s views** | **Ref#** | **Priority area?** |
| Date: 2016  Title: Children and Youth Voices Survey  Author: Office of the Children’s Commissioner | Age group: 7 - 14yrs (67% aged 11 - 12yrs).  Group characteristics: participation of 370 students from a primary school and intermediate school. 51% female. Ethnicity identification: 46% Pacific Island people, 40% Māori, 21% NZ European, 16% Asian and 15% other.  Asked a range of questions about important people in student’s lives and the age young people considered themselves old enough to do various activities.  Insights:   * Family and friends are very important: children turn to them to share happy and sad news and for help when they have a big problem. * Children mostly felt listened to by their parents or caregiver; 40% answered “always” and 29% answered “most of the time”. * Over half the students believed they would be 20yrs or older before they moved out from living with their parents or caregiver (used to recommend the age of leaving the care system be raised from 17 yrs). | 15 | N/A |
| Date: 2016  Title: Our Rights. Our Voices.  Author: Save the Children New Zealand and UNICEF New Zealand | Age group: 6 - 18 yrs.  Group characteristics: consulted 1198 children and young people, 59% online and 41% face to face across all of New Zealand from schools in decile ranges 1 to 10 about their knowledge of their rights.  Findings:   * Children have limited knowledge of their rights, 38% were unable to state any of the rights of the child. * Children want to have their voices heard by their schools, parents, whānau, youth groups and government. * Children have clear views on what is important to them, they value:   + relationships with their family and friends,   + experiences and time spent with their family, sport and recreation, and hobbies,   + access to and security of basic needs (food, water, shelter, warmth, clothing),   + education,   + health. * Children are most concerned about:   + child poverty and the effects this is having on children (wellbeing, mental and physical health and lack of opportunity and support),   + ensuring children are supported to achieve in their education (and that they have the same opportunities as children in wealthier schools),   + ensuring access to healthcare (particularly mental health support),   + ending bullying (at school and online),   + safety and protection (ending violence against children including at home), and   + tolerance and acceptance of all diversity in Aotearoa New Zealand.   The report makes a number of recommendations, particularly in relation to rights education. |  | 4, 5 |
| Date: 2019  Title: The Youth Declaration 2019  Author: UN Youth | Age group: aged 12 - 18yrs (majority 16 - 18yrs).  Group characteristics: 350 rangatahi, volunteers and participants at the Auckland UN Youth hui. Almost 40% NZ European, 30% Asian, 11% Māori and 8.8% Pasifika.  “A brief glance across the Youth Declaration reveals that young New Zealanders are deeply concerned about inaction in the face of climate change, the lack of mental health services for our  communities, the prevalence of racism and discrimination in Aotearoa and many more issues requiring urgent answers. Above all, it is clear that rangatahi want to see fundamental changes across all aspects of our society.”  Ten core concerns and hopes of rangatahi for Aotearoa:   1. Mental health (access, education, supporting others). 2. Climate change (want ambitious, widespread action and commitments from government and the agricultural industry to reduce greenhouse gases). 3. Sex education (detailed and compulsory). 4. Youth hubs (youth focused services and community hubs increased to connect young people to the community). 5. Exams and school work are the biggest stress in young people's lives, they want a shift to teaching life skills and balance. 6. Body image causes stress and pressure for young people. 7. Young people are concerned about discrimination, racism, sexism, homophobia and ableism in our schools, community and media. Want greater representation of minority groups in the media, government and business leadership. 8. Young people want the voting age lowered to 16 so they may fully participate. 9. Inclusion of rangatahi in their communities so they are valued in decision-making processes that affect them. They want a seat at the table and be compensated appropriately. 10. Call for greater and more accessible health services (financially and culturally). |  | 2 |
| Date: December 2017  Title: What’s important to me: Children and young people’s views in the lead up to the 2017 General Election: engaging children and young people in matters that affect them  Author: Office of the Children’s Commissioner | Age group: 8 - 19yrs.  Group characteristics: 806 students - 129 primary and intermediate school, 677 secondary school. Engaged with via two online surveys (primary and intermediate, and secondary).  Missing views: children aged under 8.  Key findings:   1. New Zealand is a great place to live. The children and young people told surveyors that there are great things about New Zealand including the natural environment, the people, our small population and relative isolation and general peace and safety. 2. Some things in New Zealand need to change. Children pointed to housing, the environment (namely climate change), inequality and education. 3. Talk to us in person and hear our views. Children care about these issues and want to talk and learn more about them in face to face, calm and safe environments. Children and young people prefer sharing their opinions and ideas in informal face-to-face conversations, in sessions led by children, through surveys or with experts visiting. 4. We want to have a say. There is strong support for lowering the voting age to at least 16 years of age. Children and young people also want civics education and other engagement opportunities. | 21 | 4 |
| Date: 27 April 2021  Title: “Boy with autism asks Children's Commissioner: 'Can you please come to my school and help me?'”  Author: John Gerritsen (RNZ) | “The boy's letter, provided to RNZ by his mother, said his school would not let him participate in regular school activities and kept him in a room with a teacher away from but in full view of other children.  "I'm having a really hard time at school at the moment and hate being treated so differently to all the other students. I just want to make some friends and be treated like everyone else. I hate being bullied and laughed at because the teachers treat me differently and so do the other students," he wrote.  "Can you please come to my school and help me? I want to go to school and just be like everyone else. This is making me feel depressed and angry. Sometimes it makes me feel like I shouldn't exist." | [Link](https://www.rnz.co.nz/news/national/441261/boy-with-autism-asks-children-s-commissioner-can-you-please-come-to-my-school-and-help-me) | 2, 3 |

**Civil Rights and Freedoms**

*Includes privacy, access to information and identity*

(a) Birth registration, name and nationality (art. 7);

(b) Preservation of identity (art. 8);

(c) Freedom of expression and the right to seek, receive and impart information (art. 13);

(d) Freedom of thought, conscience and religion (art. 14);

(e) Freedom of association and of peaceful assembly (art. 15);

(f) Protection of privacy and protection of image (art. 16);

(g) Access to information from a diversity of sources and protection from

material harmful to a child’s well-being (art. 17).

If appropriate, information may also be provided on the particular role of the media with regard to the promotion and protection of child rights.

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| **Source** | **Summary of children’s views** | **Ref#** | **Priority area?** |
| Date: 2019  Title: Youth Plan Engagement 2019: what we heard from rangatahi  Author: Ministry of Youth Development | Age group: “rangatahi” - not specified.  Group characteristics: 1,200 rangatahi consulted via 30 hui and an online survey.  Survey conducted to inform the Youth Plan. Key findings:   * Voice: government needs to change how it works with and for young people. Hard to participate when meetings are held in the middle of the day, documents are long and language is not accessible * Mental wellbeing: mental wellbeing could not be separated from physical and spiritual wellbeing and having strong relationships and connections. Need safe and supportive places, basic needs met and homes free from violence, drugs and alcohol. * Leadership: wanting a space to lead in a way that works for you. | 29 | 5 |
| Date: November 2020  Title: Life in Lockdown  Author: Office of the Children’s Commissioner | Age group: 8 - 18yrs.  Group characteristics: 1,402 children and young people participated  Missing views: younger children, young people not in education. Overrepresented young people from high declie secondary schools.  Key insights:   1. COVID-19 lockdown had a range of different impacts on the children and young people we heard from – both positives and negatives. 2. Relationships are critical – the impacts of lockdown on relationships with friends and family, both positive and negative, were significant. 3. Children and young people enjoyed having control over their time, having more free time, and having opportunities for new activities. 4. The changing nature of education during lockdown was unsettling for some and seen as an opportunity for independence by others. 5. Improvements in wellbeing varied across the children and young people we heard from | 30 | 4, 5 |
| Date: 2020  Title: Children and Young People’s Experiences of COVID-19  Author: Barnardos | Age group: “children and young people”.  Group characteristics: “polled a small group of children and teenages to find out how they are feeling about the [COVID-19] situation we are in”.  Missing views: number surveyed and data on ethnicity, gender etc not available.  Findings:   * 59% felt good about going to Level 2 (41% not good). * 36% were looking forward to going back to school (64% not). | 37 | 4, 5 |
| Date: 2020  Title: Young people’s priorities for support on social media: “it takes trust to talk about these issues”  Author: Kerry Gibson and Susanna Trnka | Age group: 16 - 21yrs.  Group characteristics: data collected through digital instant messaging interviews with 21 young people.  Young people’s ways of engaging in support online:   * Establishing emotional safety, * Picking up subtle cues for distress, * Allowing the open expression of emotion, * Showing care, * Being tactful and sensitive to the needs of others, and * Developing ongoing relationships.   “Recognising the importance that young people give to trusting relationships as a prerequisite for engagement with online support has important implications for the development of interventions which can connect with young people”. | 45 | 5 |
| Date: 2017  Title: Differences in the digital home lives of young people in New Zealand  Author: Maggie Hartnett  *British Journal of Educational Technology* | Age group: 16 - 17yrs.  Group characteristics: 787 participants from 56 schools - range of socio-economic backgrounds (school decile rating).  Missing views: ethnicity not recorded.  Key findings:   * Differences in digital access do exist among young people from different socio-economic backgrounds. These differences include the number of digital devices in the home, the types of devices available, and whether the device(s) are shared or individually owned. * These findings are particularly important in light of the finding that these young people perceived that digital access and use at school is inadequate and lagging behind everyday use. * This suggests that there is still a considerable way to go to ensure equal digital opportunities for all. | 51 | 4 |
| Date: March 2018  Title: The psychological salience of religiosity and spirituality among Christian young people in New Zealand: A mixed-methods study  Author: Keren Donaldson, Jeffrey Gage and Myron D. Friesen | Age group: 16 - 21yrs.  Group characteristics: 153 participants completed an online questionnaire that assessed subjective perceptions of religion and spirituality and theoretically linked social and cognitive (motivation and identity) factors associated with the psychological salience of religiosity/spirituality.  The majority of participants were New Zealand European (74%), and came from families with parents in middle to upper level professional occupations (81%). The vast majority of participants identified with one of the Christian protestant denominations (84%), with the remaining participants identifying as Catholic (6%) or having another religion or spiritual affiliation (9%).  Key findings:   * Overlap in participants’ conceptualization of religiosity and spirituality as the two constructs related to participants’ faith; yet, the sample had greater affinity for spirituality than religiosity. * Relationship quality and religious/spiritual support from family and friends were associated with a stronger community connection. This was associated with participants’ spiritual identity and extrinsic motivation to be involved in religious activities, which in turn predicted greater religious/spiritual salience. | 68 | N/A |
| Date: July 2019  Title: Campaign to Lower the Voting Age to 16 established  Author: Make it 16 | “Youth Parliament week in Parliament has seen the establishment of Make it 16, a campaign to lower the voting age in New Zealand.  Make it 16 is a non-partisan, youth-led campaign advocating for more people’s voices to count in our democracy. We welcome anyone who wants a fairer and stronger democracy to join our campaign.”  See also: “I’m 17 and I’m ready to vote. Here’s why I should count in this year’s election” ([here](https://makeit16.org.nz/spinoff-im-17-and-im-ready-to-vote-heres-why-i-should-count-in-this-years-election/)). | [Link](https://makeit16.org.nz/2019/07/) | N/A |

**Protection from Violence**

*Includes -*

(a) Abuse and neglect (art. 19);

(b) Measures to prohibit and eliminate all forms of harmful practices, including, but not limited to, female genital mutilation and early and forced marriages (art. 24, para. 3);

(c) Sexual exploitation and sexual abuse (art. 34);

(d) The right not to be subjected to torture or other cruel, inhuman or degrading treatment or punishment, including corporal punishment and bullying (arts. 37 (a) and 28, para. 2);

(e) Measures to promote the physical and psychological recovery and social reintegration of child victims (art. 39);

(f) The availability of helplines for children.

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| **Source** | **Summary of children’s views** | **Ref#** | **Priority area?** |
| Date: May 2017  Title: Mai World Child and Youth Voices Report: Child and youth voices on bullying in Aotearoa  Author: Office of the Children’s Commissioner | Age group: “children and young people”  Group characteristics: first stage of engagement through simple question sheet (to facilitate conversation between parents and children), second stage engagement with a secondary school teacher using bullying as a topic for creative writing with year 11 students.  Children feel:   * “sad”, “bad”, “confused”, “annoyed and frustrated” and “scared” when they see others being bullied; and * “upset”, “sad”, “lost”, “depressed” when they are bullied.   Children think others bully “to be cool”, “for power” or because they have “their own problems”.  Young people expressed concerns about cyber-bullying, online behaviour and bullying because of someone’s perceived sexuality. | 8 | 3 |
| Date: June 2021  Title: Kids in the Middle  Author: Women’s Refuge | Age group: 5 - 13yrs.  Group characteristics: 19 children interviewed who had experienced direct support from Women’s Refuge  Missing views: young people (+13yrs) who had experienced Women’s Refuge.   1. Consent: understood by children as ongoing and relationally bound. Children exercised autonomy over the boundaries of consent. 2. Before: children’s narratives of violence at home shared common facets and common emotional responses which influenced their introductions to Refuge and the way they built and perceived safety for themselves. Children better navigated their own unique experiences where Refuge’s were equipped with child-focused roadmaps. 3. During: what brought children comfort and a sense of belonging were different but these things formed the basis for children coping and feeling safe. 4. After: children benefit from reciprocally supportive friendships and transitions ‘from’ Refuge (which represented upheaval and anxiety about the future, marked with grief, sadness and worry). Children felt that sustainable support in transition ‘out’ must involve the capacity for their connections with other children to be maintained after safe house stay or programme participation ends. 5. Continuity: must shift focus from equipping *children* with the right skills to ‘cope’ to equipping adults with the right skills to support children’s coping. | 12 | 3, 4 |
| Date: May 2019  Title: Bullying Prevention and Response: Student Voice  Author: Education Review Office | Age group: 8 - 18yrs.  Group characteristics: online survey in 136 schools - 11,085 responses.  Question: How well are schools’ efforts in bullying prevention and response working for students?   * Most students who had been bullied experienced negative behaviours weekly or daily. * Most students have been taught by their school what to do if they experienced or witnessed bullying. * Many students would tell an adult if they experienced bullying. * Many students applied what they had learned when they experienced or witnessed bullying. * Only some students who applied what they had learned had the bullying completely stop.   “Students have different experiences of bullying based on their gender, ethnicity and year  level. The bullying is manifested through a range of negative behaviours and with varying levels of  frequency. However, every form of bullying damages students’ sense of belonging and enjoyment  of school, and can have negative impacts on their health, wellbeing and learning.” | 52 | 3 |
| Date: 27 June 2021  Title: Boys (still) don't cry: How thinking outside the 'man box' could help prevent violence  Author: Kirsty Johnston (Stuff) | Age group: 16 and 17yrs.  Group characteristics: boys.  “Be strong. Provide for your family. Pay for meals. Don’t knit or do the gardening. Play rugby. Go to the gym. Drink beer. Don’t show emotion. Don’t watch television shows about emotions. Don’t listen to songs about emotions. Certainly don’t listen to John Mayer. You could probably wear pink, occasionally. But never wear a dress. And don’t cry. In fact, don’t even think about crying, because that’s acting like a girl.  And if you want to be a man, you can’t act like a girl, ever.  These are the rules of New Zealand manhood, as told to University of Auckland researchers by teenage boys, and published in a study released today.” | [Link](https://www.stuff.co.nz/life-style/gender-and-society/125544114/boys-still-dont-cry-how-thinking-outside-the-man-box-could-help-prevent-violence) | 3 |
| Date: 28 June 2021  Title: Christchurch girls school students seek end to abuse after revealing harassment and rape  Author: Jody O’Callaghan (Stuff) | Age group: 13 - 18yrs.  Group characteristics: 725 students at Christchurch Girls’ High who replied to a survey  “The survey, carried out in mid-May, estimated there had been 2677 incidents of sexual harassment on 381 students so far this year – more than 18 a day, or seven per pupil.”  Key findings:   * 20 alleged rape, * More than half said they had been sexually harassed, * Of those who said they had been harassed, a quarter said it had happened on 10 occasions or more. | [Link](https://www.stuff.co.nz/national/125579548/christchurch-girls-school-students-seek-end-to-abuse-after-revealing-harassment-and-rape) | 2, 3 |

**Family Environment and Alternative Care**

*Includes -*

(a) Family environment and parental guidance in a manner consistent with the evolving capacities of the child (art. 5);

(b) Parents’ common responsibilities, assistance to parents and provision of childcare services (art. 18);

(c) Separation from parents (art. 9);

(d) Family reunification (art. 10);

(e) Recovery of maintenance for the child (art. 27, para. 4);

(f) Children deprived of a family environment (art. 20);

(g) Periodic review of placement (art. 25);

(h) Adoption (national and intercountry) (art. 21);

(i) Illicit transfer and non-return (art. 11);

(j) Measures to ensure the protection of children with incarcerated parents and

children living in prison with their mothers.

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| **Source** | **Summary of children’s views** | **Ref#** | **Priority area?** |
| Date: October 2019  Title: A Hard Place to be Happy: Voice of children and young people in care and protection residences  Author: Office of the Children’s Commissioner | Age group: 9 - 17 yrs (25 children 9 - 13yrs and 27 young people 14-17yrs).  Group characteristics: 52 children and young people who were living in the five custodial care and protection residences between August 2017 and September 2018. Three quarters identified as Māori, one quarter as Pakeha and another quarter as Pacific with a small number of other ethnicities.  Missing views: “this report is not a systematic or comprehensive analysis of children and young people’s experiences of residences”, interviewed as part of the CC’s role as an independent minotaur of residential care services. Meaning views of the children and young people available and willing to talk.  Key findings:   1. Being in a secure residence is hard    1. This is not where I want to be    2. I need to know what is happening and have a say    3. I want to go back to normal school    4. I want to play, be active and be outside    5. Some of us feel unsafe 2. This place doesn’t always work for me    1. I need to know my right here    2. The grievance process doesn’t work for all of us    3. Secure units are like being in a police cell - they’re hard, dirty and they stink    4. I need help to calm myself down    5. Restraints can hurt - sometimes they feel unsafe 3. People who work with me can help    1. I need to be listened to, believed in and know that staff care    2. I need my social worker to be in touch and not let me down    3. I need to get my health sorted    4. Food is important to get right    5. I like my teachers when they meet me at my level 4. Contact with my family and friends is important 5. My culture matters    1. I want to experience my culture    2. I do not feel connected to my culture    3. I want to know my whakapapa | 11 | 2, 3, 5 |
| Date: April 2019  Title: A qualitative study on behalf of the Independent Panel examining the 2014 family justice system reforms  Author: UMR Market Research | Age group: 11 - 18 yrs.  Group characteristics: target respondents were Māori parents, Pasifika parents, parents with disabilities, children and young people, and parents generally. 47 in-depth interviews conducted; 34 with parents and 13 with children/young people.  Children and young people's experiences (of the 2014 family justice system reforms):   * Children/ young people’s memories and emotions tend towards negative (in relation to the family justice system), especially so for children 16+yrs. * Children/ young people describe feeling scared, guilty, torn, confused, sad, shocked, pressured, depressed, responsible, overwhelmed, in danger and lonely. * Children/ young people appreciate being asked for their input but when this is ignored or misinterpreted, they feel cheated and powerless. Sometimes they worry and feel disloyal about telling the truth if there is a chance this will impact negatively on them or either parent (more acute for older teenagers) so they value speaking in confidence (with a counsellor or specialist). * Feeling safe is multi-dimensional and having quiet alone space for reflection is critical.   Things that made the process easier for children/young people:   * Being kept informed, * Sense of normality or routine kept, * Parents having responsibility, * Support from neutral or independent outsiders or friends, * Empowering children to talk and ask questions, * More timely and less adversarial process.   Children/young people’s experience of professionals:   * Positive interactions with outside professionals provides an opportunity for children/young people to speak honestly and freely with a neutral and independent person. * Generally find psychologists, social workers, counsellors helpful (though privacy and confidentiality is critical). * Some teenagers feel they would have benefitted from meeting the judge or participating in some way in the court process as not doing so undermined their trust that the system considered their views. | 19 | 4, 3 |
| Date: 2021  Title: Te Mātātaki: Findings from the 2019/2020 survey of tamariki and rangatahi in care  Author: Oranga Tamariki Voices of Children and Young People Team | Age group: 10 - 17yrs.  Group characteristics: 1, 545 tamariki and rangatahi in care (in custody of the CE or under care or protection order for longer than 31 days, and not living in a youth justice residence or community home). Ethnicity: 58% Māori, 19% Pacific and 31% non-Māori and non-Pacific.  Key findings of difference by   * Age group: 10-12yrs less likely than 16-18yrs to say they get to see their birth family / whānau as much as they want to. 13-15yrs less likely than 16-18yrs to feel they get to have a say in important decisions about their life. * Gender: males less likely than females to say they know their whakapapa. * Ethnicity: Māori and Pacific tamariki and rangatahi were less likely to say they get to see their birth family/whānau as much as they want to. Māori tamariki and rangatahi are more likely to say they know their whakapapa. Non-Māori and non-Pacific tamariki and rangatahi were more likely to say they have somewhere they feel they belong and less likely to say they know their whakapapa. | 35 | 1, 2, 3, 4, 5 |
| Date: 2020  Title: Safety of Children in Care  Author: Oranga Tamariki | Age group: 0 - 18yrs.  Group characteristics: children in care experiencing harm. From July 2019 - June 2020, 411 children in care (of a totally of 5 945 children in care) had 690 findings of harm (5.4% of children in care during those 12 months)  Key findings:   * Proportion of tamariki Māori and Māori Pacific in care with findings of harm in this period (70%) reflects the overall numbers of tamariki Māori and Māori Pacific in care in the period (69%). * Older children and young people were overrepresented within the children with findings of harm while the youngest age group of children are underrepresented. * Overall, most harm (81%) occurred within placements. However, in non-family care a significant proportion of harm occurred outside of the placement. | 42 | 1, 2, 3, 4 |

**Disability, Health and Welfare**

*Includes standard of living and poverty, and includes information in respect of children with disabilities and measures taken to ensure their dignity, self- reliance and active participation in the community, through access to all kinds of services, transportation and institutions, and in particular to education and cultural activities (art. 23*).

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| **Source** | **Summary of children’s views** | **Ref#** | **Priority area?** |
| Date: 2017  Title: A Youth Perspective on Invisible Disabilities  Author: The Cube Invisible Disabilities Collective | Age group: age not specified, due to the range of sources in this literature review, “youth” may include young people +18yrs.  Group characteristics: literature review (of 80 publications) of current New Zealand research on the lived experience of children and young adults with neuro-disabilities.  Missing views: Māori and Pacific people - “the committee carrying out this review did not have expertise in Māori and Pacific People research, this section of the research has not been included in this paper … it is important to carry out a similar review within these cultural contexts.”  “The aim of this research was to summarise the available New Zealand based body of knowledge about the lived experience of children and youth with neuro-disabilities and their families that could spur further research to improve their outcomes”  Includes some quotes from children and young people about their experiences of neuro-disabilities but little collation of evidence of *children’s and young people’s experiences* of neuro-disabilities. Draws conclusions and makes recommendations off of the literature analysed.  Key statistical findings:   * Out of all people with disabilities, 18% have an invisible disability. * Out of all children from 0-14 with a disability, 59% have an invisible disability. * Out of all people from 15 - 44 with a disability, 23% have an invisible disability. | 23 | 2, 5 |
| Date: August 2019  Title: State of the Generation  Author: Youthline & Colmar Brunton | Age group: 16 - 24yrs (18% were 16 - 17yrs).  Group characteristics: 406 young people surveyed from across NZ via a 15 minute online survey. 63% Pakeha, 16% Māori or Pacific Island, 17% Asian.  This survey looked at youth health, how youth access information and go about solving their problems, how youth feel about asking for help and where Youthline fits in.  Key findings:   * Mental Health (depression, anxiety, stress) is the main issue New Zealand youth are faced with today, and suicide is a bigger issue than in 2016. * Family and friends play a pivotal role in supporting our youth. * Youthline is by far the most top of mind support organisation amongst young people, and has the highest awareness overall. Youthline is also strongly associated with offering the things that are most important when contacting a support organisation. However, many of our youth still face barriers to contacting a support organisation. | 27 | 5 |
| Date: 2020  Title: MYD Youth Pulse Check Survey  Author: Ministry of Youth Development | Age group: 12 - 24yrs (1,221 respondents between 15 - 18yrs).  Group characteristics: collected information about how young people in Aotearoa are impacted by COVID-19. Online survey conducted during April/May 2020; 2,658 participants of which 80% were school students, 18% were tertiary students and 10% were essential workers.  Missing views: overrepresented by females (67%). Over 60% identified (at least in part) as Pakeha.  Key findings:   * ¾ of young people surveyed managed okay to extremely well during lockdown. * The prospect of returning to school/training provided a vital support in transition out of lockdown. * Feeling of disconnect caused by loss of social interaction; * Participants identifying as LGBTQI+, having a disability, Māori, Pacific Peoples, and refugee struggled the most with access to essential services and technology. | 28 | 2, 5 |
| Date: 2020  Title: Youthline COVID-19 Research  Author: Youthline | Age group: under 25yrs.  Group characteristics: 975 respondents collected digitally. Majority female and NZ European.  “Overwhelmingly, respondents told us the overall impact of COVID-19 and the Lockdown on their life was negative (58%).” Despite this, most respondents were able to identify some positive impacts including connecting with important people and self-care activities.”  Mental health was a concern; 25% of young people named mental health issues as a negative impact of the Lockdown. 72.7% of all respondents agreed COVID-19 and the Lockdown had an impact on their mental health. For young people the mental, emotional and social concerns outweigh the material concerns of financial hardship. | 38 | 5 |
| Date: August 2017  Title: Pacific Islands Families Study 2014: Mother and Youth Gambling  Author: Ministry of Health | Age group: 14yrs old.  Group characteristics: 931 youth responses from Pacific children born in 2000 part of the longitudinal Pacific Islands Families Study.  Summary findings related to youth:   * 54% had ever gambled on at least one occasion and 58% of these had not gambled in the past year. Of the youth that gambled, 3.7% were problem gamblers. Most common activities were bets with friends or family, on card games, sports matches etc. * Risk factors for youth gambling participation were being bullied at school, playing computer/video games, watching TV,videos/DVDs, gang involvement and having a mother who gambled. | 40 | 4, 5 |
| Date: June 2018  Title: Social, Emotional and Behavioural Difficulties in New Zealand Children: Summary of Findings.  Author: Ministry of Health | Age group: 3 - 14yrs.  Group characteristics: 10,457 children surveyed in the New Zealand Health Survey - looking at the prevalence of New Zealand children at high risk of experiencing social, emotional or behavioural difficulties.  An estimated 57,000 New Zealand children between the ages of three and 14 years had a total  difficulties score indicating concern, which is about 8%. A further estimated 50,000 children  (7.0%) had a ‘borderline’ total difficulties score.  The percentage of children with a ‘concerning’ total difficulties score was higher for boys (9.5%)  compared with girls (6.6%). In terms of age groups, children aged 5–9 years had the lowest rate  (6.9%), with higher rates for those aged 3–4 years (10.2%) and 10–14 years (8.4%).  After adjusting for differences in age and sex,   * Māori children were more likely to experience peer problems, hyperactivity and conduct problems than non-Māori children. * Pacific children were more likely to experience emotional symptoms and peer and conduct problems than non-Pacific children. * Asian children were less likely to experience emotional symptoms, hyperactivity and conduct problems than non-Asian children. * children living in areas of high socioeconomic deprivation were more likely to experience emotional symptoms, conduct problems and peer problems than children living in areas of low deprivation. | 41 | 2, 5 |
| Date: 2021  Title: Mobility barriers and enablers and their implications for the wellbeing of  disabled children and young people in Aotearoa New Zealand: A  cross-sectional qualitative study  Author: Melody Smith, Octavia Calder-Dawe, Penelope Carroll, Nicola Kayes, Robin Kearns, En-Yi (Judy) Linc, Karen Wittenc | Age group: 12 - 25yrs.  Group characteristics: 35 children and young people with disability.  “The aim of this research was to understand the enablers and barriers to mobility from  the perspectives of disabled CYP.”  Findings:   * Mobility played an essential role in enabling wellbeing, connecting CYP to people, places and possibilities. * Dis/ableism was a pervasive barrier to mobility. * The rights to access and experience the city for young people in this study were compromised by transport networks and social norms as well as values that privilege the movement of non-disabled bodies.   “The findings demonstrate that reducing ableist presumptions about preferences and abilities of disabled CYP, along side ensuring practical enablers across the transport system must be key priorities for enhancing the wellbeing of this group.” | 46 | 2, 5 |
| Date: February 2019  Title: The experiences of young people with chronic illness in  New Zealand: A qualitative study  Author: Judith Sligo, Bernadette Jones, Cheryl Davies, Richard Egan, Tristram Ingham, Robert J. Hancox and Rosalina Richards | Age group: 15 - 27yrs  Group characteristics: 21 young people from two urban areas in New Zealand participated, 16 were female, 5 were male. 11 had finished cancer treatment and 10 had asthma. 80% of participants with asthma identified as Māori.  Key messages   * Young people with chronic illnesses often experience major disruption to the trajectories of their lives. * Young people's health care needs are different from those of children or adults. * Having a chronic illness puts pressure on young people's key relationships with peers, partners, and family. * Young people with chronic illness value professionals who have a caring, empathetic responsive approach, but they do not always encounter this type of care from overworked professionals in the busy and rundown health care system. * A culturally competent codesign approach is recommended to develop a health system that is responsive to the diverse needs and cultures of young people interacting with this system. | 53 | 2, 5 |
| Date: June 2020  Title: Children and Young People with Impairments  Author: Oranga Tamariki | Age group: 0 - 25yrs.  Group characteristics: children and young people in Out of Home care or with Oranga  Tamariki involvement who are living with impairments  This report describes the profile of these children, rather than gathering their perspectives.   * 1 in 10 tamariki (children) aged 0-17 with current or previous Oranga Tamariki involvement have at least one indicator of disability. This cohort is 2.6 times more likely to have at least one indicator of disability than children with no previous involvement with Oranga Tamariki * Children who have ever been allocated DSS funding, and have current or previous Oranga Tamariki involvement, are more likely to have intellectual impairment and high/very high support needs.   + 62% of children with current or previous Oranga Tamariki involvement with allocated DSS funding, have intellectual impairment as their principal disability, compared with 47% of children with no previous Oranga Tamariki involvement.   + 57% of children with current or previous Oranga Tamariki involvement with allocated DSS funding, have very high/high support needs levels. This is compared to 48% of children with no previous Oranga Tamariki involvement | 54 | 2, 5 |
| Date: October 2018  Title: Co-design of eHealth Interventions With Children and Young People  Author: Hiran Thabrew, Theresa Fleming, Sarah Hetrick and Sally Merry. | Age group: “children and young people”  Group characteristics: “Eight focus groups [two whānau (extended family) groups, one school group and three community groups], and a brief online survey (n = 74) were undertaken over a 6 months period. Information was obtained about personal preferences regarding health-related and non-health related websites and apps as well as online behaviors and help-seeking strategies, particularly when feeling down, depressed, or struggling with mental health issues.”  Findings:   1. Participants were open to receiving online support. 2. Adolescents with similar levels of mental health need and backgrounds had diverse preferences. Although some considered that a gamified, playful interface was important for engagement and that early intervention approaches would be the most desirable and powerful, others considered that a serious, to the point, simple interface was essential and that games would be trivializing. | 57 | 5 |
| Date: 2018  Title: Caring for Young People Who Self-Harm: A Review  of Perspectives from Families and Young People  Author: Sophie Curtis, Pinar Thorn, Alison McRoberts, Sarah Hetrick, Simon Rice and Jo Robinson | Age group: 12 - 18yrs.  Group characteristics: this paper is a literature review of articles that focused on the experiences of family members and young people related to managing the discovery of self harm.  “The impact of self-harm is substantial and there exists a discrepancy between the most common  parental responses and the preferences of young people.”  “Findings of help-seeking among young people include seeking support from formal service providers and through informal connections.”  “Numerous barriers to help-seeking amongst young people have been identified. Fears related  to confidentiality breaches, stigma, being appraised as “attention seeking”, and receiving negative reactions are common interpersonal barriers to help-seeking.”  “One common theme amongst the articles examining young people’s perspectives was the report  that emotionally charged reactions from parents and other caregivers and disciplinary measures are unhelpful and often detrimental.” | 58 | 5 |
| Date: December 2019  Title: The state of wellbeing and  equality for disabled people,  their families, and whānau  Author: CCS Disability Action | Reviews the changing demographics of disabiled and young people.  The new entrant students offer a glimpse into future students receiving ongoing resourcing in education - the percentage of european/pakeha students has plummeted and Māori students sharply risen (see page 30-35). | 71 | 2, 5 |
| Date: 2019  Title: Youth19 - Housing Deprivation Brief  Author: Youth19 (a Youth2000 survey) | Age group: 12 - 19yrs.  Group characteristics: 7,721 adolescents from 49 Auckland, Northland and Waikato schools and kura kaupapa Māori.  “Housing deprivation is common among New Zealand secondary school students, with 29% of students reporting any type of housing deprivation (at least one of the 5 housing deprivation indicators).”  Found that housing deprivation is not evenly spread among all young people in New Zealand.   * Youth housing deprivation affects Māori and ethnic minorities more frequently, which is likely to reflect larger issues of housing unaffordability and ethnic discrimination in renting practices. * Youth with disabilities are particularly at risk for inadequate housing, most likely due to socio- economic barriers and/or the lack of housing stock suitable for people with physical disabilities. * Rainbow and takataapui youth are at high risk for housing deprivation and homelessness. They may have more difficult relationships with their families and be alienated from their family homes due to homophobia and transphobia. This is a well recognised risk internationally. * However, we found no differences in housing deprivation between rural and urban youth, despite many housing initiatives being focused on urban areas. | 74 | 2, 4(1) |
| Date: 2020  Title: Youth19 - Rangatahi Smart Survey Initial Findings Substance Use  Author: Youth19 (a Youth2000 survey) | Age group: 12 - 19yrs.  Group characteristics: 7,721 adolescents from 49 Auckland, Northland and Waikato schools and kura kaupapa Māori.  Findings:   * There were very large declines in cigarette smoking and binge drinking for New Zealand secondary school students from 2001–2019. This finding is consistent with international research highlighting a general decrease in youth substance use in many countries in the first part of the 21st century. * Most students do not smoke, vape, drink alcohol, or use marijuana or other drugs. * Regular cigarette smoking is now uncommon overall, but ethnic and socioeconomic differences remain stark. In particular, youth smoking remains relatively common in Māori, Pacific and low-income communities. * Vaping has emerged as a new issue. * Binge drinking is still prevalent, especially among older students. * Weekly marijuana use has been relatively stable over time, and is now more prevalent than weekly cigarette smoking. * For many health risks, risks are higher in poorer communities, for example smoking and cannabis use are more common in higher deprivation areas. However, vaping and binge drinking do not operate this way. Rather, regular vaping is more common in wealthier communities and binge drinking is common in all socioeconomic groups. | 75 | 5 |
| Date: 2020  Title: Youth19 - Rangatahi Smart Survey Initial Findings Access to Health Services  Author: Youth19 (a Youth2000 survey) | Age group: 12-19yrs  Group characteristics: 7,721 adolescents from 49 Auckland, Northland and Waikato schools and kura kaupapa.  Findings:   * Many youth have seen a health professional in the previous year – nearly four in five students have accessed at least one health care service. The family doctor, medical centre, or GP clinic was the most often used health care service. This was more common among students from higher income neighbourhoods and for females than for other students. * Many students did not receive youth appropriate health care; fewer than half of the students who accessed health care were assured of their confidentiality, and fewer than half of the students had the opportunity to talk with a health provider in private. This was particularly true among Asian students. * One in five students were unable to see a health professional when they needed to in the previous year. This was more common among students from low income neighbourhoods, low decile schools, and small towns, and was more common among rangatahi Māori and Pacific youth than Pākehā and European youth. | 76 | 2, 5 |
| Date: 2020  Title: Youth19 - Rangatahi Smart Survey Initial Findings Emotional and Mental Health  Author: Youth19 (a Youth2000 survey) | Age group: 12 - 19yrs.  Group characteristics: 7,721 adolescents from 49 Auckland, Northland and Waikato schools and kura kaupapa Māori.  Findings   * Most students are happy or satisfied with their lives, have good wellbeing and are not depressed, however a large number of students reported high levels of distress, with symptoms of depression generally particularly high among female students. * Youth emotional and mental health appears to have worsened compared to previous Youth2000 surveys. * There is persistent and growing mental health inequity between Māori and other ethnic groups. * Socioeconomic deprivation is important, with symptoms of depression and rates of suicide attempts generally higher among those living in lower income communities. | 77 | 2, 5 |
| Date: 2020  Title: Youth19 - Rangatahi Smart Survey Initial Findings Sexual and Reproductive Health of new Zealand Secondary School Students  Author: Youth19 (a Youth2000 survey) | Age group: 12 - 19yrs.  Group characteristics: 7,721 adolescents from 49 Auckland, Northland and Waikato schools and kura kaupapa.  Findings   * Sexual activity among youth has significantly reduced between 2001 and 2019. * Senior students are more likely to be sexually active than junior secondary school students. * Students are waiting longer to have sex compared to those in previous surveys. * Condom use has not improved significantly among students in 18 years; a smaller proportion of sexually active students always used condoms in 2019 (41%) compared to 2001 (49%). * Contraception use has not improved for sexually active students; compared to 2001, 2007 and 2012, sexually active students in 2019 are less likely to always use contraception.   Differences by ethnicity for sexual health   * Fewer Māori students have ever had sex and fewer were sexually active in 2019, compared to previous surveys. Sexually active Māori students are less likely to use contraception consistently (42%) compared to Pākehā and other European students (61%). * Fewer Pacific students have ever had sex and fewer were sexually active in 2019, compared to previous surveys. Sexually active Pacific students are less likely to use condoms (29%) and contraception (30%) consistently compared to Pākehā and other European students (44% and 61%, respectively). * Asian students are less likely to be sexually active and more likely to use condoms (52%) compared to Pākehā and other European students (44%). * Pākehā and other European students are less likely to be sexually active in 2019 compared to 2012 but, among those who are sexually active, there has been no improvement in condom and contraception use since 2001. | 78 | 2, 5 |

**Education, Leisure and Cultural Activities**

*Includes:*

(a) The right to education, including vocational training and guidance (art. 28);

(b) The aims of education (art. 29) with reference also to the quality of education;

(c) Cultural rights of children belonging to indigenous and minority groups (art. 30);

(d) Education on human rights and civic education;

(e) Rest, play, leisure, recreation and cultural and artistic activities (art. 31).

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| **Source** | **Summary of children’s views** | **Ref#** | **Priority area?** |
| Date: March 2018  Title: Education Matters to Me  Author: Office of the Children’s Commissioner  Citation: Children’s Commissioner *Education Matters to Me: Key Insights* (March 2018)  Citation: Children’s Commissioner *Education Matters to Me: Emotional Wellbeing* (March 2018)  Citation:Children’s Commissioner *Education Matters to Me: Engagement* (March 2018)  Citation: Children’s Commissioner *Education Matters to Me: Experiences of tamariki Māori and rangatahi Māori* (March 2018)  Citation: Children’s Commissioner *Education Matters to Me: If I were the boss* (March 2018)  Citation: Children’s Commissioner *Education Matters to Me: Progress and Achievements* (March 2018)  Citation: Children’s Commissioner *Education Matters to Me: Transitions* (March 2018) | **Key Insights**  Age group: children and young people.  Group characteristics:   * 1,678 children and young people through online surveys and face-to-face interviews * Range of primary, intermediate and secondary schools, alternative education centres, kohanga reo, kura kaupapa Māori, learning support units, teen parent units and home schooled students. * Primary engagement with Māori, NZ European and Pacific peoples.   Missing views: this report recognises children living rurally are not captured.  Collaboration of Children’s Commissioner and School Trustees Association looking at the National Education and Learning Priorities and whether they reflect the needs and lived experiences of tamariki and rangatahi in Aotearoa.  *Education Matters* key insights:   1. Understand me in my whole world    1. Get to know me    2. If you want to help me, you need to know what my goals are    3. Recognise my strengths    4. To understand me, understand te ao Māori    5. I need to be supported when things change or go wrong 2. People at school are racist towards me    1. Don’t judge me - treat me fairly    2. My culture is more than performance 3. Relationships mean everything to me    1. My friends are my go-to    2. I need my teacher to respect me    3. I need my teacher to believe in me to achieve    4. I want to make my whānau proud    5. When things change for me, relationships are really important 4. Teach me the way I learn best    1. I want teachers to engage me in the way I need to be engaged on content that is relevant to me    2. We don’t all learn the same way    3. I need my teacher to recognise I have a disability that affects the way I learn 5. I need to be comfortable before I can learn    1. My physical space impacts on my learning    2. Help me get to know my new surroundings    3. I want to be comfortable in what I wear    4. How I’m feeling impacts how I am learning    5. When bullying happens, deal with it and keep me safe    6. My social needs - preparing and sharing kai 6. It is my life - let me have a say.   Commonly expressed three key factors for a successful education:   1. a great teacher, 2. a supportive and involved family, and 3. friends. | 20 | N/A |
| **Emotional Wellbeing**  Nine key findings:   1. my friends are my go-to, 2. I need my teacher to respect me, 3. I need my teacher to recognise I have a disability which affects the way I learn best, 4. my physical space impacts on my learning, 5. I want to be comfortable in what I wear, 6. how I am feeling impacts how I am learning, 7. when bullying happens I need to know you’ll deal with it and I will be safe, 8. my social needs (kai), 9. acceptance.   Children and young people want their teachers to know what is happening for them at home, and make allowances for that. Children and young people want to be respected and treated as an equal, and accepted regardless of their gender, sexuality or race. | 1 | 4 |
| **Engagement**  Found a key enabler for children and young being meaningfully engaged in school is the strength of their relationships, with friends, teachers, and between their whānau and their schooling community.  Six main findings:   1. get to know me, 2. engage with me on my terms, 3. we don’t all learn the same, 4. my friends are my go-to, 5. respect me and treat me as an equal, 6. recognise my potential and give me hope.   Children and young people expressed that teachers could be more attentive to the things going on in their lives (family, relationships, poverty, grief) as these things influenced their engagement at school; they want their teachers to know and understand that.  Some children see school as an escape from the family home.  Some children expressed the normalisation of anti-social and bullying behaviour at home, but condemnation of such in education, as confusing.  Children expressed a desire to learn about things that are relevant and important to them, and to learn about life skills.  Children and young people talked about the lack of choice or participation in decision making, particularly in decisions that related to them. | 2 | 4 |
| **Experiences of tamariki Māori and rangatahi Māori**  Group characteristics: this portion focused on the 362 tamariki and rangatahi Māori whose views were collected (in primary, intermediate and secondary schools, alternative education centres, kōhanga reo, kura kaupapa Māori, learning support units, teen parent units and home students). Whakapapa recorded on pg 6.  Five key findings:   1. To understand me, understand my world and te reo Māori, 2. I want to feel comfortable and safe to explore my culture, 3. People at school are racist towards me and judge me because I’m Māori, 4. Supporting my whānau is important for my achievement, 5. Kai helps me feel comfortable and connected.   “Tamariki and rangatahi told us that, except in kura kaupapa settings, they do not see themselves or their culture reflected back to them in their school.”  “They said it was important that tikanga was embedded in their everyday schooling experience.”  “We heard from rangatahi and tamariki Māori across the education system that the current system is not serving them well.” | 3 | 1,2,4 |
| **If I were the Boss**  Six key findings:   1. Change how the classes are run, 2. A better physical environment, 3. Make learning relevant and fun, 4. Prepare me for my future, 5. Stop bullying, 6. School is great.   “Children and young people we engaged with have a range of ideas about things they would change to make schools better. Their ideas are focused on their experiences –  such as the physical environment in the school, the facilities, the relationship with the teacher, respect among students, how bullying is dealt with, and things that affect them such as their ability to make choices that affect their life’s opportunities.”  “Children and young people are clear about what would help them to remain engaged in school. They are simple things – focusing on their needs and interests, and treating them with respect - in other words, genuinely being child-centred.” | 4 | N/A |
| **Progress and Achievements**  Seven key findings:   1. I want to make my whānau proud, 2. To help me, understand what my goals are 3. Recognise my strengths 4. My physical space impacts my learning 5. I can’t achieve without strong relationships 6. I feel stuck in the classroom and it does not work for me 7. Bullying happens so do something about it.   “Children and young people told us about how they want to make their family proud, and relationships are a key motivator for them, to attend school, and keep trying to improve. They want their teachers to know their goals, and to help them amplify their unique strengths. They talked about the impact of their physical space on their ability to learn, and the importance of relationships, especially when bullying happens.” | 5 | 1, 3, 4 |
| **Transitions**  Five key findings:   1. Help me get to know my new surroundings 2. When things change for me, relationships are really important 3. Support me when things change, or when they go wrong 4. Really listen to me 5. It is my life - let me have a say   “We also heard that being given time to establish a sense of belonging and familiarity, through a more comprehensive and structured induction including targeted orientation activities and resources in the first weeks, and opportunities to get to know staff could help being ready to learn quicker and more effectively.”  “Children and young people who experience multiple transitions within each school year because of life circumstances outside of school, or because of high staff turnover in their classrooms need extra support to develop and maintain relationships with each new teacher. They need their teachers (not just the dean or senior leadership team) to notice when something is wrong, find out what is causing it, and respond appropriately and supportively.”  “We heard from children and young people that the system [related to children changing schools] is currently falling short. The question is how can we make it better.” | 6 | 4 |
| Date: September 2017  Title: Mai World Child and Youth Voices Report: Child and youth voices on their positive connections to culture in Aotearoa  Author: Office of the Children’s Commissioner | Age group: “children and young people”.  Group characteristics: views of 1000 children collected through surveys at Polyfest (majority Pacific or Māori), online in-school surveys (majority Pakeha) and face-to-face surveys at a marae event.  Missing views: non-Pakeha children and young people not engaged with their culture (not at Polyfest or marae event).  Key insights:   1. My culture is a big part of who I am (and I wish I knew more about it), 2. My school supports me to have pride in my culture (but it could do more), 3. I can celebrate and express my culture most at home, 4. My family connects me most with my culture, 5. My culture is not well understood by the general public. | 7 | 2, 4 |
| Date: August 2020  Title: Pae Aronui Evaluation Year One Evaluation Report  Author: Te Puni Kōkiri | Age group: 15 - 24yrs  Group characteristics: 254 rangatahi engaged with in Hamilton, Auckland and Wellington to test Pae Aronui, a time limited programme to test innovative approaches to improve education and employment outcomes for rangatahi Māori not in (or at risk of not being in) education, employment or training.  Survey highlighted the employment and training outcomes achieved for the rangatahi surveyed.   * By rōpū going the ‘extra mile’ to provide pastoral care, better outcomes were achieved. * By rōpū working collaboratively with other NGOs to provide wrap-around support and extending support to the siblings of the Pae Aronui cohort. | 36 | 1, 6 |
| Date: November 2016  Title: Education Act Update Submission  Author: Office of the Children’s Commissioner | Age group: 8yrs - 18yrs.  Group characteristics: 554 primary and secondary school students (61% NZ European, 22% Asian, 21% Māori).  Missing views: significantly more boys (77%) than girls completed the survey.  Includes quotes from students about their perspectives of education including:   * What does achievement mean to students, * How can schools support students to achieve their goals, * Opportunities at school, * Students understanding and participating in governance of the school, * Student involvement in school decisions, and * Student learning styles. | 44 | N/A |
| Date: 2017  Title: Succeeding as Māori: Māori student’s views on our stepping up to the Ka Hikitia Challenge  Author: Mere Berryman and Elizabeth Eley  *NZ J Educ Stud* | Age group: 13 - 18yrs.  Group characteristics: hosted series of nine hui on marae after the completion of the school year with up to three successful senior Māori students accompanied by one adult from the school. Hosted in 2001 and 2015 (compared results).  Review of Māori experiences of Ministry of Justice strategy - Ka Hikitia: Accelerating Success  2013–2017.  Key findings:   * Success as Māori as described by Māori students -   + Being able to resist the negative stereotypes about being Ma ̄ori   + Having Ma ̄ori culture and values celebrated at school   + Being strong in your Ma ̄ori cultural identity   + Understanding that success is part of who we are   + Developing and maintaining emotional and spiritual strength   + Being able to contribute to the success of others   + Experiencing the power of whānaungatanga   + Knowing, accepting and acknowledging the strength of working together   + Knowing that you can access explicit and timely direction   + Being able to build on your own experiences and the experiences of others * Strategy has made “some advantages in reducing the achievement gap” - the disparity has narrowed. | 50 | 1, 2,4 |
| Date: 2021  Title: Te Muka Here Tangata: the strand that binds people  Case study: supporting Māori learners in English-meidum schools during the COVID-19 events of 2020  Author: Education Review Office | Age group: students in years 1 -13 interviewed.  Group characteristics: 129 learners interviewed - sample group consisted of Kaiti School, Brookfield School, Merivale School, Gate Pa School and Te Akau ki Papamoa School (Years 1-6), Hiruhamara School and Whangara School (Years 1-8), and Tolaga Bay Area School (Years 1-15).   * The schools are low decile and range from large urban to small rural. Five of the eight schools offer rūmaki education (immersion). All schools integrate daily te reo and tikanga Māori in their Aoraki classes (English medium).   Key findings:   * Learners’ wellbeing was best supported when teachers were confident using digital technology as an effective teaching and learning tool. * Whānau became more involved in children’s learning and progress during lockdown * Not all learners had devices or connectivity to the internet. For this group, important aspects of their school’s curriculum became less accessible. * Projects, research and inquiry learning engaged and motivated learners * Creative curriculum changes kept most learners motivated and maintained tikanga and school values | 55 | 1, 4 |
| Date: July 2019  Title: Experiences of Education for Children in Care  Author: Voices of Children (Evidence Centre Oranga Tamariki) | Age group: 7 - 15ys.  Group characteristics: experiences of children in care in mainstream education - interviews with 23 children in care and key adults in their lives. Māority Māori.  Children’s experiences of education:   * Some children experience stigma and bullying in educational settings on account of their status as in care. Social workers’ practice of visiting and transporting children to school while beneficial in terms of school engagement, minimising the number of changes in schools and checking in on wellbeing, could also be detrimental as children may encounter unwelcome attention, questions, teasing and bullying from peers. * Many children in care change schools as a result of care placements and movement through the education system. These changes disrupt children’s learning and relationships. * Engagement in extracurricular activities contribute to children’s wellbeing as it provides an opportunity to engage with peers, belong to a group and feel a sense of achievement. Children’s access to extracurricular activities depends on the capacity and support of caregivers and social workers’ attentiveness to resourcing. * Educators are cognisant of the importance of understanding and meeting children’s individual needs, especially as these pertain to children’s broader circumstances and wellbeing. Educators share their difficulties with managing the behaviour of some children in care in classroom settings and believe one-to-one pastoral support is an important resource for children and teachers. * Some children in care have difficulty with social interactions, managing emotions, trust and attachment, which makes forming and keeping friendships hard. Unlike their peers, children in care have limited opportunities to engage with friends outside of school. * Children do not typically view caregivers and social workers as contributing to their education. Some children talked about doing their work on their own at school and at home. * Children note that educators who support learning are those who are available to answer children’s questions and tailor work to individual needs. | 56 | 1, 3 |
| Date: 2020  Title: The Impact of COVID-19 on Schools  Author: Education Evaluation Centre | Age group: 5 - 18yrs.  Group characteristics: from data collected by ERO in surveys during lockdown of 10,106 students and after lockdown of 4,666 students. Additional data from 36 focus groups which included student participants.  Impact on student wellbeing:   * students were struggling more after lockdown than they were in lockdown, facing challenges of anxiety in the community and workload for secondary students. * students wellbeing was supported by prioritising wellbeing and managing pressure and providing material support to whānau.   Two ways COVID-19 impacted student engagement: anxiety impacting on attendance and older students not enjoying their learning.  Three themes relating to student learning progress and achievement: lack of information on the nature and extent of learning loss, there are reasons to be concerned about the impact on learning and teachers are most concerned about student learning in practical subjects and writing.  What was different for Māori students?   * Māori secondary students had similar levels of concern to other student groups. * Māori secondary students were less likely to enjoy learning from home during the lockdown * An explicit te ao Māori focus was important. * Some Māori students experienced challenges.   What was different for Pacific students?   * Pacific students had similar levels of concern to other student groups. * Pacific students in low decile schools enjoyed learning from home and were more supported at home. * Some Pacific students have encountered extra challenges.   What was different in low decile schools?   * Access to digital devices was more of a challenge for students from lower decile schools   What was different for students in Auckland?   * Senior secondary students in Auckland were more anxious about Covid-19 | 59 | 1, 2 |
| Date: 2021  Title: Students talk about learning in residential care  Author: Education Evaluation Centre | Age group: unclear.  Group characteristics: 72 students online survey + 14 students interviewed.  What students told us they liked about learning in residences   * Students liked the learning environment * Students liked the courses they do in residences * Students liked the teachers in residences * Students like connection with their culture   BUT …   * Māori students don’t feel as good about how their learning, as students who aren’t Māori * younger students don’t feel as good about their learning as older students.   What students wanted to change:   * Things students don’t like (learning around other kids, not being allowed to do things). * Talking more to whānau.   NOTE: ref #60 is the full report but the students perspectives are gathered in ref #61 as above. | 60 & 61 | 1, 2 |
| Date: 2019  Title: Education following a childhood cancer diagnosis in Aotearoa: Perspectives from children  and young people who receive support grants and their family/whānau  Author: Teresa Catriona McKeever | Age group: unclear.  Group characteristics: study includes some qualitative interviews with a sample of children and young people who received grants and their caregivers.  “This study enables the voices of young people experiencing educational challenges due to their cancer diagnosis and their caregivers to be heard. Recommendations for practice include increased collaboration between families, school personnel and medical teams and promotion of inclusive practices such as Universal Design for Learning in classrooms. | 62 | 4, 5 |
| Date: September 2018  Title: Promoting wellbeing through sexuality education  Author: Education Review Office | Age group: information gathered from students years 1 - 13 in usual ERO review.  Group characteristics: students from 116 schools.  “In each school we asked: How well does the school use sexuality education to support and promote wellbeing for their students?”  Hard to deduce key findings from this report. However, the following pages should be consulted for good evidence of student’s experiences -   * Action taken by a group of year 12 students who approached ERO to survey students from nine secondary schools on their sexuality education programme. Results on page 8. * Examples of best practice on pages 24 - 39. | 67 | 3, 5 |

**Special Protection Measures**

*Includes children who work, indigenous children, children in street situations, exploited children, children in conflict with the law (youth justice), refugee and migrant children, children in Canterbury.*

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| **Source** | **Summary of children’s views** | **Ref#** | **Priority area?** |
| Date: March 2018  Title: Mai World Child and Youth Voices: Tama-te-ra Ariki  Author: Office of the Children’s Commissioner | Age group: 4yrs - 18yrs.  Group characteristics: 155 tamariki and rangatahi Māori that whakapapa to 15 iwi, including rangatahi not engaged in education, employment or training, and vulnerable to systemic risk factors outside their control such as economic, social, mental, cultural and physical. Engaged in more in-depth interviews with 12 of these individuals (met multiple times).  Key insights:   1. My cultural identity is my journey 2. I need to feel safe and belong so i can reach my potential 3. I need adults who care about me 4. I want to take away mum’s stress 5. I travel the digital world | 9 | 1, 2, 4 |
| Date: September 2019  Title: The health and wellbeing of trans and non-binary people in Aotearoa New Zealand  Author: Counting Ourselves | Age group: references to “youth” include persons 14 - 24 yrs.  Group characteristics: 1,178 survey participants (99% completed online) of which 46% were “youth” and 17% aged 14-18. Of the respondents, 45% were non-binary, 29% trans men and 26% trans women. Additionally, 25% had a disability. The survey had a higher proportion of European participants than the general population.  Missing views: survey had a lower proportion of Asian participants than the general population.  “More than one in five (21%) school student participants were bullied at school at least once a week, much higher than the general population (5%).”  “We found higher rates of mental health problems among youth and disabled participants, and our school-age participants experienced high levels of bullying and low levels of support from and connection with their school.”  “Almost half (49%) of the trans and non-binary students had been bullied at school in the last 12 months. More than a quarter had been bullied once or twice (28%), 10% had been bullied once a weekend 11% were bullied several times a week or most days.”  “Over half (59%) disagreed that it is safe for trans and non-binary students in their school to use a  toilet or changing room that matches their gender. Less than half had access to a unisex bathroom at their school.” |  | 2, 5 |
| Date: December 2017  Title: What does the Mana Mokopuna lens mean to tamariki and rangatahi Māori  Author: Children’s Commissioner | Age group: 13 - 19yrs.  Group characteristics: engaged with over 300 rangatahi and tamariki Māori from all around the motu over three days at Ngā Manu Kōrero, a national secondary school speech competition that encourages the development of skills and confidence of Māori students in both te reo Māori and English. 45 completed an online survey and over 300 visited the stall to engage face to face.  Explored the Mana Mokopuna lens that the Office of the Children’s Commissioner is using to monitor the experiences of children and young people in care and protection or youth justice settings. Explored this lens with the tamariki and rangatahi Māori interverived to find out what whakapapa, whānaungatanga, aroha, kaitiakitanga, rangatiratanga and maturanga means to them.  Was about hearing from rangatahi and tamariki who are doing well, are connected to their culture and have good support bases around them. | 14 | 1, 2 |
| Date: 2018  Title: Out Loud Aotearoa  Author: RainbowYOUTH and We Are Beneficiaries | Age group: unclear - included “youth”  Group characteristics: online survey for queer, gender diverse, intersex and rainbow people in Aotearoa to gather their experiences of Aotearoa’s mental health and addiction services and system.  Report offered to the Mental Health and Addiction Inquiry with the hope it helps shed light on the strengths and failings of our current mental health and addiction services to inform constructive solutions relevant to the needs of queer, gender divrse and intersex communities.  Themes:   1. Lack of education and support for practitioners and clinicians around rainbow competency. 2. Systemic underfunding on the mental health and addiction services puts vulnerable communities at a higher risk. 3. There are institutional biases for:    1. Intersex, trans and gender divers communities,    2. Indigenous Māori communities, and    3. Migrant communities.   Barriers to access:   1. Lack of clear pathways into services. 2. Lack of appropriate services and/or long wait times. 3. Unaffordable services.   During service use:   1. Equating identity with illness. 2. Lack of strengths-based and holistic approaches. 3. Gate-keeping and inappropriate crisis responses.   Impacts:   1. Fallout from dangerous service practices. 2. Having to find our own way. 3. When it works, it can be lifesaving. | 17 | 2, 3, 4 |
| Date: August 2020  Title: Children with Offending Behaviour  Author: Office of the Children's Commissioner | Age group: children 10 - 13yrs.  Group characteristics: 93 interviews with individuals and groups (children and their families and whānau as well as staff from OT, Police, Health, Education and other community organisations) about children whose offending caused serious concern for their wellbeing such that Police referred them to OT for a FGC under s 14(1)(e) of the OTA.  Note that children’s views are not singled out in this report, though their views form part of the information base.  Key issues:   1. Police, Oranga Tamariki, Health, Education, community agencies and iwi told us the system is complex and often poorly understood; 2. There is a lack of consistent and effective collaboration and partnership within Oranga Tamariki between their Services for Children and Families, and their Youth Justice Service divisions. 3. Strong and effective collaboration is lacking between the government and community agencies involved; 4. Initial early intervention which takes into account the challenges faced by many of the families and whānau of children with offending behaviour, is too often missing; 5. Children with offending behaviour are frequently disengaged from education, and there can be significant difficulties in re-engaging them; 6. Most children in this cohort are Māori and many key stakeholders we interviewed, including whānau, told us that culturally focussed responses have been poor; 7. There is a need for strategic leadership that focuses on improving those parts of the child offender process that currently are not responding well to the needs of children and whānau. | 25 | 2, 3, 4 |
| Date: 2018  Title: Tough talk: Youth offenders’  perceptions of communicating  in the Youth Justice system in  New Zealand  Author: Sarah A Lount, Linda Hand,  Suzanne C Purdy and Alan France | Age group: 16yrs.  Group characteristics: semi-structured interviews of 8 males from one Youth Justice residence in New Zealand Five of the participants were on remand, one had a Supervision with Residence  order and two were sentenced in the High Court. Five young people self-identified as  New Zealand Māori (63%); two as Cook Island Māori (25%); and one as part New Zealand Māori, Samoan, and New Zealand European (12%).  Missing views: females.  Findings:   * The young people felt they had no control or ‘voice’ in court, or with adults whose roles, or with whom, they were not familiar. * Communicating in court was an area of significant difficulty: feeling unable to say what they wanted or understand what was going on. * Confidence and participation varied. * Relationship with their communication partner, especially trust and familiarity, was very important to facilitate communication. | 48 | 2 |
| Date: 2018  Title: Multiple Perspectives of Teams’ Experiences  of a New Zealand Wraparound Process  Author: Jacinda L. Shailer, Ruth A. Gammon, and Ian de Terte | Age group: 13 - 16yrs  Group characteristics: as part of study, 8 youth interviewed (about their experiences of wraparound services), five females and three males.  Key findings   * 100% of youth indicated they would recommend the wraparound process to other families and young people if they needed it. * “For some caregivers and youth, the role of their facilitator in this process was seen as essential in helping them to safely build up communication and understanding.” * “Youth, for example, appeared to value doing things in their community, outside of a therapy room (e.g., activities, going for coffee). They also identified being able to see change occurring, in particular, in the family dynamics and relationships as important.” | 49 | 2, 5 |
| Date: 2019  Title: Supporting Young People on Remand to live Successfully in the Community  Author: Office of the Children’s Commissioner | Age group: unclear.  Group characteristics: 20 young people (75% Māori) on remand surveyed as part of the evidence base.  Key findings   * Best way for young people to avoid the consequences of breaching bail is for them to not enter the youth justice system in the first place if constructive support is provided as soon as the young person comes to Oranga Tamariki’s notice. * Young people have varied experiences of Family Group Conferences. * Inconsistent social work practice. * Need appropriate bail conditions that will work. * Need more community placements. * Oranga Tamariki needs to work better with partner agencies. | 69 | 1, 2 |
| Date: July 2018  Title: Youth Voices about Youth Justice: listening to young people’s experiences of communication within the youth justice sector in new Zealand  Author: Nadine Metzger, Koleta Savaii, Alayne McKee and Sally Kedge | Age group: 12 - 21years.  Group characteristics: 13 young people with experience of the youth justice system interviewed. All male.  Missing views: females.  Things young people said:   1. Family matters most, 2. Communication is often a negative experience, 3. Rapport and trust are essential, 4. Communication is a transaction 5. Feeling safe is important to good communication 6. Listening is key to good communication 7. Institutional language is a barrier to communication 8. Communication can be a trigger, 9. Speech, language and communication are not always obvious even to the young people themselves. | 73 | 2 |

**Uncategorised**

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| **Source** | **Summary of children’s views** | **Ref#** | **Priority area?** |
| Date: 2020  Title: Growing up with porn: insights from young New Zealanders  Author: Classification Office | Age group: 14 - 17rs  Group characteristics: interviews with 52 young people from Auckland, Wellington, Christchurch and throughout NZ (urban and rural). 25 females and 27 males. 63% identified as New Zealand European, 25% New Zealand Māori, 15% Pacific, 10% Asian, 4% Middle Eastern, Latin American or African, and 12% as ‘other’. 40% were heterosexual, 31% were attracted to males and females, 6% were males attracted to males only, 6% were females attracted to females only, one (2%) was asexual and 8% were unsure. 20% of interviewees reported some form of disability status.  Key findings:   * young people are growing up with porn (it has become normalised, a default learning tool and watched by girls and boys). * Young people have views on the impact of porn:   + Porn can have a negative impact on body confidence.   + Most young people aren’t worried about the amount of porn they watch.   + Young people think porn can negatively influence sex. * What young people want:   + Young people and adults are not talking about porn.   + Young people think the way adults talk about porn needs to change.   + Young people want information about porn to be part of sexuality education in schools.   + Young people think access to porn is too easy. | 80 | 3, 4, 5 |
| Date: December 2018  Title: NZ Youth and Porn: research findings of a survey on how and why young New Zealanders view online pornography  Author: Office of Film and Literature Classification | Age group: 14 - 17yrs.  Group characteristics: online survey with 2,071 respondents. Around three-quarters (74%) of participants were heterosexual. One in five (21%) were currently in or had ever been in a sexual relationship. Most (72%) had never been in a sexual relationship, and 7% preferred not to say. Eight percent reported having a limiting long term health issue or disability.  Key findings:   * 1 in 4 kiwis see porn before 12yrs. * 71% were not seeking out porn when they first saw it. * 67% of NZ teens have seen porn (higher in boys than girls). * 72% have seen non-consensual activity. * 15% see porn at least monthly (higher in boys) and 8% see porn weekly or daily. * Young people think there should be limits. * Porn is complicated (and often troubling) for young people. | 81 | 3, 4, 5 |
| Date: 2021  Title: Demands 2021  Author: School Strikes for Climate | Key asks:  1. Prohibit the implementation of, and phase out the use of fossil fuels nationwide.  2. Invest and Implement 100% Renewable Energy.  3. Invest in a just transition.  4. We demand that the Government honours its responsibility to our Pacific Island neighbours.  5. Agriculture Emissions.  6. Climate Education. | [Link](https://www.schoolstrike4climate.nz/demands-2021) | 1, 3 |