



26 February 2019

[Redacted]

Reference: OIA-2018/19-0324

Dear [Redacted]

Official Information Act request relating to Engagement Plans for the Child and Youth Wellbeing Strategy

Thank you for your Official Information Act 1982 (the Act) request received on 10 December 2018. You requested:

Under the OIA I request a copy of the engagement plan(s) or engagement strategy(ies) for the consultation and public submissions process that is underway on the Child & Youth Wellbeing Strategy. Also I request a copy of any other substantive papers reports or emails that show how DPMC decided which stakeholders to consult with and what kind of consultation to do.

I refer to our letter dated 29 January 2019 advising that we extended the time limit for deciding on your request by an additional 20 working days.

The Department of the Prime Minister and Cabinet (DPMC) contracted the Office of the Children's Commissioner to lead the engagement with children and young people for the development of the Child and Youth Wellbeing Strategy. I have therefore included documents prepared by that Office within scope of your request.

Information being released

I have decided to release the relevant parts of the documents listed below, subject to information being withheld as noted. The relevant grounds under which information has been withheld are:

- section 9(2)(a), to protect the privacy of individuals
- section 9(2)(b)(ii), to protect the commercial position of the person who supplied the information, or who is the subject of the information
- section 9(2)(f)(iv), to maintain the confidentiality of advice tendered by or to Ministers and officials
- section 9(2)(g)(i), to maintain the effective conduct of public affairs through the free and frank expression of opinion.

In making my decision, I have taken the public interest considerations in section 9(1) of the Act into account.

Item	Date	Document Title	Decision
1.	25 May 2018	Public engagement on the child wellbeing strategy	Partial release
2.	29 June 2018	Proposal for child and youth engagement for the	Partial release

		Child Wellbeing Strategy	
3.	12 July 2018	Testing of the office of Children's Commissioner's child and youth engagement methods	Partial release
4.	15 August 2018	Child Wellbeing Strategy Engagement Plan	Partial release
5.	28 September 2018	Child and Youth Wellbeing Strategy: Quality Assurance and ethical approval processes for child and youth engagement	Partial release
6.	3 October 2018	Promoting Engagement with the Child and Youth Wellbeing Strategy	Partial release
7.	15 October 2018	Child Wellbeing Picnic at Parliament Planning for 25 October 2018	Release in full
8.	19 October 2018	Child and Youth Wellbeing Event Brief	Release in full
9.	19 October 2018	Contract for service	Partial release

The report 'Public engagement on the child wellbeing strategy' dated 25 May 2018 includes draft letters to ministers concerning engagement on the child wellbeing strategy. Please note that the letter to the Minister of Health was incorrectly addressed. This administrative error was subsequently rectified.

Information publicly available

The following information is also covered by your request and is publicly available on the following website:

Item	Date	Document Title	Website Address
1	January 2018	Cabinet Paper: Process for Developing the First Child Wellbeing Strategy (January 2018)	https://dpmc.govt.nz/publications/cabinet-paper-process-developing-first-child-wellbeing-strategy-jan-2018
2	May 2018	Cabinet Paper: Child Wellbeing Strategy – Scope & Public Engagement Process (May 2018)	https://dpmc.govt.nz/publications/cabinet-paper-child-wellbeing-strategy-scope-and-public-engagement-process-may-2018
3	May 2018	Appendix B: Child Wellbeing Strategy – Scope & Public Engagement Process (May 2018)	https://dpmc.govt.nz/publications/cabinet-paper-child-wellbeing-strategy-scope-and-public-engagement-process-may-2018
4	November 2018	Child and Youth Toolkit	http://www.occ.org.nz/publications/resources/child-and-youth-toolkit/

Accordingly, I have refused your request for the documents listed in the above table under section 18(d) of the Act – the information requested is publicly available.

You have also requested copies of substantive emails *that show how DPMC decided which stakeholders to consult and what kind of consultation to do*. There are no documents within scope of this part of your request. I am therefore refusing this part of your request under

section 18(e) of the Act - the document alleged to contain the information requested does not exist or, despite reasonable efforts to locate it, cannot be found.

You have the right to ask the Ombudsman to investigate and review my decision under section 28(3) of the Act.

Finally, for your information, this letter will be published on DPMC's website during our regular publication cycle. Typically, information is released monthly, or as otherwise determined. Your personal information including name and contact details will be removed for publication.

Yours sincerely



Geoff Short
Executive Director, Child Wellbeing and Poverty Reduction Group



Prime Minister
Minister for Child Poverty Reduction
(Rt Hon Jacinda Ardern)

Minister for Children
(Hon Tracey Martin)

BUDGET SENSITIVE

Public engagement on the child wellbeing strategy

Date	25 May 2018	Priority	MEDIUM
Report Number	DPMC-2017/18	File Number	PMC-AGS-3-16-3-3-1

	Action sought	Deadline
Rt Hon Jacinda Ardern Prime Minister	Agree to the key messaging and information for release during the formative engagement phase	31 May 2018
Hon Tracey Martin Minister for Children	Note that we will seek your approval to a broader engagement plan in August 2018 Indicate whether you would like to receive advice on options for release of a strategy in the first half of 2019 Sign the attached letters to your Ministerial colleagues.	

Contact for Telephone Discussion (if required)

Name	Position	Telephone	1st Contact
Maree Brown	Director, Child Wellbeing Unit	Nil	s9(2)(a) ✓
Kristie Carter	Director, Child Poverty Unit	s9(2)(a)	

Actions for the Ministers' Office Staff (if required)

<i>PMO to return signed letters to DPMC, who will get them to Minister Martin for signing.</i>
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Enclosures:

- Appendix One – Key messages for officials' use
- Appendix Two – Letters for Ministerial colleagues

Comments:

Public engagement on the child wellbeing strategy

Purpose of the report

1. This report:

- outlines our proposed two-stage approach to engagement on the child wellbeing strategy — **a formative phase** over the next two months and **a broader public engagement phase** from August to December 2018
- seeks your agreement to key messaging and information for release during the formative phase, including proactive release of two Cabinet papers
- notes that we will seek your approval of the broader public engagement plan in August 2018
- s9(2)(f)(iv)
- provides you with letters to send to your ministerial colleagues on the development of an engagement plan, in line with the Cabinet decision that you consult with relevant Ministers.

Recommendations

We recommend that you:

1. **Note** Cabinet agreed that public engagement on the child wellbeing strategy take place in the second half of 2018, based on a draft framing of wellbeing, a vision statement, a set of desired outcomes for all children, and 16 indicative focus areas to drive actions in support of child wellbeing [CAB-18-MIN-0208 refers]
Noted
2. **Note** that, before a strategy is adopted, the Child Poverty Reduction Bill requires the relevant Minister to consult classes (or representatives) of children and representatives of iwi and Māori organisations on the proposed strategy
Noted
3. **Note** that we are proposing a two-stage approach to engagement on the child wellbeing strategy, encompassing:
 - a. **a formative phase** from now to early August, during which officials will gather early feedback and develop and test approaches to engagement with different groups
 - b. **a broader public engagement phase** from August to December 2018*Noted*

4. **Note** that feedback from the formative phase will inform:
- a. the approach to the broader public engagement phase
 - b. s9(2)(f)(iv)
 - c. your September report to Cabinet with a summary of engagement feedback to date, and advice on the contents of the first child wellbeing strategy

Noted

5. **Note** that officials will develop advice on the broader public engagement phase for your approval in August

Noted

6. **Agree** to the enclosed 'key messages' (drawn from the May 2018 Cabinet paper), which would be used to support communications to stakeholders and web content during the formative phase

Agree / Disagree

7. **Agree** to the proactive release of the following Cabinet papers in mid-June:

- a. 'Process for developing the first Child Wellbeing Strategy' (January 2018) [CAB-18-MIN-0013 refers]

Agree / Disagree

- b. 'Child Wellbeing Strategy – Scope and Public Engagement Process' (May 2018) [CAB-18-MIN-0208 refers]

Agree / Disagree

8. **Agree**, subject to your agreement to recommendation 7, to the release of parts of the May 2018 Cabinet paper relating to the six initial focus areas

Agree / Disagree

9. **Note** that, subject to your agreement to recommendation 7, officials will liaise with your offices regarding proposed redactions to the Cabinet papers (including any Budget sensitive information) and timing of the release

Noted

10. **Note** that, subject to your agreement to recommendation 7, officials will liaise with the Prime Minister's office regarding consultation with the Green Party on the release of their views as outlined in paragraph 80 of the May 2018 Cabinet paper

Noted

11. **Note** that the first child wellbeing strategy is not required to be published until 12 months following the Child Poverty Reduction Bill coming into force (so it is unlikely the strategy would need to be published prior to September 2019)

Noted

12. s9(2)(f)(iv)

Noted

13. **Indicate** whether you wish to:

a. s9(2)(f)(iv)

or

b.

14. **Note** in May 2018 Cabinet agreed [CAB-18-MIN-0208 refers] that:

- a. approval of the final engagement plan and documentation be delegated to you (as joint Ministers), in consultation with the relevant portfolio Ministers
- b. specific proposals for engagement with Māori be developed in consultation with the Ministers for Crown/Māori Relations, Māori Development, and Whānau Ora

Noted

15. **Sign** the attached letters to your Ministerial colleagues (relevant portfolio Ministers, and the Ministers for Crown/Māori Relations, Māori Development, and Whānau Ora) detailing the next steps in the development of an engagement plan.

Agree / Disagree

s9(2)(a)

Maree Brown
Director, Child Wellbeing Unit

Dr Kristie Carter
Director, Child Poverty Unit

25/5/2018

25/5/2018

Rt Hon Jacinda Ardern
Prime Minister
Minister for Child Poverty Reduction

Hon Tracey Martin
Minister for Children

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Background

1. On 14 May 2018, Cabinet considered the paper 'Child Wellbeing Strategy – Scope and Public Engagement Process' [CAB-18-MIN-0208 refers]. Cabinet agreed to the scope of New Zealand's first child wellbeing strategy, and that public engagement take place in the second half of 2018.

Cabinet decisions on engagement

2. Cabinet agreed that public engagement be based on a draft framing of wellbeing, a vision statement, a set of desired outcomes for all children, and 16 indicative focus areas to drive actions in support of child wellbeing. Cabinet also agreed that the engagement approach build off the findings of previous relevant government consultations, and leverage off upcoming government engagements and consultation.
3. Cabinet agreed the following steps for developing and approving the final engagement plan:
 - a. specific proposals for engagement with Māori be developed in consultation with the Ministers for Crown/Māori Relations, Māori Development, and Whānau Ora
 - b. approval of the final engagement plan and documentation be delegated to you (as joint Ministers), in consultation with the relevant portfolio Ministers.

Consultation requirements in the Child Poverty Reduction Bill

4. The Child Poverty Reduction Bill also sets out some specific consultation requirements for the development of the child wellbeing strategy. Before adopting a strategy, the responsible Minister must consult the following groups on the proposed strategy:
 - a. any classes of children, or representatives of classes of children, that the Minister considers appropriate (in order to ensure that children's views on the proposed strategy are taken into account)
 - b. any representatives of iwi, and Māori organisations, that the Minister considers appropriate.
5. The Bill also makes clear, however, that the specific reference to these groups does not limit or affect consultation with any other organisations or individuals that the Minister considers it appropriate to consult on the strategy.

Cabinet decisions on the strategy and timeframes

6. s9(2)(f)(iv) [redacted] It also invited you, as joint Ministers, to report back to Cabinet in September 2018 with a summary of engagement feedback, as well as proposals for specific aspects of the child wellbeing strategy.

Proposed approach to engagement

7. We propose a two-stage approach to engagement on the child wellbeing strategy in 2018, encompassing:
 - a. **a formative phase** from now to early August, during which officials will gather early feedback and test approaches to engagement with different groups. We will draw on expertise from a range of sources, including Māori groups, Pacific groups, the disability sector, NGOs, the Office of the Children's Commissioner, Oranga Tamariki, Te Puni Kōkiri, the Crown-Māori Relations Unit, the Ministry for Pacific Peoples, the Ministry for Youth Development and the Social Investment Agency
 - b. **a broader public engagement phase** from August to December 2018.
8. Officials are developing advice on the broader public engagement phase for your approval in August 2018. It will also be informed by feedback received from stakeholders during the formative phase of engagement.
9. The proposed approach to development of the child wellbeing strategy, and indicative timeframes, is set out in the table below.

Milestone	Indicative timeframe
Formative phase of stakeholder engagement and initial policy work	Now until early August 2018
Report back to the Minister of Finance on indicative Budget 2019 implications	July 2018
Advice provided on a broader public engagement plan, followed by consultation with Ministerial colleagues (engagement to commence as soon as possible following approval of the plan)	August 2018
Report back to Cabinet Social Wellbeing Committee, summarising engagement feedback to date, and seeking agreement to final set of focus areas for first child wellbeing strategy	September 2018
Engagement concludes, Budget 2019 proposals submitted	December 2018
s9(2)(f)(iv)	

'Formative phase' of engagement (from now until early August 2018)

10. We are proposing a formative phase of engagement, in advance of finalising a detailed public engagement plan, in order to make sure near-term report-backs are informed by key stakeholder input. Feedback from the formative phase will inform:

- a. the July report back to the Minister of Finance, to inform Budget 2019
- b. your September report to Cabinet, with a summary of engagement feedback to date, and advice on the contents of the child wellbeing strategy.
11. Feedback from the formative phase will also usefully inform our proposed approach to the broader public engagement phase. We are planning to pre-test how to engage with different groups using different ways to discuss the five domains of child wellbeing, the 16 focus areas, what is important for addressing child poverty, and what would make New Zealand the best place in the world to be a child. The formative phase will enable officials to make sure our approach resonates with a wide range of potential audiences, and is sensitive to different needs, including different groups of children and Māori.
12. In some cases, we will need to work with local facilitators who have the relationships with people who do not traditionally engage with government.
13. We are working to align our engagement planning and link in with other significant government engagements, including those being led through the Ministry of Education, the Mental Health and Addictions Inquiry, Oranga Tamariki regional hui, the review of Whānau Ora, and the Social Investment Agency's proposed approach to investing for social wellbeing.
14. The formative phase of engagement will involve:
- working with the Social Investment Agency, Ministry of Education and Mental Health inquiry to identify relevant findings from their current engagement and submission processes, as well as insights on what approaches have worked well for different groups
 - working with experts from the Office of the Children's Commissioner, Oranga Tamariki, the Ministry of Youth Development, disability sector groups, and others, to begin engaging with different groups of children and young people
 - leveraging off the Oranga Tamariki regional provider hui, occurring throughout June, inviting ideas and feedback on the child wellbeing strategy
 - meeting with the New Zealand Christian Council of Social Services National Policy Forum in mid-June
 - seeking guidance from the Oranga Tamariki Māori Design Panel and Pasifika Panel
 - working with Wesley Community Action^{s9(2)(a)} to set up focus group(s) with local community members in Porirua and Wellington CBD
 - working with Whānau Ora commissioning agencies to meet with providers and whānau groups
 - inviting an Iwi Leaders Group representative and an iwi youth representative onto the Child Wellbeing Strategy Reference Group, and convening the first meeting of that group
15. We will also use this time to explore options to meet with the Iwi Leaders Forum later in the year, and work with Te Puni Kōkiri to set up regional hui. We will

continue to meet with other key stakeholders, such as the National Collective of Independent Refuges, Pillars, and disability sector groups.

Developing collateral to support engagement

16. To support formative phase engagement over the next few weeks, officials will need to share further information with stakeholders. We seek your agreement to:
 - a. use the 'key messages' attached as **Appendix One** as the basis for discussion with stakeholder groups, and as required for wider communications purposes (such as web content)
 - b. proactive release of two child wellbeing strategy Cabinet papers (see further paragraphs 26 to 29 below).
17. As part of developing the broader public engagement plan, we will develop a more comprehensive suite of communications and engagement materials, with a consistent look and feel, and some tailoring for specific audiences and language needs.

'Broader public engagement' phase

18. Officials are developing a plan for the broader public engagement phase for your approval in August 2018. At this stage we are envisaging this may include:
 - a launch event – this could possibly be in the form of an online event
 - promotion of the engagement process via a number of channels
 - an online survey
 - public meetings/forums
 - further targeted meetings with key stakeholders, including iwi/Māori groups and children.
19. Engagement with Māori will form a key part of the development of the strategy. As noted earlier, the Child Poverty Reduction Bill requires that the relevant Minister consult with Māori on the proposed strategy. We will continue to work with Te Puni Kōkiri and the Crown-Māori Relations Unit to develop our approach to engaging with Māori.
20. Te Puni Kōkiri has proposed the following key principles to guide our engagement with Māori:
 - a. engage in settings where they are or go (rather than asking them to come to officials)
 - b. engage in ways that resonate with them
 - c. engage with the different generations, so that child wellbeing is considered from multiple viewpoints.

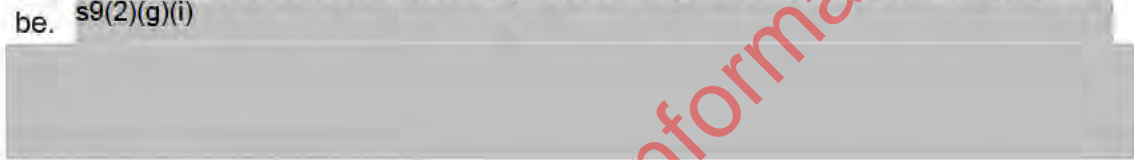
Working with your ministerial colleagues

25. As noted above, in May 2018 Cabinet agreed the following steps for developing and approving the final engagement plan:
 - a. specific proposals for engagement with Māori be developed in consultation with the Ministers for Crown/Māori Relations, Māori Development, and Whānau Ora
 - b. approval of the final engagement plan and documentation be delegated to you (as joint Ministers), in consultation with the relevant portfolio Ministers.
26. As part of these commitments, we recommend that you write to your colleagues with an update on the proposed approach to engagement on the child wellbeing strategy, and indicate that you plan to seek their feedback as the engagement approach is developed. Draft letters are attached as **Appendix Two**.

Proactive release of the two child wellbeing strategy Cabinet papers

27. As flagged above, to support the formative phase of engagement, we recommend that you proactively release the following Cabinet papers in mid-June:
 - c. 'Process for developing the first Child Wellbeing Strategy' (January 2018) [CAB-18-MIN-0013 refers]
 - d. 'Child Wellbeing Strategy – Scope and Public Engagement Process' (May 2018) [CAB-18-MIN-0208 refers].

28. We do not consider there are significant risks associated with proactive release. If you agree to release the papers, we will work with your offices to agree what sections might be withheld under the Official Information Act (including Budget sensitive sections), and prepare any communications needed to accompany the release. Officials will also liaise with the Prime Minister's office regarding consultation with the Green Party on the release of their views as outlined in Paragraph 80 of the May Cabinet paper.
29. The May Cabinet paper sought agreement to prioritising six of the 16 focus areas for early policy work by officials, to help inform the content of the first strategy, and potentially to inform Budget 2019 bids. Cabinet noted that this prioritisation of six early areas would not form part of the public engagement process.
30. Following further development of the work programme, officials recommend that the prioritisation of the six areas be *included* in the public engagement. The breadth of the 16 focus areas proposed means that some early prioritisation will be required, and there would be value in receiving feedback on what that prioritisation should be. s9(2)(g)(i)



Released under the Official Information Act 1982

Appendix One – Key messages for officials' use

The following key messages are drawn from the Cabinet paper, and are recommended for use to support communications with stakeholders and web content during the formative phase of engagement on the child wellbeing strategy. Note that they would be used alongside more detailed information on the 16 proposed focus areas for the strategy that officials will continue to develop (not included below).

What is the vision behind the strategy?

- New Zealand should be the best place in the world to be a child.
- Children are taonga, and should be loved and cared for in ways that support them to reach their greatest potential.
- The Government is committed to reducing child poverty and enhancing child wellbeing.
- The child wellbeing strategy is an opportunity to significantly improve the lives of New Zealand children, helping progress New Zealand's commitments to the United Nations Sustainable Development Goals, the United Nations Convention on the Rights of the Child, and other related international obligations.

Why do we need a child wellbeing strategy?

- While there are many things that make New Zealand a great place to grow up, we must recognise and take responsibility for areas we are failing.
- Too many children live in poverty, experience violence, and miss out on opportunities to participate fully in their schools, neighbourhoods and communities, because of a lack of financial and other resources.
- The strategy will provide a framework to drive government policy and action on child wellbeing. It will allow other interest groups to see where their own efforts could contribute.

What will the strategy do?

- The strategy will set out the government's vision for the wellbeing of *all* children.
- The Child Poverty Reduction Bill sets out that the strategy is required to address:
 - Improving the wellbeing of all children
 - Improving, as a particular focus, the wellbeing of children with greater needs
 - Reducing child poverty and mitigating the impacts of child poverty and socioeconomic disadvantage experienced by children and
 - Improving the wellbeing of the core populations of interest to Oranga Tamariki.
- The Bill also requires the strategy to set out what outcomes it is seeking, say whether those outcomes can be measured and how they can be measured, and include an assessment of the likely effect of government policies on child poverty and socioeconomic disadvantage.
- Generally, the strategy will cover children and young people aged 0-18. In some cases, it will make sense to include the child and mother's wellbeing during pregnancy, or to include groups of young people over 18 who have particular needs, such as young people under 21 who have been in care under the Oranga Tamariki Act 1989.

- The strategy will take an evidence-based approach, and identify how services can be used to make the greatest difference in children's lives – now and in the future.
- It will have a clear focus on reducing child poverty, including how the strategy seeks to achieve the government's poverty reduction targets.
- Where possible, the strategy will measure how New Zealand children are faring against the focus areas in the strategy.
- The strategy will have specific focus areas that are particularly important for child wellbeing, and will drive government policy and action.

How will the strategy be created?

- The development of New Zealand's first child wellbeing strategy is an opportunity to harness collective goodwill, knowledge and resources to create positive change.
- Knowledge and insights on child wellbeing lie with many parts of society, who will be key to the strategy's success: children and whānau, NGOs, iwi and Māori, central and local government, and the business and community sectors.
- Government has committed to making sure children have the opportunity to voice their interests.

What will be the focus areas for the first strategy?

- Government has suggested 16 potential child wellbeing focus areas, that could form part of the first strategy – and we will be engaging with stakeholders on whether these are the right areas.

How will government engage on the strategy?

- Already, some clear themes around child poverty have come through government engagements in the last few years.
- The engagement on the child wellbeing strategy will build on insights that individuals and groups have already shared through these past engagements.
- The Government will be seeking views on some draft proposals:
 - A framing of wellbeing
 - A vision statement for the strategy
 - A set of outcomes sought for all children
 - A set of focus areas for government to look at first, and prioritise further work

Appendix Two – Letters to Ministerial colleagues

Released under the Official Information Act 1982

Hon Kelvin Davis
Minister for Crown/Māori Relations
Parliament Buildings
Wellington

Tēnā koe Kelvin

Child wellbeing strategy – engagement with Māori

As you will be aware, Cabinet has recently approved the scope for New Zealand's first child wellbeing strategy, as required under the Child Poverty Reduction Bill. This marks an important milestone in the Government's commitment to reduce child poverty and to enhance the wellbeing of all tamariki.

The development of the first child wellbeing strategy is a flagship project for this Government. The strategy must be bold and ambitious, challenge current ways of thinking and operating, and result in meaningful change for tamariki and their whānau. As joint Ministerial leads on this work, we are conscious of the need to engage widely with New Zealanders, drawing on the expertise and insights of children, whānau, iwi, and communities, together with the non-government and business sectors to help shape the child wellbeing strategy.

As set out in our recent Cabinet paper, we are seeking an engagement approach that acknowledges and builds on past and planned consultation processes in aligned areas while, at the same time, creating opportunities for focused discussion on child wellbeing. Consultation with Māori, both as Treaty partners and as a group with disproportionately poorer child wellbeing outcomes, will be a core component of the engagement approach. As you know, Cabinet has delegated approval of the final engagement plan to us, with specific proposals for engagement with Māori to be developed in consultation with you as the Minister for Crown/Māori Relations, and the Ministers for Māori Development and Whānau Ora.

To this end, officials in the Department of the Prime Minister and Cabinet (DPMC) have been asked to initiate work with the Crown-Māori Relationships Unit of the Ministry of Justice and Te Puni Kōkiri, to begin designing the medium-term engagement process for whānau Māori and iwi. We want to ensure the approach is carefully planned and builds on related hui and other events, as well as bespoke approaches that appropriately reflect Te Ao Māori and the Crown-Māori relationship. DPMC will provide detailed advice on the proposed medium-term engagement approach in August, and we will share this with you at that time.

In the interim, we are keen to gather some early soundings from individuals and communities, effectively 'road-testing' some of our thinking on the potential focus of the first child wellbeing strategy. These early meetings will help to inform ongoing planning of the overall public engagement approach. DPMC officials are identifying opportunities to meet with relevant groups and organisations in the June-July period. Planning is underway to engage with groups representing a variety of interests, including the Iwi Leaders Forum, whānau focus groups organised by the Whānau Ora commissioning agencies and navigators, and working with Te Puni Kōkiri to arrange regional hui.

We would welcome any further suggestions that you may have on potential groups or individuals who could be usefully included in the formative engagement period, particularly if there are planned events that could be built on. You may wish to discuss these with your officials, and ask them to feed ideas back into DPMC.

We look forward to working with you on this important all-of-government initiative.

Nāku noa, nā

Jacinda Ardern

PRIME MINISTER

Tracey Martin

MINISTER FOR CHILDREN

Released under the Official Information Act 1982

Hon Nanaia Mahuta
Minister for Māori Development
Parliament Buildings
Wellington

Tēnā koe Nanaia

Child wellbeing strategy – engagement with Māori

As you will be aware, Cabinet has recently approved the scope for New Zealand's first child wellbeing strategy, as required under the Child Poverty Reduction Bill. This marks an important milestone in the Government's commitment to reduce child poverty and to enhance the wellbeing of all tamariki.

The development of the first child wellbeing strategy is a flagship project for this Government. The strategy must be bold and ambitious, challenge current ways of thinking and operating, and result in meaningful change for tamariki and their whānau. As joint Ministerial leads on this work, we are conscious of the need to engage widely with New Zealanders, drawing on the expertise and insights of individuals, whānau, iwi, and communities, together with the non-government and business sectors to help shape the child wellbeing strategy.

As set out in our recent Cabinet paper, we are seeking an engagement approach that acknowledges and builds on past and planned consultation processes in aligned areas while, at the same time, creating opportunities for focused discussion on child wellbeing. Consultation with Māori, both as Treaty partners and as a group with disproportionately poorer child wellbeing outcomes, will be a core component of the engagement approach. As you know, Cabinet has delegated approval of the final engagement plan to us, with specific proposals for engagement with Māori to be developed in consultation with you, in your capacity as the Minister for Māori Development, and the Ministers for Crown/Māori Relations and Whānau Ora.

To this end, officials in the Department of the Prime Minister and Cabinet (DPMC) have been asked to initiate work with Te Puni Kōkiri, and the Crown-Māori Relationships Unit of the Ministry of Justice, to begin designing the medium-term engagement process for whānau Māori and iwi. We want to ensure the approach is carefully planned and builds on related hui and other events, as well as bespoke approaches that appropriately reflect Te Ao Māori and the Crown-Māori relationship. DPMC will provide detailed advice on the proposed medium-term engagement approach in August, and we will share this with you at this time.

In the interim, we are keen to gather some early soundings from individuals and communities, effectively 'road-testing' some of our thinking on the potential focus of the first child wellbeing strategy. These early meetings will help to inform ongoing planning of the overall public engagement approach. DPMC officials are identifying opportunities to meet with relevant groups and organisations in the June-July period. Planning is underway to engage with groups representing a variety of interests, including the Iwi Leaders Forum, whānau focus groups organised by the Whānau Ora commissioning agencies and navigators, and working with Te Puni Kōkiri to arrange regional hui.

We would welcome any further suggestions that you may have on potential groups or individuals who could be usefully included in the formative engagement period, particularly if there are planned events that could be built on. You may wish to discuss these with your officials, and ask them to feed ideas back into DPMC.

We look forward to working with you on this important all-of-government initiative.

Nāku noa, nā

Jacinda Ardern

PRIME MINISTER

Tracey Martin

MINISTER FOR CHILDREN

Released under the Official Information Act 1982

Hon Peeni Henare
Minister for Whānau Ora
Parliament Buildings
Wellington

Tēnā koe Peeni

Child wellbeing strategy – engagement with Māori

As you know, Cabinet has recently approved the scope for New Zealand's first child wellbeing strategy, as required under the Child Poverty Reduction Bill. You have been invited to contribute to this work in your capacity as the Minister for Youth. We are now writing to let you know about plans for the development of a public engagement strategy and, in particular, engagement with Māori.

As set out in our recent Cabinet paper, as co-leaders of this work, we are seeking an engagement approach that acknowledges and builds on past and planned consultation processes in aligned areas while, at the same time, creating opportunities for focused discussion on child wellbeing. Consultation with Māori, both as Treaty partners and as a group with disproportionately poorer child wellbeing outcomes, will be a core component of the engagement approach. As you know, Cabinet has delegated approval of the final engagement plan to us, with specific proposals for engagement with Māori to be developed in consultation with you, in your capacity as the Minister for Whānau Ora, and the Ministers for Crown/Māori Relations and Māori Development.

To this end, officials in the Department of the Prime Minister and Cabinet (DPMC) have been asked to initiate work with Te Puni Kōkiri, and the Crown-Māori Relationships Unit of the Ministry of Justice, to begin designing the medium-term engagement process for whānau Māori and iwi. We want to ensure the approach is carefully planned and builds on related hui and other events, as well as bespoke approaches that appropriately reflect Te Ao Māori and the Crown-Māori relationship. DPMC will provide detailed advice on the proposed medium-term engagement approach in August, and we will share this with you at this time.

In the interim, we are keen to gather some early soundings from individuals and communities, effectively 'road-testing' some of our thinking on the potential focus of the first child wellbeing strategy. These early meetings will help to inform ongoing planning of the overall public engagement approach. DPMC officials are identifying opportunities to meet with relevant groups and organisations in the June-July period. Planning is underway to engage with groups representing a variety of interests, including the Iwi

Leaders Forum, whānau focus groups organised by the Whānau Ora commissioning agencies and navigators, and working with Te Puni Kōkiri to arrange regional hui.

We would welcome any further suggestions that you may have on potential groups or individuals who could be usefully included in the formative engagement period, particularly if there are planned events that could be built on. You may wish to discuss these with your officials, and ask them to feed ideas back into DPMC.

We also note your interest in this work as the Minister for Youth Development. DPMC officials will liaise with your officials on how best to include youth perspectives in this work.

We look forward to working with you on this important all-of-government initiative.

Nāku noa, nā

Jacinda Ardern

PRIME MINISTER

Tracey Martin

MINISTER FOR CHILDREN

Released under the Official Information Act 1982

Hon Chris Hipkins
Minister of Education
Parliament Buildings
Wellington

Dear Chris

Child wellbeing strategy – public engagement approach

You were recently invited to contribute to the policy development work required to progress the first child wellbeing strategy. As co-leaders of this work, we are now writing to let you know about parallel work on the development of a public engagement approach to support the development of the strategy.

As set out in our recent Cabinet paper, we are seeking an engagement approach that acknowledges and builds on past and planned consultation processes in aligned areas while, at the same time, creating opportunities for focused discussion on child wellbeing. Consultation with children and young people (and their whānau), and with Māori, both as Treaty partners and as a group with disproportionately poorer child wellbeing outcomes, will be a core component of the engagement approach. We are also committed to reaching out to representatives of other disadvantaged groups and those who offer a different lived experience, including Pacific communities, disabled children and LGBTQIA+ young people.

As you know, Cabinet has delegated approval of the final engagement plan to us, in consultation with relevant portfolio Ministers, with specific proposals for engagement with Māori to be developed in consultation with the Ministers for Crown/Māori Relations, Māori Development and Whānau Ora.

Officials in the Department of the Prime Minister and Cabinet (DPMC) have been asked to progress work on the development of an engagement approach. Work is underway with Te Puni Kōkiri, and the Crown-Māori Relationships Unit of the Ministry of Justice, to begin designing the medium-term engagement process for whānau Māori and iwi. At the same time, officials will be working with the Office of the Commissioner for Children to identify approaches suitable for engaging with children.

You will appreciate that activity is at an early stage and DPMC officials will be endeavouring to involve their counterparts in the Ministry of Education as the planning progresses. We are aware that participants in the Ministry's recent education summits have highlighted the importance of students' wellbeing, and we are keen to ensure that the insights from the summits, together with those from the ongoing education survey, can inform the child wellbeing work.

DPMC has been asked to provide detailed advice on the proposed medium-term engagement approach in August, and we will share this with you at this time.

In the interim, we are keen to gather some early soundings from individuals and communities, effectively 'road-testing' some of our thinking on the potential focus of the first child wellbeing strategy. These early meetings will help to inform ongoing planning of the overall public engagement approach. DPMC officials are identifying opportunities to meet with relevant groups and organisations in the June-July period. Planning is underway to engage with groups representing a variety of interests, including stakeholders in iwi/Māori organisations, NGOs and representatives in the disability sector.

We would welcome any further suggestions that you may have on potential groups or individuals who could be usefully included in the formative engagement period, particularly if there are planned events that could be built on. You may wish to discuss these with your officials, and ask them to feed ideas back into DPMC.

We look forward to working with you on this important all-of-government initiative.

Yours sincerely

Jacinda Ardern

PRIME MINISTER

Tracey Martin

MINISTER FOR CHILDREN

Released under the Official Information Act 1982

Hon Carmel Sepuloni
Minister for Social Development
Parliament Buildings
Wellington

Dear Carmel

Child wellbeing strategy – public engagement approach

You were recently invited to contribute to the policy development work required to progress the first child wellbeing strategy. As co-leaders of this work, we are now writing to let you know about parallel work on the development of a public engagement approach to support the development of the strategy.

As set out in our recent Cabinet paper, we are seeking an engagement approach that acknowledges and builds on past and planned consultation processes in aligned areas while, at the same time, creating opportunities for focused discussion on child wellbeing. Consultation with children and young people (and their whānau), and with Māori, both as Treaty partners and as a group with disproportionately poorer child wellbeing outcomes, will be a core component of the engagement approach. We are also committed to reaching out to representatives of other disadvantaged groups and those who offer a different lived experience, including Pacific communities, disabled children and LGBTQIA+ young people.

As you know, Cabinet has delegated approval of the final engagement plan to us, in consultation with relevant portfolio Ministers, with specific proposals for engagement with Māori to be developed in consultation with the Ministers for Crown/Māori Relations, Māori Development and Whānau Ora.

Officials in the Department of the Prime Minister and Cabinet (DPMC) have been asked to progress work on the development of an engagement approach. Work is underway with Te Puni Kōkiri, and the Crown-Māori Relationships Unit of the Ministry of Justice, to begin designing the medium-term engagement process for whānau Māori and iwi. At the same time, officials will be working with the Office of the Commissioner for Children to identify approaches suitable for engaging with children.

You will appreciate that activity is at an early stage and DPMC officials will be endeavouring to involve their counterparts in the Ministry of Social Development as the planning progresses. We are aware of the need to coordinate our efforts with aligned processes in related areas, including the work of the Welfare Expert Advisory Group.

DPMC has been asked to provide detailed advice on the proposed medium-term engagement approach in August, and we will share this with you at this time.

In the interim, we are keen to gather some early soundings from individuals and communities, effectively 'road-testing' some of our thinking on the potential focus of the first child wellbeing strategy. These early meetings will help to inform ongoing planning of the overall public engagement approach. DPMC officials are identifying opportunities to meet with relevant groups and organisations in the June-July period. Planning is underway to engage with groups representing a variety of interests, including stakeholders in iwi/Māori organisations, NGOs and representatives in the disability sector.

We would welcome any further suggestions that you may have on potential groups or individuals who could be usefully included in the formative engagement period, particularly if there are planned events that could be built on. You may wish to discuss these with your officials, and ask them to feed ideas back into DPMC.

We look forward to working with you on this important all-of-government initiative.

Yours sincerely

Jacinda Ardern

PRIME MINISTER

Tracey Martin

MINISTER FOR CHILDREN

Released under the Official Information Act 1982

Hon David Parker
Minister of Health
Parliament Buildings
Wellington

Dear David

Child wellbeing strategy – public engagement approach

You were recently invited to contribute to the policy development work required to progress the first child wellbeing strategy. As co-leaders of this work, we are now writing to let you know about parallel work on the development of a public engagement approach to support the development of the strategy.

As set out in our recent Cabinet paper, we are seeking an engagement approach that acknowledges and builds on past and planned consultation processes in aligned areas while, at the same time, creating opportunities for focused discussion on child wellbeing. Consultation with children and young people (and their whānau), and with Māori, both as Treaty partners and as a group with disproportionately poorer child wellbeing outcomes, will be a core component of the engagement approach. We are also committed to reaching out to representatives of other disadvantaged groups and those who offer a different lived experience, including Pacific communities, disabled children and LGBTQIA+ young people.

As you know, Cabinet has delegated approval of the final engagement plan to us, in consultation with relevant portfolio Ministers, with specific proposals for engagement with Māori to be developed in consultation with the Ministers for Crown/Māori Relations, Māori Development and Whānau Ora.

Officials in the Department of the Prime Minister and Cabinet (DPMC) have been asked to progress work on the development of an engagement approach. Work is underway with Te Puni Kōkiri, and the Crown-Māori Relationships Unit of the Ministry of Justice, to begin designing the medium-term engagement process for whānau Māori and iwi. At the same time, officials will be working with the Office of the Commissioner for Children to identify approaches suitable for engaging with children.

You will appreciate that activity is at an early stage and DPMC officials will be endeavouring to involve their counterparts in the Ministry of Health as the planning progresses. We are aware of the need to coordinate our efforts with aligned processes in related areas, including the work of the Mental Health and Addiction Inquiry.

DPMC has been asked to provide detailed advice on the proposed medium-term engagement approach in August, and we will share this with you at this time.

In the interim, we are keen to gather some early soundings from individuals and communities, effectively 'road-testing' some of our thinking on the potential focus of the first child wellbeing strategy. These early meetings will help to inform ongoing planning of the overall public engagement approach. DPMC officials are identifying opportunities to meet with relevant groups and organisations in the June-July period. Planning is underway to engage with groups representing a variety of interests, including stakeholders in iwi/Māori organisations, NGOs and representatives in the disability sector.

We would welcome any further suggestions that you may have on potential groups or individuals who could be usefully included in the formative engagement period, particularly if there are planned events that could be built on. You may wish to discuss these with your officials, and ask them to feed ideas back into DPMC.

We look forward to working with you on this important all-of-government initiative.

Yours sincerely

Jacinda Ardern

PRIME MINISTER

Tracey Martin

MINISTER FOR CHILDREN

Released under the Official Information Act 1982



MEMO

DATE: 29 June 2018
TO: s9(2)(a) [REDACTED]
FROM: Donna Provoost
RE: Proposal for child and youth engagement for the Child Wellbeing Strategy

PURPOSE

1. This memo outlines a proposed approach and cost for collecting and sharing the voices of children and young people as part of the consultation process for the Child Wellbeing Strategy.
-

OUR UNDERSTANDING OF THE PROJECT

WHO WE WILL ENGAGE WITH

2. We understand the Child Wellbeing Strategy is to apply to, and wants to hear the views of
 - All children in Aotearoa New Zealand, *and give particular consideration to:*
 - Those living in poverty
 - Those at risk of or care of the State
 - Those with greater need (undefined but understood may include children: with disabilities, belonging to the rainbow community, from refugee backgrounds, who are NEETS, facing discrimination or additional challenges based on ethnicity, are teen parents, have mental health or addiction issues, with parents in prison, from rural or remote areas).
3. We have designed an engagement approach to consider these groups, as well as ensure strong voices from tamariki and rangatahi (both as tangata te whenua and over represented in many of the categories of focus above), Pacifica children and young people (as over represented in many of the categories of focus above) and children and young people across age ranges from 4 to 18+ years old. We recognise there will be significant cross-over between the categories.

METHODS WILL WE USE

4. We propose using a mixed-method of engagement (each will serve different purposes, and we can discuss this if required):
 - **on-line survey** targeted to 'all' children. The main channel for this will be via our network of schools across NZ. We would normally do a simpler version for primary aged children, and a second version for intermediate and secondary school children, but with common elements and approach.
 - **face-to-face engagement** targeted to ensure coverage of the categories we want to hear from (above) and tailored to meet the needs the children and young people we are meeting with. Face-to-face techniques will include:
 - **group engagement** (activity-based engagement for average 10 per group)

- **interviews** (may be individual if required, but mainly paired interviews, for children or young people needing more supported environment)
- **personal story** capture (in-depth discussion with individual).

WHAT WE WILL BE ASKING CHILDREN AND YOUNG PEOPLE

5. We believe it is most useful to focus the engagement on:
 - what wellbeing means to them
 - what they think are the most important things for good wellbeing
 - how they rate aspects of their own wellbeing
 - what they think has the biggest impact on their wellbeing
 - what they think is most important for younger children's wellbeing
 - What is the one thing they want to tell the Prime Minister about how she could make things better for children and young people in NZ
6. We have a lot of information on how children and young people are doing (from administrative data and research surveys). This is a chance to hear what they think about the concept, and what they prioritise.

HOW WE WILL WORK

7. We will work in close collaboration with many partners on this project. We will work closely with:
 - the CWU to ensure the approach is meeting the needs of the consultation project.
 - the consultation lead (not yet appointed) to ensure a consistent approach with other elements of the consultation, to share tools and resources, and
 - the Voices team of Oranga Tamariki to develop the toolkit of methods and instructions and ethics guidelines, plan the division of work on all engagements, and in the analysis and write-up of the report.
 - organisations who may wish to use the toolkit, to ensure they do so in a safe and ethical way.
 - children and young people, to ensure our approach works for them, they are valued in the process, and we share and amplify their feedback in the consultation process.

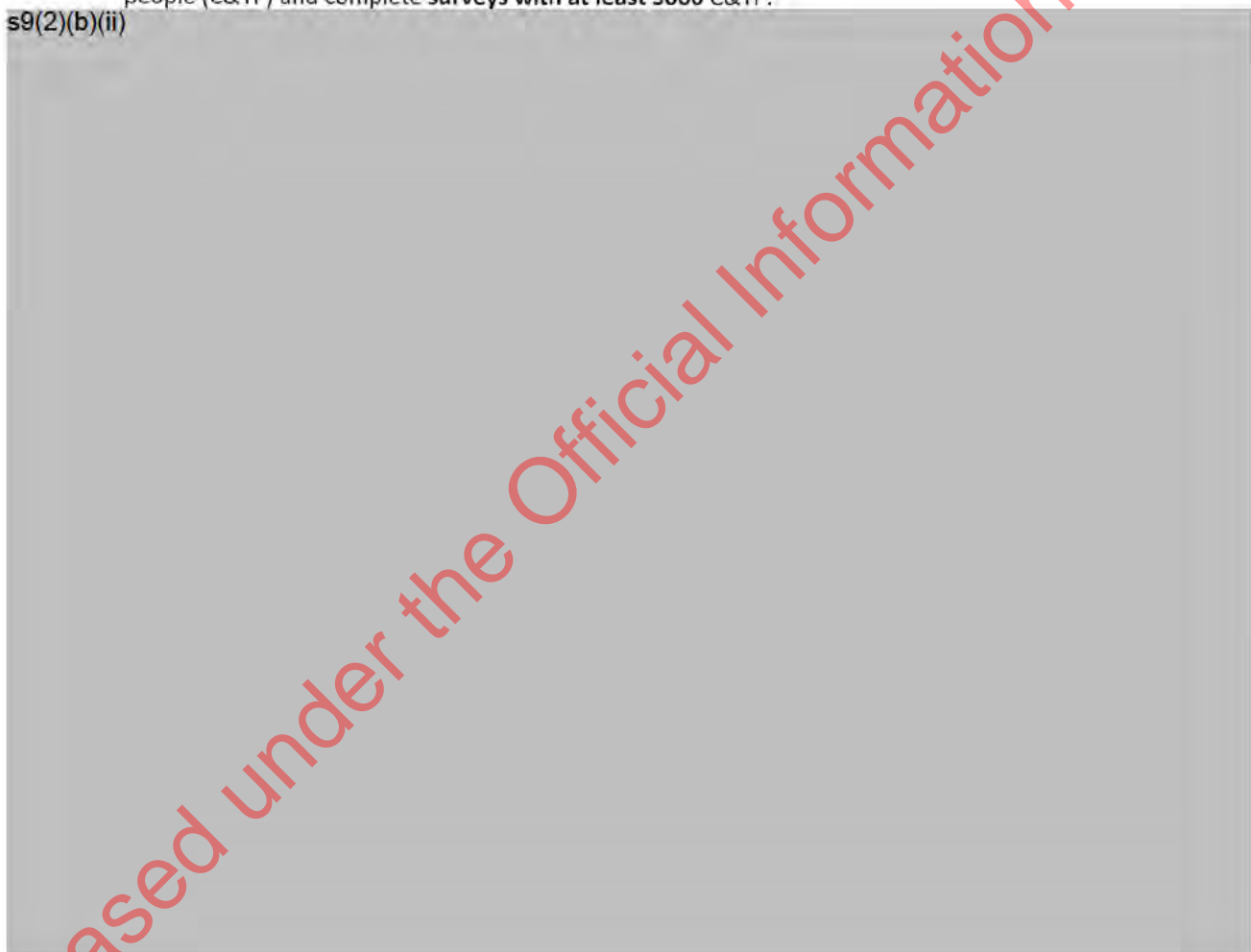
COMMITMENT TO THE VOICES OF CHILDREN AND YOUNG PEOPLE

8. We are committed to ensuring all our activities are of a high standard of practice, and the voices of children and young people are captured and reported with integrity. We will categorise and summarise what we hear, but report it with greatest intent to reflect their intent and views. Direct quotes and feedback from the children and young people will be the foundation of any reporting.
9. We will be inclusive in our methods so that any child or young person that wants to have a say is supported to do so.

LEVEL AND COST OF ENGAGEMENT

10. Determining the right level of engagement to hear the range of view sand voices is difficult. We are proposing a level that will give a very minimum number of engagements to achieve this. While tis work will give the CWU assurance they have heard from a diverse range of children and young people, we fully expect other groups to include the voices and views of children and young people in their submissions; the additional voices are welcome and will add detail and richness that may not be possible with the breath of focus our engagement will have.
11. We will not charge any cost toward either OCC or OT staff time. All charges are based on costs for direct costs. (Example of direct costs would be contracting additional child engagement specialists to facilitate groups, travel, materials and supplies used in activity engagement, koha as appropriate.)
12. The following table outlines a level of engagement to speak **face-to-face with 342** children and young people (C&YP) and complete **surveys with at least 5000** C&YP.

s9(2)(b)(ii)



13. This should be considered a minimum level of engagement to get the range of voices and vies you seek. Additional groups and interviews could be planned. For example, an additional focus group would be s9(2)(b)(ii)
14. We are able to undertake this work at this low cost as we will leverage staff time, use existing relationships with facilitators, work with our partners so they contribute venues and logistical support.
15. Alternative activities such as an interactive engagement with the Prime Minster or advice on social media usage could be arranged without additional project costs.

PHASED APPROACH

16. We understand the phased approach includes planning, design and testing activities up to August and the full engagement in September and October, with reporting available late November.
17. We would be looking to undertake the following activities with short interim reporting by 6 August:
 - Design survey questions and test with approximately 200 C&YP
 - Design group activity-based engagement and test with 3 groups (30 C&YP)
 - Design interview guide and test with 2 C&YP
 - Prepare interim report on the engagement and what C&YP told us to
18. This testing phase would involve staff time and face-to-face engagement in the greater Wellington region. We would still ensure diversity in the mix children and young people we meet.
19. During August, we would make any necessary adjustment to the tools and finalise guidance. We would also look to coordinate and plan locations alongside the CWU and consultation lead at this time. We would then implement the remainder to the engagement activities by the end of October. November would be time to bring all the findings together and generate the final report. This report would be made publically available and submitted to the overall consultation process by the end of November.

NEXT STEPS

20. I am happy to meet and discuss any of the elements of this proposal with you.

MEMO

DATE: 12 07 2018
TO: Maree Brown
FROM: Donna Provoost
RE: Testing of the Office of the Children's Commissioner's child and youth engagement methods

PURPOSE

This memo provides an update on the Office of the Children's Commissioner's (the OCC) engagement work with children and young people on wellbeing. It outlines our proposed engagement methods and our approach to testing. We will report back again by 6 August, the end of the testing phase.

THE OCC IS ABOUT TO TEST OUR CURRENT THINKING ON HOW TO ENGAGE WITH CHILDREN AND YOUNG PEOPLE ABOUT WELLBEING

Wellbeing is a concept that is challenging to describe, define and operationalize, but this work is essential to the success of the Government's Child Wellbeing Strategy. We are seeking the views and ideas of children and young people regarding their lived experience, and their understandings and experiences of wellbeing. This information will inform and influence the development of the Government's Child Wellbeing Strategy, led by the DPMC, and the work of the OCC. We are about to initiate testing of our selected engagement methods.

We have undertaken an extensive literature review on wellbeing in New Zealand and internationally. This includes literature and writing on frameworks, research undertaken with communities, and international literature on engaging children and young people on the topic of wellbeing. We have also considered research on the consistently identified elements of wellbeing, and the many voices that we and others have heard in the past on these. This includes but is not limited to: the initial Child Wellbeing Strategy documents and planning, the Children's Commissioner's Wellbeing Wheel, Mason Durie's Whare Tapa Wha, 'Ala Mo'ui 2014-2018, Mana Mokopuna, Children's Lifetime Wellbeing Model, the Child Poverty Monitor work, The Childhood Report, Children's Worlds, Wellbeing@School, Superu's research on Family Wellbeing and Whānau Rangatiratanga Frameworks and many other pieces of literature and views from academics and members of the community.

Through considering all of these, and testing a number of different approaches to exploring wellbeing with children and young people, we are not restricting our engagement to any one framework or articulation of "wellbeing" when we engage with children and young people. Instead, our design team are informed from this knowledge and have applied it to the design phase and will draw on it in the analysis and insights phase.

We have identified one overarching question to test, with three sub questions. The question may appear simple, but it has been deemed the most effective way to gather children and young people's

perspectives on the aspects that have been identified as important to wellbeing (without prescribing them or leading the conversation), and then explore the enablers and barriers of those aspects. We will then build on the dialogue to explore what children and young people tell us about their experiences and what made the biggest difference to their life during challenges times.

The question and sub-questions we will use:

What makes children and young people's lives good right now and for their future?

- **What supports a good life?**
- **What gets in the way of having a good life?**
- **What would make the most difference for you right now?**

We will explore these three questions by structuring the engagement using the following broad areas of children and young people's lives:

- Themselves
- People in their lives
- Places and spaces they spend time in
- Stuff and resources they need.

We will alter the language that we use to ensure common understanding when engaging with children and young people.

Facilitators will have clear engagement plans for each different method of engagement.

WE ARE TESTING THREE METHODS OF ENGAGEMENT

We are going to test three methods of engagement with a small number of children and young people between 17-27 July. As agreed previously, this includes:

- Two interviews
- Two focus groups
- A small test online survey (targeting 200 responses).

We have carried out our OCC Ethics Committee and Ethics Application process of our draft approach and materials. We have sought the input and guidance of staff from the Oranga Tamariki Voices team. We have also briefed and sought advice from the OCC Te Rōpu (OCC Māori staff caucus). Our focus group facilitator is experienced child and youth engagement specialist s9(2)(a) and our interviewer is s9(2)(a) who is trained in narrative therapy and an experienced child and youth engagement expert.

All participants will be informed that this phase of engagement is for testing purposes, and will be asked questions that will support our engagement team to evaluate our approaches and improve them for phase two after 6 August.

The survey will be a light touch across a suite of questions that cover the full spectrum of aspects of wellbeing. The focus group and interviews will cover the areas outlined above, and be more in depth on the topics that the children and young people nominate to discuss.

Particular care and attention has been given to ensure our approach is tailored to the groups of children and young people that we will be engaging with, respecting and upholding their diversity. We are committed to supporting positive opportunities for children and young people to tell us about their holistic wellbeing, which for some will be intrinsically linked to their culture. This is a key aspect of the OCC's approach to child centred practice. We see children and young people in the context of their family and their environment.

Focus groups

Our engagement specialist, s9(2)(a) will facilitate two focus groups of 7-10 participants. One will be year 7/8 and the other year 9/10. In order to work around school holidays, we have opted to engage with two community organisations that s9(2) has strong relationships with, and that we have engaged with before. One group will be held in Porirua and the other in Lower Hutt. We have selected these two groups because they have representation of the groups that we will be targeting in phase two (according to the four cohorts identified in the legislation).

We will use activity based engagement methods to explore the overarching questions outlined above. This will take place over 1 session of 120-180minutes (for each group). All sessions will provide kai, and offer koha to the children and young people. There will be one facilitator s9(2)(a) s9(2)(a)

Interviews

Our interviews will also consider the key research questions outlined above. Our interviewer will prepare for the interviews by considering the voices that we hear through the focus groups. She will look at the terminology that the young people use, and construct the framing of her topic questions using the young people's terminology.

The participants in these interviews will be secondary school aged students. We have partnered with their respective youth workers to connect with them. They have been selected because they have representation of the groups that we will be targeting in phase two (according to the four cohorts identified in the legislation).

Online, in school survey

We have developed a draft survey for testing in the first week of Term 3, with secondary school aged young people. Our survey is less open-ended than the focus group and interview sessions. The majority of questions will be closed-ended (rating scales, selecting from list of possible choices, simple yes/no) questions that have been developed by the OCC team, based on the existing knowledge and additional research on wellbeing questions for young people, and with guidance and feedback from the Oranga Tamariki Voices team. The survey should take less than 10 minutes to complete.

NEXT STEPS

We will provide you, before 6 August, with a report that will include an initial analysis and reporting of the voices that we hear through the test engagements, and a brief assessment of how the test engagements went and how they will be improved for phase two. We will use this initial testing and interim report to support planning for the next steps of engagement.

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**To: Prime Minister
Minister for Child Poverty Reduction
(Rt Hon Jacinda Ardern)**

**cc: Minister for Children
(Hon Tracey Martin)**

IN CONFIDENCE

Department of the Prime Minister and Cabinet Report:

Child Wellbeing Strategy Engagement Plan

Date	15 August 2018	Priority	MEDIUM
Report Number	DPMC-2017/18-202	File Number:	PMC-AGS-3-16-2-6-2

	Action sought	Deadline
Rt Hon Jacinda Ardern Prime Minister	Provide officials with any feedback on the draft engagement plan, so an updated version can be sent to your Ministerial colleagues OR Approve and forward this report and the draft engagement plan to your Ministerial colleagues by Monday 20 August, for their information/feedback by Monday 27 August.	Approval or feedback from lead Ministers by Monday 20 August
cc Hon Tracey Martin Minister for Children		

Contact for Telephone Discussion (if required)

Name	Position	Telephone	1st Contact
Maree Brown	Director Child Wellbeing Unit		s9(2)(a) ✓

Actions for the Ministers' Office Staff (if required)

Ministers' offices to provide signed report or feedback to DPMC by Monday 20 August

Enclosures:

- Appendix One: Draft outcomes, principles and focus areas for public engagement, as agreed by Cabinet in May [CAB-18-MIN-0208 refers]
- Appendix Two: Themes from past government engagements relevant to child wellbeing
- Appendix Three: OCC Interim Report on Initial Voices Heard and Testing of Engagement Approach
- Appendix Four: Draft 'engagement plan on a page' for the Child Wellbeing Strategy

Recommendations

We recommend that you:

Background

- a **Note** that in May, Cabinet agreed that public engagement would take place in the second half of 2018 on a broad framing for the Child Wellbeing Strategy – draft outcomes, principles and focus areas [CAB-18-MIN-0208 refers];
- Noted*
- b **Note** Cabinet also agreed to delegate approval of the final engagement plan and documentation to you, as lead Ministers of the Child Wellbeing Strategy, in consultation with relevant portfolio Ministers;
- Noted*
- c **Note** that Cabinet agreed that specific proposals for engagement with Māori would be developed in consultation with the Ministers for Crown/Māori Relations, Māori Development and Whānau Ora;
- Noted*
- d **Note** that the Child Poverty Reduction Bill specifically requires consultation on the Child Wellbeing Strategy with children and with Māori;
- Noted*

Results of formative engagement on the Child Wellbeing Strategy

- e **Note** that you, as lead Ministers, agreed to a two-phase approach to engagement, with a formative phase from May to August, followed by full engagement from August to December [DPMC-2017/18-1249 refers];
- Noted*
- f **Note** that this formative engagement has involved testing the draft framing for the Child Wellbeing Strategy in a series of meetings with key stakeholders and engagement activities with 237 children and young people, led by the Office of the Children's Commissioner (findings attached as Appendix Two);
- Noted*

- g **Note** that results from the formative phase of engagement indicate broad support for a Child Wellbeing Strategy, but with some changes suggested, including some changes to the five wellbeing domains and 16 focus areas;

Noted

Incorporating feedback into the draft Child Wellbeing Strategy content, for the next phase of engagement

- h **Note** that significant changes to the proposed framing of the Child Wellbeing Strategy will be a matter for decision by Ministers as part of the development of the Strategy, once public engagement is finished;

Noted

- i **Note** that officials will provide you with advice by the end of August on options for minor changes to the proposed framing of the Child Wellbeing Strategy;

Noted

Key elements of the proposed engagement plan for the Child Wellbeing Strategy

- j **Note** the contents of this report on the proposed engagement plan, as well as the 'engagement plan on a page' attached as Appendix Four;

Noted

- k **Note** the engagement plan intends to specifically seek engagement with children and Māori, including iwi and Māori organisations and other priority population groups;

Noted

- l **Note** that other government agencies including Oranga Tamariki, Te Puni Kōkiri and the Crown/Māori Relations Unit; the Office of the Children's Commissioner; and a range of groups outside government are assisting in the engagement process;

Noted

- m **Note** the more detailed calendar of engagements, which is continuing to be developed with the support of other agencies and NGOs;

Noted

Consulting with your colleagues

EITHER

- n **Approve** the overall approach and forward this report and attached draft engagement plan to relevant ministerial colleagues by Monday 20 August for their information and inviting any comments by Monday 27 August;

Agree / Disagree

OR

- o **Provide** officials with any feedback on this report and attached draft engagement plan by Monday 20 August, so that we can provide an updated version for Ministerial consultation between 21 and 27 August; and

Agree / Disagree

Rolling out the engagement plan

- p **Note** that subject to your approval of the overall approach, officials will carry out broad engagement on the Child Wellbeing Strategy from the end of August through to December 2018.

Noted

s9(2)(a)



Maree Brown
Director, Child Wellbeing Unit

15, 8, 18
.....

Rt Hon Jacinda Ardern
Prime Minister
Minister for Child Poverty Reduction

.....

Hon Tracey Martin
Minister for Children

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Child Wellbeing Strategy Engagement Plan

Background

1. In May, Cabinet considered the paper *Child Wellbeing Strategy – Scope and Public Engagement Process*, agreeing public engagement would take place in the second half of 2018 [CAB-18-MIN-0208 refers]. The draft outcomes, principles and focus areas agreed by Cabinet in May as a basis for public consultation are provided as Appendix One.
2. Cabinet also agreed to delegate approval of the final engagement plan to you, as lead Ministers of the Child Wellbeing Strategy, in consultation with relevant portfolio Ministers – and that specific proposals for engagement with Māori would be developed in consultation with the Ministers for Crown-Māori Relations, Māori Development and Whānau Ora.
3. Engagement on the Child Wellbeing Strategy must meet the requirements of the Child Poverty Reduction Bill, which specifically requires consultation with children and with Māori, including iwi and Māori organisations.

Results of formative engagement on the Child Wellbeing Strategy

4. On 25 May, we provided you with some more detailed advice on engagement for the Strategy [DPMC-2017/18-1249]. You agreed:
 - to a two-stage engagement process, with a formative stage from May to August, followed by a broader public engagement phase from August to December; and
 - that officials would develop advice on the broader public engagement phase for your agreement in August.
5. On 9 August, we provided you with a draft Cabinet paper for Ministerial consultation, 'Child Wellbeing Strategy – work programme and Budget implications [DPMC-2018/19-177 refers]. Some of the information below, on the results of formative engagement, was also included in the draft Cabinet paper and cover briefing.

Building on past engagements

6. In the May Cabinet paper, we noted that we would build on government engagements over the last few years relating to child wellbeing. A brief summary of themes from past engagements is provided as Appendix Two. We will reflect and re-test these themes as appropriate with different groups.

Groups and individuals who took part in formative engagement

7. The formative engagement phase for the Child Wellbeing Strategy has focused on building and enhancing relationships with some key stakeholders, as well as some targeted engagement to test the draft content for the Child Wellbeing Strategy, and various approaches to engagement.
8. Engagement in this period has included the following groups: attendees at the 'Weaving our Strengths' Symposium hosted by the JR McKenzie Trust, the Office of the Children's Commissioner (OCC) and Inspiring Communities; stakeholders attending a series of Oranga Tamariki—Ministry for Children regional hui; members of the New Zealand Council of Christian Social Services policy forum; attendees at the New Zealand Child and Youth Epidemiology National Conference; the Halberg Youth Council; a group of whānau and community stakeholders facilitated by Wesley Community Action and a group of Whānau Ora navigators plus another group of whānau members, facilitated by Te Pou Matakana.
9. Officials have also discussed the draft framework with the Child Wellbeing Strategy Reference Group, the departmental science advisors, the Ministerial Advisory Group on the Early Learning Ten Year Strategic Plan (reporting to the Minister of Education), and the Disability Rights Commissioner.
10. In addition, OCC ran initial engagements with 237 children and young people to gather their views on wellbeing, through an online survey, two focus groups and two one-to-one interviews. An interim report summarising this feedback is attached as Appendix Three. Minister Martin and officials received feedback on the draft child wellbeing framework from the Minister of Education's Youth Advisory Panel.

Main themes from formative engagement

11. Key themes raised by children and young people through the OCC engagement were:
 - a. my wellbeing is interwoven with the wellbeing of my whānau
 - b. child poverty should be eradicated, not reduced
 - c. I need people to have time for me
 - d. education can have big impacts on me; and
 - e. I want to be respected and valued for who I am.
12. This initial engagement also raised two additional matters of importance to children and young people that are not well reflected in the current 16 focus areas:
 - a. a focus on equality and social justice to enable change; and
 - b. access to affordable "fun", i.e. play and outdoor opportunities.

13. Other feedback gained through the formative engagement, from adults, is summarised as follows:

- a. the draft outcomes framework needs to better reflect Te Ao Māori views of wellbeing
- b. the draft vision statement “Making New Zealand the best place in the world to be a child”, is appropriately aspirational and potentially very challenging to achieve
- c. framing ‘wellbeing’ as multi-faceted and holistic was supported, but the five wellbeing domains (safety, security, connectedness, wellness and development) may miss some important elements, such as children’s agency and voice
- d. some concepts, including the domain names, could be expressed in ways that are more appropriate and accessible, positive and empowering, and aspirational for children and young people
- e. the 16 proposed focus areas have not been extensively tested. So far, feedback suggests they capture most things people care about, but some additional ideas are coming through, like good and affordable sport, recreational opportunities and libraries
- f. the importance of adequate income and secure housing as the foundations of child and family wellbeing (“ensuring that all children have the basics”)
- g. the need to address family violence and support mental health are of particular concern (with some noting a bi-directional relationship between these issues and poverty)
- h. the need to ensure the framework is clearly communicated to apply to young people – the word “children” is not necessarily understood to include teenagers
- i. the need for government services to operate in a joined-up way to respond more effectively to the needs of individuals and families; and
- j. the roles of family, whānau, communities (including groups and churches) and NGOs are critical to enhanced child wellbeing.

Incorporating feedback into the draft Child Wellbeing Strategy content, for the next phase of engagement

14. You (lead Ministers) have earlier agreed that, while the issues identified through the formative engagement are important, it is too early to recommend significant changes to the outcomes framework and focus areas for the Strategy – the views of a wider range of New Zealanders should be heard first through broad public engagement. Ministers can then take decisions as part of the formulation of the first Strategy.

15. However, we have recommended making some limited changes within the broad parameters agreed by Cabinet in May, before going out for broader public engagement, to show that the feedback offered to date has been heard and ensure it better resonates with different groups.

16. By the end of August, we will provide you with advice on options for rewording some aspects of the outcomes framework before we begin broader engagement. Any changes will then be reflected in our engagement materials.

Key elements of the proposed engagement plan for the Child Wellbeing Strategy

17. A high level engagement plan has been developed, and is summarised as the 'plan on a page' attached as Appendix Four.

18. The engagement plan relies on a joined-up approach that aims to leverage the expertise and support of government agencies and groups outside government. For example, the OCC will continue its engagement with children and young people, and Oranga Tamariki will lead engagement with children and young people of interest to their own agency, with the support of the OCC. The Whānau Ora Commissioning Agencies, Barnados, Presbyterian Support North and the New Zealand Council of Christian Social Services have offered to organise and/or host focus groups with the whānau they work with, and the Disability Rights Commissioner is connecting officials with opportunities to engage with Disabled People's Organisations and, through them, children and parents with disabilities.

19. No specific funding has been appropriated for the engagement, but an indicative budget of \$250,000 has been allocated through departmental budgets. Our aim is to meet our measures of success while working within this budget. We would note, however, that it is a relatively small amount to achieve strong public engagement that captures a broad range of perspectives, and innovative approaches will be needed. External expertise will be needed to deliver some parts of the plan.

20. We also note that we have received a significant amount of feedback relevant to the Child Wellbeing Strategy in submissions on the Child Poverty Reduction Bill. For this reason, our primary focus is on reaching audiences that may not yet have had the opportunity to contribute their ideas.

21. Key elements of the proposed engagement plan are:

- a. targeted engagement with priority audiences – e.g. further roll out of OCC survey to children in schools, co-lead focus groups with trusted community facilitators, regional hui with Māori leaders and whānau, using agency and NGO networks to encourage the participation of a range of groups;
- b. broad engagement with New Zealanders – e.g. activating social media networks through a 'heroes' campaign with high-profile New Zealanders, leveraging community events in engaging ways, and use of videos and photos captured from those events online

- c. creating a hub – a centralised online public platform for the broad public engagement, including a survey, delivering communications, and capturing data from engagement activities
- d. tailoring engagement tools and methods– eg, flexible activities for different audiences including children of different ages, disabled children and adults, harder to reach groups, as well as mechanisms for engaging with a national audience, and mechanisms for engaging at events and in public spaces; and
- e. creating a low-cost but distinctive brand for the Child Wellbeing Strategy – this will create a strong visual identify, tone and voice.

22. Key approaches that the plan proposes include:

- a. fun, tailored exercises for children and young people, including a digital card sorting exercise allowing children and young people to indicate their priorities for wellbeing, and a postcard that lets children and young people send a message to the Prime Minister;
- b. engaging children, parents and whānau together at family-friendly community events, using physical and online methods to capture their responses to key questions; and
- c. a comprehensive survey, available through the online hub, to enable key groups and people in the child wellbeing sector to give feedback, including technical and in-depth feedback.

23. Sitting alongside this high-level plan is a more detailed calendar of events that will contribute to the engagement plan – see table one. It shows known, planned engagement opportunities as advised by agencies and NGOs, and continues to be developed. It also includes offers of support from different stakeholders willing to assist. There is a plethora of engagement activity occurring in this period, and we are therefore actively leveraging off events planned by other agencies.

Engagement with Māori

24. The departmental report for the Child Poverty Reduction Bill recommends that the responsible Minister for the Child Wellbeing Strategy be required to consult with ‘any representatives of Māori, including iwi and Māori organisations that the responsible Minister considers appropriate’. Māori have two key roles within the Strategy, both as Treaty partners, and as a group disproportionately affected by child poverty.

25. Officials are working with Te Puni Kōkiri, the Crown-Māori Relations Unit and the Child Wellbeing Strategy Reference Group to seek advice on how to tailor engagements to the needs of Māori. Examples of engagement activities will include focus groups with whānau, engagement with at least six rohe, working with iwi and Māori organisations where possible, and leveraging existing hui and events. For example, the Māori Women’s Welfare League has invited us to have a session at their upcoming national conference.

Engagement with children

26. The departmental report also recommends the responsible Minister be required to consult with 'any children or representatives of children that the Minister considers appropriate'.
27. Building on its formative engagement with children and young people, the OCC will work with the Department of the Prime Minister and Cabinet and Oranga Tamariki to carry out face-to-face engagement (focus groups and one to one interviews) with over 400 children, and an online school survey and other online activity to engage with a further 5000 children. We will also explore adding to these methods with further online tools – for example, a digital card sorting exercise that allows children and young people to rank the things that matter most to their wellbeing.

Engagement with other groups, including children with greater needs

28. Other groups of children we plan to engage with include Pasifika, rural, LGBTQI, migrant and disabled children and young people. In addition to the engagement methods described above, some of these children will need specific supports to engage – for example, material in accessible formats to enable some disabled children and young people to share their views. We will work with the Disability Rights Commissioner and Disabled People's Organisations to develop appropriate materials and approaches for these groups.

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Risks and mitigations

	Identified risk	Mitigation strategy
1	Budget adequacy – The \$250,000 budgets is modest, and the planned approach has very limited contingency	The budget will be managed in a phased way, and key decision points identified, allowing for a downscaling of the approach if necessary (e.g. there are options around online presence).
2	Staff levels – The Child Wellbeing Unit is small-scale and has limited expertise in communications and public engagement.	Communication/public engagement expertise will be brought in early in the process to develop the engagement approach and materials. The OCC will lead engagement with children and young people. Wherever possible, engagement will build on existing events and will incorporate the use of local, trusted individuals to host or guide activities.
3	Tight timeframes – The timeframe for the development of engagement materials and online presence, and for engagement itself, is very tight (four months).	Agile project management principles will be applied to ensure that activity is well planned and executed, and resources shifted quickly.
4	Adequacy of coverage – In the timeframe and budget available, there is limited opportunity to ensure good coverage of specific population groups and geographic locations.	The use of a variety of engagement tools/approaches is intended to help ensure that we hear from a range of stakeholder groups. Eg, targeted focus groups will help engage those who are unlikely to do an online survey – while a nationwide survey provides broad coverage for a large number of New Zealanders.
5	Managing expectations – The development of the Strategy carries an inherent risk that stakeholder groups see it as the vehicle for addressing their particular set of concerns/interests.	The engagement process will seek to management stakeholder expectations from the outset through clearly explaining the intention of the Strategy and the fact that it will evolve through multiple iterations over a number of years.
6	Consultation fatigue – Numerous government agencies are engaging (or have recently engaged) with the public on a range of related matters. Stakeholders may feel that they have already canvassed this territory and not engage.	We will actively seek feedback gathered by other government agencies through related forums (e.g. education and health). Part of the engagement approach will acknowledge and build on what has already been said.
7	View that the 'other 10' focus areas have not been given adequate attention – The identification of six focus areas for initial policy work may make stakeholders think the other 10 areas are less important to Government (e.g. housing)	We will be developing a clear narrative about the approach developed to the '6' and the '10' focus areas and how these sit alongside the Government's priorities more generally.

Next steps

29. Subject to your approval of the overall approach, we are aiming to begin implementing this plan from late August. Some elements of the plan, such as the on-line hub, will need to be delivered by external contractors. We will formalise procurement arrangements over the next month. The engagement plan will need to be supported by a communications plan, which we are currently developing in conjunction with communications staff. We will work with your offices on communications and event organisation.

Appendix One

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CHILD WELLBEING STRATEGY – DRAFT OUTCOMES FOR ALL CHILDREN, AND POTENTIAL FOCUS AREAS FOR POLICY WORK

The wellbeing outcomes we are seeking for all New Zealand children – and for future generations of children – can be grouped into five ‘domains’. The five domains overlap with one another, as different aspects of children’s wellbeing can touch on many domains. When children experience wellbeing in these domains, it supports them to participate as citizens, enjoy their rights, meet their responsibilities, and play a positive part in society, now and through their whole life course. Several measures will be identified for each domain.



SAFETY	SECURITY	CONNECTEDNESS	WELLNESS	DEVELOPMENT
<p>Children are safe, and feel safe</p> <p>Whānau and homes are safe and nurturing</p> <p>Communities are safe and supportive, with children protected from victimisation</p> <p>All environments are safe, to protect children from accidental injury</p>	<p>Children enjoy sufficient financial, natural and social resources to thrive</p> <p>Children have a good standard of material wellbeing, including food and housing</p> <p>Parents and caregivers, and young people transitioning to adulthood, enjoy quality employment</p> <p>Children live in sustainable communities and environments</p>	<p>Children understand who they are, where they belong, and their connection to whānau, culture and community</p> <p>Children have positive relationships with family, wider whānau, friends, community groups and school</p> <p>Children have a positive sense of identity, opportunities to express themselves creatively, and to connect to their culture or belief systems</p> <p>Children are encouraged to play, participate in social and community activities, and be civically and environmentally engaged</p> <p>Children are valued for who they are, and their voices are heard</p>	<p>Children enjoy the best possible physical and mental health</p> <p>Children and whānau are empowered to understand and make positive decisions about health</p> <p>Physical and mental wellbeing are promoted, and health status is not a barrier to living good lives</p> <p>Young people take a positive approach to sexual health and reproductive choices</p> <p>Where children experience trauma, they can access timely, quality support for healing and recovery</p>	<p>Children have the skills and knowledge to live good lives and meet their aspirations</p> <p>Positive development starts before birth, including through mothers’ wellbeing</p> <p>Children develop resilience, emotional skills, and positive behaviour skills</p> <p>Children are actively and positively engaged in learning</p> <p>Children are achieving in education and building skills and knowledge for life</p> <p>Children form positive peer relationships, and avoid offending behaviour</p>

OUR APPROACH TO CHILD WELLBEING IS UNDERPINNED BY THESE KEY PRINCIPLES:

- Recognising the United Nations Convention on the Rights of the Child as a foundational treaty, setting out children’s rights in international law, and helping to achieve those rights
- Ensuring children’s voices are fundamental in developing and implementing the child wellbeing strategy
- Promoting the primary role of strong, loving whānau in caring for children
- Affirming that children are members of whānau and communities and cultures – and these must be at the heart of any action to improve children’s wellbeing
- Recognising the knowledge and potential in communities to nurture children’s wellbeing and create positive change
- Acknowledging the importance of the Crown-Māori partnership in all work to promote the wellbeing of New Zealand’s children

Sixteen potential focus areas for the child wellbeing strategy have been identified using evidence on what matters for child wellbeing and an assessment of areas where New Zealand is not doing well. Across all areas, there will be a focus on mitigating the effects of child poverty and socio-economic disadvantage. The focus areas have been linked to the domains they align most strongly with, but they also contribute to other domains.

<p>Children are safe and nurtured, in their whānau and their homes</p> <ul style="list-style-type: none"> Children live in loving homes, free from abuse, neglect and family violence Adults enjoy good mental health, including freedom from misuse of alcohol and drugs Children in care, including those removed from home because of offending, have a safe and caring environment <p>Children’s physical safety is protected during everyday activities like travel and recreation</p> <ul style="list-style-type: none"> The community, physical, policy and regulatory environment work together to promote children’s physical safety Serious injury and death through road accidents, drowning and other major accidental causes are reduced <p>Children have positive interactions with peers and others outside the home</p> <ul style="list-style-type: none"> Children have safe and appropriate peer and intimate relationships Children have safe relationships with adults outside the home Bullying in schools and recreational environments is reduced Children’s safety online is supported 	<p>Children and whānau live in affordable, quality housing</p> <ul style="list-style-type: none"> Families can access and afford housing near where they live and work Housing is warm and dry, has space and facilities to meet essential needs, and supports good health There is stability of tenure for children in rented accommodation Housing is supported by quality infrastructure and community facilities to enable good quality of life <p>Child poverty is reduced, in line with the Government’s intermediate and ten-year targets</p> <ul style="list-style-type: none"> Children and whānau have the resources they need to meet children’s basic needs, and enable them to participate fully in society Rates of child poverty are significantly and sustainably reduced Mothers’ education is supported Housing needs to be affordable, with enough income left over for families to meet their other needs <p>Children and whānau have equitable access to timely, good quality services</p> <ul style="list-style-type: none"> Core government services, like health, disability and education, meet the needs of different cultural and socioeconomic groups All children and their families can access and benefit from these services 	<p>Children are free from racism, discrimination and stigma</p> <ul style="list-style-type: none"> All children are respected and valued for who they are Unconscious bias is addressed No child, or group of children, faces discrimination or stigma on the grounds of race, or for any other reason <p>Children’s cultures are celebrated, and Te Ao Māori and Te Reo Māori are promoted</p> <ul style="list-style-type: none"> All children can participate in te ao Māori and te reo Māori Te ao Māori and te reo Māori are actively promoted Children see their cultures portrayed in a positive way <p>Children have improved opportunities for civic engagement and environmental awareness</p> <ul style="list-style-type: none"> Children are positive, valued contributors to civic life Children’s individual and collective agency is encouraged, and they participate in decisions that affect them directly and wider society Children are stewards of the environment 	<p>Children and whānau are empowered to maintain healthy lifestyles for children</p> <ul style="list-style-type: none"> Children and families have the knowledge and resources to make healthy decisions about diet and exercise Children maintain a healthy weight, including though diet, being active and getting enough sleep <p>Disabled children have improved opportunities and outcomes</p> <ul style="list-style-type: none"> Disabled children: <ul style="list-style-type: none"> are recognised as full and equal participants in every aspect of community and society have agency and voice in their wellbeing and choices have access to quality support and services to enable full and equitable participation Neurodisability is recognised, with children receiving quality services and support <p>Children’s mental wellbeing is supported</p> <ul style="list-style-type: none"> Children are supported to build the resilience that helps them navigate life’s challenges Children with emerging mental health needs are identified and receive quality, culturally appropriate support Children experience less bullying Substance abuse, self-harm and suicide are reduced 	<p>Children experience best development in their first 1000 days: safe and positive pregnancy, birth and parenting (conception to around 2)</p> <ul style="list-style-type: none"> People make positive, empowered choices about when to have a family The environment around the mother helps her make positive choices for pregnancy, birth and parenting Services for parents and babies are accessible, culturally appropriate, and meet a range of needs Mother’s mental wellbeing is supported <p>Children are thriving socially, emotionally and developmentally in the early years (around 2 to 6)</p> <ul style="list-style-type: none"> Parents are supported to provide the best environments for their children to develop Children build resilience, self-control and mental wellbeing Children participate in high quality early learning Children’s learning needs are identified quickly, and responded to in a timely way, including through additional learning support <p>All children have an equal chance to gain the skills, knowledge and capabilities for success in life, learning and work</p> <ul style="list-style-type: none"> High quality education for all children is assured, as an important protective factor and an enabler of social mobility Inequities in access to learning and achievement are reduced, among children of different socio-economic groups and ethnicity Barriers are removed, so all children can take part in a full range of opportunities to develop and express their talents <p>Children are supported to behave in pro-social ways</p> <ul style="list-style-type: none"> Behaviours with negative impacts for self or others are reduced, including alcohol and drug taking and unsafe sexual behaviour Offending by children is reduced
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Appendix Two: Brief summary of child wellbeing themes emerging through past engagements by government

Officials have carried out an analysis of relevant recent engagements carried out by government. The largest of these were the Green Paper on Vulnerable Children in 2011, and the issues and options consultation by the Expert Advisory Group on Solutions to Child Poverty, in 2012. These engagements involved feedback from adults (as individuals and through groups), and children.

The main themes seen through this analysis of past engagements were:

- Children need families and adults to nurture, care for, listen to and encourage them – and the role of parents must be supported and valued
- Poverty is the root cause of a number of problems, including stress on families – and government must take action and increase its own accountability for addressing poverty
- The tax and benefit systems, alongside wage levels, need to support families adequately and allow them to get out of poverty
- Housing is critical to child wellbeing, and has a range of dimensions: affordability, quality (including health impacts), security, and overcrowding (including impacts of stress of family relationships)
- Education is seen as a key way out of poverty, starting with quality ECE, but there are a range of financial and other barriers to all children getting the most out of education
- Food in schools can play an important part in supporting children who are going hungry and helping them to learn
- Healthcare needs to be more accessible, including through services provided in schools, and free healthcare 24/7 for children up to age 18
- More support for financial literacy and debt management could help families
- Services must be culturally appropriate, with workforce training needed
- More specialist services in areas like family violence, drug and alcohol, and mental health are needed
- Providers working with children and their whānau want to contract differently and work in a partnership approach with government.

Children who gave feedback through these engagements talked about the importance of adults who care, listen, and can be trusted to be there. Particular groups of children and young people – those of interest to Oranga Tamariki, disabled children, and tamariki and rangatahi Māori – gave feedback on issues that were important to them, like making good transitions out of care, the importance of accessible and inclusive education, and the importance of their culture and language.

It should be noted that these past engagements asked about specific issues (like child poverty), rather than engaging on broader concepts of child wellbeing, or engaged with specific groups on issues of interest to them (for example, children and whānau who have had contact with Oranga Tamariki). In some cases, like the engagements with disabled children, the engagements were small-scale. For these reasons, past engagements should not be read as a comprehensive statement on what New Zealanders think about child wellbeing.

Some voices were not well-represented through the past engagements, and will need to be a focus for engagement on the Child Wellbeing Strategy; for example, the voices of Pasifika and rainbow children and young people. Some areas that are important to child wellbeing were not explored, because engagements did not seek specifically information on them (for example, the importance of maintaining health lifestyles for children). Identifying these gaps has informed our approach to developing the engagement plan.

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Appendix Three

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What is the good life?

CHILDREN AND YOUNG PEOPLE'S PERSPECTIVES ON WELLBEING.



"Equity, fairness, and freedom are 3 things that all children should be able to experience in terms of a good life" (Secondary school student, Samoan)

INTERIM REPORT ON INITIAL VOICES HEARD AND TESTING OF ENGAGEMENT APPROACH (PHASE ONE)

The Office of the Children's Commissioner (OCC) recently undertook an engagement to hear the views of 237 children and young people for the Department of Prime Minister and Cabinet (DPMC), to inform the development of the Child Wellbeing Strategy (the Strategy). This report shares the initial insights we have learned from the children and young people on their views on wellbeing. A second phase of engagement will be undertaken in collaboration with the Oranga Tamariki Voices of Children and Young People Team and community partners between September and October, reporting back to DPMC before the end of the year. Phase two will be larger scale and more in-depth.

This trial engagement was designed to:

1. Provide DPMC with initial views and insights from children and young people
2. Refine the methods, tools and approach for the large scale engagement (phase two)
3. Support the development of a 'toolkit' to encourage and provide guidance for best practice engagement with children and young people, to be distributed widely to community organisations nationwide
4. Provide DPMC with insights to draw from when creating their consultation on the Child Wellbeing Strategy for adults.

AUGUST 2018

About the Office of the Children's Commissioner

1.1 million children and young people under 18 make up 23% of New Zealand's population.

The Children's Commissioner Judge Andrew Becroft and his office advocate for their interests, ensure their rights are upheld, and help them have a say on matters that affect them.

About Mai World

We endeavour to model best practice for engaging children and young people within the context of their whanau, schools, and community groups, as well as encouraging other organisations to do the same.

About quotes in this report

All quotes in this report (displayed in speech bubbles or italics) are direct quotes from children and young people we heard in this engagement.

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We heard from 237 children and young people in this trial engagement

We conducted two in-depth interviews, two focus groups (26 total participants) and had 211 responses to our online in-school survey. We are confident we heard from all four cohorts of children and young people within the Strategy. Many children and young people told us about their experiences with poverty, some had been in contact with Oranga Tamariki, and some had greater needs.

Children and young people are a diverse group with varied experiences. The inferences made throughout this report refer only to the children and young people who were involved in the engagement; they cannot be extended to refer to the entire population. Throughout this report we use children to refer to under 12 year olds, and young people to refer to 13-19 year olds. See the appendix for more detail.

We intentionally designed this engagement to explore 'the good life' with children and young people in a way that did not constrict their conversations. We wanted to provide an open platform through which they could tell us what is important to them. We did this to allow for new insights separate to the initial thinking about the Child Wellbeing Strategy to emerge.

We have heard from children and young people about themselves, their important people and places. Our enquiry was structured around the key question of *What makes children and young people's lives good right now and for their future?*

Our preliminary engagement has identified some key insights we recommend be considered in decisions about the Child Wellbeing Strategy.

What we have learned in relation to the Strategy

Children and young people we spoke to take a holistic view of wellbeing, and see their wellbeing in the context of important people in their lives (mainly family and friends). Our conversations with children and young people touched on the sixteen existing potential focus areas for the Child Wellbeing Strategy, while highlighting where additional focus areas, and changes to existing potential focus areas could be considered.

The Child Wellbeing Strategy needs to be aspirational

Children and young people are hopeful, aspirational, and want their lives to keep improving. Despite some incredibly challenging environments, they love and care for their family, and want better support for themselves and those that care for them.

The following learnings, in no particular order, demonstrate how engagement could inform development of the Child Wellbeing Strategy.



Key Messages

1. My wellbeing is interwoven with the wellbeing of my whanau

The interdependence of a child or young person's wellbeing with their whanau or family's wellbeing was a key learning in this engagement. We heard that a strong, stable and supportive whanau is important to children and young people. The participants of both focus group sessions and the interviews shared that the wellbeing of their family is important to them: when their family is not doing well it impacts them. Some talked about how they become stressed due to feeling that they are a burden. Children and young people know the stresses that their parents or caregivers are under.

"...families and parents maintain a good relationship with them and also with each other"

2. Child poverty should be eradicated, not reduced


One of the Child Wellbeing Strategy's sixteen potential focus areas is that 'child poverty is reduced, in line with the Government's intermediate and ten-year targets'. This is not how children and young people talk about poverty. They told us very clearly the eradication of poverty should be the very least we hope for. Children talk about having their basic needs met as a right – no matter who you are. They see the unfairness in their society and want that to be addressed. Children and young people are aware when they are missing out on opportunities.

"...bills are paid, a roof over their head, food on the table"

3. I need people to have time for me

All the children and young people in the focus groups expressed their desire to spend time with their parents and other family members; enjoying a meal, going for a drive, doing activities together. They are often unable to do these things due to parents having to work and having family duties, with financial pressures preventing families from being able to do activities with their children. Children and young people wanted their parents to have time with them, so that they could provide them with support as they grow up. This idea is explored in the potential focus area *Children are thriving socially, emotionally and developmentally in the early years (around 2 to 6)*, but what we heard from children and young

"I think that they should be able to grow with loving parents...They should be able to fall and get back up"



people is that they want their parents to continue this support as they grow older. Children and young people identify how important these strong trusting relationships with adults are. Trust was often mentioned in discussions about the good life, especially in relation to the key people in children and young people's lives such as parents and teachers. They want their parents to not only spend time, but to listen to what they have to say, and respond in a supportive way.

4. Education can have big impacts on me

Children and young people talked about how school affects them both positively and negatively. For them, school is not only about getting an education, but about connecting with both peers and other trusted adults. They emphasised it is the relationships that they build or break at school that makes the most difference in their achievement. Although the potential focus area *All children have an equal chance to gain the skills, knowledge and capabilities for success in life, learning and work* touches on learning as important, it does not emphasise the key role of the relationships in learning institutions on children and young people.

"...be taught by teachers in school who are passionate and actually want to teach..."

5. I want to be respected and valued for who I am

Children and young people told us that they want to be accepted, respected and valued. Many told us about how they only felt they could be themselves at home. Although being respected and valued is mentioned under the potential focus area of *Children are free from racism, discrimination and stigma*, we recommend that this be elevated. We recommend the element (*All children are respected and valued for who they are*) be elevated to become a key underpinning principle of the Strategy.

"...thinking positive and doing your own stuff, like thinking about yourself"

The preliminary insights presented in this report highlight the vital importance of further engagement with children and young people and their communities to inform decisions on the Child Wellbeing Strategy. Due to the small number of young people we have engaged with at this time, we have deliberately refrained from drawing broad recommendations. Phase two of this engagement will provide more robust insights from a large number of diverse children and young people.



What we heard from children and young people

We explored one overarching question, with three sub questions through this initial engagement phase:

What makes children and young people's lives good right now and for their future?

- **What supports a good life?**
- **What gets in the way of having a good life?**
- **What would make the most difference?**

We asked children and young people these questions via an online in-school survey, and face to face engagements. We conducted a thematic analysis of the face to face engagement results. We then coded all responses against the sixteen potential focus areas of the Strategy, allowing us to see how young people's views correlated with the Strategy. While almost all of the comments can be considered to fit into the potential focus areas, there were additional elements children and young people told us were important to their wellbeing that were beyond the current scope of the potential focus areas; children want to spend time with their families and they want opportunities for affordable outdoor play.

ONLINE IN-SCHOOL SURVEY

"I think that this survey was very helpful, not only for you, but for us as children"

We gathered views and opinions from 211 young people, aged between 12 and 19 years, via an online, in-school survey. Three schools participated in the trial survey; two in Auckland (deciles one and three) and one decile seven school in the top of the South Island. The survey participants ranged in ethnicity, and gender.

We will share what we heard in the following three sections:

- 1. What young people told us about their own life**
- 2. What children and young people as a whole need to have a good life**
- 3. In their own words, what is important for wellbeing.**

The following section includes quotes from survey respondents and findings from analysis of all survey responses. It is not intended to be generalisable to all children and young people in New Zealand and should not be read as such.



1. Young people told us about their own life

The majority of young people live stable lives; they always sleep in the same bed, in the same home, and have trusted adults in their lives. However, about 10% of respondents described unsettled lives; regularly sleeping in different places, moving homes multiples times a year, living in crowded homes, or living in formal or informal care arrangements.

Most young people felt their home was the place they could 'be yourself the most', with the most common reasons why being a lack of feeling judged, and the relationships they have there with adults. When asked if there was anywhere they had to go that they don't want to be, almost half said school.

We also asked a series of questions about what children and young people felt was important for themselves, and all of their peers, to have a good life:

1. What does wellbeing mean to you?
2. What do young people think is important for younger children to have a good life?
3. What do children and young people want to tell the Prime Minister about having good lives, now and in the future?

2. What children and young people as a whole need to have a good life

We provided a list of definitions of the word 'wellbeing' and asked young people which one they agreed with the most. The two preferred choices were:

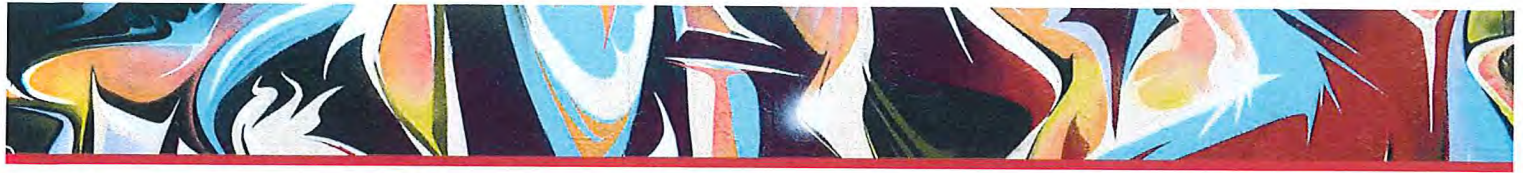
- Having good physical, emotional, mental and social health
- Being healthy and happy

While these were the two most commonly selected, most of the responses were fairly evenly split over all of the options. This suggests young people recognise the broad and holistic nature of wellbeing. Other suggestions include:

"Equity, fairness, and freedom are 3 things that all children should be able to experience in terms of a good life"

"Having something to strive for, a purpose in life...Happiness"

"Children need stable lives at home with their families, as well as a home where there are no financial issues"



We provided a range of statements and asked them to identify the three most important issues in each element. The questions explored the following broad elements of wellbeing:

1. Identity and belonging
2. Family
3. Community
4. Money
5. Health
6. Home
7. Learning

"We're a new generation, we need new things whilst still remembering the lessons of old"

Responses to these questions showed children and young people recognise value in all the different elements of wellbeing. We included the sixteen potential focus areas of the Strategy as possible responses in the questions, and these were among those selected by young people throughout these questions.

Two themes that are less evident in the 16 potential focus areas emerged:

- children and young people want their parents to listen to them and take what they say into account
- children and young people need to have affordable sports, libraries and recreation activities available in local communities.

The young people indicated they valued feeling safe in all different environments, and called for free spaces in their community where they can do activities. Money is a stress for children and young people. We heard that they worry about how their families and whanau are going to pay for food and bills. When it came to health, children and young people told us that the most important thing (from the selected options) was for parents to be supported to look after their kids when they are sick (like take time off work).

"Children should feel safe and accepted at home and at school"

3. In their own words, what is important for wellbeing

What do young people think is important for younger children to have a good life?

134 people responded to this open-ended question. Young people often gave more than one theme in their answer. We coded responses using the sixteen potential focus areas of the Strategy as categories, allowing us to see how young people's views correlated with the Strategy. While almost all of the comments fit into one of the potential focus areas, there were some comments which highlighted gaps in the potential focus areas.



The top two themes we identified were:

i. We need our basic needs met (42 respondents)

We coded responses into two separate categories under the Strategy focus area of safety - *Child poverty is reduced, in line with Governments intermediate and ten-year targets* (29) and *Children and whanau live in affordable quality housing* (13). On reflection, we considered them to be both relevant to making sure children's basic needs are met, and have combined them.

"Warm house and parents who can buy needs in life without to much problems"

"They have safe, healthy homes to live in; warm and dry. their families and parents mantain a good relationship with them and also with each other"

"Parents being able to afford to meet the babies needs"

ii. We need to be safe and nurtured in loving homes, by parents free from alcohol or drug addictions (41 respondents)

We coded any references to children needing a safe, loving family under the first Strategy focus area of safety, *Children are safe and nurtured, in their whanau and in their home*. Comments from young people included;

"A stable and loving family. A stable home life; bills are paid, a roof over their head, food on the table. Talking, playing, communicating and listening to them"

"Mothers shouldn't smoke or drink while they have young children so that the babies brain can grow healthy"

In addition, nine respondents made specific comments about the importance of parents and whanau being supported to have time to spend with children, and develop those trusted relationships.

What do children and young people want to tell the Prime Minister about having good lives, now and in the future?

128 people answered this open ended question with the young people often giving more than one theme in their answer. We again coded responses against the sixteen potential focus areas of the Strategy, allowing us to see how young people's views correlated with the Strategy. The three most common themes we identified were:

i. We need our basic needs met (26 respondents)

We coded responses into two separate categories under the Strategy focus area of security headings - *Child poverty is reduced, in line with Governments intermediate and ten-year targets* (16)

"We as young people must have access to basic necessities... to enjoy majority of our school life"



and *Children and whanau live in affordable quality housing* (10).

"Children need to have good food and live in a warm dry environment and have access to learning facilities since childhood"

Many respondents linked poverty to not having the things they needed across a range of areas, such as education. This reinforces the importance of having an aspirational approach of zero child poverty and socio-economic disadvantage.

ii. We need access to the best quality education and learning opportunities (17 respondents)

As with the previous question, we coded comments about education, and having learning opportunities to develop themselves under the potential focus area *All children have an equal chance to gain the skills, knowledge and capabilities for success in life, learning and work*. Survey respondents recognised the importance of good quality education as a keystone in a successful life.

A theme in education was the need for well funded schools with good teachers who cared about the students they were teaching. As one student put it, *"be taught by teachers in school who are passionate and actually want to teach, not for the sake of their salary, but teachers who want to push/help students in achieving their goals"*.

iii. We need to be skilled and enabled to contribute to civic conversations, and have our views respected (17 respondents)

Responses for this category were coded to the focus area of *Improve opportunities for civic engagement and environmental awareness*. As we have heard from other engagements, young people have views on what is happening around them, and want opportunities to share their perspectives on issues they often have a lot of experience in.

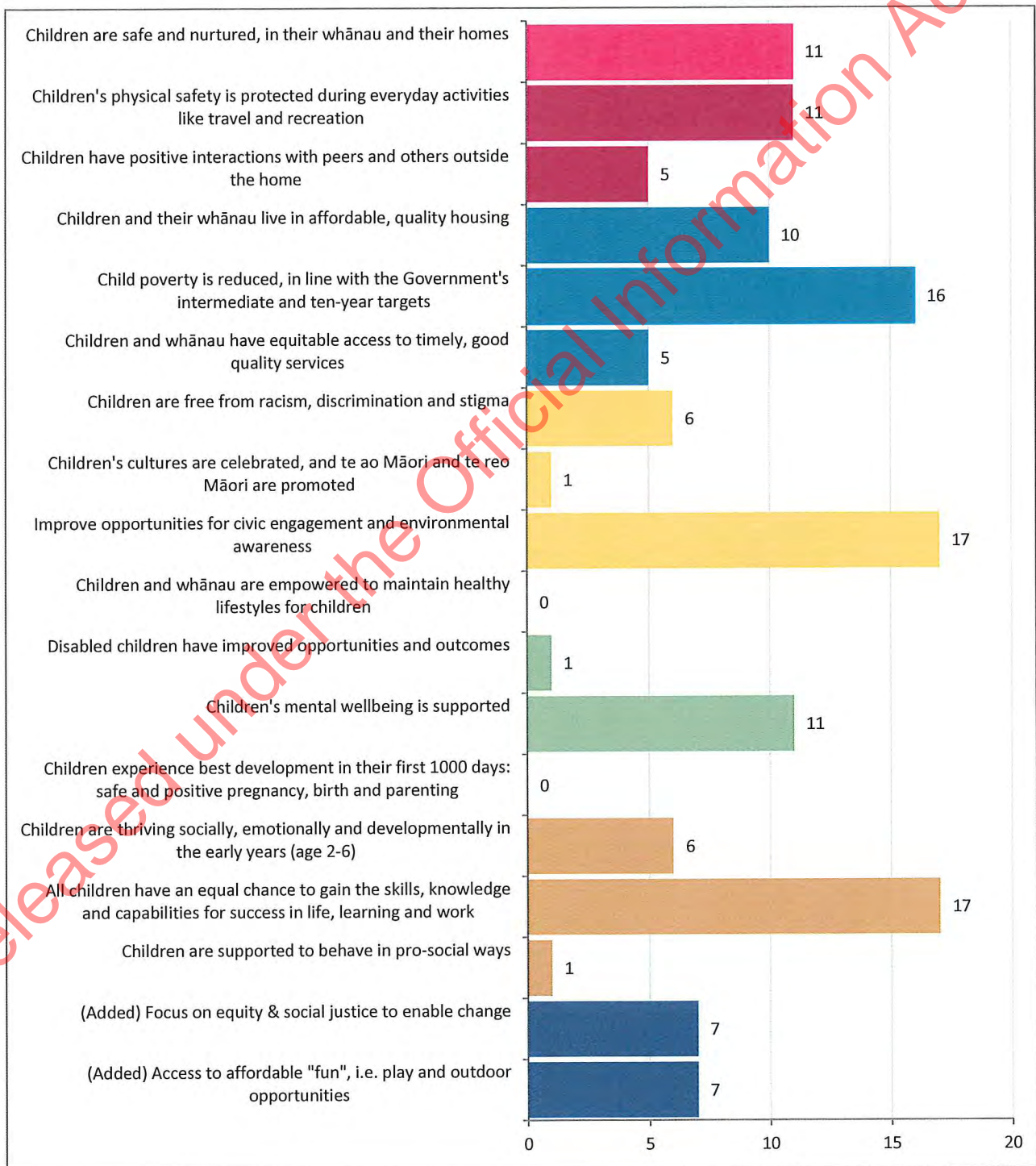
"Motivation and someone to listen to them. As young people we have a lot to say and our parents and teacher ignore or disregard our concerns, opinions or thoughts which make us feel degraded"

"An environment where they feel safe, and comfortable. Where they can speak out, their ideas and opinions taken into account"



We coded all the responses from the question asking what young people would tell the Prime Minister about having a good life against the Child Wellbeing Strategy potential focus areas. We also added two additional categories for comments that didn't fit with the sixteen focus areas. The categories are colour coded to the wellbeing domain colours.

Figure 1: Comparison of survey question responses colour coded against the draft Child Wellbeing Strategy domains and focus areas

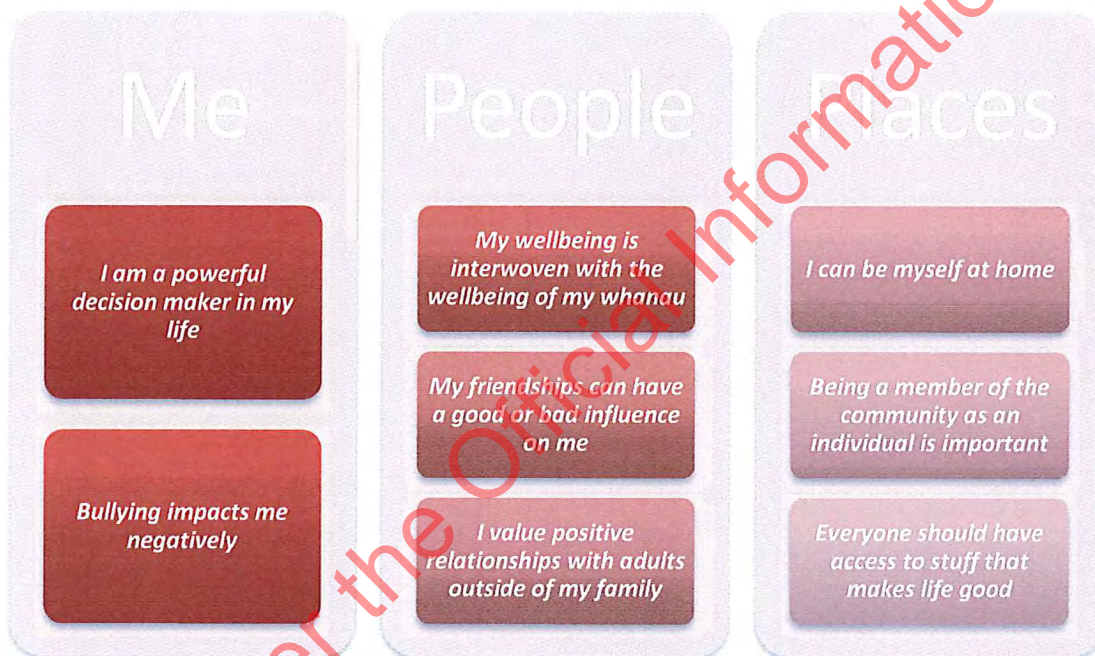


INTERVIEWS AND ACTIVITY-BASED ENGAGEMENTS

We gathered the views of 26 children and young people, aged between 9 and 16 years through one on one interviews, and focus groups. The participants also ranged in ethnicity, and gender.

We have heard about children and young people themselves, the people in their lives, and their environment and places around them. We used an ecological framework to structure the interview questions, with focuses on me, people and places.

Fig 2: Key insights from face to face engagement



1. Me: Children and young people told us about themselves

i. I am a powerful decision maker in my life

Young people told us about the importance of their sense of agency and self-belief.

They had good self-awareness and spoke about setting their own goals and making positive choices for themselves. What we heard from children and young people about agency could provide useful insights to the potential focus area of *Improve opportunities for civic engagement and environmental awareness*, however – young people talked about agency in its broader sense, not only in civic engagement, but in personal decision making and goal setting.

"It's a choice of yours to make, not your friends"



One of the young people we spoke to talked about the importance of setting her own goals, and sticking to them when things in her life get tough. She talked about separating out her own choices from those of her friends.

"I don't know, just like, thinking positive and doing your own stuff, like thinking about yourself, and like achieving goals that you like set for yourself"

ii. Bullying impacts me negatively

Bullying was raised in both focus groups as an important issue that affects the mental health of young people. The children and young people talked about the impact of bullying on their participation in school and in their community. However, they told us about how the impact of bullying is mitigated through a meaningful and genuine relationship with an adult in these spaces – young people talked about how bullying happens, but it is who they can talk to about it that is important. The views heard by children and young people on bullying link to the potential focus area of *Children's mental wellbeing is supported*.

Young people told us how big the problems of bullying and suicide are in their lives. One young person told us about a friend she has lost to suicide. She also shared with us how her friend was bullied:

"Like people used to write stuff to her. Yeah, or they used to jump, like give her hidings"

2. People: Children and young people told us about the people in their lives

i. My wellbeing is interwoven with the wellbeing of my whanau

Children and young people talked most about the people that had an impact on their lives. They told us about the good and bad things about their family, whanau and other supports in their life. Children and young people spoke about family members being the ones they go to for support with serious problems.

"My sister. Cause we like tell each other, cause we're like the same. We steal. She's on bail. For a stolen car"

Young people told us about alcohol and violence affecting them and their families. For one young person, dad's drinking caused arguments and fights between his mother and father. For another young person, their dad was violent towards them and their siblings.

"Dad's work used to. Dad's work mates used to. Probably dad's drinking, that used to, definitely"

"Um, probably mum didn't really want to sleep with him. Yeah. He'd just get angry. He would try start an argument cause mum didn't want to sleep with him"



Some of the children and young people shared how they feel family prevents them from realising their full potential.

"Get rid of the car so our parents don't drive away to the club"

One young person talked about the impact that family violence has had on her family.

"Oranga Tamariki. For family violence, yeah. So we moved here cause they said that we weren't allowed to stay with my dad"

"Like, we used to get heaps of smacks. Mostly dad, but mum's wasn't that bad, it was just like a jandal. Dad...used to hit us, like we were grown people. Like punching and stuff, yeah"

"I think they just learnt their lesson. Yeah cause last year my dad said, oh when they finished the courses everything was fine and then my dad gave my sister a hiding last year. So he went to jail for that. I think he's learnt how to like calm down"

Other children talked about the stress that their parents are under, and how that makes them sad.

"Stress and losing work"

"[My Dad] getting fired"

ii. My friendships can have a good or bad influence on me

For the children in the focus groups, being able to play, to be with their peers, and do activities outside of the home is important to them because it supports their individual identity and how connected they feel to their community. The young people shared that being able to discover new things while contributing to their community enhanced their confidence, and gave them new skills and experiences.

Young people talked about the network they felt a part of at their community youth group. Many shared how their friends help them feel confident to be themselves and address issues when in their wider community or unfamiliar spaces. Young people talked about how if they didn't have these friends, that they would feel vulnerable to negativity from others such as bullying, anti-social peer pressure, and low self-esteem.

In the interviews the young people told us about school friends they met in primary or intermediate school are a positive influence in their lives who they can trust and talk to.

"My old friends, I reckon that helped me...I'm not really sure. Like, when I'm with them and I want to do something, they say like no"



Children and young people talked about peer pressure and the influence that their friends have over them. They spoke about outer¹ friends, who they didn't go to school with, as the people who influenced them to make bad choices.

"Encouragement, like they'll put a reward out if we go to school every day and attend every class"

"...and like east side or west side. So like for outer friends, I don't care what they think, but for them you can tell they put on a show just to fit in, like you have to do something to fit in"

We noticed mainly older young people spoke about their different groups of friends. We learned from what the young people told us that with freedom to make choices about who young people spend time with, and what they do – comes a much greater likelihood that they may feel impacted by peer pressure to fit in and therefore do things like steal.

"I don't steal anymore though. I think it's when I got out of residence, like I stopped stealing, cause I was like, I don't know, you know when you wanna do something and you go do it. Like when I got out of residence like I wanted to do it but then I was like scared, cause I was like thinking about everything. Yeah. My friends still did it"

The Child Wellbeing Strategy needs to reflect the complexity of children and young people's relationships with their peers, siblings, family members, and other trusted adults.

iii. I value positive relationships with adults outside of my family


The young people in the focus groups shared how having a good relationship with teachers helped them feel confident and able to learn. School was enjoyed by most participants because they are able to interact with their friends and work towards their own goals. They told us that school can also contribute to a sense of confusion and low self-esteem; when children feel they are not progressing and the work load is constantly growing, they can become disengaged.

Children and young people told us being able to talk to a teacher and understand their learning pathway helps them overcome this. When these relationships don't exist, young people can lose interest and motivation in their learning.

Young people mentioned how social workers and teachers helped them by providing support and encouragement.

"I got 2 teachers from school. Probably [youth worker] and [teacher]"

¹ Outer friends were described by the young people we spoke to as friends that young people have outside of school, and often tend to be the friends that young people participate in less positive activity with.



"[community group], my social workers"

We heard from the children and young people that if they don't trust the key adults in their life, they won't reach out to them for help.

"When I don't trust adults in my life, I won't ask them for help"

One young person spoke about how she didn't completely trust her social worker to keep things confidential and how this would sometimes stop her from asking for help when she needed it.

"Cause they say it's confidential and then you hear like other people coming up to you saying, I heard someone talking about this and stuff. Cause they have an office and they just talk and there's like kids there"

3. Places: Children and young people told us about the places and spaces they spend time in

i. I can be myself at home

For many of the children and young people we spoke to, home is seen as the safest and most comfortable environment to be themselves, although some shared that this was due to the fact they could be alone rather than being with family members.

The good life for many of the young people meant their family had warm and spacious homes, parents were able to do more with their children, and the family was able to take part in activities and events that created good memories.

Young people told us it is at home that they feel they can be their true selves, whereas with friends it is different.


"At home, yeah. You like proper, proper self. And like with friends, I think you're like a different person. Yeah. Cause like, all our friends, like they're all into gangs and stuff, like you've got to rep something"

Doing activities at home with family made home a positive place to be.

"Um, just chilling. We go out and do stuff. I think it was last week when they did fireworks"

However, the children and young people also told us when they're at home with nothing to do, going out with friends became the more attractive option.

"Like my mum, I would just leave, and my mum would go report me missing when she already knew where I was cause she wouldn't let me out. I just wanted to go hang out with my friends"



"Mostly home. Yeah, anywhere I can be myself. Friend's house"



One young person talked about how they started hanging on the streets when they stopped liking home.

"I don't know. Just never liked it (being at home). I liked going out with my friends"

ii. Being a member of the community as an individual is important

Community support services and centres are instrumental in supporting positive experiences in the home, in the community, and between young people. The majority of the children and young people shared that being able to access a safe place to do activities and be around trusted adults supports them to have personal aspirations, navigate their problems, and most importantly have a place that is not home or school to be themselves.

We heard about how much they trusted and respected the staff (youth workers, social workers, community workers) in the centres. Knowing there are adults in the community who understand them, talk to them, and do relevant and fun activities with them demonstrates they are valued and important.

iii. Everyone should have access to stuff that makes life good

Many children and young people talked about how unfair it was that some people have access to things, and can live in nice houses, when others do not. Many of the children called for others to share their money, and help those who don't have what they have.

"Swimming pools and facilities at school so we don't have to pay for it"

"Rich houses everywhere – should be for everybody"

"There are people and they are poor, we should share the money"

"More kid books and comics at the library"

"More winter clothes"

"Lunches for children at school who can't buy any"



We ended both our face to face and survey engagements by asking children and young people what they wanted to tell Prime Minister if they got the chance. Below are just some of the many messages we heard.

DEAR JACINDA...

I was wondering why is all the rich houses in Aotea block when there can be rich houses everywhere so it can be fair for other people & families. If I could I would love to meet you.

Thank you for reading this Jacinda Ardern

I would love to meet you and see what its like to be the president

You should spend money wisely, like giving some to people who don't have it, and some to your family, and don't be greedy

Stop wasting all our money on things that no one wants and spend our country's money on helping the community and getting all our homeless places, food ,water etc. and make more free out door activity's

We need to diminish the feeling of not being heard

Nice homes, enough money for all needs, and not to be discriminated



Moving forward...

This preliminary engagement has been carried out to ensure some children and young people's voices support decisions being made in August on the next steps for developing the Child Wellbeing Strategy.

It is clear from this engagement that children and young people add great value and insights to the development of the Child Wellbeing Strategy. Hearing them will support better policy decisions, and the design of a better Child Wellbeing Strategy, informed by the lived experiences of all children, of which some will have experienced poverty, had contact with Oranga Tamariki, or have greater needs.

Valuing the lived experiences of children and young people, and elevating their views to be included in the discussion will add richness to the wealth of knowledge that exists on wellbeing. It will support genuine understanding of the enablers and barriers that children identify in their own lives.

We are currently refining our engagement approach and developing a comprehensive engagement plan to be carried out and publicly reported on before the end of the year, in collaboration with Oranga Tamariki Child and Young People's Voices team and other key community partners.

Through conducting this preliminary engagement we have heard about the lived experiences of children and young people relating to the Child Wellbeing Strategy. The challenge now is how we take the views of children and young people and integrate them into decision making processes. We are confident that we have designed and tested a robust approach to hearing the voices of children and young people in this work.

We look forward to phase two of this engagement where we expect to hear from at least 400 children and young people face to face, and 5000 through online platforms and online in school surveys.

"Good education, stable family and enough money for anything needed"



Appendix One: About our test engagement phase

This trial engagement phase had two purposes. Firstly, it was designed to ensure Government received the voices of children and young people at a relatively early stage of design, in order to inform the development of the Child Wellbeing Strategy. Secondly, this phase served as a pilot for ongoing engagement. We wanted to test our engagement approach with a small number of children and young people to ensure that we were providing them with the best opportunity to share their views.

Children and young people have been asked about their wellbeing before. We considered this when we designed our engagement. We wanted to create a new and unique opportunity where we carve out a space for children to share their thoughts – not be confined to the already established thinking on wellbeing frameworks.

To get to this point we considered research on wellbeing, and the many voices that we and others have heard in the past on wellbeing.

While the engagement development was guided by several established and well recognised wellbeing frameworks, the questions themselves were designed to be more open. This allowed us to be guided more by the voices of children and young people so as to compare and contrast what we heard when they told us about what they needed for the 'good life'. We were informed by academic literature about wellbeing, and drew on it during analysis and insights processes.

We explored one overarching question, with three sub questions through this initial engagement phase

What makes children and young people's lives good right now and for their future?

- What supports a good life?
- What gets in the way of having a good life?
- What would make the most difference?

We structured our engagement through exploring the above questions in relation to you, people and places. We sought to understand the enablers, barriers and things that make the difference in children and young people's lives.

Methods of engagement

1. On-line in-school surveys
2. Face to face techniques including interviews, and activity based engagements.

Each facilitator took a positive youth development approach during face to face engagements with the children and young people. They focused on the child or young person's strengths and supported them to share their views in the way that suited them best. All engagements were informed by Lundy's model of children's



participation (2007). The facilitators used a range of methods in their face to face interactions including interviews (informed by narrative therapy), drawing, and activity based engagements.

The online, in school survey was delivered to a small number of classes in schools specifically approached due to their demographics. It underwent a peer review process prior to delivery, with key partners including some young people.

Released under the Official Information Act 1982

The Children's Commissioner seeks the voices of children and young people through **Mai World: Child and youth voices**.

For more information visit our website
www.occ.org.nz/4youth/maiworld/



Appendix Four

Released under the Official Information Act 1982

Engagement Plan - Child Wellbeing Strategy

Our vision is for New Zealand to be the best place to be a child

The purpose is to ensure broad public engagement to help inform the direction and framing of the first Child Wellbeing Strategy

Groups

Children and young people and their families	Māori	Population groups of interest	Wider public & communities	Sectors
<ul style="list-style-type: none"> Up to 18 years old Between 18-25 years old* 	<ul style="list-style-type: none"> Whānau, Hapū, Iwi, and Māori organisations 	<ul style="list-style-type: none"> eg Rural, Disabled, Pacific, Migrants, LGBTQI 	<ul style="list-style-type: none"> All New Zealanders 	<ul style="list-style-type: none"> Local Government Academic Professional bodies Faith based communities Philanthropic

With particular focus on:

- Those facing greater needs
- Those experiencing impacts of poverty and socio economic disadvantage
- Those of interest or concern to Oranga Tamariki*

Goals

Help New Zealanders join an ongoing conversation by connecting activities with an over-arching, welcoming brand, and creating a database for ongoing communications.

Respect our audiences' needs by pre-testing materials to ensure that they are appropriate and effective.

Recognise the special role of Māori through specific engagements to hear the perspectives of whānau, hapū, Iwi and Māori organisations.

Develop rich insight through targeted, in-depth engagements with priority audiences in their own environments, using trusted individuals from their community to host or guide.

Allow all interested New Zealanders to have their say by providing broad engagement online activities.

Support community-led engagement, allowing a wide variety of groups to contribute to the kaupapa consistently and easily.

Demonstrate we're listening by creating content from the engagements to use in subsequent engagements and updates.

Close the loop by giving feedback on engagement findings.

Approaches

Targeted engagement

Facilitated groups and interviews

- Co-lead engagements with trusted members of each priority community
- In-depth community voices
- Facilitate in-depth engagement in chosen communities to hear a cross section of voices and better understand the community-level ecosystems that can support good child wellbeing

Māori engagement

- Conduct focus groups with tamariki, rangitahi, whānau
- Hold hui in at least six rohe
- Facilitate in-depth engagement in chosen communities

Engagement with children and young people

- Office of the Children's Commissioner led survey, focus groups and 1:1 interviews
- Postcard message to the Prime Minister
- Other online engagement activities

Broad engagement

Leveraging community events

- Leverage local, regional and national community events to engage the public with existing tools and capture content to feed back into campaigns and the online hub

Survey supported by a social media campaign

- Share video content and questions to pique interest and drive people to the survey on the online hub

Tools

Online hub and digital engagement

- Home for information and data captured from all other engagement activities
- Question based survey
- Interactive story survey (tbc)
- Digital card sorting and other online engagement activities

Social Media campaigns

- Video clips featuring lead Ministers, other influential Kiwis and/or snippets from interactive story survey

Toolkits

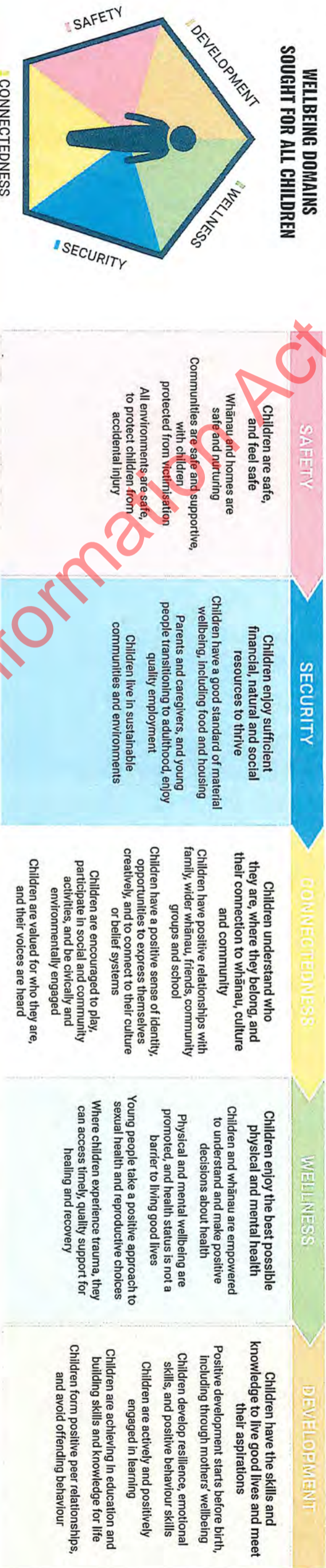
- Template and guidelines for engagement activities with priority audiences
- Data capture for feeding back information to the hub

High Level Timeline

	late August	September	October	November	December	January	February
Brand and tool development	██████████						
Online hub development		██████████					
Testing tools	██████████						
Targeted engagements	██████████						
Broad engagements			██████████				
Analysis		██████████					
Public feedback loops and updates to Ministers		██████████					
Final reporting to Ministers						██████████	

CHILD WELLBEING STRATEGY – DRAFT OUTCOMES FOR ALL CHILDREN, AND POTENTIAL FOCUS AREAS FOR POLICY WORK

The wellbeing outcomes we are seeking for all New Zealand children – and for future generations of children – can be grouped into five ‘domains’. The five domains overlap with one another, as different aspects of children’s wellbeing can touch on many domains. When children experience wellbeing in these domains, it supports them to participate as citizens, enjoy their rights, meet their responsibilities, and play a positive part in society, now and through their whole life course. Several measures will be identified for each domain.



OUR APPROACH TO CHILD WELLBEING IS UNDERPINNED BY THESE KEY PRINCIPLES:

Recognising the United Nations Convention on the Rights of the Child as a foundational treaty, setting out children’s rights in international law, and helping to achieve those rights

Ensuring children’s voices are fundamental in developing and implementing the child wellbeing strategy

Promoting the primary role of strong, loving whānau in caring for children

Affirming that children are members of whānau and communities and cultures – and these must be at the heart of any action to improve children’s wellbeing

Recognising the knowledge and potential in communities to nurture children’s wellbeing and create positive change

Acknowledging the importance of the Crown-Māori partnership in all work to promote the wellbeing of New Zealand’s children

Sixteen potential focus areas for the child wellbeing strategy have been identified using evidence on what matters for child wellbeing and an assessment of areas where New Zealand is not doing well. Across all areas, there will be a focus on mitigating the effects of child poverty and socio-economic disadvantage. The focus areas have been linked to the domains they align most strongly with, but they also contribute to other domains.

Children are safe and nurtured, in their whānau and their homes

- Children live in loving homes, free from abuse, neglect and family violence
- Adults enjoy good mental health, including freedom from misuse of alcohol and drugs
- Children in care, including those removed from home because of offending, have a safe and caring environment

Children’s physical safety is protected during everyday activities like travel and recreation

- The community, physical, policy and regulatory environment work together to promote children’s physical safety
- Serious injury and death through road accidents, drowning and other major accidental causes are reduced

Children have positive interactions with peers and others outside the home

- Children have safe and appropriate peer and intimate relationships
- Children have safe relationships with adults outside the home
- Bullying in schools and recreational environments is reduced
- Children’s safety online is supported

Children and whānau live in affordable, quality housing

- Families can access and afford housing near where they live and work
- Housing is warm and dry, has space and facilities to meet essential needs, and supports good health
- There is stability of tenure for children in rented accommodation
- Housing is supported by quality infrastructure and community facilities to enable good quality of life

Child poverty is reduced, in line with the Government’s intermediate and ten-year targets

- Children and whānau have the resources they need to meet children’s basic needs, and enable them to participate fully in society
- Rates of child poverty are significantly and sustainably reduced
- Mothers’ education is supported
- Housing needs to be affordable, with enough income left over for families to meet their other needs
- Children and whānau have equitable access to timely, good quality services
- Core government services, like health, disability and education, meet the needs of different cultural and socioeconomic groups
- All children and their families can access and benefit from these services

Children are free from racism, discrimination and stigma

- All children are respected and valued for who they are
- Unconscious bias is addressed
- No child, or group of children, faces discrimination or stigma on the grounds of race, or for any other reason

Children’s cultures are celebrated, and Te Ao Māori and Te Reo Māori are promoted

- All children can participate in te ao Māori and te reo Māori
- Children and whānau are actively promoted
- Children see their cultures portrayed in a positive way

Children have improved opportunities for civic engagement and environmental awareness

- Children are positive, valued contributors to civic life
- Children’s individual and collective agency is encouraged, and they participate in decisions that affect them directly and wider society
- Children are stewards of the environment

Children and whānau are empowered to maintain healthy lifestyles for children

- Children and families have the knowledge and resources to make healthy decisions about diet and exercise
- Children maintain a healthy weight, including through diet, being active and getting enough sleep

Disabled children have improved opportunities and outcomes

- Disabled children:
 - are recognised as full and equal participants in every aspect of community and society
 - have agency and voice in their wellbeing and choices to enable full and equitable participation
 - Neurodisability is recognised, with children receiving quality services and support

Children’s mental wellbeing is supported

- Children are supported to build the resilience that helps them navigate life’s challenges
- Children with emerging mental health needs are identified and receive quality, culturally appropriate support
- Children experience less bullying
- Substance abuse, self-harm and suicide are reduced

Children experience best development in their first 1000 days: safe and positive pregnancy, birth and parenting (conception to around 2)

- People make positive, empowered choices about when to have a family
- The environment around the mother helps her make positive choices for pregnancy, birth and parenting
- Services for parents and babies are accessible, culturally appropriate, and meet a range of needs
- Mother’s mental wellbeing is supported

Children are thriving socially, emotionally and developmentally in the early years (around 2 to 6)

- Parents are supported to provide the best environments for their children to develop
- Children build resilience, self-control and mental wellbeing
- Children’s learning needs are identified quickly, and responded to in a timely way, including through additional learning support

All children have an equal chance to gain the skills, knowledge and capabilities for success in life, learning and work

- High quality education for all children is assured, as an important protective factor and an enabler of social mobility
- Inequities in access to learning and achievement are reduced, among children of different socio-economic groups and ethnicity
- Barriers are removed, so all children can take part in a full range of opportunities to develop and express their talents
- Children are supported to behave in pro-social ways
- Behaviours with negative impacts for self or others are reduced, including alcohol and drug taking and unsafe sexual behaviour
- Offending by children is reduced

Child and Youth Wellbeing Strategy:

Quality assurance and ethical approval processes for child and youth engagement

28 September 2018

The purpose of this document is to outline quality assurance and ethical approval processes that sit across our engagement design, delivery and analysis. This particularly relates to our proposed face-to-face and survey engagement for the Child and Youth Wellbeing Strategy in partnership with the Voices of Children team from Oranga Tamariki.

Following good practice

At the Office of the Children's Commissioner (OCC), the Mai World child and youth voices team at develop and share resources on best practice when engaging with children and young people. These include topics such as ethics, consent, planning, and designing and delivering different methods of engagement. These can be found at [Listening2Kids](#).

We have followed our own guidance on this project, including:

- Ensuring the project team have the right expertise
- Following a thorough ethics approval process
- Seeking rigorous peer review and external advice in design and analysis
- Testing surveys and focus group questions with children and young people

These elements are elaborated on below.

Team expertise

A key element of quality processes are having the right expertise in the team. By partnering with the Voices team and pooling our expertise, we have a team with a wide range of complementary skills, including:

- Experience with face to face engagement with diverse populations of children and young people (including the cohorts identified by the Strategy)
- Experience in project management and delivery
- Engagement with a Te Ao Māori worldview
- Qualified youth worker
- Qualified teachers
- Qualified social worker

- Qualified and registered counsellor
- Academic researchers on child and youth participation
- Team members from different ethnicities, including Maori and Pacific members
- Existing networks and relationships with community partners
- Youth development backgrounds
- Writing and analysis skills

The project team are committed to following best practice and adhering to high standards. The work will require sign out by both the OCC and Voices team.

Ethics process

The project team has robust ethics standards; including carrying out ethics approval processes with a panel independent from the project team, and with external experts.

The process included having the project leads s9(2)(a) from Oranga Tamariki Voices and s9(2)(a) from OCC complete an Ethics Application with the Project team. Once the application was agreed to, s9(2)(a) (OCC staff but not part of the project team) convened an Ethics Panel to consider the proposal. The Ethics Panel consisted of a range of experts with specific experience:

- Convenor: s9(2)(a)
- s9(2)(a) (Te Ao Maori lens)
- s9(2)(a) (Engaging with Pacific children and care experienced young people)
- s9(2)(a) (Child Rights lens)
- s9(2)(a) (Legal expert and children with disabilities lens)
- s9(2)(a) (Engaging with younger children, and engaging with children in the rainbow community).

The Ethics Application and review process covered a range of topics including age groups and characteristics of the cohorts of children and young people to be involved; the different methods and how they would be used with each cohort (including content of the survey and face-to-face engagements); how the recruitment would be done; types of community partners; skills and competencies of facilitators; how any pastoral care or disclosure would be managed; how anonymity will be ensured; data guardianship and security.

Peer review and external advice/review

The project team members will provide peer review and support to each other. This project is a unique opportunity for the two teams, who are currently carrying out youth engagement nationally in New Zealand, to work together and share their expertise. Getting sign out across both managers means that extensive review and oversight is built in to critical elements.

Where external expertise is needed, we ask. For example, we had disability and rainbow community experts provide input on framing and suggestions on possible community partners.

We involved external experts in the ethics panel, and will invite appropriate experts to participate in the analysis phase. These experts are supportive of the project and are willing to be called upon as needed, as matters arise throughout the project.

Testing and refining tools

A further step to ensure best practice is to make sure the language and nature of the questions asked provide responses that are useful and make sense. To do this we developed a frame of what we wanted to know and what we wanted to know specifically from children and young people. We looked at child wellbeing literature and international and New Zealand surveys asking wellbeing questions. We also reviewed all the previous OCC surveys and engagement related to wellbeing and the results.

From this, we built the initial survey that was pre-tested and tested in July. We also developed the focus group and interview question frame that was also tested in July (2 groups and 2 individual interviews). Analysis of the findings and of the process provided significant learnings and the products were altered for the next phase.

Refining of the partnership proposal led to clarification of the questions being asked, which had consequential changes to the research tools. The survey was most significantly changed, and was re-tested. This included a supervised testing in a classroom with 20 14 year old students.

Please contact me if any further clarification is required.

s9(2)(a)



Donna Provoost
Director, Strategy, Rights & Advice
Office of the Children's Commissioner

28 Sept 2018

Date

Released under the Official Information Act 1982



Briefing

PROMOTING ENGAGEMENT WITH THE CHILD AND YOUTH WELLBEING STRATEGY

To Rt Hon Jacinda Ardern, Prime Minister, Minister for Child Poverty Reduction

Date	3/10/2018	Priority	Medium
Deadline	4/10/2018	Briefing Number	DPMC-2018/19-350

Purpose

This report provides a wide range of potential talking points on the Child and Youth Wellbeing Strategy (the Strategy) that you could use if you wish at upcoming events. Currently there is a series of engagement activities underway that officials are using to gather people's thinking about what should be included in the initial Strategy. Your officials are working with specific audiences and the public to engage them in the development of the Strategy, including through a survey of at least 5,000 young people by the Office of the Children's Commissioner. The Child Wellbeing Unit has worked with your Office to identify events you are attending throughout October at which you could promote further engagement.

Recommendations

1. **Note** the attached bank of potential talking points, which you may wish to use when speaking with groups in October who may choose to engage in the development of the Child and Youth Wellbeing Strategy.

s9(2)(a)



Geoff Short
Executive Director
Child Wellbeing and Poverty
Reduction Group

3/10/2018

Rt Hon Jacinda Ardern
Prime Minister
Minister for Child Poverty Reduction

...../...../2018

Contact for telephone discussion if required:

Name	Position	Telephone	1st contact
Geoff Short	Executive Director, Child Wellbeing and Poverty Reduction Group	s9(2)(a)	✓
s9(2)(a)	Senior Analyst, Child Wellbeing Unit	s9(2)(a)	

Minister's office comments:

- Noted
- Seen
- Approved
- Needs change
- Withdrawn
- Not seen by Minister
- Overtaken by events
- Referred to

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PROMOTING ENGAGEMENT WITH THE CHILD AND YOUTH WELLBEING STRATEGY

Purpose

1. This report provides suggested talking points on the Child and Youth Wellbeing Strategy (the Strategy) that you may wish to use at a range of upcoming events (Annex 2). The Child Wellbeing Unit has worked with your Office to identify events that you are attending throughout October where you could refer the Strategy to promote engagement with its development (Annex 1).

Background

2. The Child Wellbeing Unit is developing New Zealand's first Child and Youth Wellbeing Strategy. The Strategy will set out the outcomes that the Government is seeking, identify whether and how those outcomes can be measured, and include an assessment of the likely effect of government policies on child poverty and socioeconomic disadvantage.
3. The Child Wellbeing Unit is running engagement activities from September to December 2018 to inform the Strategy. The purpose of this engagement is to hear from people, particularly children and young people, what their vision for a strategy is, and what principles should underpin it.

Your role in engagement on the Strategy

4. At a meeting with the Children's Commissioner and officials in August 2018, you stated you are happy to film video clips to support engagement on the Strategy, given your diary commitments may preclude you from attending many of the engagements coordinated by the Child Wellbeing Unit. Officials are working with your office to find time to film two short videos and have provided your office with suggested talking points.
5. The Child Wellbeing Unit have worked with your Private Secretary for Child Poverty Reduction and your Outreach Coordinator to identify existing engagements you are attending in October which, although not specifically about child and youth wellbeing, could be used to draw attention to the development of the Strategy. These engagements are listed in Annex 1.
6. Officials have provided talking points, tailored to a range of different audiences, that you may wish to use. These are provided in Annex 2.

Annex	
Annex 1:	Upcoming events with relevance to child and youth wellbeing
Annex 2:	Suggested talking points on the Child and Youth Wellbeing Strategy

ANNEX 1

Upcoming events with relevance to child and youth wellbeing

The following events you are scheduled to attend in October could be relevant opportunities to promote engagement on the Strategy.

Date	Event	Audience
4 October	Speaking at a Waikato Regional Development lunch, hosted by Te Waka	Regional economic development
5 October	Opening Halberg Games 2018	Young people with disabilities
8 October	Speaking at Oranga Tamariki Hui*	Māori
10 October	World Homeless Day event	Social agencies
10 October	Salvation Army, Auckland	Social agency
11 October	Mt Albert Electorate Morning Tea	Community
11 October	Forsyth Barr	Business/corporate
18 October	Hutt Valley Chamber of Commerce	Business/corporate
19 October	Rotary Luncheon	Community/voluntary sector
20 October	Diwali Festival	Ethnic community
21 October	Potential <i>What Now</i> appearance	Children and young people
24 October	New Zealand Business and Parliament Trust	Business/corporate

Note added February 2019: The Prime Minister did not attend the two events on 10 October 2018

* The Child Wellbeing Unit has provided your office separate talking points for the Oranga Tamariki Hui.

ANNEX 2

Suggested talking points on the Child and Youth Wellbeing Strategy

General talking points: Child and Youth Wellbeing Strategy

- One of the Government's priorities is making New Zealand the best place in the world to be a child. All children and young people should be loved and valued, and have what they need to thrive.
- As Minister for Child Poverty Reduction, I introduced the Child Poverty Reduction Bill to achieve this vision. As well as requiring Government to set targets to lift kids out of poverty, the Bill requires the creation of a strategy to improve the wellbeing of all children and young people.
- The Child and Youth Wellbeing Strategy will set out what Government needs to do to make New Zealand the best place in the world to grow up. And it'll require Government to measure and report back on how it's doing.
- The first Strategy will be published next year and right now we're engaging with the public about what the Strategy could focus on. We've put forward some ideas, but we are in listening mode. We want to hear what all parts of society think – to shape the Strategy and ensure it makes a real difference.
- What do we need to make sure every child gets the best start in life and reaches their full potential? What are the most important things to achieve? What areas should government focus on? And how can we better support families and whānau and others to play their part?
- I encourage you to have your say through the various engagement activities – further information about these is on the DPMC website.
- The Strategy will succeed if we bring together the knowledge, energy and commitment from right across society. With your help, we can put the wellbeing of our children and young people at the heart of what we all do, and lift the wellbeing of all New Zealanders.

Alternate talking points: Children and young people

- I want New Zealand to be the very best place in the world for you, our children and young people – to grow up and live in.
- That means a place where all of our children and young people are loved and valued, and where you have what you need to thrive – things like good housing and healthy food.
- My Government is creating a plan to do that, we call it the Child and Youth Wellbeing Strategy. For our Strategy to make a real difference, it needs your ideas and thoughts. We want to hear what wellbeing means to you.
- What's most important to you for having a good life? What's your experience of growing up here in New Zealand? What do you think needs to change so that all children and young people can have a good life?
- What are your ideas about what government needs to do? What can others do to help?
- The Office of the Children's Commissioner is surveying thousands of children and young people, and my officials are doing a range of other engagement activities.
- Please have your say – what each and every one of you thinks really counts.
- We'll use what we hear from you to help shape our Strategy – we want to make sure it reflects your voices, hopes, ideas and aspirations.

Additional talking points: Māori

- The provisions of the Child Poverty Reduction Bill, which sets in place the Strategy, will have a particularly strong impact for tamariki and rangatahi Māori.
- The Bill requires Government to engage with Māori on the Strategy, and to report on outcomes for Māori tamariki. A principle underpinning Government's approach to the Strategy is the foundational role of the Treaty, and the importance of the Māori-Crown relationship, in all work to promote the wellbeing of New Zealand's children.
- Another principle is that the wellbeing of children and young people is interwoven with the wellbeing of the family and whānau. This is something we've heard in our engagement so far – the wellbeing of tamariki and rangatahi cannot be separated from the wellbeing of whānau. And we are hearing how fundamental it is that children and young people are connected to their culture, identity and whakapapa.
- Some areas of focus the Government has proposed for the Strategy are:
 - Children and young people are safe and nurtured in their families, whānau and homes
 - Children are free from racism, discrimination and stigma
 - The cultures of children, young people and their families and whānau are recognised, enhanced and supported.
- These are just some of the possible focus areas for the first Strategy. They sit alongside major commitments the Government has made to reduce child poverty and ensure everyone has a warm, dry and affordable home.

Additional talking points: Disability

- It's important that all our children and young people belong, contribute and are valued.
- We want to ensure all tamariki and rangatahi are actively included and have opportunities in education, recreation, and employment.
- Some areas of focus the Government has proposed for the Strategy are:
 - Disabled children and young people have improved opportunities and outcomes
 - Children are free from racism, discrimination and stigma
 - All children and young people have an equal chance to gain the skills, knowledge and capabilities for success in life, learning and work.
- These are just some of the possible focus areas for the first Strategy. They sit alongside major commitments the Government has made to reduce child poverty and ensure everyone has a warm, dry and affordable home.

Additional talking points: Ethnic communities

- It's important that all our children and young people belong, contribute and are valued. That they know who they are and are confident in their connection to family, whānau, community, culture and beliefs.
- New Zealand should be the best place in the world for children and young people, regardless of ethnicity, gender, or the socio-economic status of their parents.
- Some areas of focus the Government has proposed for the Strategy are:
 - Children are free from racism, discrimination and stigma
 - The cultures of children, young people and their families and whānau are recognised, enhanced and supported
 - All children and young people have an equal chance to gain the skills, knowledge and capabilities for success in life, learning and work.

- These are just some of the possible focus areas for the first Strategy. They sit alongside major commitments the Government has made to reduce child poverty and ensure everyone has a warm, dry and affordable home.

Additional talking points: Business / Economic development

- This Government is redefining what success looks like. New Zealand has had rates of growth that international commentators have remarked upon and commended, but at the same time we had growing inequality and levels of child poverty worse than the OECD average. I don't consider that a success. Economic growth accompanied by worsening social outcomes is a failure.
- We are moving beyond measuring success in purely economic terms and establishing brand new measures of national achievement that go beyond growth.
- The Treasury's Living Standards Framework puts the notion of sustainable intergenerational wellbeing at the centre of government's decision-making processes.
- And Statistics New Zealand is working on Indicators Aotearoa, an ambitious project that aims to create a comprehensive set of indicators across the different dimensions of wellbeing of New Zealanders: economic, cultural, social and environmental.
- These new tools will help Government deliver and monitor its investment for generational change.
- My work as Minister for Child Poverty Reduction has a direct link to this work. I took that portfolio because of the importance we place on lifting tens of thousands of children out of poverty and on ensuring that every child, no matter their background, has the basics and the opportunity to thrive and reach their potential.
- There are children that are missing out and that in turn impacts upon communities and society. The Government wants to ensure all children and young people have opportunities in education and options for meaningful work when they leave school.
- The Child and Youth Wellbeing Strategy provides a great opportunity to tackle these kind of issues in a new way. I've asked officials to be bold in their thinking about how to improve current ways of working. And this is not just about government – it's about what all sectors, including business, can do to contribute to the wellbeing of all children and young people.

Additional talking points: Voluntary sector / Social agencies

- Developing and implementing the Child and Youth Wellbeing Strategy will be an iterative process. The first Strategy will set the direction for transformation of the system for supporting child wellbeing.
- Government can play its part by putting in place the right systems and structures. But this is not just about government – we can't do this on our own. It's about what all of society, including voluntary and philanthropic organisations, can do to contribute to the wellbeing of children and young people.
- We want to harness the high level of commitment on the part of many groups and individuals – we want to work in partnership.
- Government recognises the extensive work on child wellbeing already happening in the community. We'll be talking with key non-government groups, to explore their views on child wellbeing and their thoughts on the ongoing contribution they can make to improving the wellbeing of children, young people and their families and whānau.



Aide-Memoire

CHILD WELLBEING PICNIC AT PARLIAMENT - PLANNING FOR 25 OCTOBER 2018

To	Rt Hon Jacinda Ardern Minister for Child Poverty Reduction	Report No	DPMC-2018/19-407
From	Geoff Short Executive Director Child Wellbeing & Poverty Reduction Group	Date	15/10/2018

Purpose

1. This note provides an update on planning for a Child Wellbeing event at Parliament on Thursday 25th October. The Child Wellbeing Unit from the Department of the Prime Minister and Cabinet (DPMC) is working through the arrangements as presented below and this briefing will be updated further on 19 October along with speaking points and a runsheet.

Background

2. You have expressed an interest in attending a Child Wellbeing event with a group of young people from 12.30-1.30pm on Thursday 25 October. The Child Wellbeing Unit has met with your Outreach Coordinator to discuss this event. We are working with the Office of the Children's Commissioner (OCC) to organise the event.
3. Public engagement on the first Child and Youth Wellbeing Strategy (the Strategy) is underway and this event will highlight and promote the development of the Strategy. The event will also promote engagement on the OCC's wellbeing survey that will help inform development of the Strategy.

Options for the Event

4. You have previously indicated your interest in a picnic at Parliament on the 25 October. The Child Wellbeing Unit is currently working to finalise the event and an update is presented below.

Guests

5. The OCC is coordinating a group of young people to attend. Some months ago, the Children's Commissioner engaged a number of children and young people in conversations

on the early stages of development on the Strategy. This is the group whose feedback you referenced in a speech in New York. Having these young people attend a picnic event is a nice way to thank them for their contributions, recognises one of the requests they made which was to meet you personally, and will encourage further contributions from children and young people generally.

6. The group will be made up of forty to sixty 11-13 year olds who will come from three different areas of Wellington (Porirua, Naenae and Thorndon). The young people won't be dressed in uniform as they are representing their youth clubs, not schools.
7. We will extend invites to Hon Martin, Minister for Children, the Children's Commissioner and the Chief Executives of Oranga Tamariki and DPMC (as sponsors of the Child Wellbeing work). We are conscious to ensure that the event is not attended by too many officials, rather, it should be a fun and casual environment for young people to interact with you and each other.

Venue

8. The Back Lawn at Parliament is a suitable venue should the weather hold and has been approved by the Office of the Speaker. We are exploring an indoor venue should it be needed, such as inside Parliament or at Oranga Tamariki.

Activities/catering

9. The OCC will take the lead on organising activities for the guests. You may wish to host a 'Question and Answer' session with the young people. The Child Wellbeing Unit has also been engaging with young people through the use of 'Postcards to the Prime Minister'. The young people will fill out the postcards and personally deliver and discuss them with you.
10. The young people will assemble their own lunch at the picnic using healthy food purchased by DPMC. The officials in attendance will assist with food preparation.
11. The group could also go on a tour of Parliament before the picnic.

Budget

12. DPMC is working to a budget of \$1500 which will come from the existing engagement budget. Costs will arise from food and transport.

Media

13. Your Office has indicated that media will have an interest in this event, particularly if it is held on Parliament grounds. The media could be present for the entire event, or come towards the end for a short interview. It could also be an option to film the event through a Facebook Live. These media avenues could serve to highlight the ongoing public engagement to inform the Strategy. Attendees will need to complete consent forms for their images to be used. The OCC will manage that process as appropriate.

Recommendations

14. It is recommended that you;
 - a. **note** the contents of this aide-memoire
 - b. **discuss** your preferences with your Outreach Coordinator on Tuesday 16th October
 - c. **note** that the Child Wellbeing Unit will continue to work with the Office of the Children's Commissioner and your Office on this event, and will provide a run sheet prior to 25 October.

Released under the Official Information Act 1982



Aide-Memoire

CHILD AND YOUTH WELLBEING EVENT BRIEF

To	Rt Hon Jacinda Ardern Minister for Child Poverty Reduction Cc: Hon Tracey Martin Minister for Children	Report No	DPMC 4087949
From	Geoff Short Executive Director Child Wellbeing & Poverty Reduction Group	Date	19/10/2018

Purpose

1. This note informs you of the arrangements made for the Child and Youth Wellbeing event you are hosting at Premier House on Thursday 25 October 2018. Attached for your information is the run sheet for the event. Potential speaking points for your use are also attached.

Background

2. You are scheduled to attend the event from 12.30-1.30pm on Thursday 25 October. The event will acknowledge a group of children and young people for their contributions to date on the development of the Child and Youth Wellbeing Strategy, as well as promote future engagement. A number of the children and young people attending were participants in the survey conducted by the Office of the Children's Commissioner (OCC), which informed the content considered by Cabinet last month and which is subject to engagement currently. We are working with the OCC to deliver the attached programme for the event.
3. Public engagement on the first Child and Youth Wellbeing Strategy (the Strategy) is underway and this event will promote the development of the Strategy. Further, the event is intended to promote engagement by children and young people in the OCC's wellbeing survey. Already over 2,000 children and young people have completed the OCC survey. Face-to-face engagements have already been held in areas such the Wellington region, Tairāwhiti, Auckland and Tai Tokerau.

The Event

Guests

4. OCC has organised a group of 60 children and young people to attend. Earlier this year, the Children's Commissioner engaged a number of children and young people in conversations on the early stages of development of the Strategy. This is the group whose feedback you referenced in your speech in New York at the Annual Social Good Summit. Having these children and young people attend an event hosted by you is an opportunity to:
 - thank them for their contributions to the work undertaken by OCC,
 - respond to a request from the children and young people to meet you personally, and
 - encourage further contributions from children and young people to participate in the survey through OCC's Mai World site or via the Department of the Prime Minister and Cabinet's (DPMC) website link.
5. The group of children and young people comprises nearly sixty 11-13 year olds and three 16-year-old mentors. They have been selected from four groups: Naenae Computer Club House, Thorndon School, Te Aro School and Porirua Whānau Centre. The young people will not be in school uniforms. The relevant schools have been notified of their absence and their parents have provided permission. OCC has managed this process.
6. The Minister for Children, Hon Tracey Martin, and the Children's Commissioner will be in attendance. The Chief Executive (CE) of DPMC will greet you on arrival. A small number of staff from the Child Wellbeing and Child Poverty Units will be in attendance to support the CE of DPMC to manage the event.
7. We are conscious to ensure that the event is not attended by too many officials, rather, it will be a fun and casual environment for young people to interact with you and each other.

Venue

8. The lawn at Premier House is where we will hold the outdoor event, weather permitting. The Premier House dining room is the alternative option, if required.

Activities/catering

9. OCC will facilitate activities for the guests from 11.45am, and throughout the hour you attend. Upon your arrival and after the brief welcome, your guests will be eating in prearranged groups. You will be invited to spend time with each group getting to know them. You will be accompanied by the Children's Commissioner. The Minister for Children will also be engaging with the groups accompanied by the CE of DPMC. Media will be present for the start of this part of the event.
10. At 1pm following lunch we will bring the group together for a photo and then a group chat. The CE of DPMC will manage the movement of attendees to the photo and into the group chat. At the chat, a representative from each group will share with you their key message.

This will be drawn from the 'Postcards to the Prime Minister' tool that each of the young people will have completed. They will also present these to you. You will be invited to briefly respond.

11. We have arranged a healthy mixed finger food lunch for the guests.

Media

12. Your Office has indicated that media will have an interest in this event, and as such have been invited. Media will be present to film and take photos of the first 15 minutes of the event and at its conclusion for a stand up.

Recommendations

13. It is recommended that you;
 - **note** the contents of this aide-memoire and the run sheet.

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Speaking Points

- Thank you for taking the time to come and meet with the Minister for Children and myself here at my place.
- We have really valued hearing directly from you about what you think the Government needs to do to make things better for children and young people in New Zealand.
- I want you to know that I will be listening very carefully to the feedback you have on the Child and Youth Wellbeing Strategy as it develops, so that we can make sure it has really big ideas and will really make a difference.

General Talking Points

- One of the Government's priorities is making New Zealand the best place in the world to be a child. All children and young people should be loved and valued, and have what they need to thrive.
- As Minister for Child Poverty Reduction, I introduced the Child Poverty Reduction Bill to achieve this vision. As well as requiring Government to set targets to lift kids out of poverty, the Bill requires the creation of a strategy to improve the wellbeing of all children and young people.
- The Child and Youth Wellbeing Strategy will set out what Government needs to do to make New Zealand the best place in the world to grow up. And it'll require Government to measure and report back on how it's doing.
- The first Strategy will be published next year and right now we're engaging with the public about what the Strategy could focus on. We've put forward some ideas, but we are in listening mode. We want to hear what all parts of society think – to shape the Strategy and ensure it makes a real difference.
- What do we need to make sure every child gets the best start in life and reaches their full potential? What are the most important things to achieve? What areas should government focus on? And how can we better support families and whānau and others to play their part?
- I encourage you to have your say through the various engagement activities – further information about these is on the DPMC website.
- The Strategy will succeed if we bring together the knowledge, energy and commitment from right across society. With your help, we can put the wellbeing of our children and young people at the heart of what we all do, and lift the wellbeing of all New Zealanders.

Children and young people

- I want New Zealand to be the very best place in the world for you, our children and young people, to grow up and live in.
- That means a place where all of our children and young people are loved and valued, and where you have what you need to thrive – things like good housing and healthy food.
- My Government is creating a plan to do that, we call it the Child and Youth Wellbeing Strategy. For our Strategy to make a real difference, it needs your ideas and thoughts. We want to hear what wellbeing means to you.
- What's most important to you for having a good life? What's your experience of growing up here in New Zealand? What do you think needs to change so that all children and young people can have a good life?
- What are your ideas about what government needs to do? What can others do to help?
- The Office of the Children's Commissioner is surveying thousands of children and young people, including you and my officials are doing a range of other engagement activities.

- Please have your say – what each and every one of you thinks really counts.
- We'll use what we hear from you to help shape our Strategy – we want to make sure it reflects your voices, hopes, ideas and aspirations.

Progress to date on engagement

- Right now, Government is engaging with the public about what the Strategy could focus on. We have put forward some ideas – but we are in listening mode. We want to hear what all parts of society think, including children and young people themselves.
- Our face-to-face engagements have taken us so far to areas such as the Wellington region, Tairāwhiti, Auckland and Tai Tokerau.
- The Office of the Children's Commissioner have received over 2000 responses to the secondary school survey to date.
- I am encouraging young people in particular to share their ideas via the postcard to the Prime Minister tool. I am heartened to hear that young people have taken the postcard opportunity seriously and have paused to reflect before writing their messages.
- Through our engagement on the Strategy, we're hearing people's views that the wellbeing of tamariki and rangatahi cannot be separated from the wellbeing of whānau. We are hearing how fundamental it is that children and young people are connected to their culture, identity and whakapapa. And we are hearing how important it is that they are loved and have the opportunity to play.
- We're hearing from mums who found it difficult to think about a good life would look for children because of all the challenges they have in their lives. Many are operating in survival mode. Mums shared their frustration of navigating the system and talked often about not meeting the 'criteria' to access support.
- We're also hearing about some people in the absence of services who have set up their own services to respond to the demand.

Contract for Services



relating to Child and Youth Engagement for the Child and Youth Wellbeing Strategy

The Parties

Department of the Prime Minister and Cabinet (Buyer)

Parliament Buildings, Wellington 6011

and

THE CHILDREN'S COMMISSIONER (Supplier)

Level 7, 110 Featherston Street, Wellington 6011

The Contract

Agreement

The Buyer appoints the Supplier to deliver the Services described in this Contract and the Supplier accepts that appointment. This Contract sets out the Parties' rights and obligations.

The documents forming this Contract are:

- | | |
|---|------------|
| 1. This page | Page 1 |
| 2. Contract Details and Description of Services | Schedule 1 |
| 3. Standard Terms and Conditions | Schedule 2 |
| GMC Form 1 SERVICES Schedule 2 (2nd Edition) available at: www.procurement.govt.nz | |
| 4. Any other attachments described at Schedule 1. | |

How to read this Contract

- Together the above documents form the whole Contract.
- Any Supplier terms and conditions do not apply.
- Clause numbers refer to clauses in Schedule 2.
- Words starting with capital letters have a special meaning. The special meaning is stated in the Definitions section at clause 17 (Schedule 2).

Acceptance

In signing this Contract each Party acknowledges that it has read and agrees to be bound by it.

For and on behalf of the Buyer: s9(2)(a)		For and on behalf of the Supplier: s9(2)(a)	
s9(2)(a)		s9(2)(a)	
(signature)		(signature)	
name:	Geoff Short	name:	Judge Andrew Becroft
position:	Executive Director, Child Poverty and Child Wellbeing Group	position:	Children's Commissioner
date:	19/oct/2018.	date:	19/oct/2018

Schedule 1

Contract Details and Description of Services

Start Date	17 September 2018	Reference Schedule 2 clause 1
End Date	15 February 2019	Reference Schedule 2 clause 1

Contract Managers Reference Schedule 2 clause 4	Buyer's Contract Manager		Supplier's Contract Manager
	Name:	Maree Brown	Judge Andrew Becroft
	Title / position:	Director, Child Wellbeing Unit	Children's Commissioner
	Address:	Level 8 Executive Wing Parliament Buildings WELLINGTON	Level 7, 110 Featherston Street, Wellington, 6011
	Phone:	s9(2)(a)	
	Email:	s9(2)(a)	

Addresses for Notices Reference Schedule 2 clause 14	Buyer's address		Supplier's address
	For the attention of:	Geoff Short	Donna Provoost
	c.c. Contract Manager	As above	N/A
	Delivery address:	Level 8 Executive Wing Parliament Buildings WELLINGTON	As above
	Postal address:	As above	As above
	Email:	s9(2)(a)	

Description of Services
<p>Context</p> <p>The Child Wellbeing and Child Poverty Reduction Group (CWCPG) is a business unit with the Buyer. All references to CPCWG will be read as a reference to the Buyer, and vice versa.</p> <p>CWCPG requires engagement with children and young people as part of the engagement process for the development of the Child and Youth Wellbeing Strategy ('the Strategy').</p> <p>The Supplier recently undertook a formative engagement with over 200 children and young people to inform the development of the Strategy and the planned public engagement process.</p> <p>The findings from this engagement provided a clear direction for the implementation of the engagement ('phase two') with a larger cohort of children and young people (aged 0-18) ensuring sufficient focus on the four cohorts for the Child and Youth Wellbeing Strategy:</p> <p><i>All children</i></p> <p><i>Children with greater needs</i></p> <p><i>Children experiencing poverty or socio-economic disadvantage</i></p> <p><i>Children of interest or concern to Oranga Tamariki (this group may include young people up to the age of 25).</i></p> <p>This work will be undertaken by the Supplier in collaboration with Oranga Tamariki and with other partners as needed to best reach particular groups.</p> <p>CWCPG will work closely with the Supplier to support the success of the phase two work.</p>

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Description of Services

The Supplier will implement phase two of the engagement with children and young people aged 0-18. Phase two will be carried out between September and February 2019 and will entail:

- The development of an on-line survey. The questions for the survey will be developed in consultation with the Buyer.
- The survey will be distributed by both the Supplier and the Buyer. Distribution by the Buyer is expected to generate responses from approximately 5000 children and young people through the Mai World Network, ensuring a mix of primary and secondary schools, good geographic spread and decile mix. It will also include students outside of mainstream school settings
- Face to face engagement through focus groups and individual interviews with approximately 350-400 children and young people. The Supplier will ensure that as part of this engagement:
 - Tamariki Maori and Pacific Children will be strongly represented.
 - That there is engagement with children under five. Children and young people of interest to Oranga Tamariki will be represented. Note: that this includes young people up to the age of 25 transitioning from Oranga Tamariki care.
- A 'postcard' style engagement tool in which children/young people can provide their views (i.e. postcard to the Prime Minister).
- The development and sharing of short social media 'sound-bites' or losenges throughout the engagement period; these losenges will be short statements about what children and young people are saying about wellbeing.
- The Supplier will provide a copy of its work plan (including the survey, how it will undertake the engagement and which groups will be included in this engagement) to the Buyer, a description of quality assurance process it has undertaken including how it has obtained approval by research ethics committee of the methodology used. The Supplier will have particular regard to any comments received from DPMC prior to finalising its work plan. An indicative schedule of the planned face to face engagements to be undertaken around New Zealand outlining the target groups, partner organisations, location and timing of these events is attached in Appendix B.

In order to implement phase two of the engagement the Supplier will provide the following to the Buyer:

- Development of a community engagement toolkit to support communities to engage with children and young people on wellbeing. The toolkit will also be used by the Buyer and other relevant parties for engagement purposes.
- Mentoring for all facilitators of interviews organised by the Supplier
- Analysis of the on-line survey, focus groups, and interview data.
Note: the Supplier and the Buyer will collaborate to produce an analytic framework fit for this purpose. The Buyer will contribute staffing resource to support this process.
- Provide a report to the Buyer providing a summary of key findings from the analysis undertaken.
- Produce a stand-alone report (Final Report) to the Buyer on the key findings from the analysis undertaken. This report will also be released to the public (either by the Supplier or jointly between the Buyer and Supplier)

Housing and ownership of data

- The parties agree that all the data gathered through the phase two work will be housed and owned by the Supplier. However, when requested by the Buyer, the Supplier will provide, as reasonable and possible, to the Buyer additional analysis of data, regarding matters requested by the Buyer. Any additional analysis can be used by the Buyer, as the Buyer considers appropriate, provided such use relates to the Child Wellbeing Strategy work programme. This additional analysis will be undertaken at no cost to the Buyer.

Performance standards

The Supplier will complete the Services with due care, skill and diligence, and to the appropriate professional standard as would be expected from a leading supplier in the industry.

Health & safety

The Supplier will:

- a. consult, cooperate and coordinate with the Buyer to the extent required by the Buyer to ensure that the Buyer and the Supplier will each comply with their respective obligations under the Health and Safety at Work Act 2015 as they relate to the Contract;
- b. perform its, and ensure that its Personnel perform their, obligations under the Contract in compliance with its and their obligations under the Health and Safety at Work Act 2015;
- c. comply with all reasonable directions of the Buyer relating to health, safety and security; and
- d. report any health and safety incident, injury or near miss, or any notice issued under the Health and Safety at

IN CONFIDENCE

Work Act 2015, to the Buyer to the extent that it relates to, or affects, the Contract.

Supplier's Reporting Requirements	Report to:	Type of report	Due date
Reference Schedule 2 clause 5	Contract Manager	As required by the Buyer's Contract Manager.	As required by the Buyer's Contract Manager.

CHARGES: The following section sets out the Charges. Charges are the total maximum amount payable by the Buyer to the Supplier for delivery of the Services. Charges include *Fees*, and where agreed, *Expenses* and *Daily Allowances*. The Charges for this Contract are set out below.

Fees Reference Schedule 2 clause 3	s9(2)(b)(ii)
Expenses Reference Schedule 2 clause 3	
Daily Allowance Reference Schedule 2 clause 3	

Released under the Official Information Act 1982

Appendix A

Declaration relating to a Contract for Services with the Department of the Prime Minister and Cabinet

Name of contract	Contract for Services relating to Child and Youth Engagement for the Child and Youth Wellbeing Strategy
Supplier	Office of the Children's Commissioner

Relationship with Contract	Capitalised terms in this declaration have the meaning given to those terms in the Contract. Nothing in this declaration overrides or affects the terms of clauses 9 and 13 of Schedule 2 of the Contract and the Supplier must ensure it is familiar with those clauses.
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Confidentiality Reference Schedule 2 clause 13	<p>The Supplier undertakes:</p> <ol style="list-style-type: none"> a. to be discreet in all matters relating to the Buyer and the New Zealand Government; b. not to read, copy, remove or access any information held on any Buyer premises other than to perform its obligations under the Contract; c. not to use such information to gain personal material advantage or for financial benefit for any other person or organisation; d. to comply with clause 13 of Schedule 2 of the Contract; and e. to honour this declaration after the end of this Contract.
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Conflicts of Interest Reference Schedule 2 clause 9	<p>Tick the statement that applies, after due enquiry by the Supplier:</p>								
	<p><input type="checkbox"/> The Party and its Personnel have no actual, potential or perceived Conflict of Interest in relation to this Contract.</p> <p><input type="checkbox"/> The Party or Personnel have an actual, potential or perceived:</p> <ol style="list-style-type: none"> i. financial interest, arrangement or affiliation; and/or ii. personal or fiduciary relationship; and/or iii. personal knowledge; and/or iv. other Conflict of Interest, relating to this Contract, details of which are below. 								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Name of Supplier or Personnel</th> <th>Nature of conflict and how it will be managed</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Name of Supplier or Personnel	Nature of conflict and how it will be managed						
Name of Supplier or Personnel	Nature of conflict and how it will be managed								

Signature	
The Supplier makes this declaration after due enquiry and agrees to be bound by it.	
For and on behalf of the Supplier:	
<div style="background-color: grey; width: 100px; height: 20px; margin-bottom: 5px;"></div> <div style="background-color: grey; width: 100px; height: 20px; margin-bottom: 5px;"></div> <div style="background-color: grey; width: 100px; height: 20px; margin-bottom: 5px;"></div>	
(signature)	s9(2)(a)
name:	Judge Andrew Becroft
position:	Children's Commissioner
date:	18/10/18

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Invoices Reference Schedule 2 Subject to clauses 3 and 11.7	The Supplier must send the Buyer an invoice for the Charges, for the Services delivered (or Milestones met, if appropriate) in accordance with the schedule set out below:	
		Supplier to Invoice Buyer by* :
	Design, and planning work	3 October 2018
	Survey distribution, focus group and interview facilitation	3 November 2018
	Provisional themes arising from analysis by way of summary report	10 December 2018
	Production of the Final Report	Upon delivery of the Final Report to the Buyer
*Please see clause 3.3 of Schedule 2 The Supplier must include cost code 28-155-2400 in each invoice. Invoices to be paid within 10 working days from date of invoice.		

Address for invoices Reference Schedule 2 clause 3	Buyer's address	
	For the attention of: Email:	Maree Brown s9(2)(a)

Insurance Reference Schedule 2 Clause 8.1	INSURANCE: (clause 8.1 Schedule 2) It is the Supplier's responsibility to ensure its risks of doing business are adequately covered, whether by insurance or otherwise. The Buyer does not require any specific insurance under this Contract.
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Changes to Schedule 2 and additional clause/s	None.
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Attachments Reference 'Contract documents' described at Page 1	Appendix A: The Supplier must sign the attached declaration prior to commencing any work for the Buyer. Appendix B: Indicative schedule of the planned face to face engagements to be undertaken around New Zealand.
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Appendix B - Indicative schedule of the planned face to face engagements to be undertaken around New Zealand.

Timeline for Child and Youth Wellbeing Engagement and Reporting

Week commencing	Region	Oranga Tamariki engagements	Survey	Real-time comms		
1/10	Engagement with sites and community partners					
8/10	Engagement tools Logistics					
1/10	Tairāwhiti (participating in the community events and holding 3 engagements with children and young people)					
8/10	Final preparation and facilitator/interviewer training session					
15/10	Northland	s9(2)(a)		Real-time comms		
	Auckland					
22/10	Central East (Whakatane, Taupo and Kawerau)					
29/10	Christchurch					
	Southland		Survey closes 2/11			
5/11	Wellington		Data cleaning			
	Waikato		Analysis			
	Auckland					
12/11	Collation of engagement material (includes: interview transcripts, focus group notes, postcards)					
19/11	Analysis workshops					
26/11	Preparation of summary report (high-level findings that draw on all data streams: individual interview transcripts, group interview recording forms, community engagement notes, survey data)					
3/12	Internal review and sign-off of summary report					
10/12	Summary report to DPMC					
17/12	Summary report in Ministers' Christmas bags Preparation of full report					
24/12	CHRISTMAS BREAK					
7/1	Preparation of full report					
14/1	Preparation of full report					
21/1	Preparation of full report					
28/1	Internal review and sign-off of full report					
4/2	Revisions to full report					
11/2	Full report to DPMC					
	Public release of full report					

Released under the Official Information Act 1982