



# **Proceedings of The Civics and Media Project**

**A report on the three workshops held in 2015**

May 2016





Future Focus: RNZ's John Campbell in conversation with five intermediate school pupils about their expectations for civil society in 2030 – Luc Taillon, Ishannita Chaudhuri, Louis Rozas, Mia Stewart and Kenya Santamaria (see page 5).

## Highlights from a conversation with five intermediate school pupils

### Luc Taillon

'I do find some of the news [on television] depressing but I am also interested and I want to know what is going on in the world.'

'I think we need the views of everybody and what they want to change.'

'We need to get the world to stop cutting down trees because without trees we don't have oxygen.'

### Ishannita Chaudhuri

'I think we need to make different ways of having energy and electricity, like wind and water and not much fossil fuels, and take more care of the environment.'

'Think about what you are doing before you do something.'

'The environment ... if I become a politician I can help that.'

### Louis Rozas

'Someone needs to step up and say we have a problem and we need to fix it. If someone does step up then other people will step up and eventually it will be a unified world.'

'I see myself participating because that is how a democratic society works, and I also see myself being informed. And I would also like to bring about change for a better society.'

'Take better care of animals.'

### Mia Stewart

'I think they should have a day when everyone cleans up and you're not allowed to drive cars, you can only use public transport.'

'I think we need to take care of the poor and homeless people instead of just rich people, because they don't have a voice.'

'Be more open-minded about different people, not everyone is the same and maybe if you see a bit of rubbish you should pick it up and try and help the world.'

### Kenya Santamaria

'[Television news] is kind of scary ... I don't watch it because I avoid those things.'

'I see myself as a wildlife photographer of endangered species to promote awareness that they are becoming endangered, and to convince people to actually do something about it instead of just letting it happen.'

'We need to shape the world so that it is more recent and with more current systems so this generation can understand it.'

# Executive Summary

New Zealand prides itself on having strong democratic institutions, low levels of corruption and a collective spirit that sees our communities come together in times of adversity. But the reality is that civic engagement in New Zealand is under threat. Voter turnout – particularly in local body elections – is down, volunteer organisations struggle to engage members and our young people lack the skills, knowledge and motivation to make a difference in the civic life of our communities. The media industry is financially weaker than ever, and therefore less able to undertake the type of public interest journalism that speaks truth to power and examines the moral and civic dimensions of issues.

Today our capacity to apply critical thinking and develop equitable solutions to the diverse range of public policy issues we face is dependent on our ability to create, access, analyse and evaluate effective media. Hence, civics and media have become increasingly interconnected. Investing in good civics and media today is investing in durable public policy tomorrow.

This report summarises the work of *The Civics and Media Project*, a non-partisan, cross-institutional initiative created to examine the following question:

## How do we ensure we have a well-informed and civically engaged population in 2030?

We approached the problem over the course of three workshops held in Auckland and Wellington in late 2015. Participants represented media, government, academia, education and the wider community.

We found a strong desire among workshop participants to find innovative ways to answer the question that drives this work. Under three key themes – media, civics and civics education – priorities for government policy, industry- and sector-specific initiatives were identified. The long list of possible schemes and initiatives included at the end of this booklet is a testament to the commitment and creativity of the workshop participants.

This booklet outlines many of those ideas in detail, but the three main conclusions of our work – which will continue through 2016 in the form of targeted events and publications – amount to these:

- Civics education needs to be strengthened in schools and in tertiary institutions so that every young individual considers social problems to be at least partly their own, and is equipped with sufficient critical thinking skills. This aligns with the Constitutional Advisory Panel's report (November 2013), which recommends that the Government 'develops a national strategy for civics and citizenship education in schools and in the community' and that 'the implementation of the strategy could include the coordination of education activities; resource development, including resources for Māori medium schools; and professional development for teachers and the media'.
- Support for public interest journalism, through enabling policies and funding from both the public purse and effective crowdfunding initiatives, is required to ensure we continue to have a strong, independent media industry that covers the big issues affecting society.
- Resources and initiatives aimed at engaging adult New Zealanders in both elections and non-political community initiatives need to be better supported and promoted.

We plan to continue this conversation, to elevate the most promising ideas and to collect new ones along the way. There are no rapid solutions to the problems we have identified, but collectively we can bring about change on a number of fronts that will help secure the future New Zealand we, and others, aspire to live in.

*Project steering group: Dr Peter Thompson, Dr Gavin Ellis, Jane Wrightson, Peter Griffin, Wendy McGuinness and Todd Kriebler.*

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# Workshop 1

Wednesday, 2 September 2015, Wellington

## What is happening with civics and news media in New Zealand?

**Workshop 1 participants worked to articulate what we know and what we would like to know about civics and media engagement in New Zealand. This informed our development of vision statements in Workshop 2.**

The first workshop of *The Civics and Media Project* held at Victoria University of Wellington saw 40 people come together to survey the current civics and media landscape in New Zealand. As the day progressed, speakers representing different stakeholders in this area unearthed many questions concerning New Zealand's current direction and pointed to issues requiring further investigation.

Brad Jackson from Victoria University's School of Government introduced the workshop and explained that the structure of the discussion would be flexible, fuelled by questions arising over the course of the day.

Emeritus Professor John Burrows QC, who was also co-chair of the Constitutional Advisory Panel, began by discussing the concept of nationhood. Professor Burrows noted that New Zealand is a superdiverse nation, which presents unique challenges in establishing a coherent national identity. To do this, Professor Burrows believes citizens need to have a shared idea of how our nation is governed and of the principles that make up our distinctive constitutional relationships.

He provided a definition of civics, which was used as a working definition throughout the remainder of the workshop: 'the study of how government works and of the rights and duties of citizenship'.

Professor Burrows stated that New Zealand's unique position without a formal constitution recorded in one cohesive document – in conjunction with the distinctive constitutional relationship created by the Treaty of Waitangi – means it is essential that citizens understand the legal and political principles that govern the nation. Professor Burrows highlighted the main features of governance that he thinks ordinary citizens should have knowledge of:

- How government and Parliament work, and what they do;
- How the courts work and control government;
- The functions of the New Zealand Human Rights Commission;
- The continuing significance of the Treaty of Waitangi; and
- The principles behind the rule of law.

Professor Burrows explained that the media's principal functions arise from the classic concept of the media as a trusted and reliable source of news and information. The functions of the media are to get messages out and provide a forum for comment. Digital media and changes in funding structures are simultaneously enabling the enhanced performance of these functions and challenging the nature and quality of news, information and civic participation.

Paul Satherley from the Ministry of Education introduced the group to the state of formal civics education in New Zealand. He explained that schools are able to design, deliver and review their own curricula and that civics is considered part of social studies. Government, the Treaty of Waitangi and human rights are all aspects of these lessons.

Satherley presented data from the International Civic and Citizenship Education Study (ICCS) 2008 survey, which shows a wide distribution between the highest and the lowest civic knowledge scores amongst Year 9 students (see Figure 1). This reflects the diversity and inequalities in New Zealand's society.

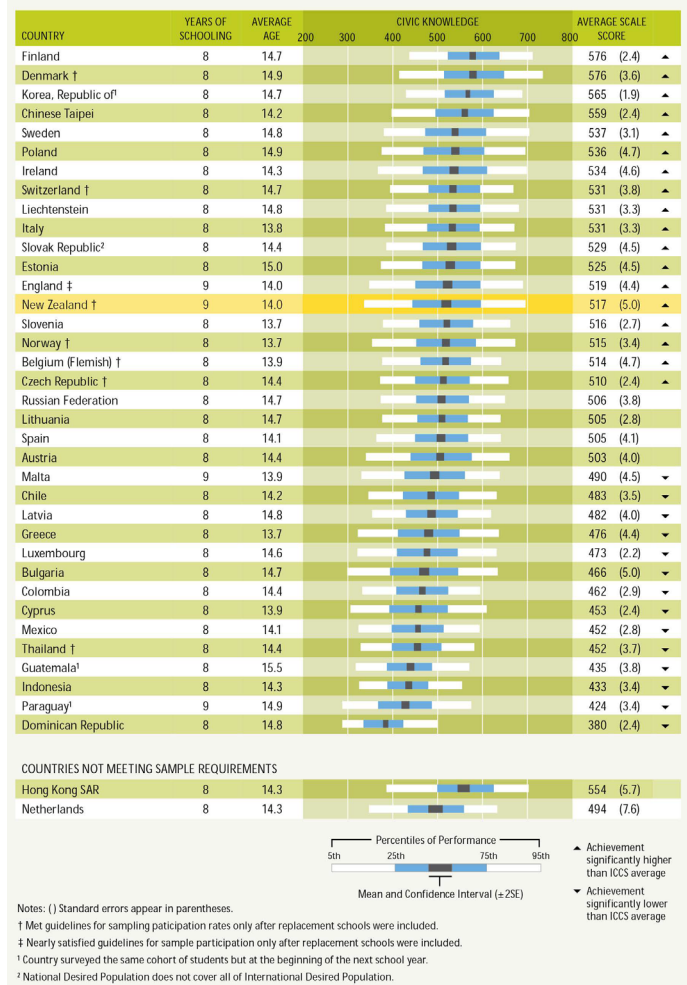
Scott Ussher from Statistics New Zealand provided the group with statistical evidence of New Zealand's increasingly diverse population and its declining civic engagement over recent years. These statistics raised the question of the relationship between social inclusion and civic participation. Relationships with institutions of the state can vary significantly between different demographic groups. An example discussed was that of Māori adults, who have high trust in police and the courts but low trust in the media. Further work is being done by Statistics New Zealand to determine whether or not this aligns with trends in other demographics. The ICCS survey did not ask about what causes low trust in institutions and the media – a question which may be necessary in order to begin improving engagement between citizens and the state.

Dr Karl Lofgren of Victoria University's School of Government spoke of the possibility for digital media to act as a vehicle for improving citizens' civic connectivity and knowledge of the machinery of government. However, he cautioned against seeing 'new media' as a silver bullet, encouraging the group to think instead about the kinds of engagement currently missing from public and private debate. Lofgren asked about the ways that online participation might be able to act as a means for improving the accountability of elected officials. He noted that there is a risk in relying on digital participation as the sole means of increasing civic activity and engagement, and that often 'direct democracy' merely reinforces existing patterns of 'engagement inequality', being less accessible to those who do not have the time or resources.

Dr Gavin Ellis of the University of Auckland gave an overview of the current state of news media in New Zealand. Noting that newspaper circulation has declined by 36% since 2000, he emphasised that it is not just the content of the news that needs to be reassessed in the current climate, but its structure too. He discussed the issues facing publications, such as ownership by Australian companies, large shareholding presence of financial institutions and profit-first strategies. Efforts to increase civic engagement may be hampered by the dominance of infotainment, of reader-friendly stories and of trends towards sensationalism in news media, he said. He also remarked that the 'move to mobile' presents its own issues, and warned against a society where 'bread and circuses' are the main drivers of the citizenry.



**Figure 1: ICCS Civic knowledge scores and distributions**



Source: Lang, K. (2010). *What do New Zealand students understand about civic knowledge and citizenship? Results from the International Civic and Citizenship Education Study, 7*. Retrieved on November 17, 2015 from: [http://www.educationcounts.gov.nz/data/assets/pdf\\_file/0011/85871/What-do-NZ-Students-understand-about-civic-knowledge-and-citizenship.pdf](http://www.educationcounts.gov.nz/data/assets/pdf_file/0011/85871/What-do-NZ-Students-understand-about-civic-knowledge-and-citizenship.pdf)

Dr Peter Thompson, senior lecturer of media studies at Victoria University, discussed the relationship between polity, economy, civil society and the media. He explained that the media plays a crucial role in shaping the structures and links between the state, market, and civil society. His discussion revolved around the central question of how we can ensure that the interests of civil society are not outweighed by polity and economy, prompting the group to think about the ‘genuine crisis’ that is the traditional news system’s current struggle to maintain itself.

Dr Thompson then gave an overview of New Zealand’s media ecology, explaining that our laissez-faire approach to regulation of the media market means there is little control over media ownership and cross-media holdings or competition. He noted that New Zealand has low economies of scale and high opportunity costs for local content forms, and therefore viewers are primarily consuming imported content.

Dr Thompson also noted that digital convergence should be seen neither as the cause of, nor as a panacea for, the current issues within the media sector and the decline in the general public’s civics knowledge. He then discussed how further changes occurring in the media sector are destabilising New Zealand’s desire for, and access to, reliable news and information. He ended by emphasising the continuing importance of the public sphere – we must discuss this issue in ways that are accessible to all, in order to generate and sustain civic dialogue. He explained that in the era of digital convergence, this cannot just be left to the internet – it needs cooperation from the state, capital and civil society.

Paul Thompson, Chief Executive of Radio New Zealand (RNZ), gave an overview of the national broadcasting company’s experience of charting new territory. He explained that RNZ’s choice has been to provide quality content in whatever form it takes, in order to fulfil its purpose of serving the public interest. In addition to traditional radio, RNZ’s online audience is growing on platforms such as its offshoot website – The Wireless – providing additional written, cartoon and video content.

Thompson also noted that although citizens today have greater choice in what they consume (giving time-shifted television viewing as an example), there is still value in institutions which build and retain trust as content providers and accountability mechanisms for politicians. Thompson deemed the current abundance of information as both a positive and a risk. Throughout the discussion, he was careful to assert that RNZ is a ‘special case’ as it is publicly funded, and therefore is somewhat immune to some of the drivers impacting other mainstream media outlets.

Marcus Stickley from The Wireless, the ‘public service media platform for millennials’, explained that many young people do not understand the power they have as citizens. He explained that civic engagement manifests differently today and should not be dismissed as ‘slacktivism’. Stickley explained that the millennial audience (or at least, the target audience of The Wireless) requires information that is presented in a relatable way, with room left for debate. Information and media must cater to the context of the individual.

Peter Griffin, Manager at the Royal Society of New Zealand’s Science Media Centre, noted that we are currently experiencing digital vertigo. It is difficult to determine what is credible when there is such a wealth of information available. As part of civics education people also need to be equipped with the tools to analyse the veracity of information, he said. He noted that digital literacy is about more than merely using computers; there needs to be a critical thinking component to this education. We need to ensure that digital citizens are also engaged citizens.

Michael Macaulay, Director of the Institute of Governance and Policy Studies at Victoria University, closed the workshop by summarising what was discussed by speakers and participants throughout the day.



# Workshop 2

Tuesday, 27 October 2015, Auckland

## What will a well-informed, civically engaged New Zealand look like in 2030?

Workshop 2 participants worked to develop nine vision statements for media, civics and education as part of an overarching vision for the project. These guided the Workshop 3 discussion of how to go about making these visions a reality in 2030.

The second workshop was held at the University of Auckland and saw more than 50 people come together to address three key questions:

**What roles do we hope and expect media to play in civic life in 2030?**

**How will the notion of 'civics' and 'civic engagement' be expanded by 2030?**

**How will education prepare young New Zealanders to be engaged citizens in 2030?**

Associate Professor Bernadette Luciano, Acting Dean of Arts at the University of Auckland, welcomed the attendees and pointed out that the tools to engage with this future need to be developed for civil society, business, government and young people who will be the adults of tomorrow.

Dr Gavin Ellis, Workshop Convenor, urged participants not to be side-tracked by trying to guess the nature of future technologies and, paraphrasing the late American baseball player Yogi Berra, told them 'it is hard to make predictions, especially about the future'.

Todd Kriebel, the Strategic Advisor to the CEO of the Ministry for Culture and Heritage, reported on Workshop 1, bringing the findings and resulting questions into Workshop 2 discussions.

Workshop 2 consisted of the Future Focus session and three plenary panels on media, civics and civics education followed by breakout sessions on each theme. The workshop closed with a final report-back discussion.

### **A: Future Focus – Voices of the voters of tomorrow**

The Future Focus panel saw RNZ presenter John Campbell in conversation with a panel of five engaging and inspiring intermediate school students discussing New Zealand now and in the future (see page 1).

### **B: Plenary panels and breakout sessions**

#### **1. Media**

Plenary Chair: Professor Annie Goldson, Disciplinary Area Head of Film, Television and Media Studies, University of Auckland. Breakout Facilitator: Dr Maria Armoudian, lecturer in Politics and International Relations, University of Auckland.



Workshop 2: Media plenary speakers Hannah Bartlett, Carol Hirschfeld and Mark Jennings in conversation.

A key metaphor for our democratic society came up early in the discussion, when participants began to think of society as a living body. Just as a body needs nutritious sustenance to grow and thrive, society needs the information provided by quality civic journalism to maintain good health and resilience.

First, Mark Jennings, Head of News at MediaWorks, pointed out that democracy must be 'learned' by successive generations. To support this learning, he called for the creation of a public broadcaster combining TV One and RNZ with emphasis on a digital platform, which may or may not have advertising. But in exchange for a public information provider that would not compete for advertising dollars, he argued that there should be an obligation on commercial operators to provide meaningful news and current affairs.

Carol Hirschfeld, Head of Content at RNZ, reminded the audience of the basic requirements of journalism to hold power to account, and the ability (and therefore responsibility) of public service media to maintain standards across the news media ecology.

Finally Hannah Bartlett, a postgraduate journalism student at Auckland University of Technology, called for greater media literacy education in schools, highlighted the power of media to engage youth as participants in civic processes, and developed the health of society analogy (see image to the right).

Following these remarks, the media breakout session noted that journalism has a duty to inform the public about how to engage with democratic processes, and must strive to utilise platforms and provide tools that foster such participation.

Journalism must contribute to the public's knowledge, facilitating the dissemination and contextualisation of information that enables New Zealand citizens to engage meaningfully and productively in politics, society and culture.



### Media visions for 2030:

1. A full range of information is available, enabling all New Zealanders to actively engage in shaping their society.
2. The media industry is free from governmental, corporate and commercial pressures.
3. All sectors of society, all platforms and all resources act together to support the umbrella vision.

## 2. Civics

Plenary Chair and Breakout Facilitator: Dr Paul Taillon, senior lecturer in History, University of Auckland.

Sir Bob Harvey, former adman and Waitakere City Mayor, kicked off the Civics panel by saying that we live in an age of fear, terrorism and environmental degradation, and that New Zealand is seen as a haven of safety and security. But he also said that we can't be blasé about our future: 'We need to go to 2030 right now'.

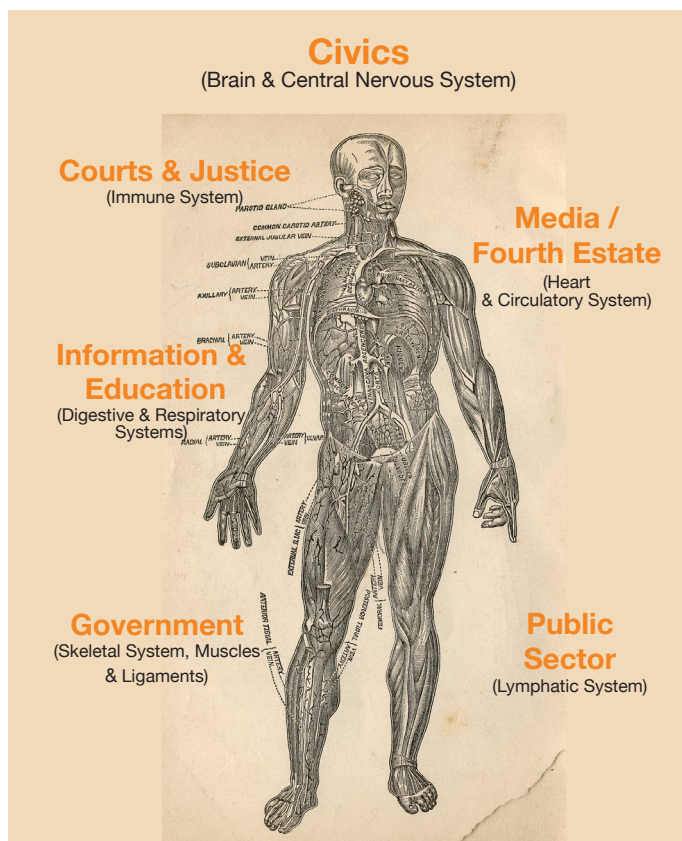
Sandra Grey of the Tertiary Education Union pointed out that we don't need to reach a complete consensus, because if we do it will make life hard for those who live outside it. She also said that although everyone can now

have a part in reporting the news, 'good journalists work hard at being good journalists' – not every citizen is a good journalist. Good quality reporting goes on within ethical boundaries, and the area within those boundaries 'is not the blogosphere'.

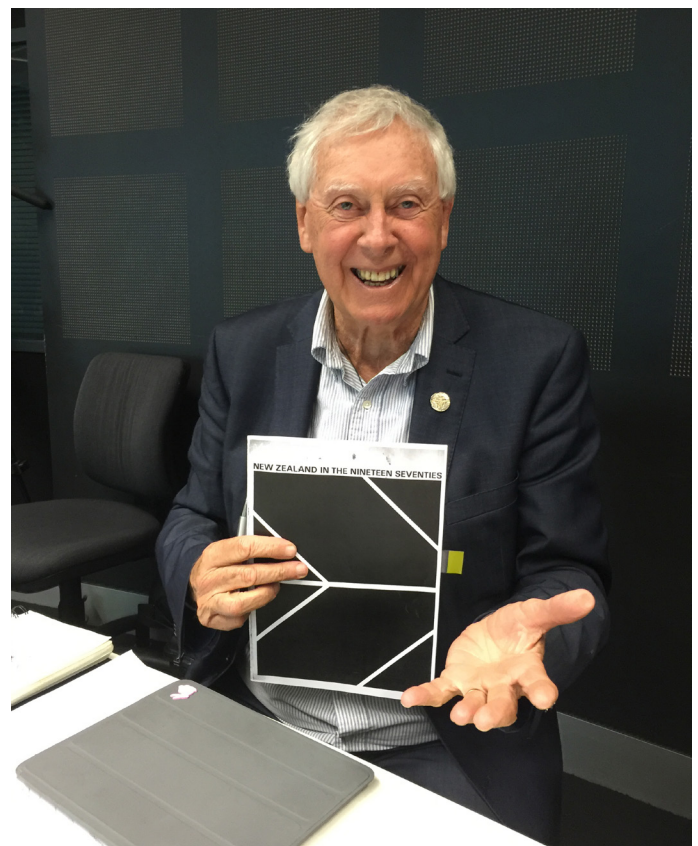
Ryan Mearns from Generation Zero said civil society organisations need to educate journalists. He also pointed out that today's young people are not 'joiners' like the Jaycees and Zonta members of the past, but prefer to engage in a 'softer' way, which is often online. Challenges to civic engagement include inequality, media fragmentation, changing demographics and a lack of cultural diversity.

### Civics visions for 2030:

1. Citizens are interested in and feel a strong sense of attachment to their communities.
2. All citizens have access to the tools and the information they need and there are no barriers to participation.
3. The citizenry is active and is able to engage in healthy democratic debate.



The anatomical diagram in this image is from John Clarence Cutter's 1887 publication, *Intermediate Anatomy, Physiology, and Hygiene*.



Workshop 2: Sir Bob Harvey holds *New Zealand In The Nineteen Seventies*, a discussion paper prepared by the Remuera Central Branch of the New Zealand Labour Party and the Remuera Campaign Committee in September 1968.

# Workshop 2 Continued



Workshop 2: Participants in the media breakout session listen to breakout facilitator Dr Maria Armoudian.

### 3. Civics education

Plenary Chair and Breakout Facilitator: Associate Professor Carol Mutch, Critical Studies in Education, University of Auckland.

Deanna Johnson of Nga Iwi School in Mangere began the panel, advising that schools practice the inclusive democracy they teach, to encourage collaboration and grow student voices.

Bronwyn Houliston of McAuley High School in Otahuhu brought up the perspectives of her Māori and Pasifika students. While the students shared a passion for social justice, they also felt alienated from parliamentary and council processes. Intergenerational and structural forces were seen as impediments to engaging in civic life and accessing civic knowledge.

Brent Coutts from Baradene College in Auckland lamented that, in a crowded curriculum, civics education effectively ends at age 13 for most students. He cited examples of how teachers were instead incorporating civics learning into other subjects, emphasising social responsibility as part of all learning areas.

The education discussion was structured around the triad of content, student learning, and teacher pedagogy. The group arrived at a solid consensus: civics, citizenship, social responsibility and political literacy must be elevated in New Zealand's education system.

### Civics education visions for 2030:

1. *Students are empowered as citizens, as family members, as iwi, and as members of local, national, and global communities.*
2. *Citizenship is an integral part of school curricula.*
3. *Families, iwi, communities and government work together to educate citizens from preschool level, throughout primary and secondary education, and beyond.*

### C: Final Discussion

Facilitator: Dr Claire Meehan, lecturer in Criminology, University of Auckland.

The final plenary session heard reports from the breakout workshops outlining the vision statements. The session also included an open-mic discussion by Dr Meehan. Contributions from the floor emphasised the need for equity and for the ability to affect change.

### The day's discussions were distilled into an umbrella vision statement:

To ensure all New Zealanders in 2030 are well-informed about the world they live in and have the ability and skills to bring about change.





# Workshop 3

Thursday, 19 November 2015, Wellington

## How do we ensure we have a well-informed, civically engaged New Zealand in 2030?

Drawing from the ideas of all three workshop speakers, participants developed ideas that New Zealand can put into action to achieve the overarching vision of the project.

The third and final workshop, which was held at the Royal Society of New Zealand, saw over 60 people come together to develop potential responses to the focus question 'How do we ensure a well-informed, civically engaged New Zealand in 2030?' The goal of the workshop was to crowdsource recommendations for making progress and to document contemporary thinking around these issues.

Peter Griffin, co-host for Workshop 3, welcomed participants and established the responsibility of the day. Dr Peter Thompson then reminded participants of the nature of the problem and of the evidence presented at Workshop 1.

Dr Gavin Ellis then outlined the nine visions for 2030 produced at Workshop 2 and summarised John Campbell's conversation with five intermediate school students on how they see New Zealand now and in the future (see page 1).

Wendy McGuinness, Chief Executive of the McGuinness Institute and co-host for Workshop 3, explained the outputs for the project and the structure of the day, then introduced the first session: '10 speakers, 5 minutes, 1 slide' (see speakers' ideas on pages 11 and 12).



Workshop 3: Peter Griffin opens the workshop.



Workshop 3: Wendy McGuinness outlines the structure of the day.



Workshop 3: The morning panel session, including project steering group member Jane Wrightson, New Zealand On Air (see pages 11 and 12).

# Workshop 3 Continued

A panel session followed the presentations, where speakers had their ideas stress-tested by participants. The key challenges identified were those of funding and of how to rebuild the public's trust in quality journalism as something vital to our democracy and civic engagement.

Over lunch the ideas that had emerged were written up on the wall. Each participant was given five stickers, which they placed next to the ideas they wanted to explore in the afternoon. Having collated these ideas into six topics – a new media joint venture; a charter for broadcasting; democracy and the voting age; critical thinking; citizenship online resources; and open science – participants then worked in self-selected groups to further develop these topics into tangible ideas. Groups then reported back to the plenary around their given topic. These ideas are also listed on page 13.

Drawing from the afternoon report-back session, below are the ten key topics that emerged and the main ideas explored by participants.

## 1. Improve collaboration between journalists and media organisations

The workshop highlighted the potential for a joint venture between broadcasters for quality civic journalism. Collaboration between public service journalists should include existing organisations, journalism schools, faculties and freelancers.

This discussion led to the idea of a media summit that would draw together mainstream media, freelancers, digital media participants such as bloggers and vloggers, journalism schools and other stakeholders to discuss the future of journalism. It could address three pillars identified with the aim of improving the media's civic contribution.

The three pillars were:

1. Advocacy: promoting the positive contribution of journalism and giving media organisations and journalists a united voice.
2. Standards: recognising the integration of various forms of news distribution and the need for common ethical and regulatory mechanisms.
3. Collaboration: benefiting from common values in the promotion of quality content and public interest journalism.

The summit could also explore ways of elevating the level of trust that all New Zealanders should have in the institutions and individuals that hold power to account and provide the information and forums necessary for meaningful participation in civil society.

## 2. Reassess funding for public service journalism

Another central theme was the need to rethink the way public service journalism is funded. One suggestion was made for a marginal levy model: a marginal levy of 1% or 0.5% on a wide range of media services and products

across the value chain. This would collectively contribute to current market failures so all sectors could help collect revenue to offset the gaps in the market.

This model could be used to fund a restructure of RNZ into a public service multi-platform operator, which would comply with a new charter for public content.

## 3. Refocus media at election time

Workshop participants identified a common tendency for the media to focus on entertainment politics and polls during elections, rather than the substantive issues. Especially during election time, journalists have an obligation to inform citizens, and should seek to provide information in digestible forms.

## 4. Promote crowdfunding of projects

One possible way forward is through the innovative use of crowdfunding, which is being explored by Alex Clark with the development of the PressPatron funding platform. Through PressPatron, readers will be able to use a single account to donate across a network of blogs and news sites.

## 5. Develop online platforms

In response to a perceived lack of freely available online resources, one idea was to create access to online resources that contain the kind of content needed to meet the goal of improved citizenship. The resources would need to be robustly curated in order to ensure a high quality that can be trusted by users.

An associated resource could be a space for sharing stories across New Zealand. This could take the form of online collaboration via Skype to connect people of different cultures and locations, as well as first-hand learning experiences such as free visits to New Zealand's heritage sites. These visits could be paired with a mentoring programme between young adults and children, with a focus on citizenship education.

In order to create an online environment that fosters a sense of belonging, resources could encourage volunteering and social action, as well as target disengaged groups.

Participants also suggested online decision-making platforms, such as Loomio, as a way forward that would enable citizens not only to make their voices heard, but to know the impact of their involvement.

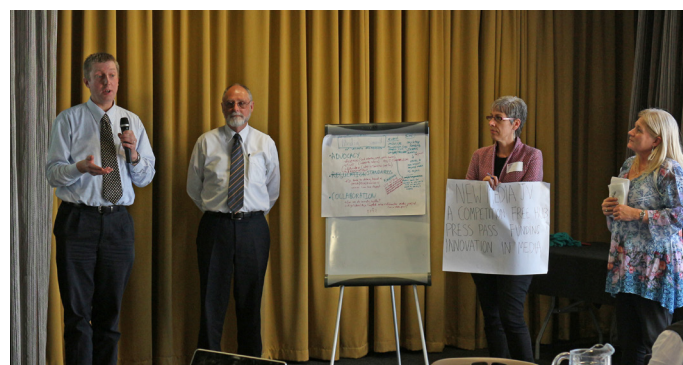
## 6. Ensure open access to science and research

Ensure open access to scientific publications, and transparency of all data, to allow data to be reused to affirm findings and minimise costly repetitive research. There is a significant role for public media to interpret academic work and publish it in a way that is accessible to, and informative for, the general public. It is hoped that this initiative would help to build relationships and trust between scientists and journalists in the public interest. By opening scientific processes up to the public, this could provide a space for community involvement.





Workshop 3: Groups work on selected topics.



Workshop 3: Group one, including project steering group members Dr Peter Thompson and Dr Gavin Ellis, present their ideas during the report-back session.

### 7. Improve diversity in the House of Representatives

To help create a more inclusive New Zealand, one suggestion was to promote diversity in the House of Representatives by implementing a quota system for MPs to ensure it is representative of New Zealanders. In addition, the House could be structured into a more inclusive circular arrangement for constructive conversations.

### 8. Build empathy by encouraging volunteering

A volunteering programme recommended by participants was an immigrant-mentoring project. Volunteers and new New Zealanders would partner to discuss what it means to be a New Zealander and to learn about each other's cultures. The ultimate aim would be to build connections across New Zealand and develop a sense of attachment.

### 9. Reassess existing civic engagement structures

Lowering the voting age to 16 would enable greater school involvement, and could provide students with a forum for discussion before their transition out of school.

A 'no-confidence' vote could also be established, to distinguish between voters who 'can't be bothered' and those who are disillusioned.

### 10. Grow a stronger idea of citizenship

More attention needs to be focused towards teaching civics and critical thinking at the front end of the curriculum e.g. through strengthening key competencies. This would encourage classroom connections, and create a safe space for conversations where students feel empowered.

This idea should extend beyond the classroom, with an inclusive network of community hubs around schools proposed. This would strengthen personal connections and extend engagement to parents and the wider community. Sharing stories and skills in a safe environment would make communities more resilient.

There was a discussion on how one might go about assessing and benchmarking the health of society over time. One proposal was a Civics and Media Wellness Report that illustrates how society needs to work together to bring about a healthy and productive body of knowledge, connections and skills to achieve our vision for a civically engaged New Zealand in 2030. Speaker Hannah Bartlett and McGuinness Institute designer Sun Jeong presented this illustration (see below) along with the health of society image (see page 6) after the report-back session.

The Civics and Media Wellness Report	
<b>Level of Societal Consciousness</b>	
<input type="checkbox"/> Alert	<input type="checkbox"/> Drowsy
<input type="checkbox"/> Lethargic	<input type="checkbox"/> Stuporous
<input type="checkbox"/> Coma	
<b>Core Body Systems</b>	
<b>Civics</b>	
Public engagement	( strong / weak / none )
Civil rights	( unobstructed / slow / blocked )
Civil responsibilities recognised	( daily / weekly / sometimes / never )
Understands how government works	( strong / weak / none )
<b>Media / Fourth Estate</b>	
Freedom of information	( unobstructed / slow / blocked )
Trust pulse	( strong / weak / none )
Diversity of voices	( well represented / under represented / null )
<b>Public Sector</b>	
Civic participation	( unobstructed / slow / blocked )
Public awareness	( strong / weak / none )
Community engagement	( well represented / under represented / null )
Leaders held to account	( daily / weekly / sometimes / never )
<b>Government</b>	
Leaders held to account	( daily / weekly / sometimes / never )
Transparency	( strong / weak / none )
Scrutiny	( daily / weekly / sometimes / never )
<b>Information &amp; Education</b>	
Educational opportunities	( unobstructed / slow / blocked )
Civic education	( strong / weak / none )
Access to accurate information	( unobstructed / slow / blocked )
<b>Court &amp; Justice</b>	
Justice seen to be served	( daily / weekly / sometimes / never )

Todd Kriebel shared the next steps for the project (see page 14) and Peter Griffin closed the workshop by thanking participants for joining the conversation and acknowledging the steering group organisations for their efforts throughout the series.



# Workshop 3 Continued

Ten speakers from across the country each presented three ideas on how we might achieve a well-informed civil society in 2030. All presentations are available to view on the McGuinness Institute YouTube channel and *The Civics and Media Project* website. Many of these ideas were further developed by participants in the afternoon.

## 1. Dame Dr Claudia Orange

Head of Research  
Museum of New Zealand Te Papa Tongarewa

1. A capital visit for every NZ young person to grasp key democratic institutions.
2. A Waitangi visit for every NZ young person to understand the histories and relationships of this country.
3. A leadership course from senior primary to high school level asking for commitment to our NZ values as exemplified by the two ideas above.



## 2. Dr Carwyn Jones

Senior lecturer, School of Law  
Victoria University of Wellington

1. Teach all young people how to create a respectful public conversation.
2. Establish independent organisations to make accessible, reliable information on issues of climate change, peace, and equality.
3. Change the power structures from outside to create a new model of citizenship.



## 3. Jane Wrightson

Chief Executive  
NZ On Air

1. New Joint Venture: a competition-free hub for a specialist news audience (Collaboration – Industry).
2. Lead a sexy online democracy initiative each election (Coordination – Organisation).
3. Create a major research-driven blog/vlog/article each year on how a major world political event impacts NZ society. (Culture – Journalists).



## 4. Dr Helen Sissons

Senior lecturer, Journalism  
Auckland University of Technology

1. Teach transparency of reporting processes.
2. Teach a willingness to interact with the audience.
3. Help the public build relationships with different media organisations.



## 5. Dr Siouxsie Wiles

Senior lecturer, Medical Sciences  
University of Auckland

1. Web browsers with 'bullshit and echo chamber alerts'.
2. Open science projects addressing big challenges, connecting schools, academia, CRIs & industry.
3. Teach critical thinking skills from preschool: spotting logical fallacies, conscious/unconscious bias and self-deception.



# 30 Hows: 10 Speakers, 5 Minutes, 1 Slide

## 6. Louise Green

President  
New Zealand Educational Institute

1. Every school teaches the NZ Curricula as intended.
2. Teachers develop student agency, enabling them to develop their voice and take action.
3. Establish low- to mid-decile schools as community hubs, providing co-ordinated cross-agency support to ensure equity of access, opportunity and success.



## 7. Terry Burrell

Teacher  
Onslow College

1. Stop stifling innate curiosity; bring back the nature table.
2. Teach philosophy and critical thinking to help kids develop effective bullshit detectors.
3. Replace level 1 NCEA with an extended civic and scientific investigation and connect every school with a research institute or museum and a local conservation project.



## 8. Tara Ross

Senior lecturer, Journalism  
University of Canterbury  
Research Associate, Pacific Media Centre

1. Build a range of inclusive media models to meet the needs of all peoples: 'It's not my news'.
2. Support news media innovation in the online and social media space.
3. Prioritise, fund and celebrate quality journalism by and for ethnic minorities.



## 9. Sylvia Nissen

PhD student  
University of Canterbury

1. A charter for broadcasting that enables rich public content across multi-platforms, that moves beyond Deficit and Diet models.
2. Broadcasting Standards Authority to track the extent to which diverse audiences feel listened to.
3. Develop platforms and reform existing organisations to provide young people with meaningful opportunities, resources, mentoring, time and spaces.



## 10. James Dunne

Chief Executive  
Superdiversity Centre for Law, Politics and Business

1. Compulsory voting, coupled with a particular focus on enrolling and communicating with new migrants and other groups with poor participation rates.
2. Require every government agency to adopt a formal multicultural and multilingual plan on engaging with all New Zealanders.
3. A compulsory course on citizenship for high schoolers and new New Zealanders.





# Other 'hows' we've heard along the way

Throughout the 2015 workshops we heard from a diverse range of speakers who shared their ideas on how we can create a well-informed, civically engaged New Zealand in 2030. In addition to the hows proposed by Workshop 3 speakers (see pages 11 and 12), below is a list of further ideas we heard during the workshop series.

## Civics

- Develop a national strategy for civics and citizenship education in schools and in the community (as recommended by the Constitutional Advisory Panel in 2013 – see page 2).
- Create freely available, high-quality online resources for the public to use to improve civics education (see page 9).
- Promote place-based learning to create a space for sharing stories across New Zealand (see page 9).
- Encourage the use of Loomio for democratic decision-making amongst citizens to make their voices heard (see page 9).
- Lower the voting age to 16 (see page 10).
- Establish a no-confidence vote for elections (see page 10).
- Establish an MP quota system to ensure that the diversity of New Zealand is represented in Parliament (see page 10).
- Reform the structure of the House of Representatives into a more inclusive circular arrangement for constructive conversations (see page 10).
- Encourage volunteering by establishing mentoring programmes in areas such as immigration and heritage projects (see page 10).
- Teach critical thinking to students from a young age to aid skills in reasoning and spotting unconscious bias (see page 10).
- Create community hubs around schools to extend engagement with the education system to the wider community (see page 10).
- Provide civics education that aims to expand our conception of civic engagement beyond elections and to show the impact that citizen activism can have on policy.
- Move away from National Standards in primary schools and focus on practical skills and personal learning.
- Ensure that students and teachers alike are involved in the process to determine success criteria in schools.
- Increase media literacy in schools by prioritising it at all age levels.
- Update the 2010 New Zealand curriculum to establish a ninth principle called 'civics and citizenship'.
- Elevate citizenship as a school subject – give it equal status with STEM subjects.
- Establish citizenship training for teachers and pre-service training for student teachers.
- Use cross-curricular links to teach civics in high school subjects.
- Encourage students to participate in Model United Nations and mock parliament education programmes in schools.
- Create a central landing pad of online material on citizenship for teachers' use – a 'mothership' of resources.
- Teach university students the realities of funding and the accessibility of scientific data.
- Teach entrepreneurship and business skills to university journalism students.

## Media

- Establish a media summit for quality civic journalism (see page 9).
- Create a single account across a network of news websites (aggregated subscription) (see page 9).
- Launch new forms of public media that could be partly state-funded – for example a combination of RNZ and TV One with a strong digital arm (see page 9).
- Establish a marginal levy funding model for public service multi-platform operators on a wide range of media services and products across the value chain. This would insulate funding from inter-ministerial budgets and inflation (see page 9).
- Create a joint venture between broadcasters for industry collaboration (see page 9).
- Focus media on informing, rather than entertaining, during election time (see page 9).
- Establish a public media mandate to interpret open-source scientific publications in a way the public can understand (see page 9).
- Prioritise open access to scientific publications and transparency of all research data (see page 9).
- Open the science process to the public, who could participate by collecting and interpreting data (see page 9).
- Reform scientists' incentives through additional outreach dissemination funds and grants to make the research process public (see page 9).
- Promote crowdfunding of projects or publications.
- Establish foundations and trusts to relieve dependence on advertising or even to allow organisations to run at a loss.
- Advise organisations to have several funding sources in order to avoid dependence on volatile government funding (given that views on government's role in public broadcasting are politically polarised in New Zealand).
- Establish more non-commercial media avenues to reduce competition for advertising in exchange for an obligation on the commercial sector to feature quality news and current affairs.
- Support further use of contestable funding (building on NZ On Air's support of current affairs programmes), with the possibility of extending this to print media projects.
- Establish some form of public moderation for internet discussion to counter the stultifying effect of trolling, etc.
- Develop algorithms to test reliability of information on the internet.
- Create a non-competitive children's hub for curated news reports.
- Improve the existing participatory science platform.
- Establish an open-access action station to manage multi-agency funding and donations.
- Promote the importance of storytelling within communities and in the media.



# Next Steps

This booklet is a report on the three *Civics and Media Project* workshops held in 2015. It aims to contribute to a national conversation about civics and media by documenting our thinking about the nature of the issue, our vision for the future and some ideas on how to get there.

This project demonstrates an effective way to examine public policy issues: breaking out of existing sector silos, working across disciplines and across generations.

As we distribute this booklet and continue to share our findings in 2016, we hope to positively contribute to civics and media literacy in New Zealand.

## Actions

In addition to informing the thinking and work of each partner agency individually, our findings will be shared in 2016 in the following forms:

- A series of articles in *Policy Quarterly* will present our findings to the policy community in May.
- Several *Civics and Media Project* partners have been invited to present our findings at the World Journalism Education Congress in July.
- The idea of the media summit will be pursued with media organisations, tertiary institutions, freelancers and key digital contributors, with a view to a meeting later in the year.

In addition, we note that several of the 'hows' identified are already underway, including PressPatron, a crowdfunding platform for online journalism; the improvement of media literacy in schools; and the establishment of community hubs.

Collectively, we can bring about change on a number of fronts that will help us secure the future New Zealand that we, and others, aspire to live in.

For a series of videos, blog posts and other resources, visit [www.civicsandmediaprojectnz.org](http://www.civicsandmediaprojectnz.org).



Workshop 3: Todd Kriebel outlines the next steps for the project.



Workshop 3: Participants select ideas to develop further in the afternoon session.

# THANK YOU

## Workshop 1

### Host

Dr Michael Macaulay,  
Victoria University of  
Wellington

### Speakers

Professor John Burrows QC  
Dr Gavin Ellis  
Peter Griffin  
Professor Brad Jackson  
Dr Karl Lofgren  
Paul Satherley  
Marcus Stickley  
Paul Thompson  
Dr Peter Thompson  
Scott Ussher

### Participants

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Madeleine Foreman  
Penny Gault  
David Henderson  
Chris Hubscher  
Dolores Janiewski  
Sarah Kerkin  
Hayden Kerr  
Todd Kriebel  
Kathleen Kuehn  
Miriam Lips  
Andrea Milligan  
Wilma Molano  
Suzanne Morton  
Larry Parr  
Colin Peacock  
Robert Peden  
Jan Rivers  
Rachel Roberts  
Jeremy Rose  
Hannah Steiner-Mitchell  
Sarah Tebbs  
Anastasia Turnbull  
Jane Wrightson

## Workshop 2

### Host

Dr Gavin Ellis,  
University of Auckland

### Speakers

Dr Maria Armoudian  
Hannah Bartlett

John Campbell  
Ishannita Chaudhuri  
Brent Coutts  
Dr Gavin Ellis  
Professor Annie Goldson  
Sandra Grey  
Sir Bob Harvey  
Carol Hirschfeld  
Bronwyn Houliston  
Mark Jennings  
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Jane Wrightson

## Workshop 3

### Hosts

Peter Griffin,  
Royal Society of  
New Zealand  
Wendy McGuinness,  
McGuinness Institute

### Speakers

Hannah Bartlett  
Terry Burrell  
James Dunne  
Dr Gavin Ellis  
Louise Green  
Peter Griffin  
Sun Jeong  
Dr Carwyn Jones  
Todd Kriebel  
Wendy McGuinness  
Sylvia Nissen  
Dame Dr Claudia Orange  
Tara Ross  
Dr Helen Sissons  
Dr Peter Thompson  
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Jane Wrightson

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Morgan Watkins  
Callum Webb  
Bernie Whelan  
Murray Wu

**The Civics and Media Project** is an initiative of Victoria University of Wellington, the University of Auckland, NZ On Air, the Royal Society of New Zealand, the McGuinness Institute and the Ministry for Culture and Heritage. Visit the website to learn more and view speakers presentations:

[www.civicsandmediaprojectnz.org](http://www.civicsandmediaprojectnz.org)

## Steering group organisations



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