



SINCE 1979

ADDRESSING HATE & ISLAMOPHOBIA IN SCHOOLS

An Initial Response

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1.0 ABOUT US (A DEMOGRAPHIC SNAPSHOT)

A CHANGING DEMOGRAPHIC PROFILE



Based on the NZ Census, Muslims are one of the most rapidly growing religious group in New Zealand with the population increasing six-fold between 1991 and 2006.

MUSLIM TAMARIKI
(2018 Census) N= 20,100

MALE 9,870

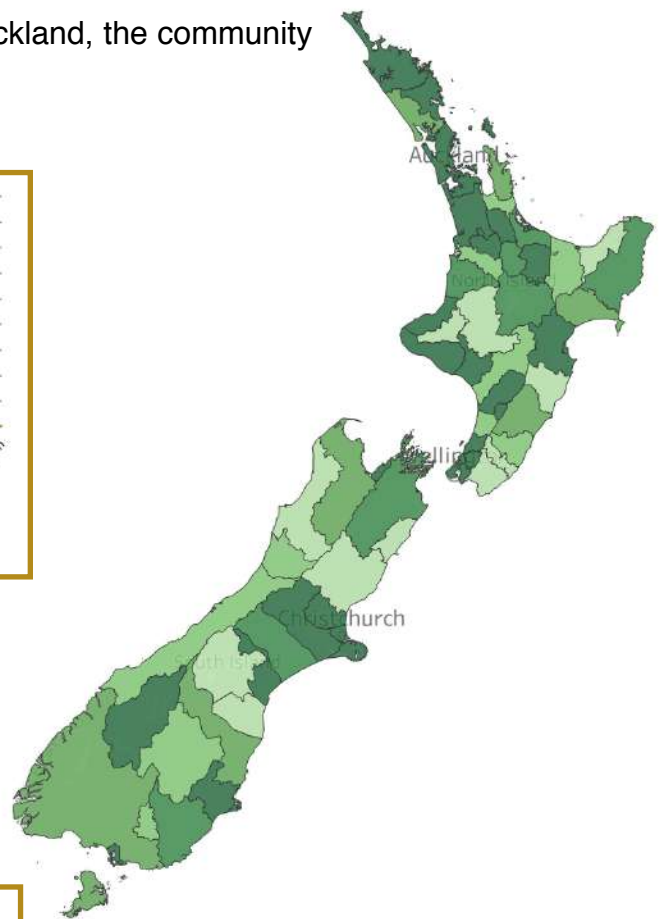
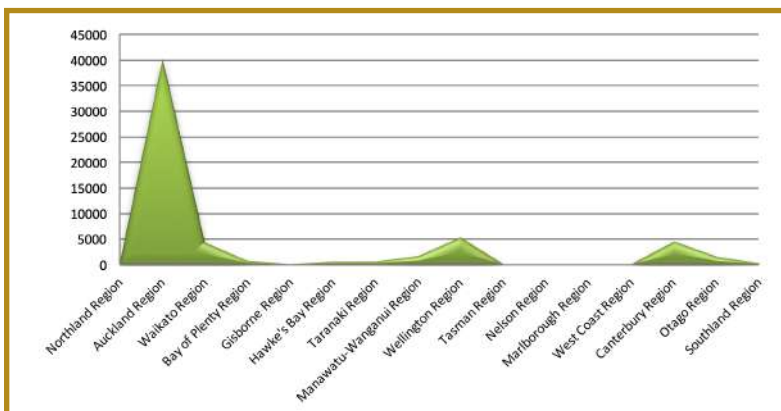
FEMALE 10,230



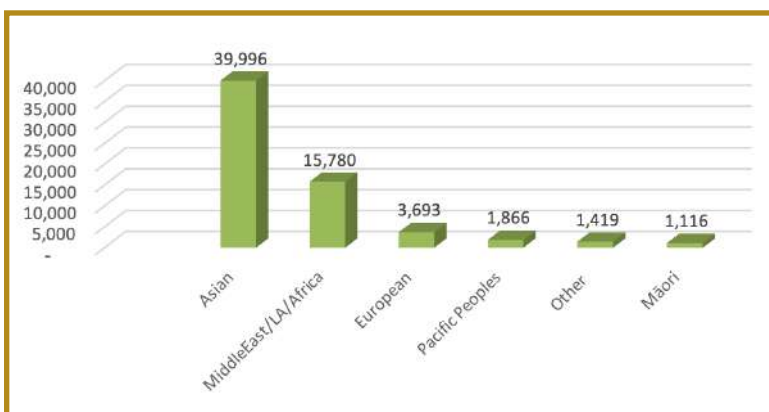
23% of the Muslim population are born in NZ. Immigration has resulted in significant numbers from Asia. This has been a demographic shift away from the Pacific (Fiji) as the main country of birth.

WHERE WE LIVE

Whilst the largest concentration of Muslims are in Auckland, the community is now all over the country (Source:2018 NZ Census.)



OUR ETHNICITY



TAKEAWAY

An ethnically and linguistically diverse community with a growing school-age tamaraki population.

2.0 A PROBLEM RECOGNISED BY THE GOVERNMENT



The education sector plays a critical role in contributing to a socially cohesive New Zealand



Hon Andrew Little
Lead Coordination Minister for the Government's Response to the Royal Commission's Report into the Terrorist Attack on Christchurch Mosques



Hon Priyanca Radhakrishnan
Minister for Diversity, Inclusion and Ethnic Communities
Associate Minister for Social Development and Employment

SUMMARY OF THE KEY FINDINGS FROM THE 33 PUBLIC HUI WITH MUSLIM COMMUNITIES AND WIDER FAITH AND ETHNIC COMMUNITIES (2020-2021)

- There are deep concerns about racism and faith-based bullying and discrimination in our schools.
- Many told us they were concerned about the cultural competency of teachers and principals, which they felt hindered schools being able to respond to incidents effectively and appropriately.
- Requests for greater support and training in this area for our teachers, principals and schools were common throughout the hui.
- We also heard a real desire to develop greater cultural and faith-based understanding through incorporating religious and cultural education programmes into school curriculums to create an inclusive environment where children of different ethnicities and faiths felt that they could belong and were understood.”¹

¹ <https://dpmc.govt.nz/sites/default/files/2021-03/Report%20on%20community%20hui%20held%20in%20response%20to%20the%20Royal%20Commission%20of%20Inquiry%20into%20the%20Terrorist%20Attack%20on%20Christchurch%20Mosques.docx>

3.0 A PROBLEM RECOGNISED BY THE ROYAL COMMISSION



The Government has accepted all recommendations from the Royal Commission into the Christchurch terror attack. Photo: David Williams

Problems Identified

“ [People] said their children had been bullied at school”

“ Secondary School Students reported experiencing a lot of discrimination and harassment”

“ Some have had their scarves torn off and were punched, and ending up in fist fights as a result”

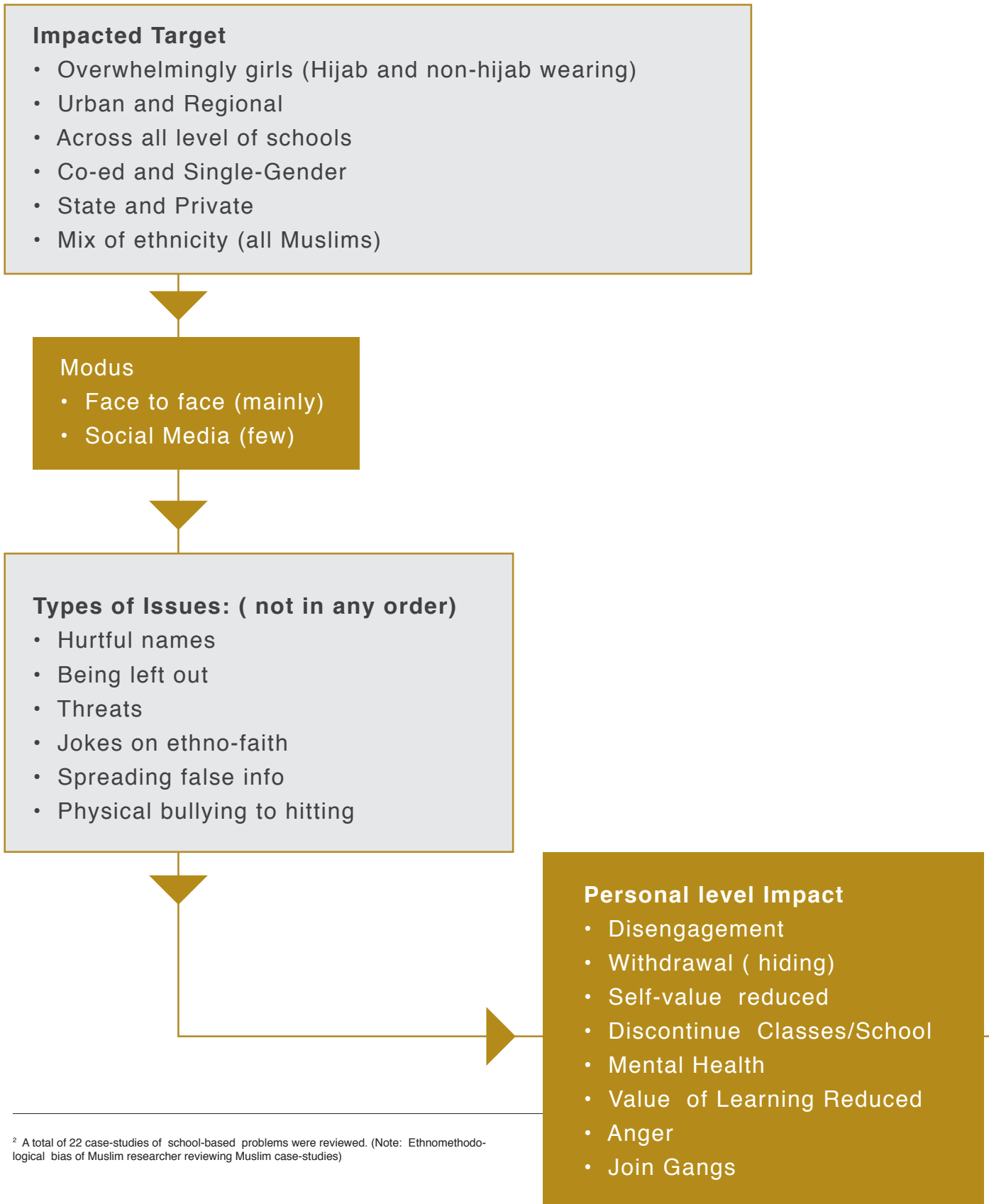
“ Even teachers have challenged students about the actions of ISIS and other terrorists”

Suggested Solution

“They said that key to eliminating racism lies in education at the primary, secondary and tertiary levels and that all New Zealanders need the tools to identify racism and prejudice and how to respond in a safe and calm manner.”

4.00 A RAPID ANALYSIS OF CASE STUDIES²

TAMARIKI-CENTRED PERSPECTIVES: KEY TRENDS





PARENT/GUARDIAN PERSPECTIVES: Most Repeated Issues Raised

- Communication (Lack of, Language, Miscommunication, No information)
- Avoidance (More focus on School Reputation)
- Lack of Awareness of School Responsibilities and Protocols
- Inadequate Counseling and Wellbeing Follow-up
- No response to complaint
- Shift Blame to Child
- Refer Victim to OT
- Teachers Ignoring Issues
- Administration Silent
- Teachers “Picking on” Muslim students
- Devaluing of Concerns
- Powerlessness
- Teachers and administration’s lack of understanding of Faith and Culture
- Police- Ministry Inertia (Previous similar violent incident)
- No Consequences for Perpetrator

5.00 MITIGATING APPROACHES TO CONSIDER

I) Psycho-Social Approach [Behavioural]

- Focus on remediation of mental/social wellbeing

ii) Cultural Empathy Approach

- Focus on providing cultural meaning to address issues

iii) Rights-Based Approach

- Guaranteeing the right to respect (identity, participation and integrity)

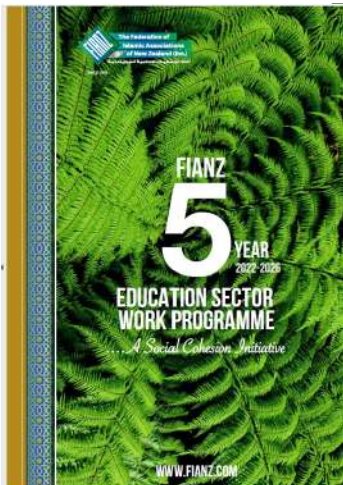
iv) Participatory Approach

- involve school community covering governance, codes, events

v) Social Cohesion

- Focus on whole-of-school, community and wider society with a student-centred approach

	Psy-Soc	Cultural-Emp	Rights-Based	Participatory	Social Cohesion
METRICS					
Tamariki-Centred	✓		✓	✓	✓
Whole of School		✓		✓	✓
Whole of Society					✓
Immediacy	✓			✓	
Long-Term		✓	✓		✓
Empowering Families		✓	✓	✓	✓



FIANZ HAS ANCHORED IT SCHOOL-BASED INITIATIVES ON THE SOCIAL COHESION APPROACH WITH A 5-YEAR PLAN

<https://bit.ly/33V893K>

