



**A  
FAIRER  
WORLD**

*Learn - Connect - Act*

## Background Paper

<b>Organisation or Individual</b>	A FAIRER WORLD INC
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<b>Position in organisation</b>	Chair
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<b>Relevant agencies</b>	Department for Education, Children and Young People

## Executive Summary

### A Fairer World Inc

For more than 40 years, **A Fairer World Inc** has been developing and delivering innovative and evidence-based programs with Tasmanian Government schools. Our programs engage with students, teachers and other workers to support inclusion, social change and sustainability motivation.

Disability, chronic health conditions, culturally diverse backgrounds and students identifying as LGBTIQ+ can disproportionately impact student attendance, retention, and academic achievement. These issues compound people's experience of exclusion rather than fostering a safe developmental environment for effective teaching and learning.

These challenges underscore the need for community-led, evidence-based programs that complement Government reforms and directly address the lived experiences of Tasmanian students.

Our transformative approach to education supports learners and educators to safely share and learn from stories of exclusion and discrimination and the steps that people can take to prevent or respond to harm. This improves students' perception of safety and inclusiveness within schools and provides students with practical harm protective skills; including how to identify problems in relationships, what actions people can take to stop that harm, and how to prevent harm happening in the first instance.

We take a trauma informed approach and co-design and co-deliver all our work. Our program model utilises an applied trauma informed approach which we model with and for teachers to support the development of educational strategies to promote student engagement and make safe learning experiences more likely. We work in partnership with people with very diverse experiences of exclusion and discrimination. This means we can tailor our programs to the current needs and interests of students and educators.

We work collaboratively with schools, teachers and leaders to design our educational programs and provide ongoing support through access to learning resources to enhance the impact of our programs. We further support sustainability and implementation of our programs through delivering professional learning sessions with teachers and providing ongoing mentoring to school leaders and school communities on diversity, inclusion, wellbeing and school cultural change.

Our programs are informed by the recommendations of:

- The Independent Review of Education in Tasmania (2025)
- The Change for Children Strategy (2025)
- The Tasmanian Government's Response to the Commissioner of Inquiry into Child Sexual Abuse in Institutional Settings
- The National Agreement on Closing the Gap Agreement (2020)

We are also guided by:

- Respectful Relationships Education (Australian Department of Education, 2025)
- Inclusive Education Policy Framework (DECYP)
- Tasmanian Child and Youth Wellbeing Framework( Tasmanian Government)
- Tasmanian Disability Strategy (Tasmanian Government, 2025 – 2027 )
- Inclusion and Diversity Strategy 2024–25 (Australian Department of Education, 2024)
- Australian Curriculum: Student Diversity Framework (ACARA, 2022)
- MYAN-NPA National Policy Alliance. Learn. Collaborate. Innovate (2025)

A Fairer World programs assist the Government to:

- Enhance student wellbeing and emotional safety
- Embed inclusive and diversity practices
- Promote respectful relationships and cultural safety
- Strengthen school-community partnerships.

A Fairer World is a member of DECYP's LGBTIQA+ Strategic Issues in Education Reference Group.

**A Fairer World is seeking continued investment of \$567947 over 3 years from the Tasmanian government to continue to develop and deliver innovative, evidence-based and trauma informed programs with Tasmanian Government schools.**

A Fairer World is a Tasmanian-based charity incorporated in 1985.

For more information: [www.afairerworld.org](http://www.afairerworld.org)

## Testimonials

### Principals:

- Denise Bryant **Principal Oatlands School** - “The Hobart human library changed the way our students see each other. It gave them language for empathy and courage to speak up.”
- Janelle Reeves **Principal Huonville High School**- “Thanks so much for coming to our school – I haven’t seen the students so engaged - can you come next year, and can we join your Just One...program?”
- Shane Oldfield **Principal Claremont College** – “The staff absolutely loved the session and have really connected with the messages. It was great PL at the perfect time for us.”
- Josh Moore **Principal Mountain Heights School** – “A Fairer World provided excellent staff training, we need more of this – thanks for coming”

### Educators

- **Sorell School** – “Well organised, well run and setup for the students to experience success and learn about discrimination in a safe space. Fantastic – Jodie is a brilliant communicator.”
- **Hobart College** – “The lesson plans and preparation for story time were excellent.”
- **Mountain Heights School** - “A Fairer World provided excellent staff training, we need more of this – thanks for coming.”
- **School Nurse, Sorell School** – “This is AMAZING!!! Honestly the feedback is so great to see. I have shared this with the teachers and our principal, and everyone is so impressed with how it was able to get through to the students! We would love to have you back again – is it possible to book you in for later in the year?”

### Students

- **Kingston High School** – “I learnt about how serious situations of discrimination are, and I know I will change how I treat certain people.”
- **Montrose Bay High School** – “We learnt about barriers people face. I felt very strongly about your stories.”
- **Rosebery District School** – ‘Kindness goes a long way’
- **Windermere Primary School** – “I think it was amazing, no improvement needed”.
- **Huonville High School** – “I learnt that you shouldn’t judge someone for what they look like or who they are because everyone has their own stories and struggles”.

## A Fairer World's Reach in Tasmania

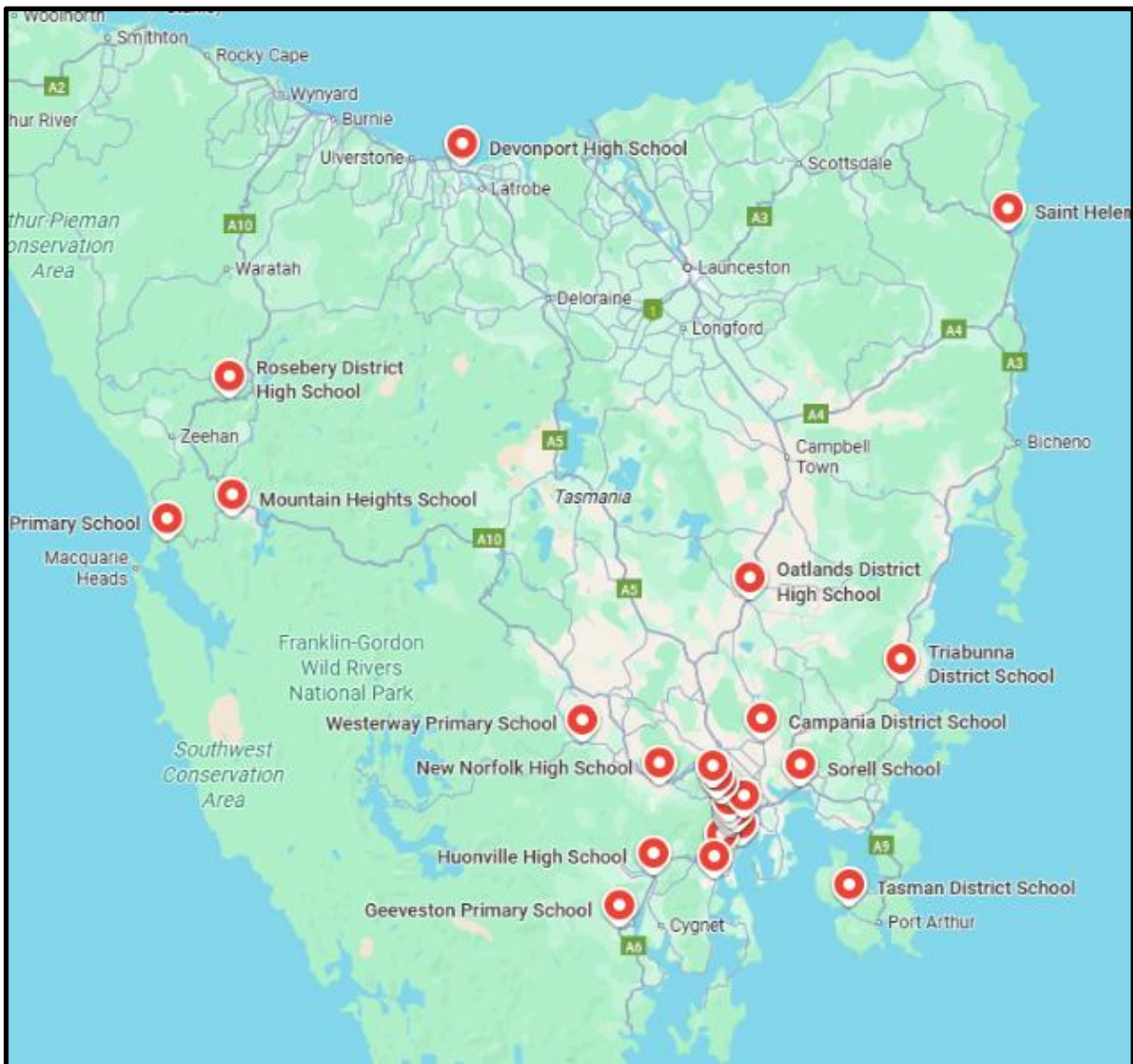


Figure 1 A Fairer World delivers Diversity and Inclusion programs across Tasmania

## Responding to Government Priorities

Tasmanian schools are undergoing significant reform and investment, yet persistent challenges remain. The **Independent Review of Education in Tasmania (2025)** identified wellbeing, inclusion and belonging as critical enablers of educational success. The Review calls for a system-wide approach supported by strong partnerships between schools, families and community organisations.

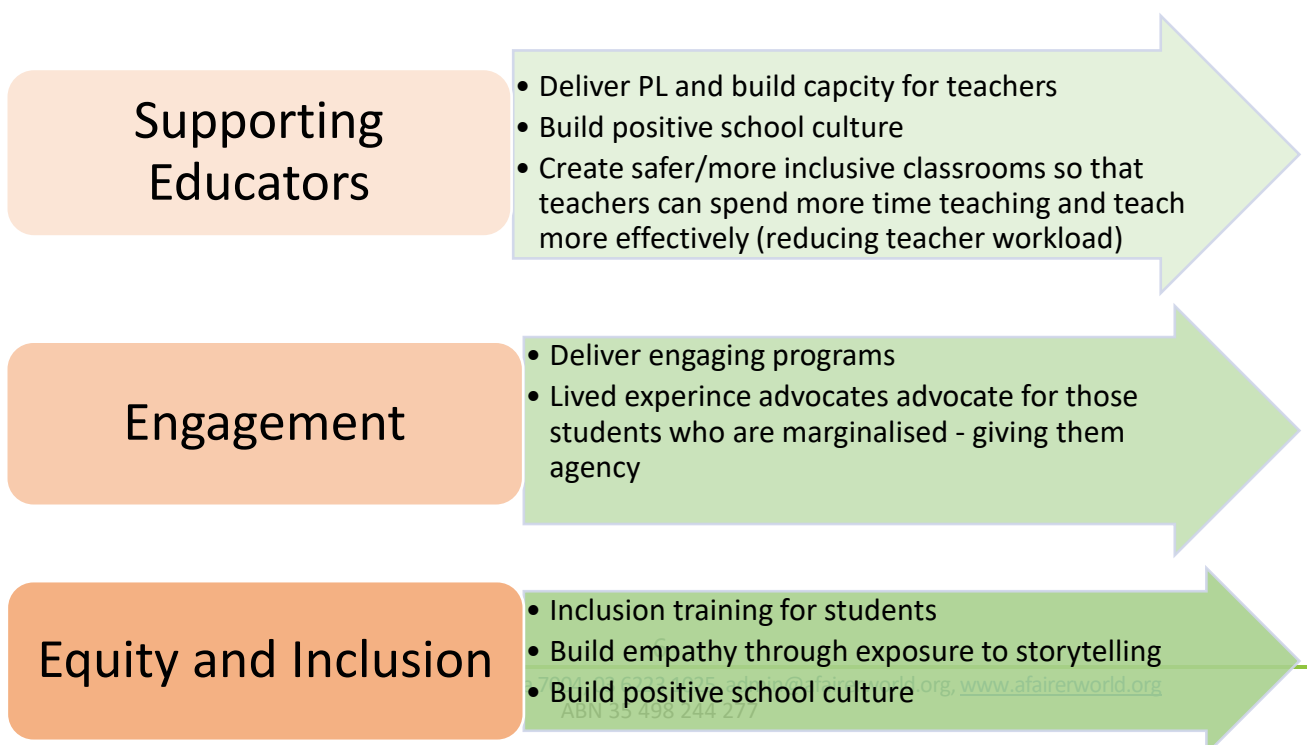
Educators face increasing demands to address complex student needs. Relief funding and professional learning are being expanded, but gaps remain in trauma-informed practice and cultural responsiveness.

The **Independent Review of Education in Tasmania (2025)** identified priority areas for reform, several of which directly relate to school culture and inclusion:

- **Supporting educators:** The report recommends better support for school staff, recognising that educator wellbeing is foundational to a positive school environment.
- **Engagement support for students and families:** The review highlights the need to strengthen engagement between students, families, and educators, fostering a more connected and respectful school community.
- **Equity and Inclusion:** The report underscores the importance of inclusive practices and cultural responsiveness as essential to improving outcomes for all students.

These recommendations reflect a broader vision of education that values empathy, diversity and community connection as critical to improving teaching and learning experiences.

A Fairer World is already operationalising many of the Review's recommendations, making it a valuable partner in Tasmania's education reform journey.



The **Change for Children Strategy (2025)** is Tasmania's 10-year plan to prevent, identify and respond to child sexual abuse in institutional settings. It was developed in response to the Commission of Inquiry's findings, which highlighted fragmented systems and the need for coordinated, community-wide action.

A Fairer World contributes to this strategy through its school-based education programs which align with several of the strategy's core pillars, including:

### Prevention through Education

- **Empathy and Respect Building:** Programs like Students Against Racism and the Hobart Human Library which is the core of our tailor-made school programs help students understand diversity, challenge prejudice, and build respectful relationships—skills that underpin safe environments.
- **Empowerment and Voice:** These programs encourage students to speak up against injustice and abuse, supporting the strategy's goal of amplifying children's voices in institutional settings.

### Early Identification and Response

- **Awareness and Advocacy:** By educating students and staff about discrimination, bullying and abuse, A Fairer World helps institutions and participants notice early warning signs. Noticing warning signs is essential to supporting people to learn how they might respond or prevent those harms from impacting themselves or other students/people.
- **Safe Spaces for Dialogue:** Workshops and storytelling initiatives create environments where students feel safe to share concerns, contributing to the strategy's emphasis on modelled trauma-informed and child-centred practices.

### Community and Systems Integration

- **Whole-of-community engagement:** A Fairer World collaborates with educators, families, and community organisations, echoing the strategy's call for integrated, place-based approaches to child safety.
- **Professional Development:** Training for teachers and staff ensures that schools are equipped to uphold the rights of children and implement protective practices.

### Curriculum Alignment

- A Fairer World's programs complement Tasmania's broader education reforms under the **Better and Fairer Schools Agreement (2025–2034)**, which prioritises equity, inclusion, and cultural safety—especially for Aboriginal and Torres Strait Islander students.

A Fairer World's school programs are not just educational—they are transformative. They help embed the cultural and systemic shifts required by the **Change for Children Strategy**, ensuring that Tasmanian schools become safer, more inclusive and more responsive to the needs of all children.



Figure 2 Natasha telling her story of child abuse with Aster a first nations storyteller, listening with respect. Strong support mechanisms are provided in our programs for this to be delivered safely.

**The Closing the Gap Agreement (2020)** emphasises culturally safe, inclusive, and community-led education - principles that directly align with A Fairer World's mission to foster empathy, diversity, and equity in Tasmanian schools.

The National Agreement outlines 17 socio-economic targets, several of which directly relate to education, school culture, wellbeing and inclusion:

### **Target 5: Increase Year 12 Attainment**

- **Goal:** Lift the proportion of Aboriginal and Torres Strait Islander youth completing Year 12 or equivalent to 96 per cent by 2031.
- **Implication:** Schools must foster environments that support long-term engagement, cultural safety and high expectations.

### **Education Principles in the Agreement**

- **Community-led Solutions:** Education strategies must be co-designed with First Nations communities.
- **Cultural Safety:** Schools should embed First Nations perspectives and ensure environments are free from racism and discrimination.

- **Strengths-Based Approach:** Focus on resilience, identity, and cultural pride rather than deficit narratives.

Our work complements the Closing the Gap Agreement in several ways:

### Local Educator Support

- We support First Nations people to tell stories as part of the Hobart Human Library.
- We provide training and resources for Tasmanian teachers to lead change.
- We reinforce the Agreement’s emphasis on strengths-based, locally driven solutions.

### Supporting community-led change and amplifying First Nations voices

- We empower educators and students to challenge discrimination and show that there is a strong connection between school climate, student wellbeing and academic outcomes.
- We recognise that schools vary significantly in terms of their capacity to address these complex issues and build a school climate that fosters student wellbeing, respect and inclusion. We support schools with a suite of programs that can meet their current needs wherever they are on their journey.



Figure 3 Students, principal, teachers and staff from A Fairer World celebrating the launch of the primary school program at Mountain Heights School.

## A Fairer World's Demonstrated Impact

A Fairer World, through its innovative education programs, is committed to supporting key Tasmanian Government education priorities – resilience, respect, wellbeing and the opportunity for every child to achieve their full potential.

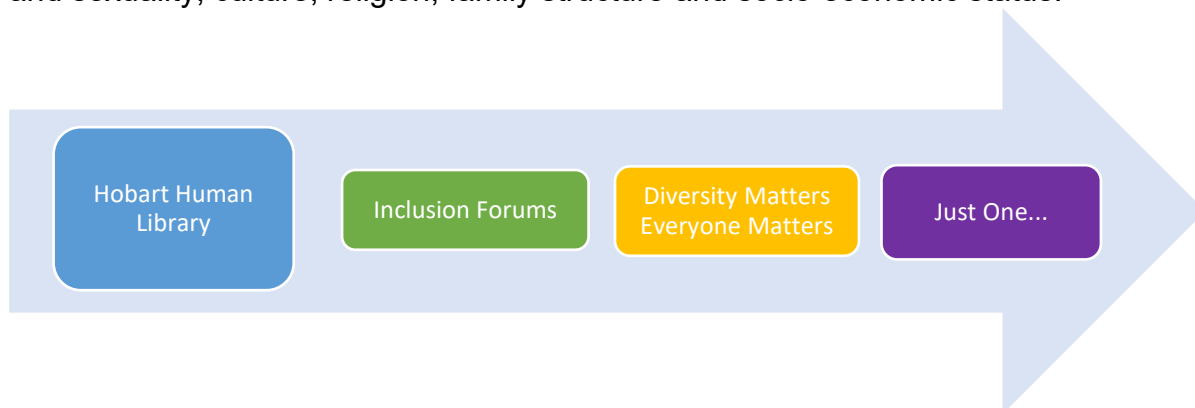
A Fairer World has delivered measurable improvements in student wellbeing, inclusion, and cultural safety across Tasmanian schools. We have achieved this through a grant contract with Department for Education Children and Young People (2024 – 2026).

### Our schools' programs

Our schools' programs are designed to support schools on their diversity and inclusion journey. We have both bespoke high school and primary school programs.

### The Hobart Human Library

Our community educators or Human 'books' are trained by our facilitators to safely tell their lived experience story of discrimination. Stories cover diversity in disability, gender and sexuality, culture, religion, family structure and socio-economic status.



*Figure 4 Lived Experience storytellers underpin all our school programs, supporting schools on their respect and wellbeing journey.*

### Inclusion Forums / Hobart Human Library – 60- 90 minutes

- A Fairer World facilitator and 2-4 human 'books', based on storytelling
- Whole group "You can ask that!" Q&A with 'books'
- Exclusion/inclusion activities
- Lesson plan providing preparatory and follow-up activities

### Just One...- 8 weeks – (Targets Years 7 and 8).

- A Fairer World facilitator and 4 human 'books'- storytelling and discussion
- Whole group "You can ask that!" Q&A with 'books', Exclusion/inclusion activity
- Lesson plans provide preparatory and follow-up activities
- Celebration event and whole of school approach to making just one change.

## Diversity Matters Everyone Matters 4 weeks – (Targets Year 6)

- A Fairer World facilitator and 2 human 'books' - storytelling and discussion
- Lesson plans provide preparatory and follow-up activities
- Whole class produced book that is published and sent home to parents.
- Celebration event

## Program impacts

Our programs demonstrate authentic partnerships and community-led solutions. A Fairer World's deep relationships with schools, families, and cultural organisations position it as a trusted partner in delivering inclusive education reform.

In 2025 we have delivered

- 52 x Inclusion Forums across 15 schools
- 2x Just One...delivered at Oatlands School
- 1890 students engaged in diversity and inclusion programs annually across state in primary, secondary, and senior colleges.

**95 per cent** of educators reported increased confidence in addressing discrimination and promoting respectful relationships after participating in our professional development workshops.

**92 per cent** of students stated they would include more people after attending the training session

**88 per cent** of educators said the experience enhanced understanding of diversity and inclusion.



Figure 5 A Fairer World working with students at Oatlands

## Expected Outcomes

- Improved student wellbeing indicators (resilience, engagement, school climate)
- Reduction in bullying, discrimination, and interpersonal harm (on recommendations from the national Anti-Bullying Rapid Review)
- Increased attendance and retention among marginalised students
- Stronger student voice and cultural safety in schools
- Enhanced educator capacity in inclusive and trauma-informed practice
- Increased empathy and emotional literacy through lived experience engagement
- Strengthened partnerships between schools, families, and community organisations

In addition to these direct impacts on school communities across Tasmania, A Fairer World's diversity and inclusion programs has additional impacts. Firstly, on those vulnerable people directly working with the Hobart Human Library, and secondly the impacts on the Tasmanian Community.

Vulnerable Tasmanians working in the Hobart Human Library have recorded increased skills and confidence and as a result have better mental health, reduced social isolation and increased employability as a direct result of participating in the school programs run by A Fairer World.<sup>1</sup>

If students at school learn to build empathy, learn about and understand the impacts of discrimination and are skilled and practised in interrupting these antisocial behaviours, it additional and better outcomes in the general community can be expected. This will lead to better community mental health and greater social cohesion.

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<sup>1</sup> Department Health Healthy Focus Grants Round 1 – Final Report submitted. Reducing Stigma and improving your mental health

## Proposed expenditure

The proposed expenditure is budgeted from reviewing the 2023-2026 DECYP submission that we are currently delivering in partnership with DECYP and includes a 5.5 per cent annual increase for CPI and Wage Price Index.

Our proposal also allows for an increase in travel expenses (\$13,500 per annum) as we work more extensively in rural Tasmanian schools, historically where attendance rates are lower. The proposal allows for a contribution towards A Fairer World's corporate overheads.

Proposed expenditure 2027 – 2029 in DECYP school program.

ITEM	2027 – 2029
Total PROPOSED cost 2027	<b>\$179,754.00</b>
Total cost 2028	<b>\$189,640.47</b>
Total cost 2029	<b>\$200,070.69</b>
Cost for three years	<b>\$569,465.16</b>

\*2.1% for CPI and 3.4% for Wage Price Index

## References

Australian Curriculum, Assessment and Reporting Authority (ACARA). (2022). Student diversity framework.

Australian Government Department of Education. (2023). Respectful relationships education.

Australian Government Department of Education. (2024). Inclusion and diversity strategy 2024–25.

Commissioner for Children and Young People Tasmania. (2023). Student wellbeing snapshot.

Department for Education, Children and Young People (DECYP). (2022). Inclusive education policy framework.

Department for Education, Children and Young People (DECYP). (2024). Student wellbeing and engagement survey.

Department Health Healthy Focus Grants Round 1 (2024) – Final Report submitted. Reducing stigma and improving your mental health

Mission Australia. (2023). Youth survey report.

National Agreement on Closing the Gap. (2020). National agreement on closing the gap.

Tasmanian Government. (2020). Disability framework for action.

Tasmanian Government. (2021). Child and youth wellbeing strategy.

La Trobe University. (2021). Writing themselves in 4: LGBTQI+ youth survey report.

Independent Review of Education in Tasmania. (2025). Final report.

# Appendix



Creating a fairer world through innovative education and training

## MOUNTAIN HEIGHTS DISTRICT SCHOOL TEACHERS PL

12<sup>TH</sup> OF NOVEMBER 2025

19 feedback forms received from 19 attendees.

### AVERAGE RATINGS



#### What have you learnt about inclusion?

- More about autism & others perspectives, new ways of thinking.
- Ways that race, health and mental conditions impact people in the real world.
- It's ok to ask questions of people who are diverse, but don't focus on their differences & treat them like a friend first.
- How present racism is still.
- Always welcome hearing peoples stories and experiences.
- That being kind goes a long way. So good to know that the environment of this school has improved.
- I really enjoyed the thought process w/ the 'fast brain, slow brain'.
- I heard more diverse stories that open my mind and built further understanding & empathy!

#### Other comments?

- Don't stop coming!! It was amazing!
- Just lovely hearing different stories and thank you all for sharing.
- The experience was amazing, thank you for sharing openly your personal experiences.
- It was great to have 3 new stories for everyone - I hope we can get you to a session on the West Coast Collective session. The more stories we can get out here, the better!
- Keep growing the library and doing the incredible work.

4 Battery Square, Battery Point, Tasmania, 7004  
P: 03 6223 1025 E: admin@afairerworld.org W: www.afairerworld.org



## HUONVILLE HIGH SCHOOL – INCLUSION FORMS

18<sup>TH</sup> SEPTEMBER 2025

ATTENDED BY 52 YEAR 7 & 9 TEACHERS (60 FEEDBACK FORMS RECEIVED)

### AVERAGE RATINGS



#### What did you learn from today's experience?

- It is important to hear and value others in every way.
- What affects being rude can have on people.
- I learnt that you shouldn't judge someone for what they look like or who they are because everyone has their own stories and struggles.
- That small acts of kindness are very important, and don't Judge a book by its cover.
- Don't judge a book by its cover
- That everyone is different and nobody should be judged for how they appear.
- Theres more to look out for than I thought.
- Be kind to everyone.

#### Any other comments?

- I loved it, but I wish I heard the other ~~stays~~ stories
- I think everyone did great!

#### Teacher's comments

- Everything is beautiful! Grateful to share this experience with my students.
- I wish we had more time to hear all the books.

4 Battery Square, Battery Point, Tasmania, 7004  
P: 03 6223 1025 E: admin@afairerworld.org W: www.afairerworld.org

## Wellbeing & Respect



#### Inclusion Forum

- \* 60 minutes, in school
- \* A Fairer World facilitator and 2-4 human 'books'
- \* Human 'books' tell their lived experience of diversity in disability, gender and sexuality, culture, religion, family structure, or socio-economic status
- \* Whole group "You can ask that!" Q&A with 'books'
- \* Exclusion/Inclusion activity
- \* Group discussion of either resilience or inclusive behaviour. Lesson plan provides preparatory and follow-up activities

#### Hobart Human Library

- \* 90-120 minutes, in school
- \* A Fairer World facilitator, 4-6 human 'books', librarians
- \* Human 'books' tell their lived experience in small groups. Stories cover diversity in disability, gender and sexuality, culture, religion, family structure, socio-economic status
- \* Small group Q&A with 'books'
- \* Exclusion/Inclusion activity and group discussion of inclusion.
- \* Lesson plan provides preparatory and follow-up activities



#### Just One...

- \* 8 weeks - Targets grade 7 and 8
- \* A Fairer World facilitator and 4 human 'books'
- \* Human 'books' tell their lived experience of diversity in disability, gender and sexuality, culture, religion, family structure, or socio-economic status.
- \* Whole group "You can ask that!" Q&A with 'books'
- \* Exclusion/Inclusion activity
- \* Group discussion of either resilience or inclusive behaviour
- \* Lesson plan provides preparatory and follow-up activities

#### Diversity Matters Everyone Matters

- \* 4 weeks - Targets primary schools
- \* A Fairer World facilitator and 2 human 'books'
- \* Human 'books' tell their lived experience of diversity in disability, gender and sexuality, culture, religion, family structure, or socio-economic status.
- \* Whole group "You can ask that!" Q&A with 'books'
- \* Exclusion/Inclusion activity
- \* Group discussion of either resilience or inclusive behaviour
- \* Lesson plan provides preparatory and follow-up activities

11 November 2025



Department for Education, Children and Young People

HUONVILLE HIGH SCHOOL  
82 Wilmot Road, Huonville, Tas 7109  
Telephone (03) 6264 0800  
Email huonville.high@decyp.tas.gov.au



To Whom It May Concern,

I am writing to express my strong support for the continued funding of diversity and inclusion programs delivered by A Fairer World, including the Hobart Human Library and the new initiative Diversity Matters Everyone Matters recently launched at our school

As Principal of Mountain Heights, I have seen firsthand how these programs foster empathy, challenge prejudice, and build inclusive school cultures. The aims and impact of the program align closely with the priorities identified in the Independent Review of Education in Tasmania, particularly the emphasis on staff wellbeing, student engagement, and inclusive learning environments. The Review highlights the need to support educators in creating safe, respectful spaces where all students feel valued and able to thrive. Programs like the Hobart Human Library do exactly this—by connecting students with Tasmanians who share lived experiences of discrimination. These sessions cultivate understanding and dismantle stereotypes. The result is a more compassionate student body and a more cohesive school community.

Our newly launched program, developed in partnership with A Fairer World has embedded inclusive practices into our school and supported staff professional development. This directly contributes to the Review's call for better support for school staff and evidence-based approaches to wellbeing and inclusion.

In a time when the Tasmanian Government is focused on lifting literacy and improving educational outcomes, it is vital to recognise that students learn best in environments where they feel safe, respected, and understood. Diversity and inclusion programs are not peripheral—they are foundational to student success, engagement and wellbeing.

I urge the Tasmanian State Government to continue supporting A Fairer World through the budget process. These programs are essential to realising the vision laid out in the Independent Review A Future where every Tasmanian Student Can Flourish.

Thank you for your consideration.

Warm regards,

A handwritten signature in blue ink that reads "Joshua Moore".

Principal, Mountain Heights School

18 November 2025

To Whom It May Concern

I am writing to express my strong support for the continued funding of diversity and inclusion programs delivered by A Fairer World, including the Hobart Human Library and the Just One Program.

As Principal of Huonville High School, I have seen firsthand how these programs foster empathy, challenge prejudice, and build inclusive school cultures. The aims and impact of the program align closely with the priorities identified in the Independent Review of Education in Tasmania, particularly the emphasis on staff wellbeing, student engagement, and inclusive learning environments. The Review highlights the need to support educators in creating safe, respectful spaces where all students feel valued and able to thrive. Programs like the Hobart Human Library do exactly this—by connecting students with Tasmanians who share lived experiences of discrimination. These sessions cultivate understanding and dismantle stereotypes. The result is a more compassionate student body and a more cohesive school community.

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Thank you for your consideration.

A handwritten signature in blue ink that reads "Janelle Reeves".

Janelle Reeves  
Principal



The Hon. Jo Palmer  
Minister for Education  
Via email: minister.palmer@dpac.tas.gov.au

4 November 2025

**RE: A Fairer World program**

Dear Minister

I write to you in support of the important work of A Fairer World, a not-for-profit organisation which delivers diversity and inclusion training in Tasmanian schools.

A Fairer World have worked with DECYP for around 15 years by educating and engaging students, teachers and other departmental staff around diversity.

The program aims to not only address discrimination such as racism in schools, but also to improve attendance rates by making schools more welcoming and to help with learning by incorporating a literacy component to the program.

A Fairer World Have recently been successful with a grant from the Tasmanian Community Fund to roll out a new program for grade 5/6 called Diversity Matters Everyone Matters, which will help the organisation reach even more children.

A Fairer World are funded through three year rolling grants from DECYP, with the current grant ending in December 2026.

I support A Fairer World's application for ongoing funding from 2027, as such programs are crucial to the wellbeing of our community at large.

Education and early intervention programs also save the government money as a preventive measure against anti-social behaviour, which as you know causes significant harm across the community.

The effort to make our state a better place starts in our schools and ongoing investment in programs such as A Fairer World is crucial.

Kind regards,

**David O'Byrne**  
Independent for Franklin

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