

## Discussion paper 2016/02

### A Manawatu perspective on tackling poverty

This paper forms part of a series showcasing insights from individuals who have attended a one-day workshop in their local community.

‘We in the Manawatu are sitting in one of the most privileged regions in New Zealand ... we need to unlock the potential of this region.’

Mayor Margaret Kouvelis, Manawatu District Council



‘No single policy, government department, organisation or programme can tackle or solve the increasingly complex social problems we face as a society.’

Natasha Allan, Detective Senior Sergeant, National coordinator for Child Protection in New Zealand quoting from the Collective Impact.



‘Poverty both leads to and results from poor health.’

Kathryn Cook, Chief Executive Officer, MidCentral District Health Board



‘We in the Manawatu community know that we are facing crisis levels of inequality.’

Amanda Oldfield, Carelink Community Trust Coordinator



‘The true measure of success in tackling poverty today will be demonstrated in a generation’s time.’

Nigel Allan, Chair, Te Manawa Family Services





## Contents

1.0	Introduction.....	1
	1.1 TacklingPovertyNZ – a national conversation.....	1
	1.2 Manawatu – the lay of the land.....	1
2.0	Workshop Overview.....	3
	2.1 Defining poverty.....	3
	2.2 The workshop process.....	3
3.0	Tackling Poverty in Manawatu.....	6
	3.1 Gathering information – the poverty landscape.....	6
	3.2 How is Manawatu affected? Five domains.....	8
	3.3 Developing consensus and collecting feedback – thirty-one ‘hows’.....	8
4.0	Further outputs.....	14
5.0	Afterword.....	16
6.0	References.....	17
7.0	Appendices.....	18
	Appendix 1: Three exercise worksheets.....	18
	Appendix 2: TacklingPovertyNZ Manawatu post-workshop survey results.....	21
	Appendix 3: TacklingPovertyNZ Manawatu workshop programme.....	24
	Appendix 4: QuickStats about Manawatu District.....	25
	Appendix 5: TacklingPovertyNZ tour dates.....	26

## 1.0 Introduction

The purpose of this paper is to bring to light the issues raised by participants at the one-day *TacklingPovertyNZ* tour workshop in Manawatu, held on 15 August 2016. The views expressed in this paper represent those of the workshop participants on the day, who represented the Manawatu District community. This paper describes the structure of the one-day workshop, sets out the main discussion themes raised by participants, and presents the solutions they proposed at the close of the workshop.

### 1.1 TacklingPovertyNZ - a national conversation

*TacklingPovertyNZ* is an initiative that started out as a three-day policy workshop run by the McGuinness Institute and the New Zealand Treasury in December 2015. This workshop saw 36 New Zealanders between the ages of 18 and 25 come together to articulate a youth perspective on the issue of poverty in New Zealand and how we might, as a country, go about tackling it.

Figure 1: December workshop representatives at the Manawatu District workshop



Felix Drissner-Devine

Elaina Lauaki-Vea

Maddie Little

Caitlin Papuni-McLellan

One of the observations made by participants at the 2015 workshop was that poverty in New Zealand is too complex an issue to be overcome with a blanket solution. Instead, solutions must be sought at a local level to acknowledge that poverty has vastly differing consequences for people in different areas of New Zealand. This is a daunting prospect, requiring an enormous amount of difficult and rigorous work. As a first step in this direction, *TacklingPovertyNZ* has toured five regions around the country with a series of one-day workshops specifically designed to provide a platform for local voices addressing this poverty.

The Manawatu District workshop was the second of these one-day workshops, and a similar discussion paper for each preceding and subsequent workshop has been published online as a final draft. This series of discussion papers provides an insight into the different regional perspectives on poverty in New Zealand, in order to inform national decision-making and to support local initiatives.

### 1.2 Manawatu - the lay of the land

The Manawatu District is divided into three wards: the Feilding Ward, the Rural Southern Manawatu Ward and the Rural Northern Manawatu Ward.<sup>1</sup> At the time of the 2013 census, the total population of Manawatu was 27,456 (a 5.3% increase since 2006), of which 3924 were Māori (a 9.5% increase since 2006), and the total number of dwellings in Manawatu was 11,703 (a 7.9% increase since 2006) (Statistics New Zealand, 2013).

Manawatu is a major farming and agricultural district and is the heartland of New Zealand. Manawatu is positioned as the gateway to four other regions: Hawkes Bay, Wairarapa, Rangitikei and Horowhenua and is close to four seaports, seven airports and major Defence Force bases. It is a highly strategic cargo, transport and business hub for the lower North Island and the country (Manawatu District Council, n.d.). Manawatu also has highly fertile soil and agricultural production has been one of the single biggest contributors to the region's economy. In recent years, processing and support industries for the agricultural sector have significantly expanded. While sheep and cattle farming continue to dominate, deer, goat and ostrich farming are becoming increasingly popular, and horticulture and forestry continue to provide valuable revenue (Manawatu District Council, n.d.).

<sup>1</sup> The Feilding Ward includes the Feilding urban area; the Rural Southern Manawatu Ward, includes Rongotea, Sanson, Himatangi Beach, Ohakea, Bainesse, Kairanga, Longburn, Karere and Tangimoana; and the Rural Northern Manawatu Ward includes Kimbolton, Halcombe, Cheltenham, Waituna West, Rangiwahia and Apiti.

Mayor Margaret Kouvelis asserted that 'we in the Manawatu are sitting in one of the most privileged regions in New Zealand. We have water under the ground, type 1 and 2 soils, and terrain from mountain to sea. We are very privileged, but we need the workforce to underpin it [...] we need to unlock the potential of this region'. To achieve this, Mayor Kouvelis stated that 'we need to get connected and we need to collaborate [...] and we need to take responsibility for ourselves'.

Despite the growth and diversification in Manawatu's economy, Mayor Kouvelis explained that Manawatu has been 'a black hole – people have not wanted to know what is going on here', which has ultimately resulted in the steady incline in the number of people in the region who are affected by poverty. This workshop brought together a group of people who were impatient to acknowledge and address this pressing issue in their community.

The ideas developed at the workshop and discussed in this paper are specific to the district and may not be applicable across the rest of New Zealand; however, they may catalyse solutions in other communities facing similar issues.



Mayor Margaret Kouvelis at the evening presentation at Manawatu workshop

## 2.0 Workshop Overview

This section describes the *TacklingPovertyNZ* one-day workshop process in order to provide context around how ideas were developed at the Manawatu one-day workshop.

### 2.1 Defining poverty

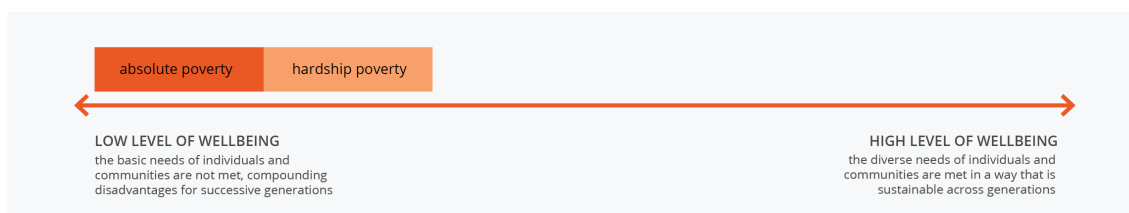
The first obstacle in any discussion around poverty is the question of how to define it. Productive dialogue around poverty needs to begin with a degree of shared understanding. Most established definitions of poverty fall short because they place too much emphasis on income and fail to adequately consider some of the less tangible human needs that constitute a dignified life, such as culture, love and self-esteem.

For the workshops we used two imperfect but well-established definitions of poverty: ‘absolute poverty’ as defined by the United Nations Education, Scientific and Cultural Organisation (UNESCO), and ‘hardship’ poverty as defined by the New Zealand Treasury.

- ‘Absolute poverty’ is when an individual does not have access to the amount of money necessary for meeting basic needs such as food, clothing and shelter (UNESCO, n.d.).
- ‘Hardship’ poverty is when an individual is constrained by their material circumstances from achieving a minimum ‘decent’ level of wellbeing (Treasury, 2012, p. 3).

For the purposes of these workshops, we found it useful to look at individual and communal poverty as one end of a continuum of wellbeing. If absolute poverty represents the extreme experience of poverty, and hardship poverty is a step up from that, then the opposite and desirable end is a high level of individual and communal wellbeing that is sustainable over the long term.

Figure 2: A continuum of wellbeing



### 2.2 The workshop process

Each one-day workshop in the *TacklingPovertyNZ* tour followed a similar four-phase process (see Appendix 1 for the three exercise worksheets).

#### Phase one: Gathering information

A panel of national and local speakers opened the workshop by putting forward a diverse range of evidence and ideas concerning the landscape of poverty in the region. The panel was joined by a small group of representatives from the December 2015 *TacklingPovertyNZ* cohort (see page 1), who presented the booklet produced as the primary output of the original workshop.<sup>2</sup>

#### *Exercise 1: Maps (the ‘who’)*

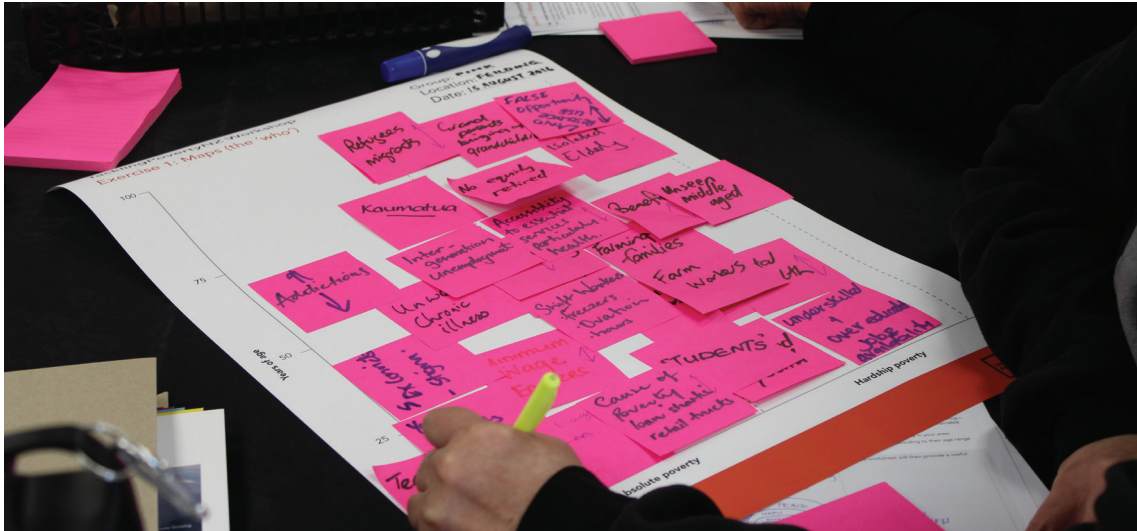
Participants worked in groups to visualise poverty as a map based on their personal understandings as well as information from speakers and resources. The function of this exercise was to develop a common understanding of what participants were seeing and thus identify the groups in society that are being affected.

Figure 3: *TacklingPovertyNZ* 2015 workshop booklet: the primary output from the December 2015 workshop



<sup>2</sup> See the *TacklingPovertyNZ* website for more details – [www.tacklingpoverty.org.nz/tacklingpoverty-booklet](http://www.tacklingpoverty.org.nz/tacklingpoverty-booklet)





Exercise 1: Mapping poverty

### Phase two: Discussing the issues

The second phase of the workshop was about thinking deeply to explore and expand on the information gathered in phase one.

#### *Exercise 2: Post-its (the 'ideas')*

The groups were asked to build on their understandings from Exercise 1 by brainstorming ideas describing why and how poverty affects particular groups. They presented these ideas to the plenary on post-its, which were then placed on the wall.



Participants vote on ideas for discussion in the afternoon

After Exercise 2, high school students joined the workshop for a lunchtime Q&A session with the national speakers. While this was happening, workshop participants used stickers to vote for the ideas on the wall that they considered most significant, and then categorised the ideas into different thematic domains. These domains were then used in phase three to direct the discussion of ways to effect change. After lunch, each participant selected the domain that they were most interested in or to which they felt most able to contribute, and new groups were formed based on this organic selection process.



Girol Karacaoglu and Dame Diane Robertson spend an hour with students from Feilding High School

### Phase three: Developing consensus

The third phase of the workshop was about focusing the discussion on tangible actions to tackle poverty in the region.

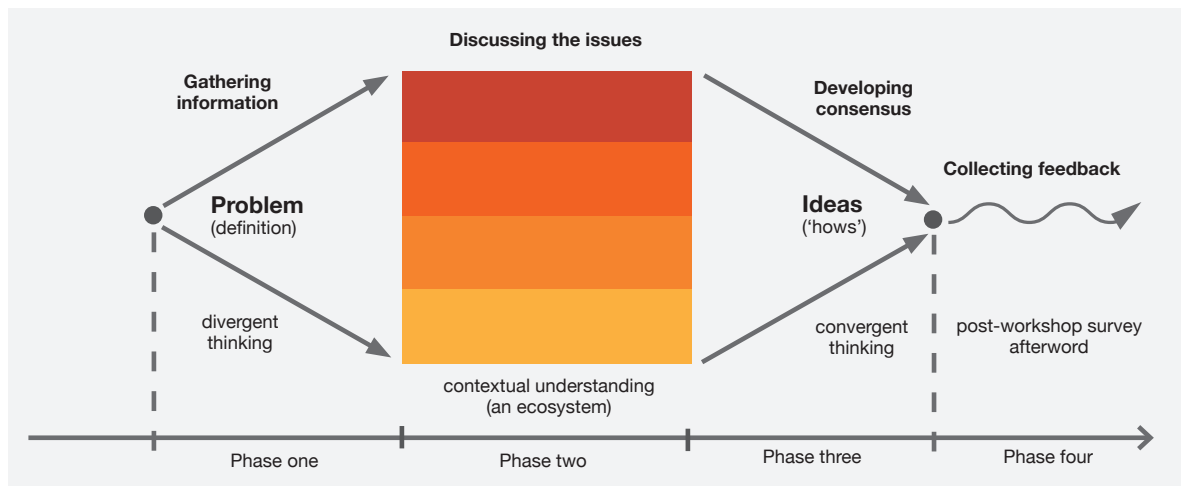
#### *Exercise 3: Seven ways (the 'hows')*

Each group worked to develop at least seven specific, actionable 'hows' to address the issues in their chosen domain. The domain groups presented their results from this exercise back to the plenary, and the plenary presented the full list of 'hows' to the public in an evening presentation.

### Phase four: Collecting feedback

After the workshop, a survey was made available online to collect feedback on the workshop process as well as on the hows developed at the workshop. This survey was open to the public but directed particularly at workshop participants and attendees of the evening presentation. The purpose of the post-workshop survey was to improve processes for future workshops and to refine the ideas generated for the region (see Appendix 2 for more detail on the survey).

Figure 4: The workshop method  
Adapted from (Krogerus & Tschäppeler, 2012, p. 111)





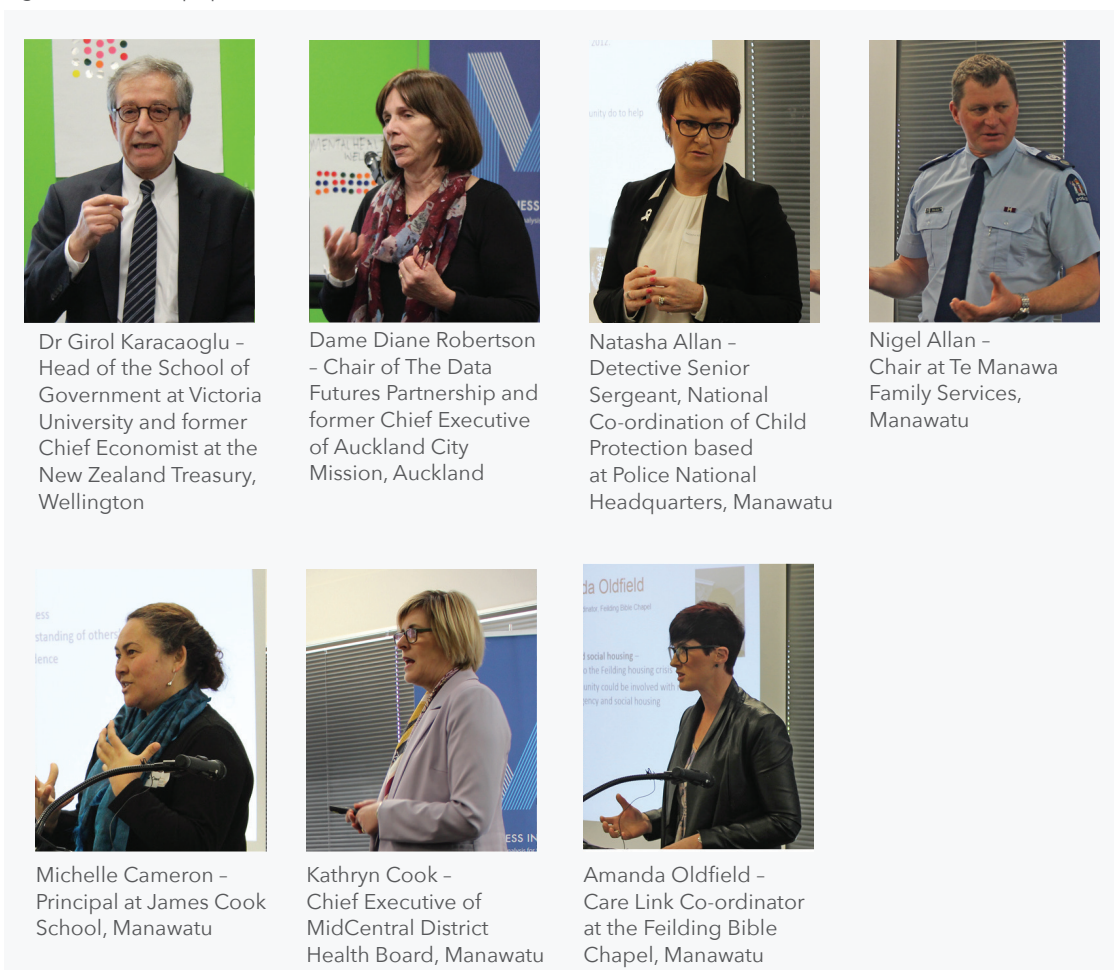
### 3.0 Tackling Poverty in Manawatu

This section describes the process and outputs specific to the Manawatu one-day workshop (see Appendix 3 for the workshop programme).

#### 3.1 Gathering information – the poverty landscape

The panel of speakers shown in Figure 5 opened the workshop by discussing national and local perspectives on Manawatu’s poverty landscape.<sup>3</sup>

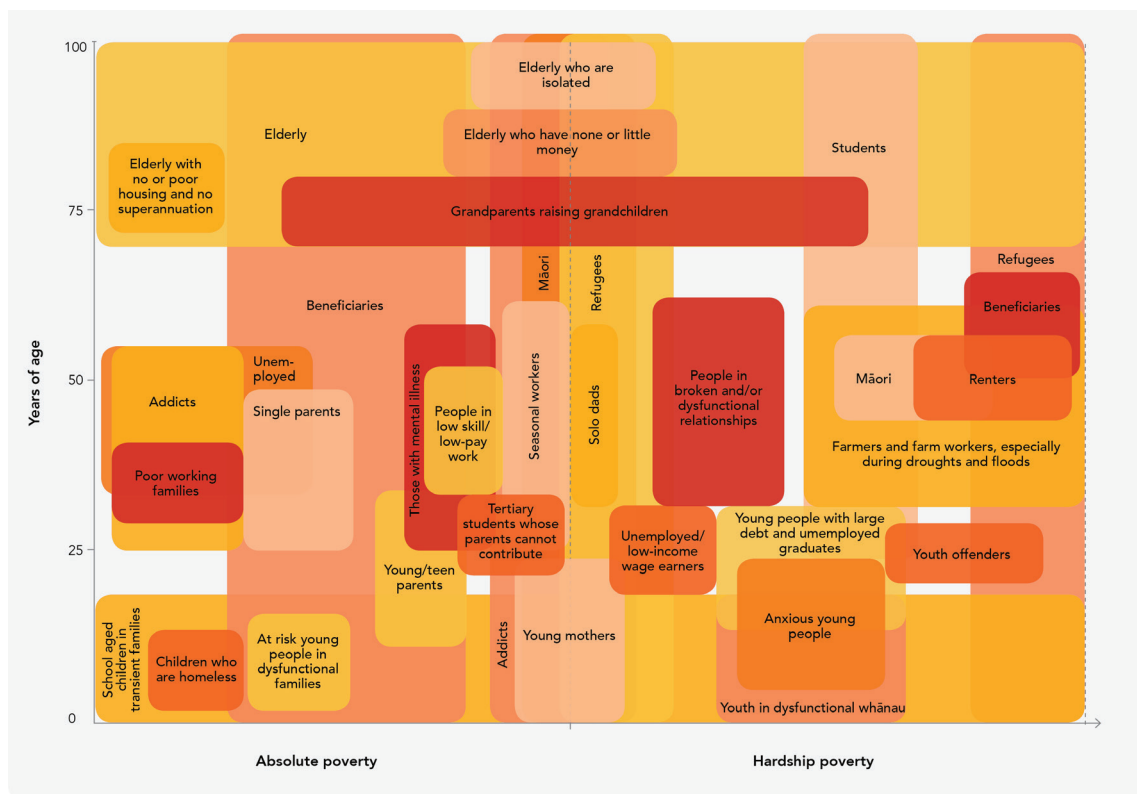
Figure 5: Workshop speakers



<sup>3</sup> More information on each of the speakers is available on the *TacklingPovertyNZ* website – [www.tacklingpovertynz.org/speakers-mdc](http://www.tacklingpovertynz.org/speakers-mdc)

Figure 6 presents a synthesised look at the participants' perceptions of who is affected by poverty in the Manawatu District according to the maps they produced in groups.

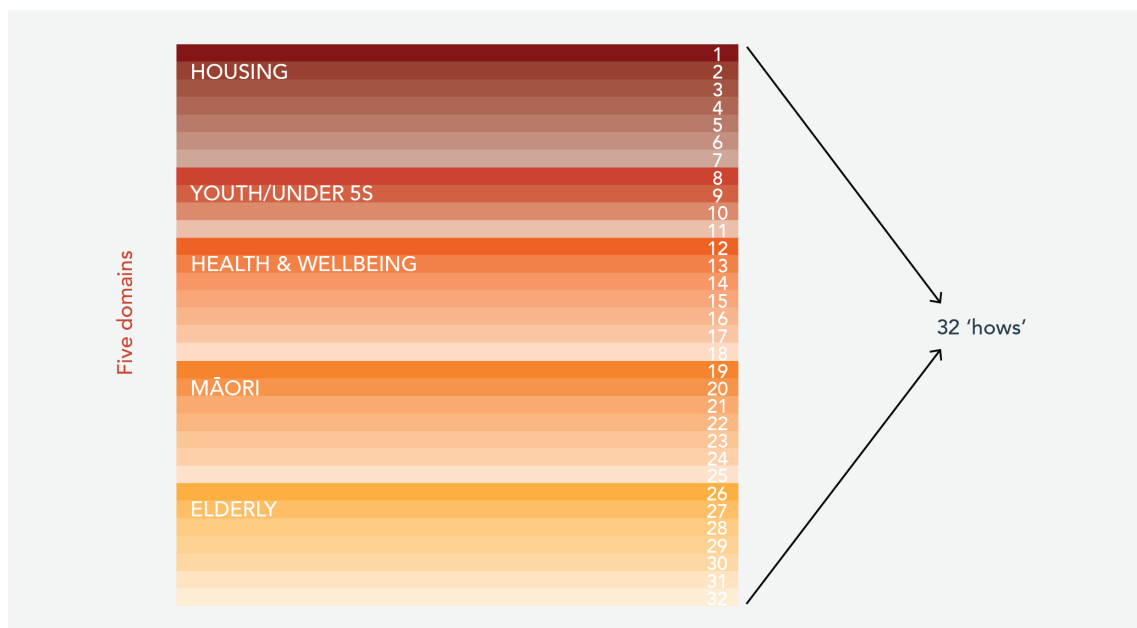
Figure 6: Mapping the poverty landscape (an overview)



Exercise 1: Mapping poverty

Poverty is a complex and layered issue, even when examined at a local level. To build a contextual understanding of this policy problem, it is helpful to look at poverty as an ecosystem of several interconnected domains that affect and are affected by one another, as shown in Figure 7.

Figure 7: Manawatu's poverty ecosystem



## 3.2 How is Manawatu affected? Five domains

Each group shared their ideas from Exercise 1 the 'who' and exercise 2 the 'ideas' with the plenary, and then came to a consensus on five key domains. The five domains that participants identified in phase two of the workshop represent the key areas of impact for poverty in Manawatu (see Appendix 4 for QuickStats poster).

### Housing

The key issues that emerged during the workshop included: more people required emergency accommodation but housing options were sparse; increased demand for homes suitable for older people living on their own; many houses having inadequate insulation, associated with negative health outcomes for residents; poorly maintained rental housing and lack of adequate rental housing choices; unaffordable housing; and inadequate and/or not enough social housing.

### Youth/Under 5s

At the time of the 2013 census, 21.1% of people in Manawatu were under 15 years of age (compared with 20.4% for all of New Zealand), additionally 35.3% of the Māori population in Manawatu was under 15 years of age (Statistics New Zealand, 2013). The key issues that emerged during the workshop included: young children not having access to quality early childhood education, the lack of a youth centre in Manawatu, youth lacking basic life skills, youth having to move out of Manawatu to find employment, youth dependency on adults, and the presence of child abuse.

### Health & Wellbeing

The key issues that emerged during the workshop included: the lack of accessibility and the high cost of healthcare in the Manawatu District, especially for those with long-term illnesses; inadequate programmes and healthcare for those with disabilities; the inability to access or make healthy food choices or get adequate amounts of food; and inadequate support and healthcare for those with mental illness. Participants at the workshop also argued that there needs to be better access to health care, more affordable prescriptions and more appointment times.

### Māori

At the time of the 2013 census, 14.8% of people in the Manawatu District belonged to the Māori ethnic group, compared with 14.9% for all of New Zealand (Statistics New Zealand, 2013). Participants noted the growth in the Māori population (a 9.5% increase since 2006), the increasing number of Māori entering the workforce, and the efforts that have been undertaken to listen and respond to Māori aspirations and needs. The key issues that emerged during the workshop included: the ongoing impacts of colonisation including cultural disparities, loss of land and loss of self-worth; the presence of false opportunities; and the continued assumption that assimilation is a desirable outcome.

### Elderly

At the time of the 2013 census, 15.8% of people in the Manawatu District were aged 65 years and over, a 24.5% increase since 2006 (Statistics New Zealand, 2006; Statistics New Zealand, 2013). The key issues that emerged during the workshop included: rest-home isolation and the need for better mobility services, especially in a rural community; the inability to live off superannuation and the consequences of the definition of 'relationship'<sup>4</sup>; the difficulty of accessing opportunities while also dealing with societal expectations, such as the view that the elderly should be involved in volunteering and community initiatives; and the struggle for grandparents raising grandchildren.

## 3.3 Developing consensus and collating feedback - thirty-one 'hows'

Below are the 'hows' developed by participants for each of the five domains, along with a summary of feedback from the post-workshop survey (see Appendix 2 for more detail on the survey).

### 3.3.1 Housing

1. Emergency housing  
Community trusts, MDC and others to investigate the purchase or repurposing of a house to provide emergency housing for Feilding.
2. Transitional housing  
Community trusts and MDC to investigate options for transitional housing.

<sup>4</sup> As discussed at the Workshop, the current definition of 'relationship' means no two pensioners who are not in a relationship can live together without having money cut from their pension. Adapting the definition of 'relationship' would not only reduce financial pressure of elderly but would also help reduce isolation and loneliness.

3. Support beyond housing  
Identify a champion to work with central government agencies and local community groups to coordinate support services for the homeless.
4. Accommodation supplements  
Get the McGuinness Institute to review the existing policy for the existing accommodation supplement to determine if it could be improved.
5. Social housing  
Lobby via LGNZ for legislation to be changed to allow local government to partner with others to supply social housing.
6. Minimum housing standards  
Consult with community about minimum standards for all accommodation, not just rentals.
7. Capacity building  
Identify best providers and practice in Manawatu.

Within the housing domain, participants of the workshop and commenters on the survey said that there needs to be a review of the current housing provisions and that innovative solutions should be sought.

The idea that received the most support in this domain (although there were a number of close seconds) was that of having community trusts, MDC and others to investigate the purchase or repurposing of a house to provide emergency housing for Feilding. One comment noted that looking into the 'WikiHouse' concept is a good place to start.<sup>5</sup>

A concern that was made apparent throughout survey comments was that many of the social and emergency houses in Manawatu are one bedroom, which is limiting and isolating. Instead, one respondent suggested that two or three connected units may be more valuable than houses, because they encourage group or close living for elderly people, people with disabilities or sickness people receiving the benefit, while also providing housing for families.

There was also consensus around exploring the idea of identifying a champion to work with central government agencies and local community groups to co-ordinate support services for the homeless. One commenter considered this to be a 'big task' which needs to have a lead agency, and suggested that this service could be achieved through a collaboration with Palmerston North social services. Collaboration with Palmerston North City Council was a comment that often came out in the housing domain of the survey.

It seems that housing, whether it be emergency, transitional, or services, is a pressing issue in Manawatu and respondents saw this urgency.

### 3.3.2 Youth/Under 5s

8. No child is harmed in the Manawatu  
Work with central government to track children's wellbeing from birth to adulthood. Requires data sharing and co-ordination.
9. Improved parenting  
Increasing the number of visits from Plunket (or similar) from eight to 20 and teaching parenting skills.
10. Kids to adults  
Connect mentoring programmes with schools to ensure support for at risk students.
11. Coordination and collaboration  
Bring together all agencies who work with young people to ensure there are no gaps and reduce cross-overs.

The youth/under 5s domain proved fairly positive in the feedback from the post-workshop survey and the idea that received the most support was to bring together all agencies who work with young people to reduce cross-overs and to ensure there are no gaps. One commenter saw this 'how' as

<sup>5</sup> WikiHouse had its beginnings in the United Kingdom in 2011 and has since come to New Zealand. WikiHouse 'endeavours to democratise and simplify the construction of sustainable, resource-light dwellings' by creating 'adaptable structures designed to last for generations but at the same time be rapidly and easily modified, repaired or relocated'; 'an innovative approach to strengthening our communities by empowering ordinary people to create and inhabit a restorative living environment'. For more information see - [www.wikishouse.cc](http://www.wikishouse.cc)

‘essential’ and should be ‘true of all agencies across all age groups’. Another respondent proposed, however, that although an interesting idea, collaboration may mean that organisations are fighting for the same funding pools, and might also impair the peer reviewing and client monitoring process.

Instead, this respondent suggested that there should be ‘one strong and professional social service organisation with adequate funding, delivering a hub of services to our entire district’. Another commenter supported this suggestion and recommended that one agency needs to be ‘appropriately equipped professionally’ to establish a social services hub.

Another idea that received a lot of support was to increase the number of visits from Plunket (or a similar organisation) from eight visits to 20 and to teach parenting skills throughout these visits. One commenter said that teaching parenting skills would ‘improve the overall health and wellbeing of youth’. Another respondent stated that increasing the number of visits is proven to improve the wellbeing of children: ‘when New Zealand statistics around under-fives were at their best, it was during a period when Well Child health providers made 20 contacts between birth and five’. Participants from the workshop contended that more visits from Plunket would reduce child mortality rates in Manawatu and that education in the home could include teaching cooking skills, basic health care, and financial literacy. In addition, participants also suggested that Manawatu could implement a social tracking or longitudinal study to provide care and training for parents in the first three years of their child’s life.

The idea of connecting mentoring programmes with schools to ensure support for at-risk students also received support, but respondents noted that this initiative was already occurring in the Manawatu community. One commenter stated that Te Manawa Family Services is a local agency working on youth and parenting programmes and recently the Feilding practice expanded to Palmerston North. They would like to see these initiatives connect into schools too, but this would require a ‘funding mechanism and structure’. Another commenter asserted that the ‘Big Brothers Big Sisters Manawatu mentoring programme has a successful existing school-based programme’. A participant at the workshop also mentioned HALT: Horowhenua Abuse Liaison Team, a network of agencies which provide ‘a free wrap-around service for young people aged 10 to 19 years and their families, offering innovative programmes and services to reduce the harm and risk associated with young people’s alcohol and drug use, offending and other at risk behaviours’.<sup>6</sup> Survey respondents and workshop participants emphasised that the Manawatu community should support and scale-up existing programmes.

### 3.3.3 Health & Wellbeing

12. Improved access to mental health services  
Work with DHB to create an integrated mental health facility. Educating our community about how to access services.
13. Food and nutrition  
Encourage food gardening education in schools, community gardens and food tables.
14. Improved access to healthcare  
Ensure current government support mechanisms are known to all Manawatu healthcare providers. Investigate third party contributions to reduce costs.
15. Disabilities  
Take a strength-based approach to assessing capabilities. Ensure social housing is constructed and renovated to be accessible.
16. Additional links  
Linking public services together to ensure a wrap-around service is provided.
17. Clothing  
Link local op-shops with health centres, provide clothing education and advice.
18. Integration into society  
Refugees, immigrants, prisoners – a community plan to help.

Within the health and wellbeing domain, the idea that received the most support in the post-workshop survey was to work with the district health board (DHB) to create an integrated mental health facility, while also educating our community about how to access services. One respondent

<sup>6</sup> To learn more about HALT: Horowhenua Abuse Liaison Team, go to their website: <http://www.halt.org.nz/life-to-the-max.html>.



said that mental health is a ‘serious problem in our community and it can affect young or old, rich or poor’. They suggested that Manawatu should ‘expand on a high level Code of Conduct for citizens, which could come out of a facilitated focus group and, once adopted, should be presented to the community by people of respect and integrity in the community’.

Many respondents also saw the benefit of linking public services together to ensure a wrap-around service is provided for those with health and mental health problems. Participants from the workshop asserted that the current health system is fragmented, and collaboration needs to occur to join up care across sectors. Participants also suggested that this wrap-around service should be accessible both online and as a physical space, and needs to be advertised so that the community is aware of it.

Respondents saw encouraging food gardening education in schools and community gardens and food tables as an interesting idea, but argued that these already exist and that effort should be put into connecting the programmes that are already in existence. One respondent said that they are ‘more interested in getting a packed lunch into every school and ECE service so that children are fuelled for learning’; however, another respondent contended that if we teach young people and parents how to cook with food from their own gardens then people will always have access to inexpensive and healthy food for their whānau. The same respondent put forward the idea of providing ‘free cooking classes for young people so that they can learn how to enjoy cooking and providing for themselves’.

What became apparent about health and wellbeing throughout the workshop and the post-workshop survey was that the support, access and affordability of health care needs to be improved: The Manawatu community needs to work together to create community initiatives that encourage healthy eating and lifestyles and also needs to create an environment for those with mental health problems and disabilities to feel included and supported.

### 3.3.4 Māori

19. Whanaungatanga – Togetherness and connectedness  
Creating community connectedness through public facilities (library, centres, WiFi).
20. Manaakitanga – Support and caring  
Supporting iwi in their quest for equity. Hosting and provision of food at community events.
21. Tikanga – Respect and deference  
Ensure those who work with Māori understand and observe tikanga.
22. Aroha – Love  
Approach all poverty situations with aroha. Remove the stigma and the blame and allow healing.
23. Whakapapa – Awareness of past and present  
Māori problems solved by being Māori. Strengthen community connections.
24. Kaitiakitanga – Guardianship  
Ensure solutions are sustainable in all senses of the word.
25. Te Reo – Communication  
Consult, communicate and reflect in the context of the audience.

The Māori domain of the post-workshop survey received a lot of feedback from respondents. The idea that received the most support was the awareness of past and present: Māori problems should be solved by being Māori, strengthening community connections. One respondent suggested that ‘too many people do not understand and are not open to listening to the stories of the hurt’. Another said that although they support the concept of Māori supporting Māori, Manawatu also needs ‘better connections between Māori and other agencies’.

Another idea that received significant support was that of creating community connectedness through public facilities (library, centres, WiFi). One respondent said that this ‘how’ was already underway through Nga Manu Taiko. Nga Manu Taiko is a marae-based subcommittee of the Council, which has a working party called Te Kaunihera that is focused on increasing WiFi and computer services at the library. The respondent argued that this group could further assist in following through with whanaungatanga.

There was also some consensus around the idea of approaching all poverty situations with aroha, thereby helping remove the stigma and blame to allow healing. One respondent contended that ‘caring and understanding is the heart to community wellbeing’, while another suggested that although ‘this is a lovely concept [...] it’s a value/approach as opposed to a particular plan of action’. Another respondent suggested that learning and utilising Te Reo Māori would help facilitate community connection and understanding.

### 3.3.5 Elderly

26. Community connectedness  
Community index at information centre of clubs, volunteers and services. Possibly also deliver online.
27. Computer literacy  
Students mentoring elderly at schools, churches, clubs and libraries.
28. Housing asset utilisation  
Budget services, community options for housing, lobby for shared housing not resulting in a drop in benefits.
29. Mobility support  
Work with Horizons on their public transport strategy. Encourage shared vehicles, scooter access and driving services.
30. Access to healthcare  
Lobby for free healthcare and dental care (this should be means tested).
31. End of life issues  
Develop a central list of people who can help develop end of life plans.
32. Purpose  
Identifying skill-based work, building community networks and supporting pets ownership.

In the elderly domain, the idea that received the most support was to work with Horizons on their public transport strategy,<sup>7</sup> to encourage shared vehicles, scooter access and driving services. One respondent stated that ‘there are actually a lot of services out there but people are not aware of them’, for example the St John ambulance health shuttle service that can take elderly to health appointments both in Feilding and Palmerston North. This respondent said that the ‘biggest barrier to public transport is living in a rural environment’. Another respondent asserted that public bus services in Manawatu need to be reconfigured to go past the health centre and Woodlands Retirement Village.

Another idea that received support was the housing asset utilisation. A respondent stated that there are ‘too many people living in cold damp homes that affect their health’, and suggested the implementation of a housing warrant of fitness (WoF) programme.

Another idea which proved popular was that of community connectedness. Participants at the workshop suggested a community index be made which connects elderly to the community. This would be a booklet or list of opportunities, engagements, clubs and events and could be kept in the local library for easy access. However, one respondent said that indexes become ‘out of date as soon as they are written; we need a first port of call in the community, for example an information centre, library or Manchester House Senior Centre where people can go to get information from people who can act as navigators’.

Many respondents were also supportive of students mentoring the elderly to improve computer literacy. One commenter suggested that the Manawatu Youth Ambassadors could be a vehicle for this programme, and another asserted that library staff or volunteers might be the best solution. Another respondent contended that this could be a ‘two-way mentoring programme with older people coaching young people in life skills and goals’. Participants at the workshop asserted the importance of intergenerational connections, and supported the idea of passing skills between generations.

<sup>7</sup> Horizons Regional Council manages the natural resources of the Horizons (Manawatu-Wanganui) region.



## 4.0 Further outputs

Our intent in running the *TacklingPovertyNZ* 2016 tour was to provide a mechanism for collating these perspectives, and we are grateful to all those who have helped us put this mechanism into motion.

In addition to this series of workshop discussion papers, the Institute will produce *Working Paper 2017/01: TacklingPovertyNZ 2016 Tour: Methodology, results and observations* in the New Year. This working paper will explain the methodology behind the workshop tour, collate the raw information contributed by workshop participants, and summarise the McGuinness Institute’s thinking about tackling poverty in New Zealand in terms of what was seen, heard and felt.

Figure 8 lists 33 sub-factors. These sub-factors are terms we have created to align with the voices we heard on tour, and enable us to analyse the ‘hows’. The Institute has divided the 240 ‘hows’ developed across the six workshops to correspond with sustaining and empowering factors. Our analysis suggests that tackling poverty will require establishing a base of sustaining factors before progressing to sustainable wellbeing through addressing empowerment factors. On further review it became apparent that the sustaining factors could be divided into survival and security factors. Sustaining factors are short-term solutions that require a low level of expertise from the giver and the receiver, and focus on maintaining survival and providing security. Empowering factors differ in that they require a high level of expertise on the part of the provider in order to ascertain the long-term needs of each individual’s journey to self-determination. The empowering factors were divided into self-determining individuals, self-determining communities and self-determining nation.

After categorising the ‘hows’ in this way, we were able to produce pie charts to visually represent the results of our analysis. Figure 10 represents all of the 240 ‘hows’ divided by the five factors, and illustrates how participants of the *TacklingPovertyNZ* workshops suggested we might address poverty. As an example, Figure 9 illustrates the 32 ‘hows’ developed at the Manawatu workshop, as grouped by their factors. A pie chart has been developed for each workshop and will be included in their corresponding discussion papers. These figures illustrate the stark differences between the needs of each region and highlight the fact that there is no one-size-fits-all solution to poverty.

Figure 8: An extract defining the sub-factors from *A situational overview of the talking tour 2016/ He tūāhua o te haerenga kōrero 2016*

Sustaining factors / Tohu Toitū	<b>Factor I: Survival / Oranga</b>	
	Providing emergency products and services for survival.	
	1. Food	[5]*
	2. Clothing and shoes	[2]
	3. Bedding	[2]
	4. Shelter (emergency housing)	[10]
	5. Accessibility	[2]
	<b>Factor II: Security / Tāmau</b>	
	Providing a sense of short-term security.	
	6. Security of income	[20]
7. Security of place (social housing)	[6]	
8. Security of health	[24]	
9. Security of transport and technology	[9]	
Empowering factors / Tohu Whakamana	<b>Factor III: Self-determining individuals / Tangata Motuhake</b>	
	Providing skills and tools for individuals to live the life they want.	
	10. Employment literacy	[5]
	11. Education literacy	[13]
	12. Health literacy	[12]
	13. Financial literacy	[9]
	14. Transportation literacy	[4]
	15. Technological literacy	[2]
	16. Civic literacy	[38]
	17. Housing literacy	[2]
	<b>Factor IV: Self-determining communities / Hapori Motuhake</b>	
	Providing social infrastructure to meet specific community needs.	
	18. Resource allocation	[4]
	19. Community decision making	[4]
	20. Curriculum, teachers and students	[15]
	21. Harmful products and services	[7]
	22. Social infrastructure	[22]
	23. Community projects	[4]
	24. Medical services	[6]
	25. Home ownership, rentals and shared housing (affordable housing)	[14]
	26. Culture of care	[5]
	27. Grandparents raising grandchildren	[3]
	28. Financial assistance and tax systems	[8]
	29. Local economy	[8]
	30. Explore innovative ways to package debt	[4]
	<b>Factor V: Self-determining nation / Iwi Motuhake</b>	
	Providing a strategic approach that optimises both public good and economic enterprise.	
	31. Central government strategy to tackle poverty	[5]
	32. Mental health services review	[1]
	33. Think Tank: takahanga tuatahi – The first footsteps	[1]

Figure 9: Manawatu's perspective from *The talking tour 2016/ Te haerenga kōrero 2016*

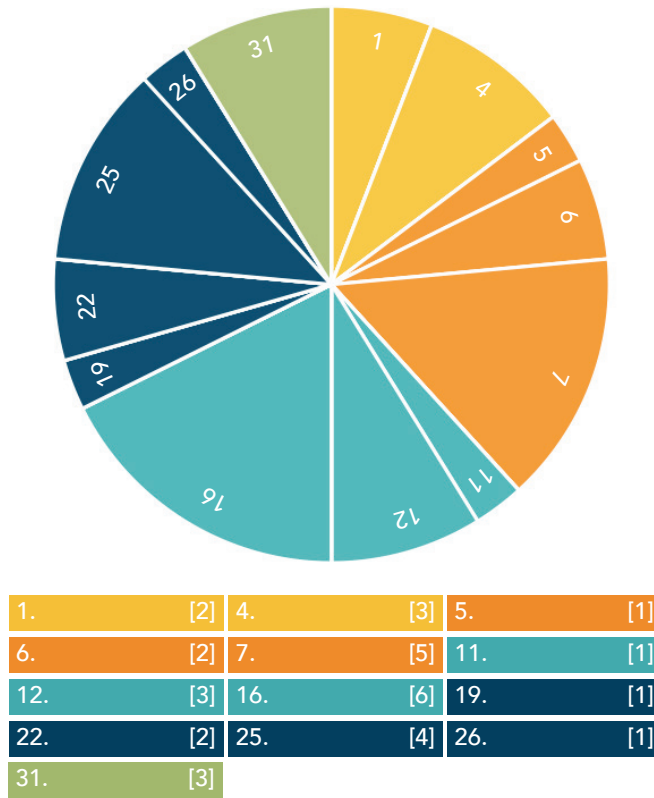
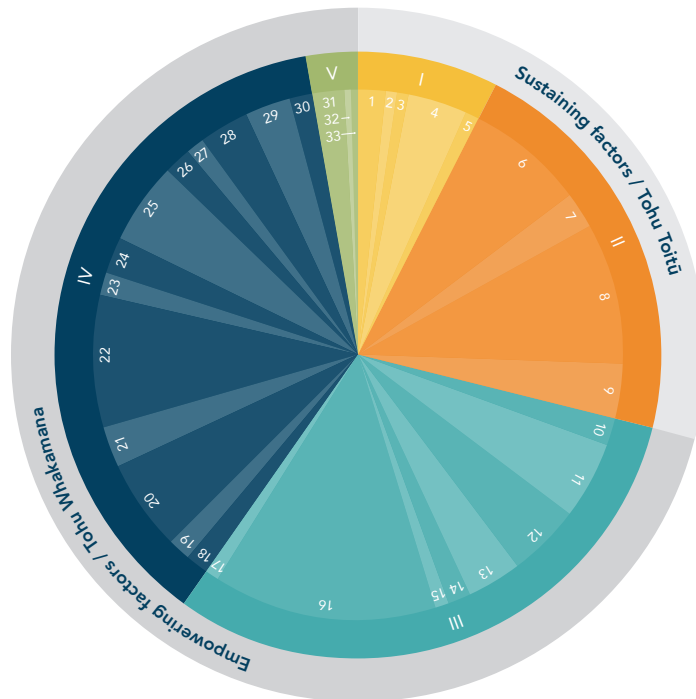


Figure 10: An extract from *A situational overview of the talking tour 2016/ He tūāhua o te haerenga kōrero 2016*





## 5.0 Afterword

It is clear from the Manawatu workshop that community connection and engagement is key to making change. These connections need to be intergenerational and made at the ground level. The region has many initiatives and resources in place to address their needs, but these are often siloed or difficult to access. Communication and collaboration were both encouraged throughout the participants' feedback to re-distribute these siloed services and allow the region to unlock its potential so that everyone can benefit from the privileges this region has to offer.

This workshop brought locals together to paint a clearer picture of poverty in the Manawatu area. The insights from communities at the *TacklingPovertyNZ* workshops across the country will contribute further clarity to the discussion (see Appendix 5 for the tour calendar). However, talk is only valuable if it can be translated into action. Taking into account different regional perspectives will aid the development of robust and nuanced local and national policies to tackle poverty in New Zealand.

This event would not have been possible without the support of local collaborators: Manawatu District Council (in particular Mayor Margaret Kouvelis), Manfeild Suite for the workshop venue, local speakers (Natasha Allan, Nigel Allan, Michelle Cameron, Kathryn Cook and Amanda Oldfield) and the wider Manawatu community. We also appreciate the attendance of Manawatu District Council chief executive Dr Richard Templer and Councillor Alison Short at the workshop. It will be interesting to follow community and government responses to this workshop. We are already aware of significant local interest and support for the community hub idea.

The tour itself would not have been possible without support from a wide range of people and organisations interested in being part of a national conversation about how New Zealand might tackle poverty and improve wellbeing. In particular we would like to thank the New Zealand Treasury, whose continued support has been key in gaining a mandate to have this important conversation. A big thank you also goes to our national speakers – Dr Girol Karacaoglu (The New Zealand Treasury) and Dame Diane Robertson (Chair of The Data Futures Partnership Working Group). Lastly, the McGuinness Institute would like to applaud our young people, who gently (and sometimes not so gently) push the Institute into new frontiers.



Participants at the Manawatu workshop

## 6.0 References

- Central Economic Development Agency (CEDA). (n.d.). *Palmerston North City and Manawatu: Key Industry Sectors*. Retrieved 21 October 2016 from [www.manawatunz.co.nz/do-business/key-industry-sectors](http://www.manawatunz.co.nz/do-business/key-industry-sectors)
- HALT. (n.d.). *Life to the max*. Retrieved 21 October 2016 from [www.halt.org.nz/life-to-the-max.html](http://www.halt.org.nz/life-to-the-max.html)
- Krogerus, M., & Tschäppeler, R. (2012). *The Decision Book: 50 Models for Strategic Thinking*. New York: W. W. Norton & Company Ltd.
- Manawatu District Council (MDC). (n.d.). *Council history*. Retrieved 21 October 2016 from [www.mdc.govt.nz/Your\\_Council/Council\\_History](http://www.mdc.govt.nz/Your_Council/Council_History)
- New Zealand Treasury. (2012). *Data on Poverty in New Zealand* (Treasury Report T2012/37). Retrieved 21 October 2016 from [www.dpmc.govt.nz/sites/all/files/publications/2397303-mcop-tr-data-on-poverty-in-nz.pdf](http://www.dpmc.govt.nz/sites/all/files/publications/2397303-mcop-tr-data-on-poverty-in-nz.pdf)
- Statistics New Zealand. (2006). *QuickStats about Manawatu District*. Retrieved 21 October 2016 from [www.stats.govt.nz/Census/2006CensusHomePage/QuickStats/AboutAPlace/SnapShot.aspx?id=2000039&type=ta&ParentID=1000008](http://www.stats.govt.nz/Census/2006CensusHomePage/QuickStats/AboutAPlace/SnapShot.aspx?id=2000039&type=ta&ParentID=1000008)
- Statistics New Zealand. (2013). *QuickStats about Manawatu District* (Poster). Retrieved 21 October 2016 from [www.stats.govt.nz/Census/2013-census/profile-and-summary-reports/qstats-place-posters.aspx#manawatu](http://www.stats.govt.nz/Census/2013-census/profile-and-summary-reports/qstats-place-posters.aspx#manawatu)
- UNESCO. (n.d.). *Poverty*. Retrieved 21 October 2016 from [www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/poverty](http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/poverty)
- WikiHouse Foundation. (June 2016). *WikiHouse Brochure*. Retrieved 19 December 2016 from [www.wikihouse.cc/WikiHouse\\_Partners\\_2016\\_v1.7.1.pdf](http://www.wikihouse.cc/WikiHouse_Partners_2016_v1.7.1.pdf)

## TacklingPovertyNZ Workshop

Name: .....

### Exercise 1: Maps (the 'who')

**Task: Visually represent the poverty landscape in your community**

Step 1: Consider these two established definitions of poverty: *absolute poverty* as defined by the United Nations Education, Scientific and Cultural Organisation (UNESCO), and *hardship poverty* as defined by the New Zealand Treasury.

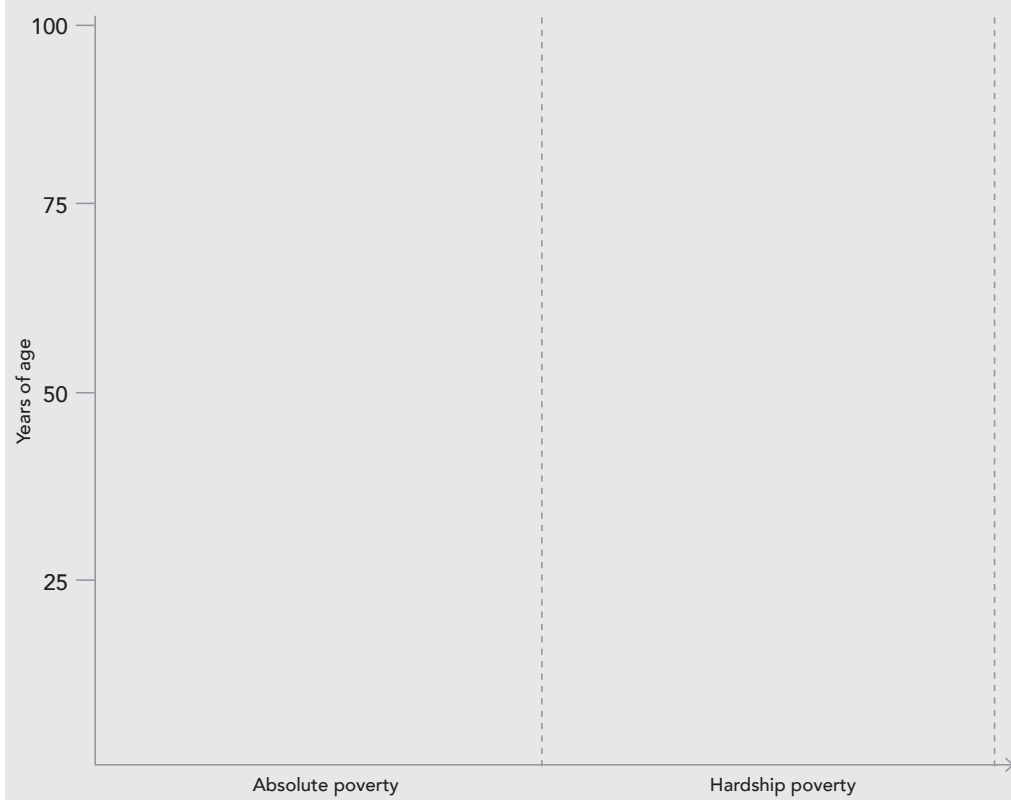
- '*Absolute poverty*' is when an individual does not have access to the amount of money necessary for meeting basic needs such as food, clothing and shelter.
- '*Hardship*' poverty is when an individual is constrained by their material circumstances from achieving a minimum 'decent' level of wellbeing.

For the purposes of this exercise, imagine these types of poverty as one end of a continuum of wellbeing – at the other end of the continuum is a high level of individual and communal wellbeing that is sustainable over the long term.

Step 2: Discuss with your group the different demographic groups that are affected by poverty in your area.

Step 3: Fill in the map below by positioning the affected groups you have identified according to their age range and the extremity of their situation.

Please use this space to jot notes down during the panel discussion. This worksheet will then provide a useful resource in the group work that follows.



# TacklingPovertyNZ Workshop

Name: .....

## Exercise 2: Post-its (the 'ideas')

**Task:** Think about how and why poverty affects different groups in different ways and how change could come about

Step 1: Fill in the left-hand column with the affected groups identified in Exercise 1.

Step 2: Discuss with your group the issues that these groups are faced with because of poverty. Fill in the right-hand column with your ideas and observations on how change could come about.

Step 3: Write your ideas and observations on post-its to present to the plenary and display on the wall.

Please use this space to jot notes down during the panel discussion. This worksheet will then provide a useful resource in the group work that follows.

**Affected group**  
(from Exercise 1)

**How and why they are affected**

Affected group (from Exercise 1)	How and why they are affected



# TacklingPovertyNZ Workshop

Name: .....

## Exercise 3: Seven ways (the 'how')

**Task:** Develop seven specific, actionable ways to address the issues

Step 1: Brainstorm with your group possible ways to address the ideas that come under the domain you have chosen. Record your thinking in the left-hand column.

Step 2: Narrow your ideas down into seven actions or 'hows'. These actions could be pursued at a local or national level (please specify). You will present these to the plenary and then to the public in the evening presentation.

Please use this space to jot notes down during the panel discussion. This worksheet will then provide a useful resource in the group work that follows.

**Ideas and possible actions** (specific ideas from Exercise 2) **Seven 'hows'**






Appendix 2: TacklingPovertyNZ Manawatu post-workshop survey results (19 respondents)

1. What is your connection with Manawatu?



[Please note numbers refer to the number of respondents]

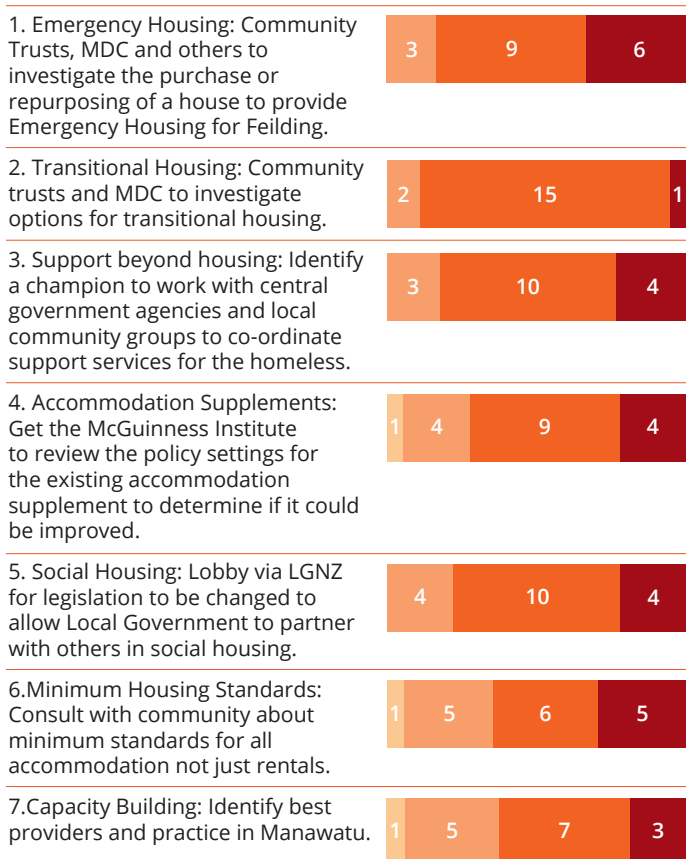
- I live, work, rent or own a property in Manawatu.
- I cannot categorize myself as either of the above but I do consider myself as New Zealand based (just not based in Manawatu).

2. Did you attend the TacklingPovertyNZ Manawatu one-day workshop on 15 August 2016?

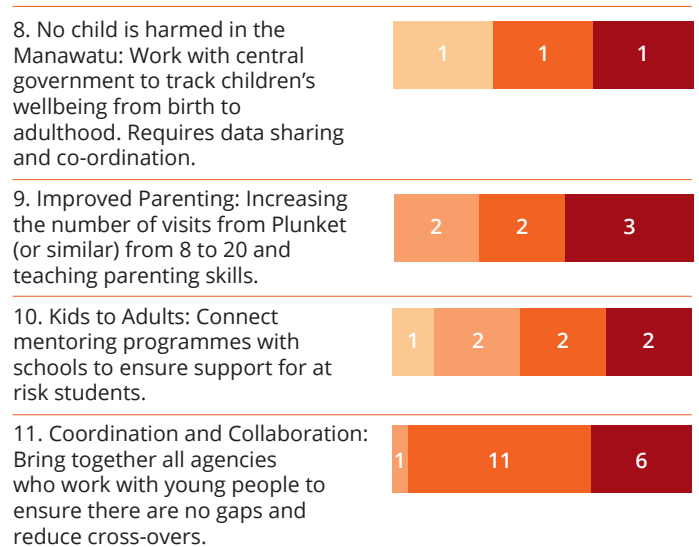


- I attended the full day workshop on 15 August 2016.
- I attended the full day workshop on 15 August 2016 and the public event that evening.
- I did not attend for the full day but I did attend the public event that evening.
- I did not attend the 15 August 2016 event at all but I would like to share my thoughts on the 32 hows below.

A. Looking at ways housing could better contribute to tackling poverty in the Manawatu area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'housing hows' below.



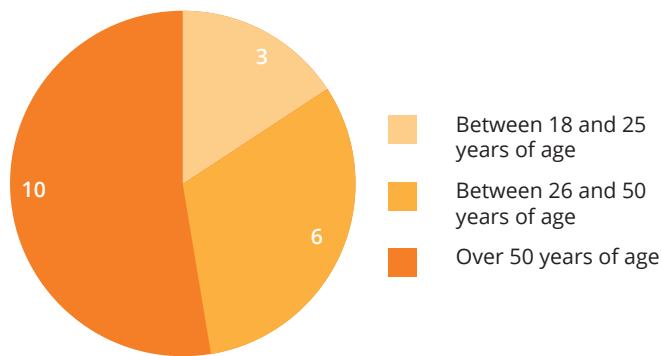
B. Looking at ways to tackle poverty around youth/ Under 5s in the Manawatu area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'Youth/Under 5s hows' below.



Key

- Not a great idea
- Kind of interesting
- Interesting
- A really interesting idea

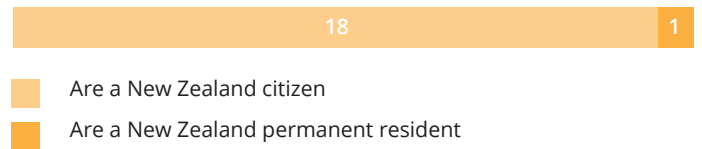
### 3. What age bracket do you belong to? (19 respondents)



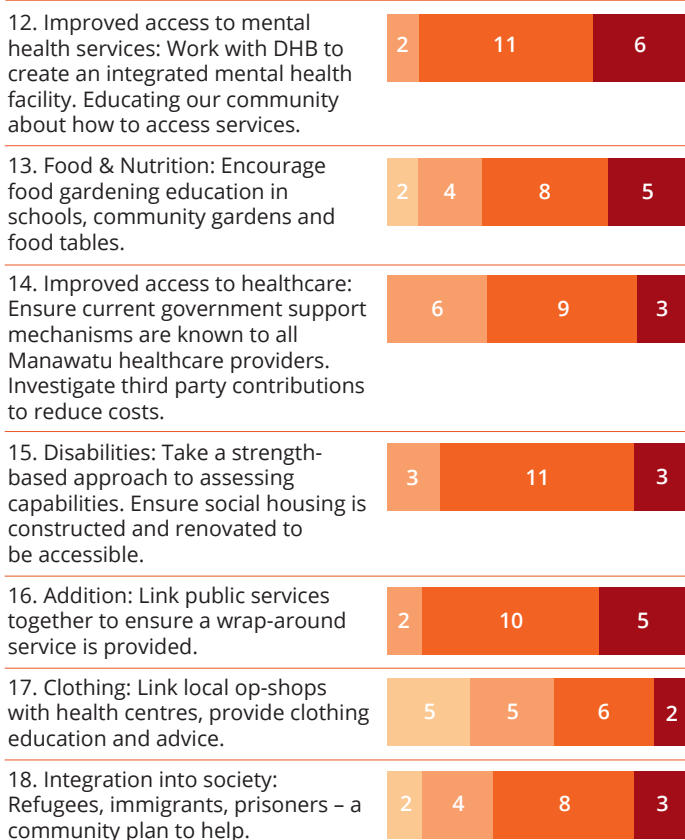
### 4. Are you... (19 respondents)



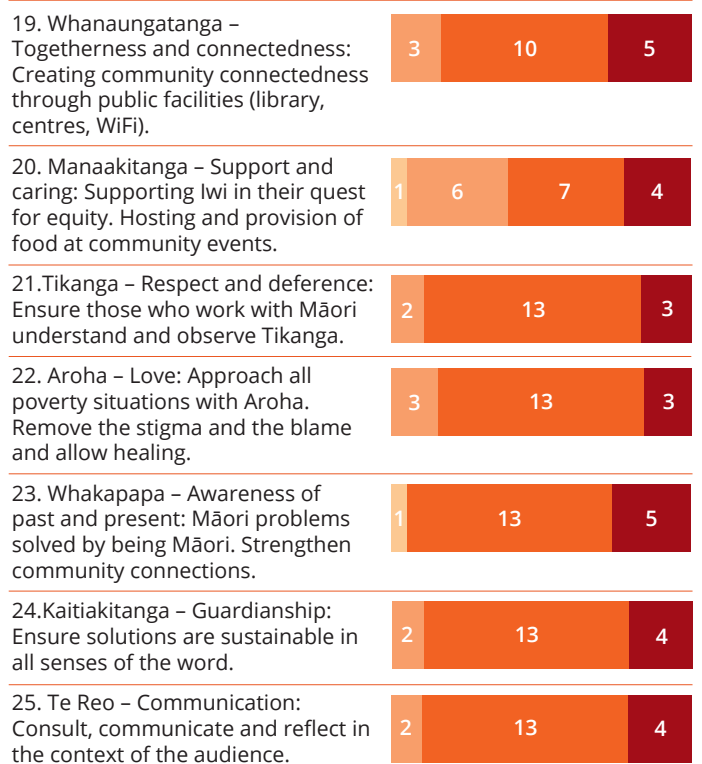
### 5. To help us understand your answers, can you tell us if you ... (20 respondents)



### C. Looking at ways to tackle poverty around Health and Wellbeing in the Manawatu area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'Health and Wellbeing hows' below.



### D. Looking at ways to tackle poverty around Māori in the Manawatu area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'Māori hows' below.



### Key



**E. Looking at ways to tackle poverty around Elderly in the Manawatu area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'Elderly hows' below.**

26. Community Connectedness: Community index at information centre of clubs, volunteers, services. Possibly also deliver online.	1	6	9	3
27. Computer Literacy: Students mentoring elderly at schools, churches, clubs and the libraries.	2	4	10	3
28. Housing asset utilisation: Budget services, community options for housing, lobby for shared housing not resulting in a drop in benefits.	1	5	11	2
29. Mobility support: Work with Horizons on their public transport strategy. Encourage shared vehicles, scooter access and driving services.	4	12	3	
30. Access to healthcare: Lobby for free healthcare and dental care (this should be means tested).	3	2	11	3
31. End of life issues: Develop a central list of people who can help develop end of life plans.	1	7	9	2
32. Purpose: Skill-based work identified, community networks and pets.	1	5	7	3

**Manawatu's additional 'hows' from survey comments**

- Reviewing current housing provisions.
- Exploring the Wikihouse concept to empower the community to construct their own living environments.
- Establishing one strong and professional social service organisation with adequate funding, delivering a hub of services to our entire district.
- Implementing a social tracking or longitudinal study to provide care and training for parents in the first three years of their child's life.
- Connecting established mentoring programmes with schools.
- Improving support and scaling up existing social programmes and services in the community.
- Establishing a high level Code of Conduct for citizens, which could come out of a facilitated focus group and, once adopted, should be presented by people of respect and integrity in the community.
- Creating an integrated, wrap-around public services website with all information in one place.
- Providing free cooking classes for young people so that they can learn how to enjoy cooking and providing for themselves.
- Learning and utilising te reo Māori to help facilitate community connection and understanding.
- Reconfiguring public bus services to go past the health centre and Woodlands Retirement Village.
- Implementing a housing warrant of fitness programme.
- Mentoring elderly in computer literacy, lead by Manawatu Youth Ambassadors.
- Creating a two-way mentoring programme with older people coaching younger people in life skills and goals.

**Key**

Not a great idea	Kind of interesting	Interesting	A really interesting idea
------------------	---------------------	-------------	---------------------------

## Appendix 3: TacklingPovertyNZ Manawatu workshop programme



# TacklingPovertyNZ Manawatu Workshop Programme

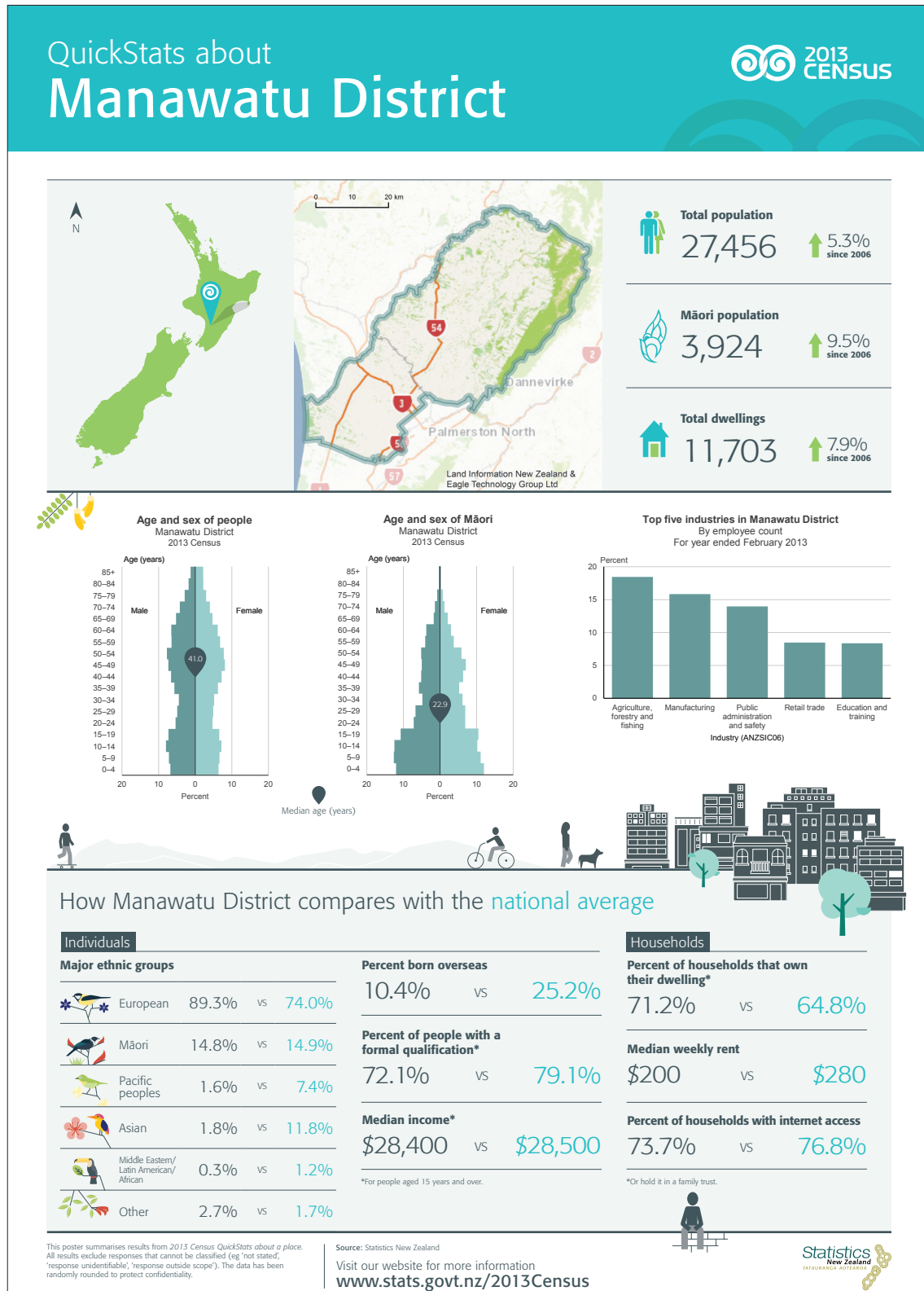
Monday, 15 August 2016

Location: Manfeild Suite, 59 South Street, Feilding

Time	Event	Content	Speakers and Guests
9.00 – 9.30 am	<b>Coffee and Tea</b>	Registration	
9.30 – 9.50 am	<b>Session 1: Welcome</b>	- Welcome - Health and Safety - Agenda	<b>Wendy McGuinness</b> <b>Mayor Margaret Kouvelis</b>
9.50 – 10.15 am	<b>Session 2: Youth Presentation</b>	- Participants from the 2015 <i>TacklingPovertyNZ</i> Workshop present their booklet. The booklet outlines their proposals for policy change	<b>Felix Drissner-Devine</b> <b>Elaina Lauaki-Vea</b> <b>Maddie Little</b> <b>Caitlin Papuni-McLellan</b>
10.15 – 12.45 pm  NB: Includes morning tea from 11.00 am	<b>Session 3: A National &amp; Local Perspective</b>	<b>Phase 1: Gathering information</b> - Panel presentations  <i>Exercise 1 (the 'who')</i> – identifying who is affected  <b>Phase 2: Discussing the issues</b> - Panellists hot seat with groups to identify key issues  <i>Exercise 2 (the 'ideas')</i> – identifying how different groups are affected (to be narrowed down over lunch)	<b>Dr Girol Karacaoglu</b> The New Zealand Treasury (15 mins) <b>Dame Diane Robertson</b> Data Futures Partnership Working Group (15 mins) <b>Michelle Cameron</b> Principal, James Cook School (10 mins) <b>Kathryn Cook</b> CEO, MidCentral District Health Board (10 mins) <b>Amanda Oldfield</b> Care Link Coordinator, Feilding Bible Chapel (10 mins) <b>Natasha Allan</b> Detective Senior Sergeant, National Coordinator Child Protection, Police National Headquarters (10 mins) <b>Nigel Allan</b> Chair, Te Manawa Family Services (10 mins)
12.45 – 1.45 pm	<b>Lunch: Participants session</b>	- Networking and voting on key issues <i>Exercise 2 continues</i>	Speakers and participants
12.45 – 1.45 pm	<b>Lunch: Students session</b>	- Students choose one of the following options: Option 1: Q & A with Dr Girol Karacaoglu Option 2: Q & A with Dame Diane Robertson	<b>Dr Girol Karacaoglu</b> <b>Dame Diane Robertson</b> (Students TBC)
1.45 – 3.15 pm	<b>Session 4: Challenges and opportunities</b>	<b>Phase 3: Developing consensus</b> - Groups discuss the local issues, challenges and opportunities  <i>Exercise 3 (the 'how')</i> – generating ways to combat the issues that arise	
3.15 – 3.45 pm	<b>Coffee and Tea</b>		
3.45 – 5.00 pm	<b>Session 5: Observations – the presentation and discussion paper</b>	- Groups work towards public presentation - Set up for the presentation	
5.00 – 6.00 pm	<b>Break</b>		
6.00 – 7.30 pm	<b>Session 6: Finale</b>	- Welcome - Presentation	<b>Wendy McGuinness</b> <b>Mayor Margaret Kouvelis</b>
7.30 – 8.00 pm	<b>Refreshments</b>		

## Appendix 4: QuickStats about the Manawatu District

Source (Statistics New Zealand, 2013)











Please cite this publication as:

McGuinness Institute (2016). *Discussion Paper 2016/02 – A Manawatu Perspective on Tackling Poverty*. [online]  
Available at: [www.mcguinnessinstitute.org/publications/discussion-papers](http://www.mcguinnessinstitute.org/publications/discussion-papers) [Accessed date].



McGuinness Institute

Level 1A, 15 Allen Street  
PO Box 24222  
Wellington 6142  
+64 4 499 8888

Published December 2016  
978-1-98-851805-3 (PDF)