

Discussion paper 2016/03

A Rotorua 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 do have poverty in our community and all of you know that.’

Mayor Hon Steve Chadwick JP, Rotorua Lakes Council

‘[We face] poverty of spirit, poverty of hope, poverty of opportunity and poverty of cultural identity.’

Judge Louis Bidois



‘Poverty was fun, now, poverty is pain. Let’s get some solutions today and make these solutions viral to the country.’

Potaua Biasiny-Tule, member of Te Tatau o Te Arawa



‘Whānau who are connected are proud, because we know who we are and where we come from, are confident, and we have values.’

Laurie Watt, Paearahi (Navigator), Te Arawa Whānau Ora



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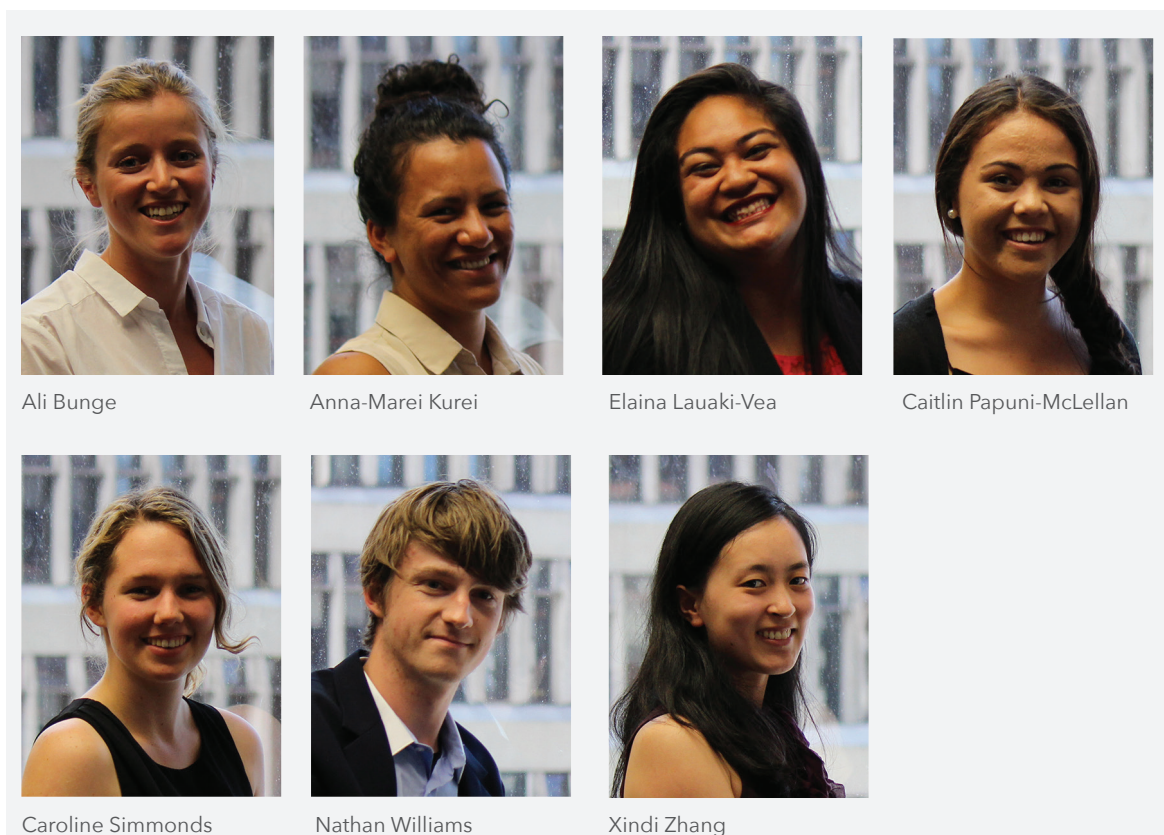
1.0 Introduction

The purpose of this paper is to bring to light the issues raised by participants at the one-day *TacklingPovertyNZ* tour workshop in Rotorua, held on 19 August 2016. The views expressed in this paper represent those of the workshop participants on the day, who represented the Rotorua 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 2015 workshop representatives at the Rotorua workshop



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* toured five regions around the country with a series of one-day workshops specifically designed to provide a platform for local voices to address poverty.

The Rotorua workshop was the third of six 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 support local initiatives.

1.2 Rotorua – the lay of the land

Rotorua is a tale of two cities: while tourism, business, forestry and farming flourish, the rest of the population are denied access to the benefits of economic growth and the spread of poverty is accelerating.

Mayor Hon Steve Chadwick JP said when opening the workshop, ‘we do have poverty in our community and all of you know that’. This workshop was the biggest of the 2016 tour, with over 80 people coming together to discuss the problems and needs of their community. ‘Growing up in poverty used to be fun, when you didn’t know, you didn’t know,’ whereas today ‘poverty is pain’ said local speaker Potaua Biasiny-Tule.

The community has lost its spirit and connectedness, contributing to the growing psychological issues that both lead to and result from poverty. As local speaker Judge Louis Bidois reflected, Rotorua not only faces material poverty, it also faces ‘poverty of spirit, poverty of hope, poverty of opportunity and poverty of cultural identity’.

Rotorua is the 12th most populous district in New Zealand. It had a local population in 2013 of 65,280 people (down 1% from 2006), the majority of whom identify as either New Zealand European/Pakehā or Māori ethnicity (Statistics New Zealand, 2013a).

Māori people and their culture are pivotal to the Rotorua community, making up 37.5% of the population in 2013 (Statistics New Zealand, 2013a). Originally settled by Te Arawa, Rotorua has had a long-standing Māori presence that is reflected in the customs and culture of the community, which now attracts people from all over the world (Te Ara, 2015). But beneath their proud heritage, Māori are still feeling the impacts of colonisation on their identity and wellbeing. In 2013, the median income for Māori in the district was \$21,900 while the district’s overall median was \$26,900 (Statistics New Zealand, 2013a). Low incomes coupled with unpredictable job losses (e.g. as a result of selling Rotorua forests) have been the tipping point, pushing many people into poverty. With large whānau sharing what they have between each other, poverty is intergenerational and increasingly difficult to overcome.

The ideas developed at the Rotorua 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. Potaua Biasiny-Tule said ‘Rotorua is a crossroad of needs, but it’s also a crossroad of leadership and solutions’.

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 Rotorua one-day workshop.

2.1 Defining poverty

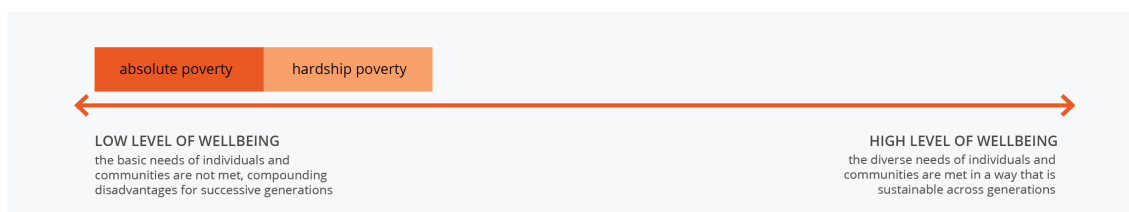
The first obstacle in any discussion around poverty is the question of how to define it. Productive dialogue around poverty needs to begin with a degree of shared understanding. Most established definitions of poverty fall short because they place too much emphasis on income and fail to adequately consider 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 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.¹

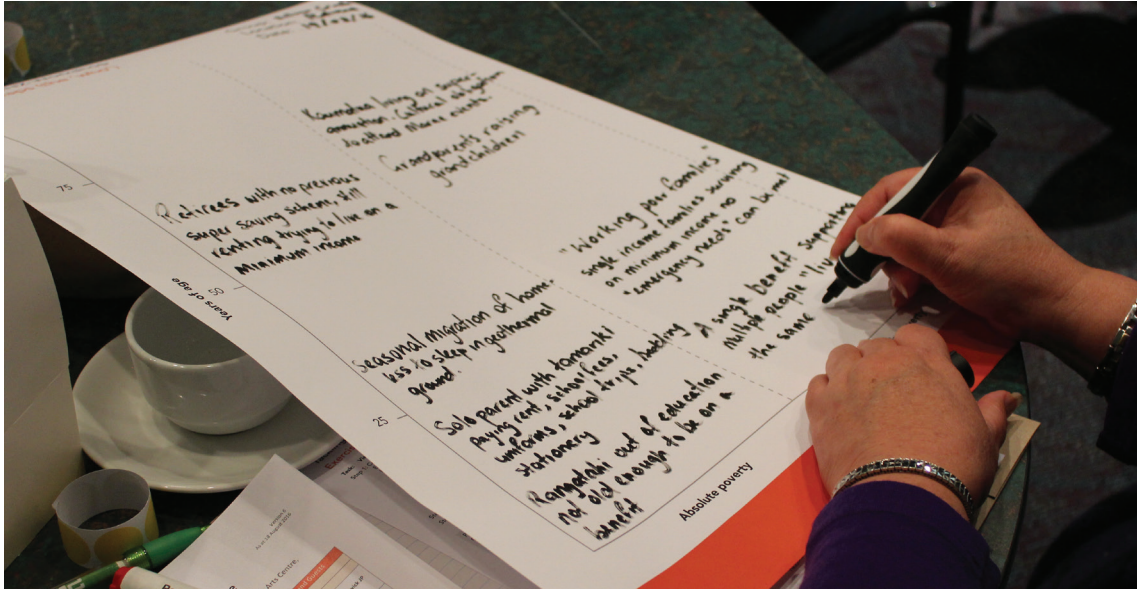
Exercise 1: Maps (the ‘who’)

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



¹ See the *TacklingPovertyNZ* website for more details – www.tacklingpoverty.org/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.

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. These ideas were then used in phase three to direct the discussion of ways to effect change.



Participants vote on ideas for discussion in the afternoon

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 'how')

Each group worked to develop at least seven specific, actionable 'hows' to address the issues facing their region. The groups presented their results from Exercise 3 back to the plenary, and the plenary presented the full list of 'hows' to the public in an evening presentation.

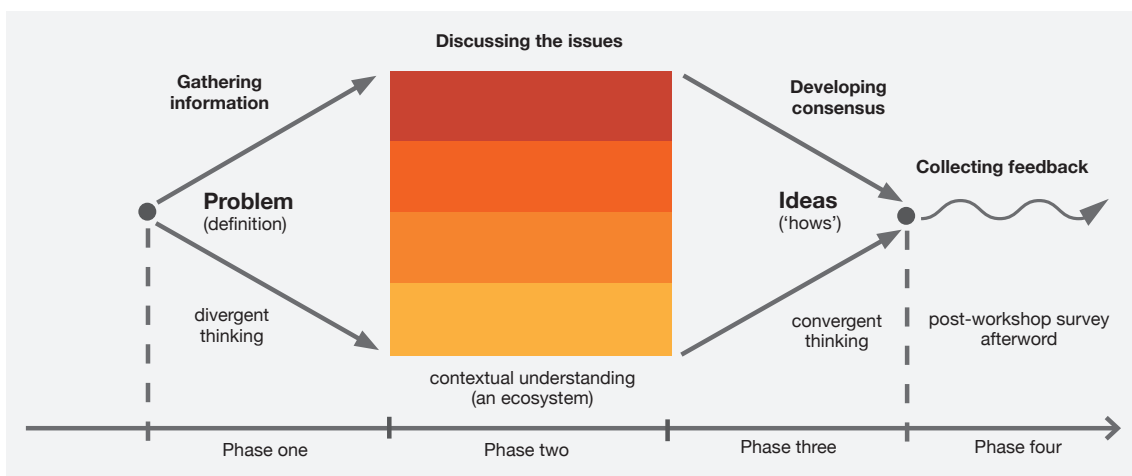


Participants at the Rotorua workshop

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 Rotorua

This section describes the process and outputs specific to the Rotorua 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 Rotorua's poverty landscape.²

Figure 5: Workshop speakers



Dr Girol Karacaoglu - Head of the School of Government at Victoria University and former Chief Economist at the New Zealand Treasury, Wellington



Dame Diane Robertson - Chair of The Data Futures Partnership and former Chief Executive of Auckland City Mission, Auckland



Judge Louis Bidois, Rotorua



Potaua Biasiny-Tule - Te Tatau o Te Arawa member, Rotorua

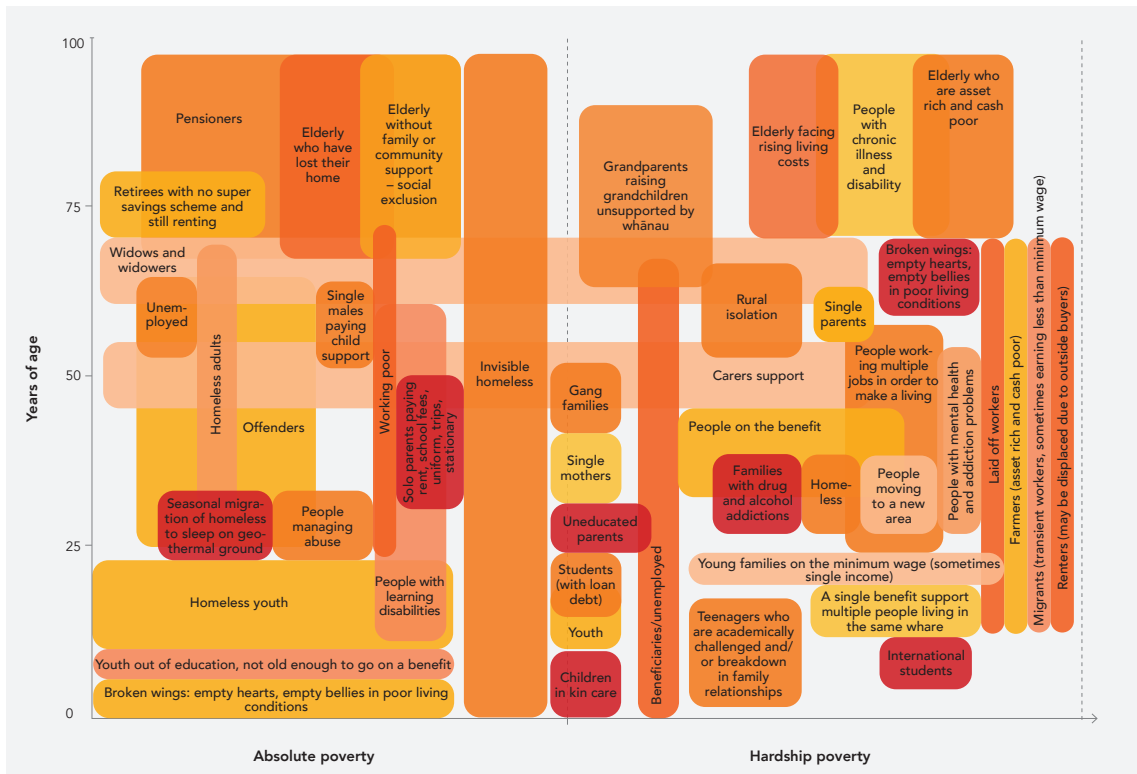


Laurie Watt - Te Arawa Whānau Ora, Rotorua

² More information on each of the speakers is available on the *TacklingPovertyNZ* website - www.tacklingpovertynz.org/speakers-rw

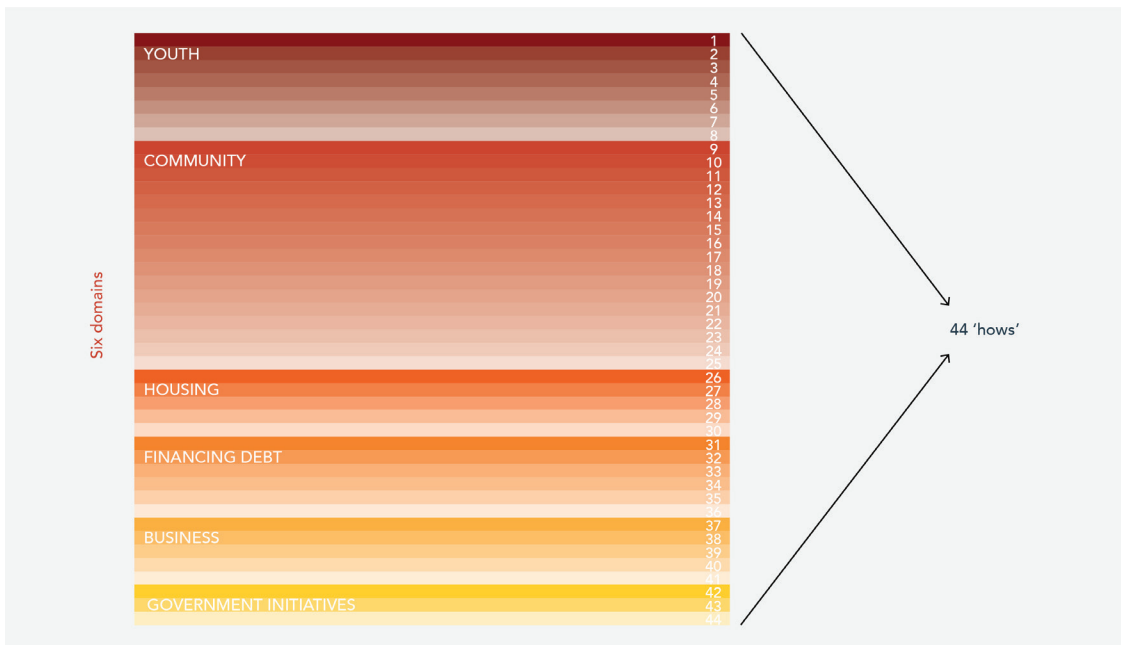
Figure 6 presents a synthesised look at the participants' perceptions of who is affected by poverty in Rotorua according to the maps they produced in Exercise 1.

Figure 6: Mapping the poverty landscape (an overview)



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: Rotorua's poverty ecosystem



3.2 How is Rotorua affected? Six domains

The six domains emerged after grouping the ‘hows’ developed in phase two of the workshop. These are areas of impact for poverty and potential drivers of change in Rotorua. (See also Appendix 4 for QuickStats poster).

Youth

‘Here in Aotearoa, if you are born into poverty and raised in poverty, then you will more than likely die in poverty.’ – Associate Professor Manuka Henare, as quoted by Potaua Biasiny-Tule.

Rotorua’s tamariki are of immeasurable importance. A child’s first 1000 days were discussed by local speaker Laurie Watt. She spoke of how this time period impacts the lives and future opportunities of a child more than we think. Ideas supporting childcare as these received the most votes during phase two of the workshop. With youth (under 15 year olds) making up 23.2% of the district population in 2013, discussions focused on developing ways to break the cycles of intergenerational poverty. Of the Maori population in 2013, 33.5% were under 15, indicating the weighted significance of young people’s wellbeing for the future of Māori and New Zealand (Statistics New Zealand, 2013a).

Community

The saying ‘it takes a village to raise a child’ reflects Rotorua’s community values, but people are falling through the cracks. Youth are disengaged, whānau are trying to survive on one income or benefit, and both elderly members of the community and young families new to the area are without local whānau or community support. Childcare support, whether it be through the community, extended whānau, or social services, is crucial for the 24.3% of children growing up in one-parent homes in Rotorua (Statistics New Zealand, 2013a). Disconnected social services and support networks make it harder for people to know who to ask for help to get them back on their feet.

Housing

In 2013, 61.6% of households in Rotorua owned their dwelling, but the number of occupants in each household is unclear (Statistics New Zealand, 2013b). Despite this, homelessness is a real issue in the area, with homeless people travelling to Rotorua to sleep on the geothermal ground. In addition, families for whom intergenerational housing is a cultural practice can end up overcrowded in low-quality housing. This can in turn result in health issues, a problem acknowledged by Rotorua Lakes District Council who help run a healthy homes programme with the WISE Better Home organisation (Rotorua Lakes District Council, 2016; WISE Better Homes, 2016). In 2013, there were 3063 unoccupied dwellings in Rotorua not including baches, holiday homes or buildings being renovated or repaired (Statistics New Zealand 2013a). This highlights the under-utilised resources available for exploring new models of emergency accommodation and greater preventative measures to address homelessness and housing issues.

Financing debt

The burden of debt is a significant contributing factor to the immobility of some people in poverty. Money lenders are well-placed to take advantage of the vulnerabilities of people like students, single parents, people with addictions or the elderly. Despite international recognition of the need for consumer protection against usury and loan sharks, New Zealand does not have caps on interest rates and charges. Fringe lenders are legally charging 50% to 500% interest (Child Poverty Action Group, 2014).

Business

Rotorua is the Māori culture capital of New Zealand, offering unique experiences for tourists which visit Rotorua en masse. Over 3 million people visit the district each year, providing a for large portion of local employment. This number is anticipated to continue growing, with tourist visits to New Zealand up 9.6% in 2015 (Rotorua Lakes Council, 2016). Tourists fuel the economy by spending on commercial accommodation and tourist attractions such as sites of geothermal activity (Rotorua Lakes Council, 2016).

However the Rotorua region is still at risk of high levels of unemployment or even migration out of the area if opportunities are not made available for training and employment by local businesses. In 2013, the unemployment rate was 10% (19% for Māori). Nationally, this rate was 7.1% (Statistics New Zealand, 2013a). The economy of Rotorua is concentrated into five industries: healthcare and social assistance, manufacturing, accommodation and food services, retail trade, and education and training industries together employed over 50% of the total employees in the region (Statistics New Zealand, 2013a). Businesses in flourishing industries have a responsibility to give back to the community with basic training and employment, and in Rotorua it appears this responsibility is not being fulfilled.

Government initiatives

It was recognised that government's role in supporting local communities must be more robust. There is a need for decentralised policies, allowing for the Rotorua community to judge their own needs to combat poverty. The Rotorua community and local council need support, in the form of resources from central government, in order to implement the strategies with the most benefit for their region.

3.3 Developing consensus and collecting feedback - forty-four 'hows'

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

3.3.1 Youth

1. Changing the way we teach in school
From theory to practical 'hands on' learning having smaller teacher/student ratios in classrooms working with whānau and having teacher aides and social workers at all schools.
2. Changing how we motivate youth
Having inspiring kaumatua mentors in schools, having adults who listen, catering to learning styles, creating students who love to learn; providing youth courses for all students that focus on building individual strengths, and ensuring local funding for scholarships.
3. Changing what we teach in school
Teaching Te Arawa, Te Reo (Whakapapa), employment skills, addiction education and life skills (cooking, life-planning, budgeting, gardening, sewing, emotional and financial literacy); teaching the values of education, community, healthy relationships, self and family; teaching real life stories (e.g. talks from recovered drug and alcohol addicts, drink driving outcomes and pregnancy [including fetal alcohol syndrome] outcomes).
4. Ensuring schools reflect the reality of their communities
Making it easier for parents to afford what is needed. For example, allowing students to wear canvas shoes from Kmart (\$4) instead of leather shoes from The Warehouse (\$20).
5. Valuing children
Showing parents how to actively love their children; registering and working to become a UNICEF NZ Child Friendly City.
6. Supporting childcare
Providing agency support and empowerment for solo parents (focusing on strength-based services and fathering programmes); providing a minimum five-day stay in hospital for new mums to help them on their journey to motherhood; providing additional government funding to district health boards to ensure everyone has support for first 1000 days of a child's life (valuing the role of mother and father); providing free childcare for all pre-schoolers, not just subsidised; establishing a universal caregiver allowance; ensuring needs-assessed disability and carer support; and providing residential respite for carer's children.
7. Interacting more with youth on social media platforms
Ensuring key directory services are on social media pages for easy access.
8. Boarding schools
Promoting boarding schools for teenage years.

Within the youth domain, the feedback survey highlighted strong agreement around the first idea in the survey: changing the way we teach in school. One commenter brought our attention to Roots of Empathy, an evidence-based classroom programme that has shown a significant effect in reducing levels of aggression among schoolchildren by raising social/emotional competence and increasing empathy. Their mission is to build caring, peaceful, and civil societies through the development of empathy in children and adults (Roots of Empathy, n.d.).

There was also some consensus around exploring the ideas of changing how we motivate youth and what we teach in school. One comment suggested driving education as a skill to be taught in schools. Another comment voiced that this learning should be added to the curriculum and not be formally assessed for NCEA credits but simply be learning for learning's sake.

In conjunction with supporting these three ideas, respondents had common concerns not to shift all the responsibility for teaching life skills away from whānau onto teachers. One respondent noted that the greatest influence still comes from the home, and it is important not to lose focus on families and

education outside the classroom. Another respondent highlighted the need for different pathways to engage young people in education, not just in a classroom environment.

However, not all of the ideas were positively received. Over half of the feedback indicated that promoting boarding schools for teenage years was not a good idea, although one comment noted that 'for children who have been raised in kin care/foster care, who are vulnerable, this would be a huge benefit. It would give them routines, extra-curricular activities and allow them to learn to live with and tolerant [*sic*] others'.

3.3.2 Community

9. Providing community services
A 24-hour Social Care Centre; universal access to health services, counselling, rehabilitation centres and housing; and creating a community hub for social solidarity and to share knowledge between generations in gardening, knitting, creative and computer skills. This will also build social, mental and health awareness.
10. Providing community food
Replacing the flowers in roundabouts with fruit and vegetables; providing free kai for kids distributed from the local community centres (not from within the school gates); and campaigning to love food, hate waste.
11. Community led decision-making
Allowing communities to make decisions about how to allocate funds; funding initiatives for community and iwi; creating independent evaluations of local social services to make sure that impacts/KPIs are met; and funding for medical, police, and community services specific to Rotorua due to visitor pressures on services.
12. Highlight working initiatives
Showcasing good examples of initiatives that are working in the community through social marketing.
13. Access to information
Councils to notify the community of upcoming events and services by contributing to school/ community newsletters and websites and improving their website for easy access to information.
14. Encouraging learning about the community
The ability to reflect, understand, and identify beliefs; move away from the 'one size fits all way of thinking'; and establish a collective together, creating good relationships.
15. Including elderly in everything we do in the community
Pick them up and take them to hui meetings, visit them in their homes, and involve them with rangatahi (e.g. reading buddy or schools adopting grandparents).
16. Changing the stigma of poverty
Creating a culture that cares for our most vulnerable. Being in poverty does not mean you are uneducated or not contributing to your community.
17. Helping those who want help
Creating volunteering initiatives that enable the unemployed to volunteer (for a certain number of hours) in return for receiving things such as financial support to get photo ID taken or to buy a suit and tie, and establishing a Daytime Educational Drop In Centre to provide clear pathways for whānau who want help and retraining.
18. Temporary addresses
Providing a temporary address for people to start the benefit process.
19. Financial support
Changing the WINZ financial assistance process to be more informed, have background checks on who they support, pay to assist clients and do follow ups on their service.
20. Providing sustainable funding for supportive initiatives
Support in the home long term, consistent support for workers, and support for those with identified needs (culturally appropriate services).
21. Wages
Providing a universal caregiver wage.
22. Rehabilitation
Providing rehabilitation grants for offenders who spent time in prison and community detention

centres. The grant does not have to be in the form of money, but could aid integration with support programmes, which could provide basic work and life skills training.

23. Social services
Making it compulsory for social service providers to let clients know what they are entitled to. We need easy access to services that work for the people.
24. Disabilities
Introducing better processes within the ACC department to make it easier for people with disabilities.
25. Service providers
Breaking barriers to extend service providers restrictions.

Within the community domain, the idea that received the most support – with all respondents indicating it as either an interesting or really interesting idea – was ‘how’ 17: helping those who want help. Comments noted the connection between volunteering and future employment, saying ‘great pathway to employment’ and ‘volunteering leads to skills development and to employment’.

Many respondents saw providing community services as really interesting; however, comments highlighted the importance of coordination between services. Currently, many of these services do exist but they are fragmented. One respondent shared her grievances with the multiple agencies people have to deal with – repeating their story, being referred from one agency to another: ‘it can be a full time job getting to all the different agency offices’. It was also noted that social services encourage people to participate and build connections, which can help to remove some of the barriers to asking for help. Another respondent warned that increasing the provision of social services could result in ‘unintended effects like long waiting lists’ and funding issues.

One comment on the idea around access to information drew our attention to the Around Town app, which already provides this service. The app has all the activities and events around Rotorua in one place: music and concerts, markets, family activities, clubs, sports games, business networking and more (Around Town, 2016). However, the app relies on access to a smartphone, which is not a reality for a significant proportion of the community.

3.3.3 Housing

26. Providing communal housing
Papakāinga as a long-term accommodation option.
27. Stop selling houses
Telling Housing New Zealand to step up and stop selling houses.
28. Re-allocating houses
Allocating the empty houses in the region to families on the Housing New Zealand waitlist (currently a three-year wait). Funding will be necessary to get some of these houses up to a living standard. This should come from Housing New Zealand.
29. Establishing emergency shelters
A centre for homeless whānau and a homeless night shelter.
30. Reforming social housing
Building affordable homes, reviewing accommodation costs, easier criteria for access, compulsory warrants of fitness for housing, and providing housing bonds to working families still struggling due to low paying jobs.

It is evident from the feedback survey that reforming social housing is a priority for respondents. Comments repeatedly support a warrant of fitness for housing. Another idea with strong support was establishing emergency shelters. Comments recognised that different needs require different emergency housing services. One comment mentioned night shelters and certified boarding houses as alternative shelter models. Comments also shared concern for the increasing number of homeless people around the city.

3.3.4 Financing debt

31. Debt
Capping debt.
32. Free legal advice
Providing free legal advice for the elderly.
33. Revisiting laws
Revisiting laws for students to protect them from the burden of debt and providing interest-free loans.
34. Tax
Reforming the tax system.
35. Loan regulations
Establishing more regulations around money lending and our financial system.
36. Campaigning for a living wage
Increasing the hourly rate to a minimum of \$18 per hour, and implementing community specific benefit entitlements to cover living costs.

The idea in the financing debt domain that received the most support in the feedback survey was revisiting laws for students. One comment said that the ‘German system of providing free education is great’.

There was also some consensus around the loan regulations idea. One commenter suggested that advertising money lending should be prohibited.

Strong opinions were voiced in the comments around reforming the tax system. One comment called for a capital gains tax, while others argued that a secondary tax should not be enforced if someone’s income is under \$30,000.

Another comment about the idea of campaigning for a living wage suggested providing a universal basic income (a periodic cash payment unconditionally delivered to all on an individual basis, without means-testing or work requirement [Basic Income Earth Network, n.d.]).

3.3.5 Business

37. Implement career evenings
Careers evenings for businesses with employment vacancies. Community members have the opportunity to attend a four-step training programme to gain the skills to fit the vacancies. The idea comes from the Ruapehu district, where it was successfully trialled and saw a high placement of workers.
38. Employer subsidy
Providing a subsidy to encourage businesses to hire people on the benefit instead of overseas labourers. Redirecting government benefits towards subsidising a long-term solution will allow workers to enter the workforce to gain skills, confidence, and the ability to support their families.
39. Businesses
Encouraging socially responsible businesses (good corporate citizens): through providing employment/training opportunities, a commitment to employing local people, and businesses adopting a local community centre.
40. Contracts
Changing the way contracts are done.
41. Reduce liquor consumption and gambling
Getting rid of all liquor and lotto shops in poor areas.

The business idea with the most support was to hold a careers evenings for businesses with employment vacancies. There was also a consensus around the idea of encouraging socially responsible business, but no comments were made on the idea.

Many respondents saw the employer subsidy idea as interesting. One comment raised the issue of a returning mother who might miss out on a job because she was not on a benefit, noting ‘she soon will be if she does not get a job’. Another comment cautioned that it was only a good idea ‘so long as the people employed are not “let go” when the time for subsidies ends’.

3.3.6 Government initiatives

42. Strategy
Creating a Central Government Strategy targeting poverty – 2025 NZ *poverty free* – where implementation and information is fed at the local and regional level.
43. Think tank
Establishing Te Kopai Tuatahi – The first footsteps: A think tank to continue the work and ideas that have been discussed. This would get funding for research, with the findings accessible to all.
44. Incorporate and support kin
Creating government policies that value and support kin care.

Government initiatives received both positive and negative feedback from the post-workshop survey. Creating government policies that value and support kin care received the most support; one respondent said it was a ‘no brainer’ while another argued that ‘sometimes I think it is just easier to put something too hard in the hands of the family. Family is not always the best place’.

Establishing the think tank, Te Kopai Tuatahi, received some positive feedback. One comment read ‘I support local initiatives to work with the existing frameworks and services to see what we can achieve together in the short term, to form collective goals and to present reliable, factual information for policy and funding decisions in our local community for central government services’. Other comments worried about funding issues – whether it would be the most effective use of money or be able to obtain secure consistent funding – and ensuring a bicultural model from inception with Māori driving the korero.

One respondent shared their view that there need to be more ‘opportunities for neighbourhoods and communities to come up with their own solutions to poverty and then get the support to carry out ones they prioritise’. This support should come from ‘local and central government and businesses’. The hope for central government to play a more supportive role, listening to and providing funding for community-led initiatives, was heard throughout the workshop.

3.3.7 Additional comments

As part of the survey, respondents were given the opportunity to share any ideas that were not discussed in the survey, or ideas that had been developed since the workshop. One respondent shared initiatives happening in Australia, Canada and the UK that New Zealand should consider. The United Way Australia Collective Impact approach offers a structured yet innovative way to bring multiple organisations from different sectors together, supporting them to work collaboratively to achieve real and lasting social change. One of their initiatives is The Hive, a group of passionate local individuals, service providers (including United Way Australia), government agencies and businesses working together to improve the life opportunities for children and young people (United Way Australia, n.d.). The Canadian branch, United Way Calgary and Area, are also undertaking work such as *The Social Return on Investment and Social Equation Impact Report* that evaluates community outcomes and the impact of implementing policy (United Way Calgary and Area, 2015). United Way operates in New Zealand and has the potential to learn from and adopt Australian and Canadian initiatives (United Way New Zealand, n.d.). The respondent also shared the UK’s Public Services (Social Value) Act 2012, which requires people who commission public services to ‘think about how they can also secure wider social, economic and environmental benefits’ (UK Government, May 3, 2016). A normalisation of social value reporting and analysis like this would be beneficial, allowing companies and organisations to prove their social license to operate in a given community.

The survey also enabled respondents to provide feedback or ask any questions about the one-day workshop or workshop series. One respondent stated ‘I came away with a lot of inspiration that good things can happen locally, and I even felt that the government was interested in our community’. Another said ‘we need the leaders of the city to read [the discussion paper] and pledge support if anything real is to come out of this. Business and central [government] agencies were noticeably absent at the Rotorua workshop’.

The task is to connect the network of like-minded people within communities and across the country, and to use the ideas we have gathered from the workshops to call for action through national and local government.



Speakers share their thoughts at the evening presentation to the public

4.0 Further outputs

Our intent in running the *TacklingPovertyNZ* 2016 tour is 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.

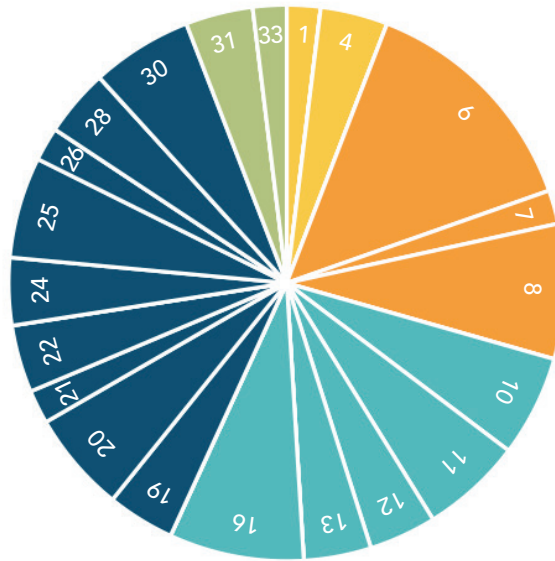
Figure 8 lists 33 sub-factors. These sub-factors are terms we have created to align with the voices we heard on tour, and enable us to analyse the ‘hows’. The Institute has divided the 240 ‘hows’ developed across the six workshops to correspond with sustaining and empowering factors. Our analysis suggests 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 44 ‘hows’ developed at the Rotorua 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*

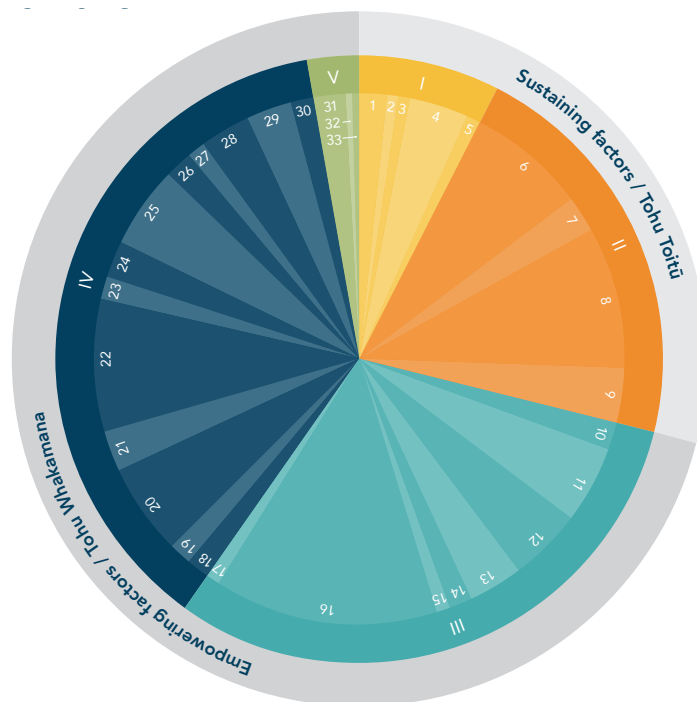
Sustaining factors / Tohu Toitū	Factor I: Survival / Oranga	
	Providing emergency products and services for survival.	
	1. Food	[5]*
	2. Clothing and shoes	[2]
	3. Bedding	[2]
	4. Shelter (emergency housing)	[10]
	5. Accessibility	[2]
	Factor II: Security / Tāmau	
	Providing a sense of short-term security.	
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	Factor III: Self-determining individuals / Tangata Motuhake	
	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]
	Factor IV: Self-determining communities / Hapori Motuhake	
	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]
	Factor V: Self-determining nation / Iwi Motuhake	
	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: Rotorua's perspective from *The talking tour 2016/ Te haerenga kōrero 2016*



1.	[1]	4.	[2]	6.	[7]
7.	[1]	8.	[4]	10.	[3]
11.	[3]	12.	[2]	13.	[2]
16.	[4]	19.	[2]	20.	[3]
21.	[1]	22.	[2]	24.	[2]
25.	[3]	26.	[1]	28.	[2]
30.	[3]	31.	[2]	33.	[1]

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 Rotorua workshop that the current cultural identity deficit is contributing to poverty of spirit. We need to better support and nurture youth to ensure a sense of belonging, personal identity, and connection to the land and the wider community. It was encouraging to hear from Potaua Biasiny-Tule that the workshop compelled him to reach out and see what other whānau, hapū and iwi are doing in the Hawkes Bay, Opotiki, Auckland and Wellington, and that there is an incredible amount of collaboration going on.

This workshop brought locals together to paint a clearer picture of poverty in the Rotorua area. The insights from communities at *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: Rotorua District Council (in particular Mayor Hon Steve Chadwick JP), local speakers (Judge Louis Bidois, Potaua Biasiny-Tule and Laurie Watt) and the wider Rotorua community. We also appreciate the attendance of Councillors Tania Tapsell, Karen Hunt and Janet Wepa at the workshop. It will be interesting to follow community and government responses to this workshop.

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 to 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 McGinness Institute would like to applaud our young people, who gently (and sometimes not so gently) push the Institute into new frontiers.



Thank you to The Baby Box Co. for donating a baby box to the Rotorua workshop. Also thanks to The Wool Company from Utiku, Taihape, and Replete from Taupō for providing resources to go inside the box.

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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.

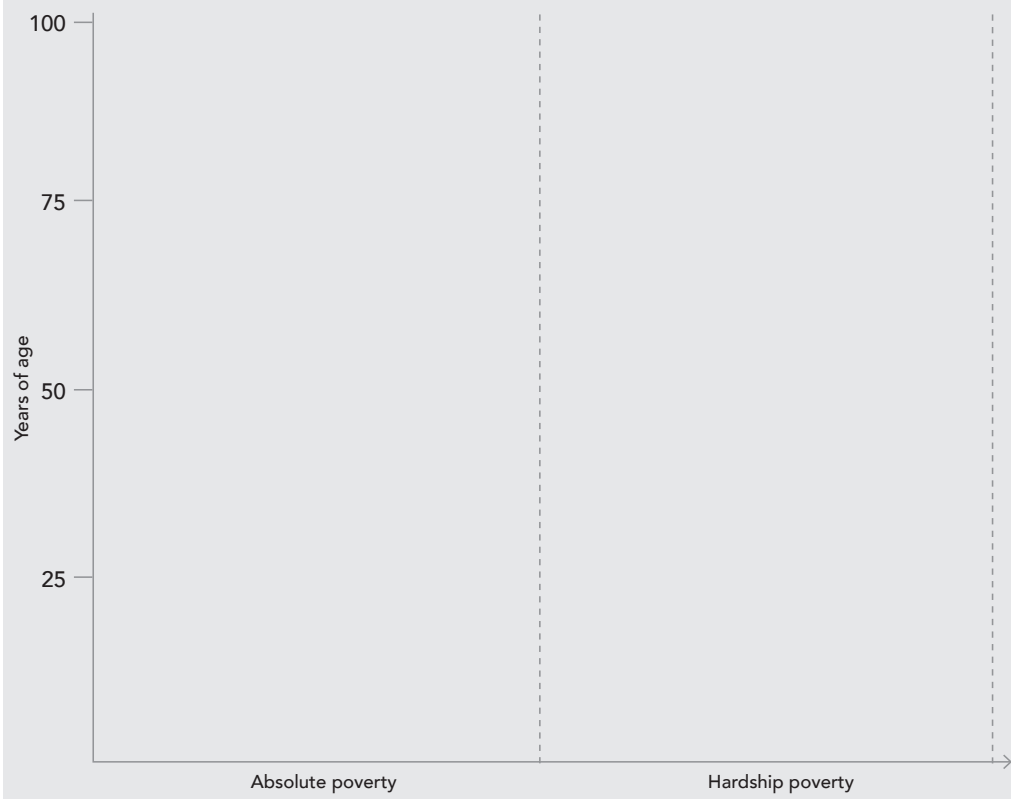
- '*Absolute poverty*' is when an individual does not have access to the amount of money necessary for meeting basic needs such as food, clothing and shelter.
- '*Hardship*' poverty is when an individual is constrained by their material circumstances from achieving a minimum 'decent' level of wellbeing.

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'**



1. What is your connection with Rotorua?



[Please note numbers refer to the number of respondents]

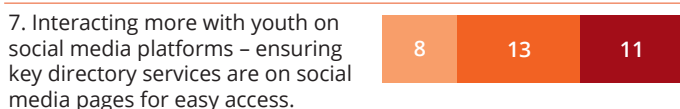
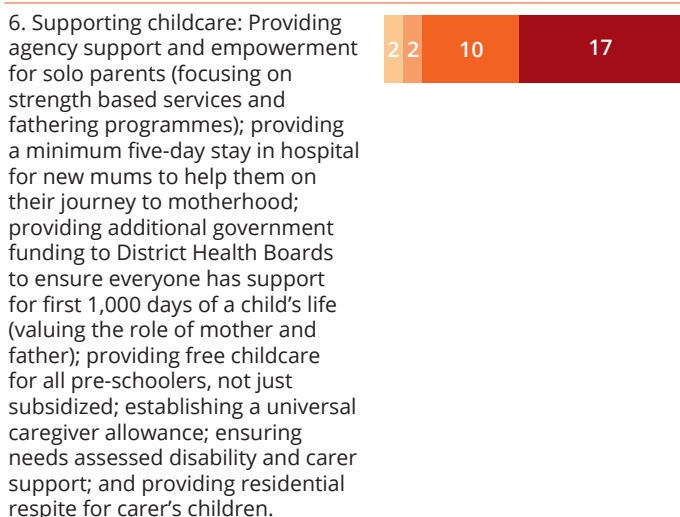
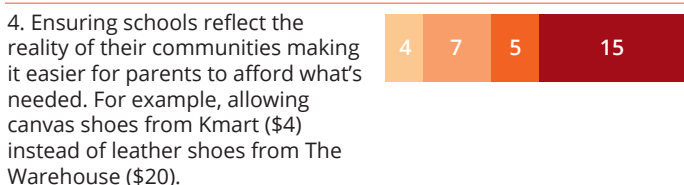
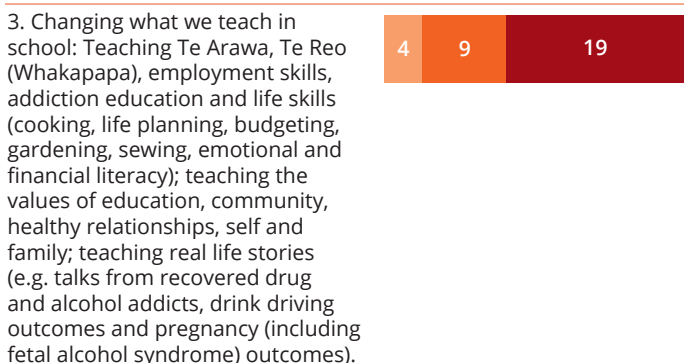
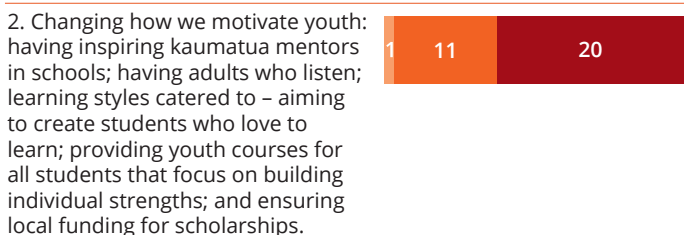
- I live, work, rent or own a property in Rotorua.
- I cannot categorize myself as the above but I do live, rent or own a property in the wider Rotorua area.
- I cannot categorize myself as either of the above but I do consider myself as New Zealand based (just not based in Rotorua).

2. Did you attend the TacklingPovertyNZ Rotorua one-day workshop on 19 August 2016?



- I attended the full day workshop on 19 August 2016.
- I attended the full day workshop on 19 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 19 August 2016 event at all but I would like to share my thoughts on the '44 hows' below.

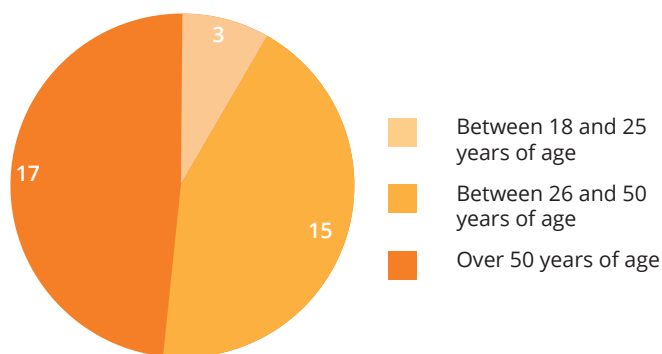
A. Looking at ways to tackle poverty around youth in the Rotorua area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'Youth hows' below.



Key

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

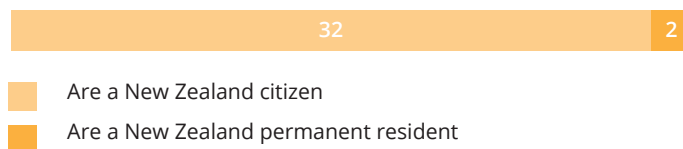
3. What age bracket do you belong to? (35 respondents)



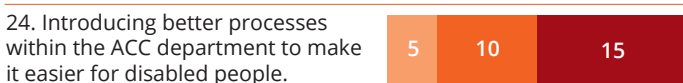
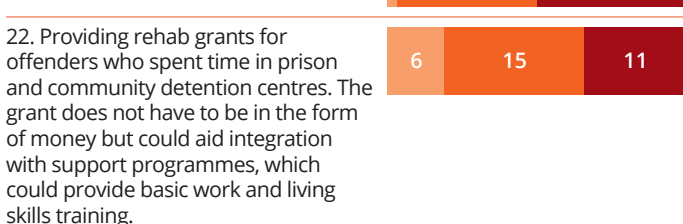
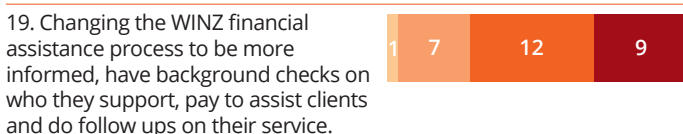
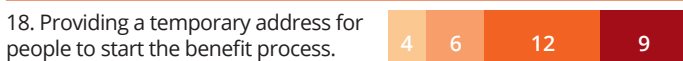
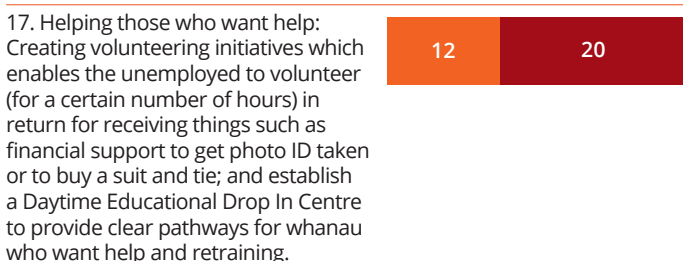
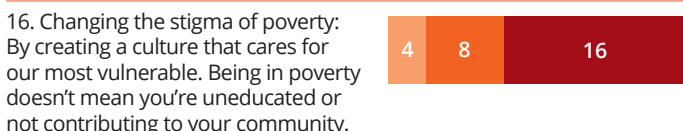
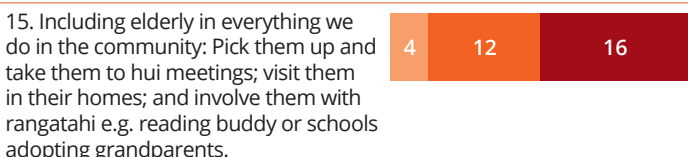
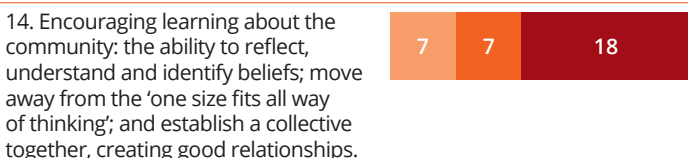
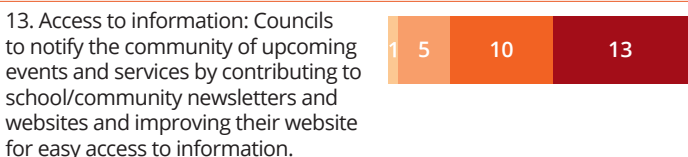
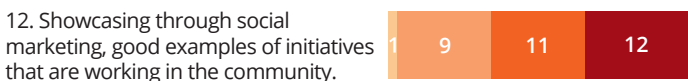
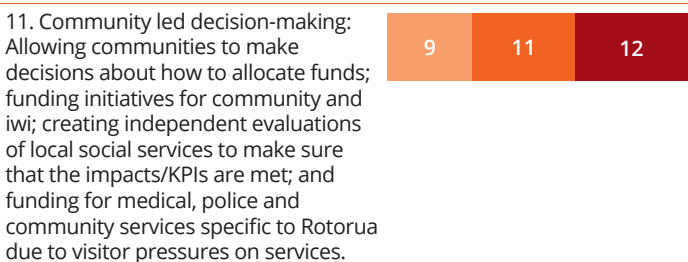
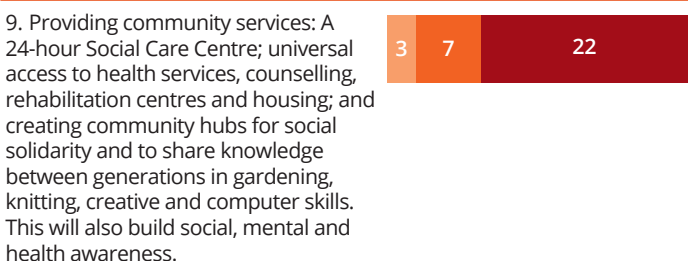
4. Are you... (35 respondents)



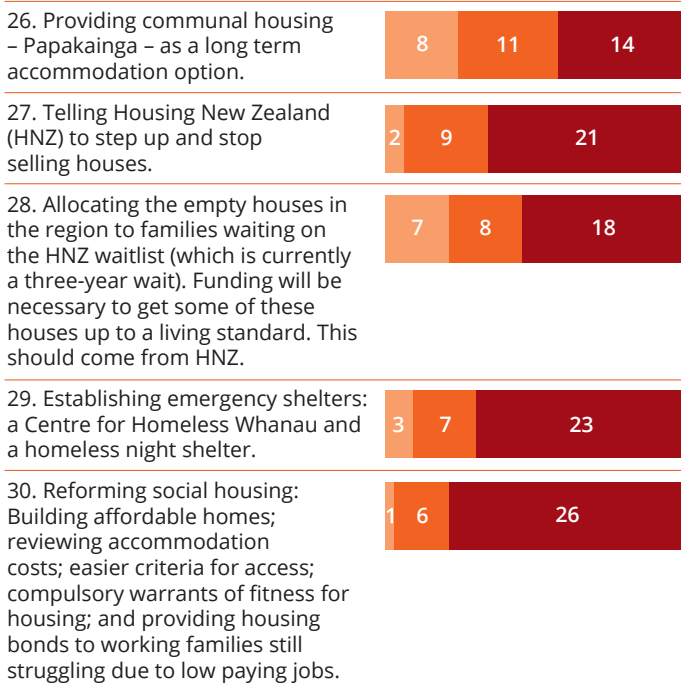
5. To help us understand your answers, can you tell us if you ... (34 respondents)



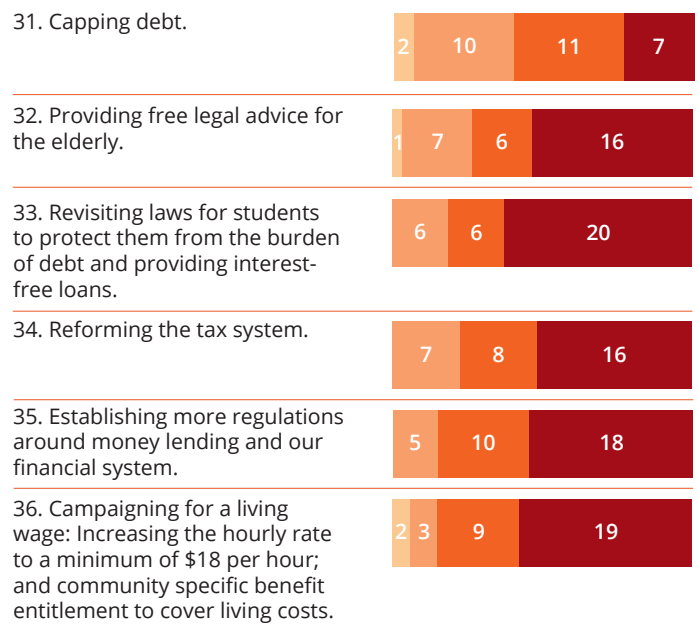
B. Looking at ways community could better contribute to tackling poverty in the Rotorua area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'Community hows' below.



C. Looking at ways housing could better contribute to tackling poverty in Rotorua, 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.



D. Looking at ways to tackle poverty around financing debt in Rotorua, 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 'Financing debthows' below.



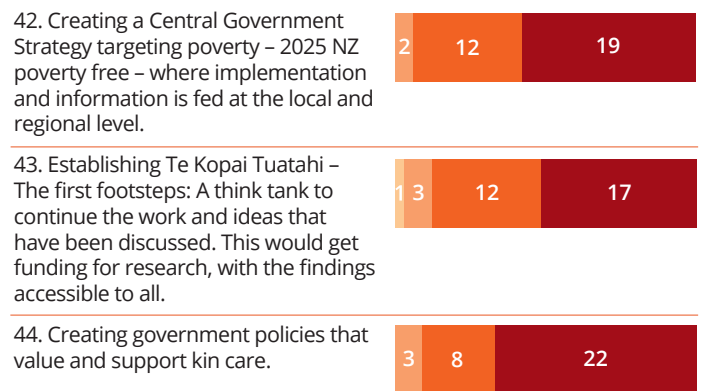
Key



E. Looking at ways businesses could better contribute to tackling poverty in Rotorua, 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 'Business hows' below.



F. Looking at ways government could better contribute to tackling poverty in Rotorua, 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 'Government Initiatives hows' below.



Rotorua's additional 'hows' from survey comments

- Teaching driving education in schools.
- Establishing night shelters and certified boarding houses as alternative shelter models.
- Prohibiting advertising money lending services.
- Increasing capital gains tax.
- Removing secondary tax for total incomes under \$30,000.
- Establishing a Universal Basic Income.

Key



Appendix 3: TacklingPovertyNZ Rotorua workshop programme



TacklingPovertyNZ Rotorua Workshop Programme

Version 6
As at 18 August 2016

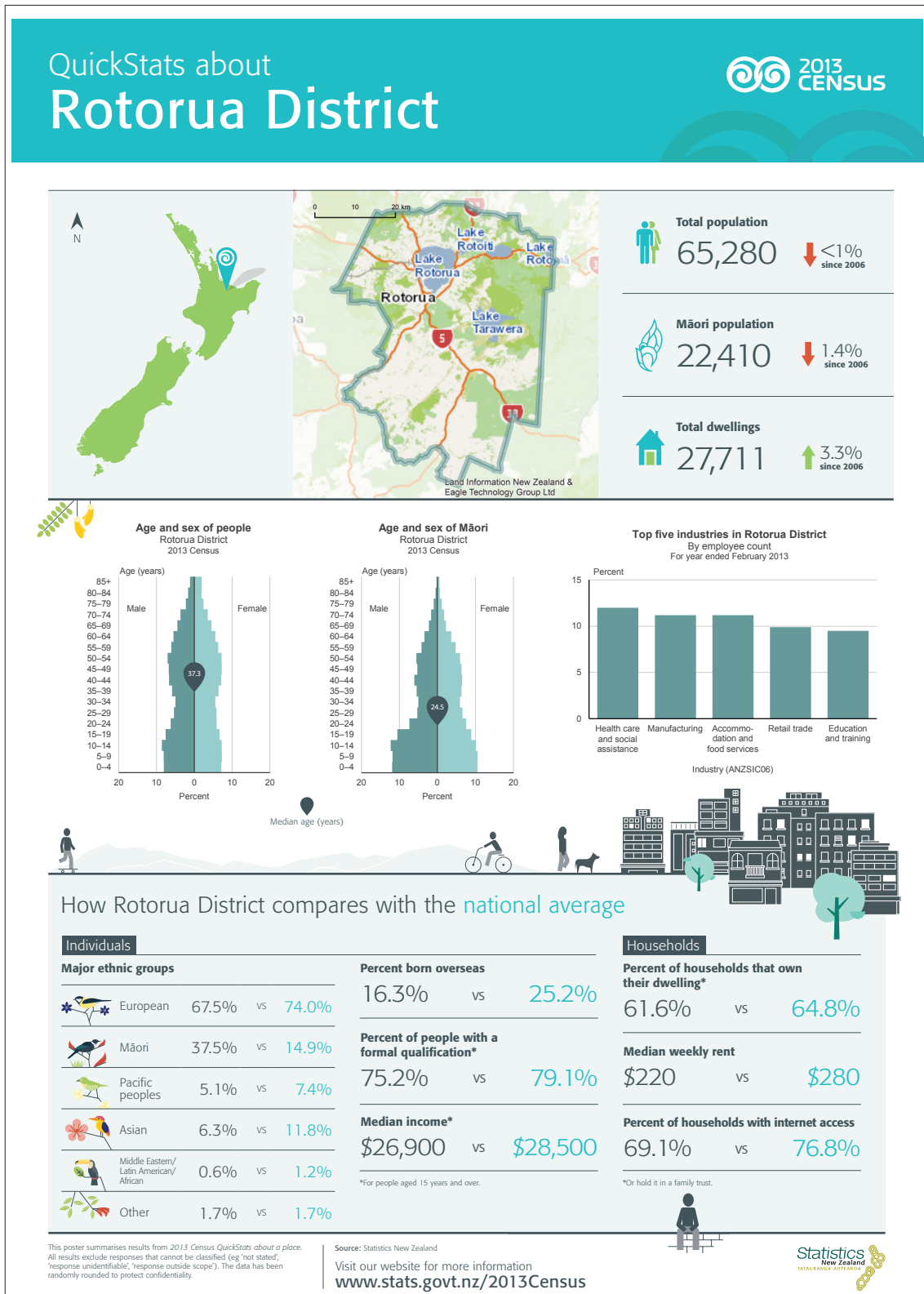
Friday, 19 August 2016

Location: Concert Chamber, Sir Howard Morrison Performing Arts Centre,
1170 Fenton Street, Rotorua

Time	Event	Content	Speakers and Guests
8.30 – 9.00 am	Coffee and Tea	Registration	
9.00 – 9.10 am	Mihi whakatau	Formal speech of welcome	Eraia Kiel
9.10 – 9.30 am	Session 1: Welcome	- Welcome - Health and Safety - Agenda - Intro – local challenge	Wendy McGuinness Mayor Hon Steve Chadwick JP
9.30 – 9.55 am	Session 2: Youth Presentation	- Participants (from the 2015 <i>TacklingPovertyNZ</i> Workshop) present their booklet. The booklet outlines their proposals for policy change.	Ali Bunge Anna-Marei Kurei Elaina Lauaki-Vea Caitlin Papuni-McLellan Caroline Simmonds Nathan Williams Xindi Zhang
9.55 – 12.45 pm	Session 3: A National & Local Perspective	Phase 1: Gathering information - Panel presentations <i>Exercise 1 (the 'who')</i> – identifying who is affected Phase 2: Discussing the issues - 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)	Dr Girol Karacaoglu The New Zealand Treasury (15 mins) Dame Diane Roberston Data Futures Working Group (15 mins) Judge Louis Bidois (10 mins) Potaua Biasiny-Tule Te Tatau o Te Arawa member (10 mins) Laurie Watt Te Arawa Whanau Ora (10 mins)
NB: Includes morning tea from 11.00 – 11.15 am			
12.45 – 1.45 pm	Lunch: Students session	Students choose one of the following options: Option 1: Q & A with Dr Girol Karacaoglu Option 2: Q & A with Dame Diane Robertson	Dr Girol Karacaoglu Dame Diane Robertson (Students TBC)
12.45 – 1.15 pm	Lunch: Participants session	- Networking and voting on key issues <i>Exercise 2 continues</i>	Speakers and participants
1.15 – 3.00 pm	Session 4: Challenges and opportunities	Phase 3: Developing consensus - Groups discuss the local issues, challenges and opportunities <i>Exercise 3 (the 'how')</i> – generating ways to combat the issues that arise	
3.00 – 3.15 pm	Coffee and Tea		
3.15 – 4.15 pm	Session 5: Observations – the presentation and discussion paper	- Groups work towards public presentation - Set up for the presentation	
4.15 – 4.30 pm	Break		
4.30 – 5.30 pm	Session 6: Finale	- Welcome - Presentation	Wendy McGuinness
5.30 – 6.00 pm	Refreshments		

Appendix 4: QuickStats about the Rotorua District

Source (Statistics New Zealand, 2013b)





Please cite this publication as:

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