

Discussion paper 2016/05

A Far North 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 looked at what it was that our community needed long term, and that was about connecting.’

Kelly Yakas, manager of a number of community-based initiatives in Kaikohe

‘Moving from a sub-culture of despair and dysfunctionality to one of positivity and a bright future is what is at stake here.’

Mayor Hon John Carter, Far North District Council



‘All the land given back from settlement yet not a single potato planted in the ground.’

Blair Peters, Far North District Youth Council and Kiwi Advocacy Kaimahi, Te Rarawa

‘Letting the market prevail is a simplistic outlook that has created a very complex problem.’

Mark Anderson, Chair, Kaikohe Business Association

‘We are dealing with people and communities and their uniqueness needs to be respected.’

Deputy Mayor Tania McInnes, Far North District Council and Director, GBT Ventures Ltd

‘Kaitaia is innovative and needs to tap into social enterprise and build on possible opportunities to connect with international organisations.’

Deidre Otene, General Manager, MOKO Foundation



‘As a youth council, we want to be [young people’s] voice.’

Ebba Raikes, Far North District Youth Council and Registered Nurse

‘We need to do what’s right for the kids, instead of protecting our institutions... there is a lot of government money, but the people need the voice.’

Jim Luders, Principal, Northland College



Contents

1.0	Introduction.....	1
	1.1 TacklingPovertyNZ – a national conversation.....	1
	1.2 Far North – the lay of the land.....	2
2.0	Workshop Overview.....	3
	2.1 Defining poverty.....	3
	2.2 The workshop process.....	3
3.0	Tackling Poverty in Kaitaia.....	4
	3.1 Gathering information – the poverty landscape.....	4
	3.2 How is Kaitaia affected? Six domains.....	7
	3.3 Developing consensus and collecting feedback – thirty-one ‘hows’.....	8
4.0	Tackling Poverty in Kaikohe.....	13
	4.1 Gathering information – the poverty landscape.....	16
	4.2 How is Kaikohe affected? Five domains.....	16
	4.3 Developing consensus and collecting feedback – thirty-six ‘hows’.....	16
5.0	Further Outputs.....	21
6.0	Afterword.....	23
7.0	References.....	24
8.0	Appendices.....	25
	Appendix 1: Three exercise worksheets.....	25
	Appendix 2: TacklingPovertyNZ Kaitaia post-workshop survey results.....	28
	Appendix 3: TacklingPovertyNZ Kaikohe post-workshop survey results.....	31
	Appendix 4: TacklingPovertyNZ Kaitaia workshop programme.....	35
	Appendix 5: TacklingPovertyNZ Kaikohe workshop programme.....	36
	Appendix 6: QuickStats about the Far North.....	37
	Appendix 7: TacklingPovertyNZ tour dates.....	38

1.0 Introduction

This paper highlights the issues raised by locals at the one-day *TacklingPovertyNZ* tour workshops in the Far North, held in Kaitaia on 15 September 2016 and Kaikohe on 16 September 2016. The Institute undertook two workshops in order to capture the diversity of perspectives in the Far North. The views expressed in this paper represent the participants of each workshop, who themselves represented the Far North community. This paper describes the structure of the one-day workshops, 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 Far North workshops



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 Far North workshops were the final two of six workshops held in 2016, and a similar discussion paper has been produced for each of the other workshops. The Kaitaia and Kaikohe workshops have been brought together into this Far North discussion paper with a section on each. 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 Far North - the lay of the land

The Far North is a paradise with landscapes tourists dream of, but the communities within the region have been suffering in isolation for a long time. The constant weight of poverty has been bearing down on the community, taking a toll on their mind-set and material wellbeing. Far North Deputy Mayor Tania McInnes called this ‘poverty of the soul’.

When big businesses arrived in provincial towns without a local mandate, some local independent businesses could not compete and were forced to shut down. Money spent at these big businesses has simply left town, leaving behind empty high streets. Both Kaitaia and Kaikohe have recently seen waning populations, with 4.9% and 4.8% respective decreases from 2006 to their 2013 levels of 3,093 and 3,915 (Statistics New Zealand, 2013b,c).

The communities are ready to collectively take responsibility for their future. Hone Mihaka said when closing the Kaikohe workshop that ‘everyone dreams for us... but we dream too’. The Far North District Council’s 2050 vision *He Whenua Rangatira – a district of sustainable prosperity and wellbeing* is a step in the right direction. Everyone has a role to play to change the story: central government, local government, iwi, hapū, organisations, and communities.

The ideas developed at the Far North workshops 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 Hon John Carter at the evening presentation in Kaitaia

2.0 Workshop Overview

This section describes the *TacklingPovertyNZ* one-day workshop process in order to provide context on how ideas were developed at the two Far North one-day workshops.

2.1 Defining poverty

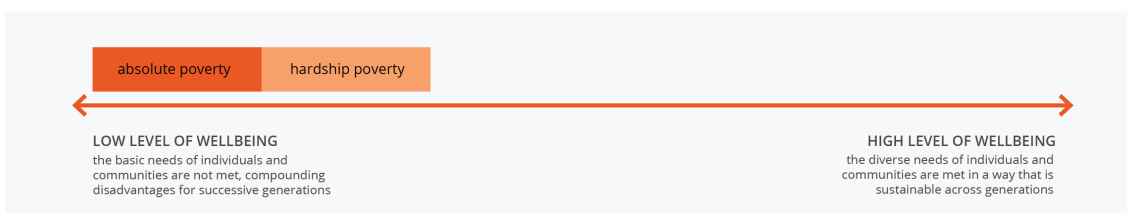
The first obstacle in any discussion about poverty is how to define it. Productive dialogue around poverty needs to begin with a degree of shared understanding. Most established definitions of poverty fall short because they place too much emphasis on income and fail to adequately consider some of the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

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 Please note that due to the number of local speakers, the December 2015 cohort did not speak at the Kaikohe workshop, as the priority was for local perspectives to come to the fore.

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.nz/tacklingpoverty-booklet

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 speaker. 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. (Please note that at the Kaikohe workshop, high school students were unable to attend and that participants did not move into domain groups.)

Phase three: Developing consensus

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

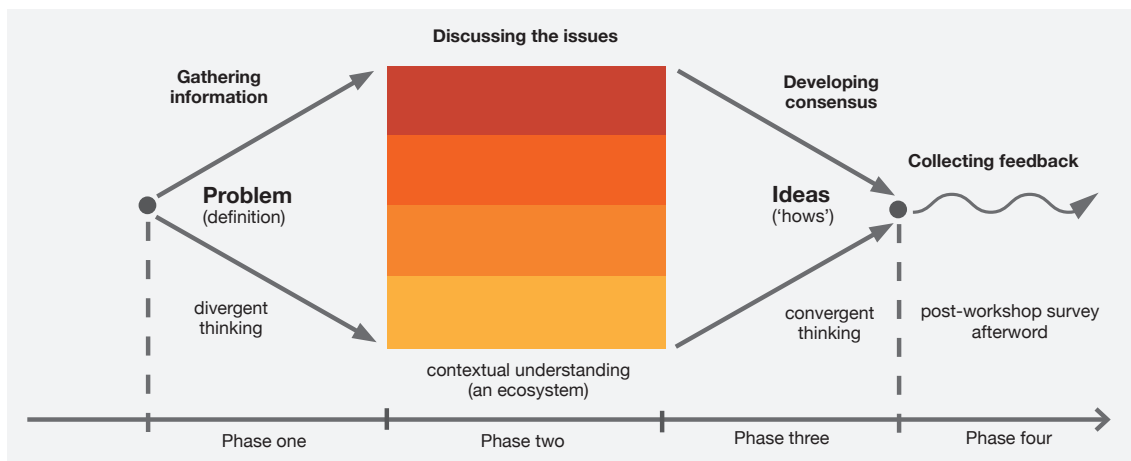
Exercise 3: Seven ways (the 'how')

Each group worked to develop at least seven specific, actionable suggestions for 'how' 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, two surveys were made available online to collect feedback on the workshop process as well as on the 'hows' developed at each workshop. The surveys were open to the public but directed particularly at workshop participants and attendees of the evening presentation. The purpose of the post-workshop surveys was to improve processes for future workshops and to refine the ideas generated for the region (see Appendices 2 and 3 for more detail on the survey).

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



3.0 Tackling Poverty in Kaitaia

This section describes the process and outputs specific to the Kaitaia one-day workshop (see Appendix 4 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 Kaitaia’s poverty landscape.²

Figure 5: Workshop speakers

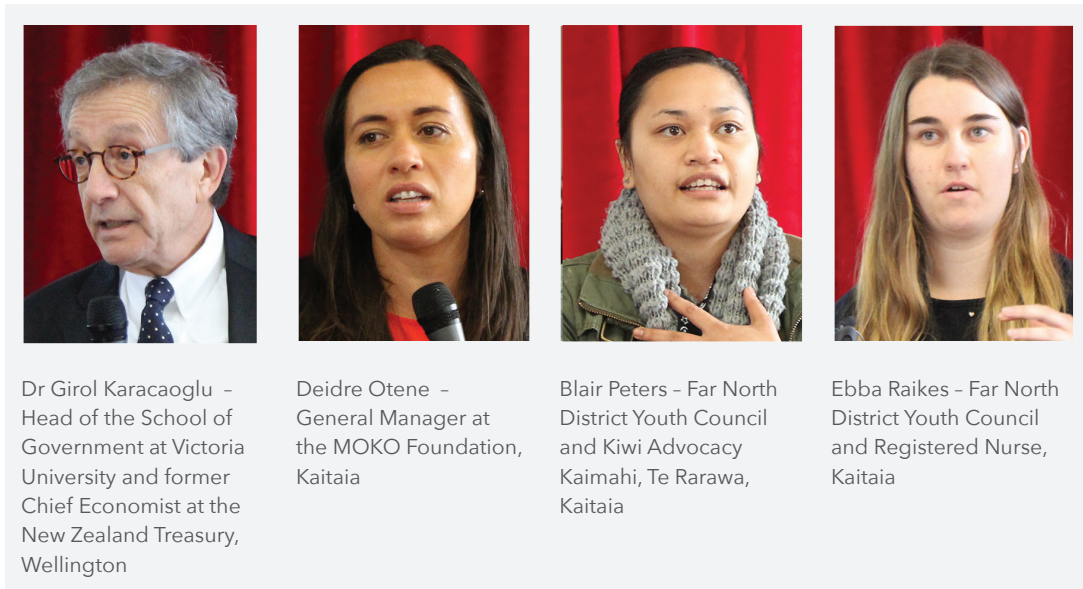
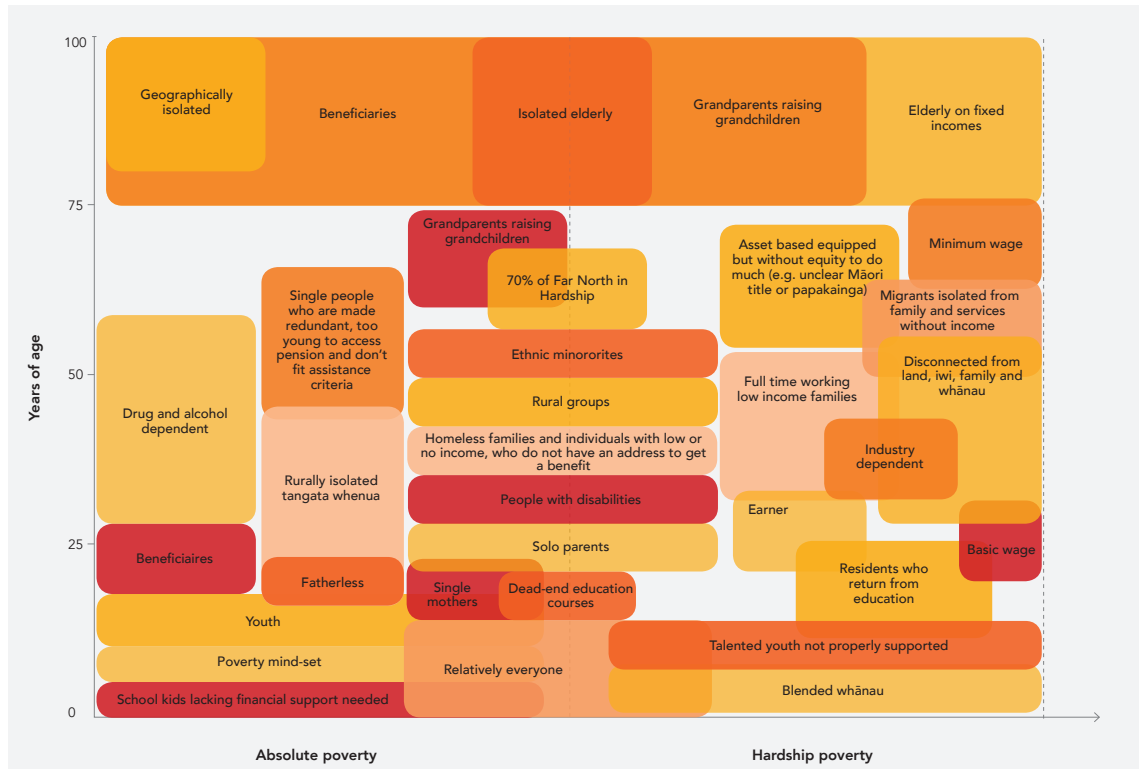


Figure 6 presents a synthesised look at the participants’ perceptions of who is affected by poverty in Rotorua according to the maps they produced in Exercise 1.

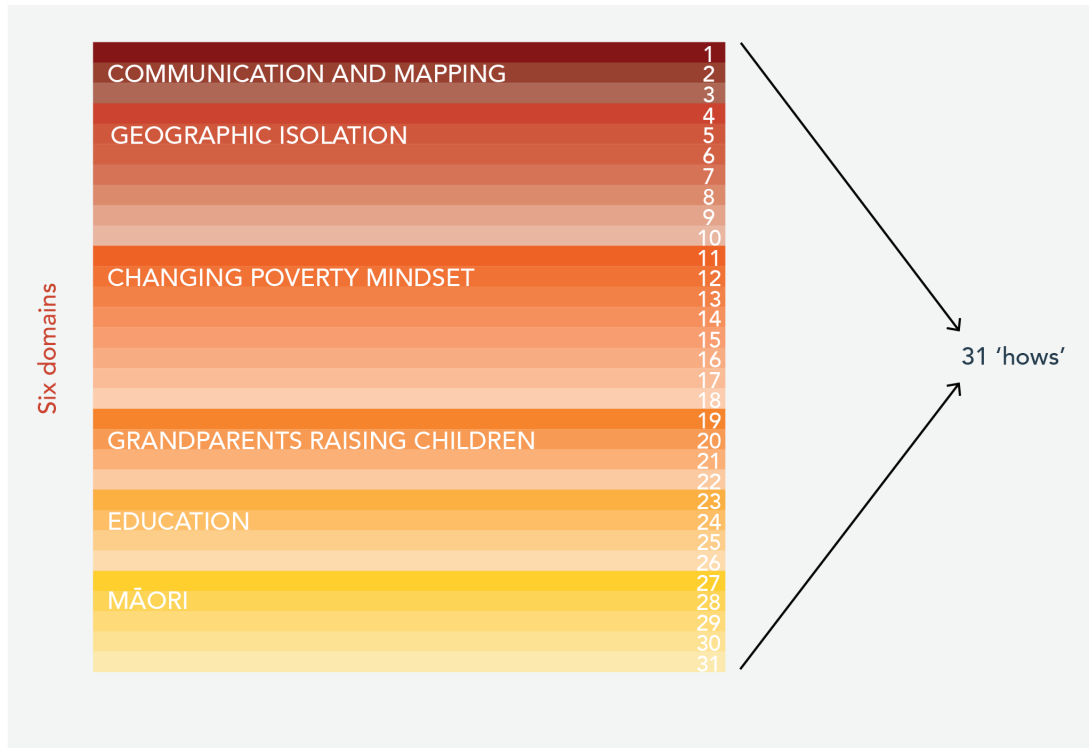
Figure 6: Mapping the poverty landscape (an overview)



² More information on each of the speakers is available on the *TacklingPovertyNZ* website - www.tacklingpoverty.nz/speakers-kt

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 and players that affect and are affected by one another.

Figure 7: Kaitaia's poverty ecosystem



Exercise 1: Mapping poverty



Participants vote on ideas for discussion in the afternoon



Girol Karacaoglu spends an hour with economics students from Kaitaia College

3.2 How is Kaitaia affected? Six domains

Six domains emerged after collecting and grouping the ‘hows’ identified in phase two of the workshop. These are areas of impact for poverty and potential drivers of change in Kaitaia. (See also Appendix 6 for QuickStats poster.)

Communication and mapping

Currently, there are people on the fringes of the Kaitaia community who are isolated due to lack of communication. The community is exposed to the risk of losing cultural knowledge such as how to make use of their ‘kai cupboard’ and live off the land if intergenerational connections are not fostered. It was recognised that the potential benefits of increasing intergenerational cohesion and communication in the community are significant and should be a focus moving forward. Elderly, retirees and volunteers could contribute through mentoring and community activities. Creating a directory that maps the social service providers in the area would help build an awareness of the services on offer and create a one-stop shop for someone in need.

Geographic isolation

People living in geographically isolated areas are disadvantaged by insufficient access to information and services. Both Internet access and cell phone reception are limited, an issue that can be overcome with the right action plan. Currently only 49.7% of Kaitaia’s population has access to Internet,

making it difficult to connect and communicate across the community without face to face interaction (Statistics New Zealand, 2013b). Access to services is restricted by the traditional dynamic of customers travelling to service providers, and the corresponding transport issues. Reversing this dynamic by bringing services to the people who need them and integrating digital options will help to overcome these geographical barriers.

Changing the poverty mind-set

The poverty mind-set can be more damaging and permanent than material hardship. Kaitaia needs to lift this mentality through education: self-directed, in-home, historical and intergenerational. This needs to be done from the ground up, with strong community leaders to inspire a collective consciousness for change.

Grandparents raising grandchildren

The shift in family relationships and children's upbringing towards greater involvement of grandparents is a growing trend in Kaitaia as more parents are unable to raise their children alone. Grandparents need relevant information and wraparound support with regard to twenty-first century processes they may be unfamiliar with, such as the operation of the current education system.

Education

Education and diverse post-educational pathways were central to Kaitaia's vision of a flourishing community. School curriculum changes such as the inclusion of horticulture education and health literacy, as well as refreshing the tertiary education model, were highlighted. Local youth speakers Ebba Raikes and Blair Peters argued that young people need to understand the pathways available to them other than university so that they may follow their dreams; 'you won't succeed if your heart is not in it'. University education does not necessarily align with many job opportunities in the Far North, causing too many students slip into poverty after returning to Kaitaia with student loan debt and no job. The equal importance of educational resources such as mentors and role models to support intergenerational leadership was also emphasised.

Māori

Māori people and their traditions are integral to the Far North. Māori make up over 40% of the population (Statistics New Zealand, 2013a). Māori at the Kaitaia workshop discussed the desire for greater alignment between their values, history and language, and the school curriculum. 56% of Māori in the Far North leave school without an NCEA qualification (Otene, 2016). The current curriculum is not relevant to who they are. Greater alignment would help restore a voice, a purpose, and confidence to young Māori.

This confidence and support would also help decrease the unemployment rate, which was 20.4% for Māori in 2013 but only 11.4% overall in the region. In 2013, Māori in the Far North earned on average \$3,300 less per year than the Far North average (\$18,200 compared with \$21,500) (Statistics New Zealand, 2013a). Since 2013, there has been progress in shifting to a post-treaty settlement era. Unfortunately these settlements have not sparked much needed rejuvenation for the Māori community.

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

Below are the 'hows' developed by participants at the Kaitaia workshop 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 Communication and mapping

1. Mentoring
Introducing a mentoring system between local people to connect them as a community. For example, by using Te Ahu, hubs, and marae as meeting points.
2. Koha card
Creating a Koha card to record 30 hours community service required from those on a benefit. For example, driving kuia and kaumatua to activities to give back to the community.
3. Social services
Collating and developing a directory of social services that are available, and presenting this in the 'Awhi pages', which would be given to locals and be accessible online.

Regarding a mentoring system, one comment said there are a number of retired people who may want to participate.

The Koha card received useful feedback. Two points were particularly insightful: working in the community provides opportunities for people to gain skills that make them more employable, and gives a sense of purpose to those retired from the workforce. Another comment highlighted that this would recognise parents who look after their children – whether older or younger – and volunteer their time at learning groups such as playcentre, playgroups, Puna Reo, Kohanga Reo, Mainly Music, manage sports teams, drive children to school trips, or volunteer at schools.

One comment on the idea around social services argued that there are ‘loads’ of directories; the issue is in keeping them up to date and spreading this information to the community.

3.3.2 Geographic isolation

4. Repurposing school buses
Using school buses as public transport during school hours.
5. Mobile medical centres
Creating mobile medical centres to go to hard to reach places.
6. Hubs on wheels
Creating hubs on wheels to take services to hard to reach places. For example, playgrounds and toys, a library bus, and a pharmacy.
7. Internet
Approaching Internet and telecommunication providers such as Spark, Vodafone and Chorus to better resource and connect the Far North.
8. Landline phones
Reinstating the community and landline phones that were removed based on the assumption that everyone was using mobiles, despite the lack of mobile coverage.
9. E-health
Encouraging the community and health professionals to use E-health services to allow isolated people to make use of digital solutions. For example, enabling the communication of patient data between different healthcare professionals and allowing the requesting of diagnostic tests and treatments, and receiving the results, to be done electronically.
10. Internet hubs
Creating Internet hubs with satellite broadband to serve and be run by the community (for example, in schools, marae, halls). This would allow people to Skype into multiple appointments.

100% of respondents voted the Internet idea as a really interesting idea. Internet hubs came second for highest interest, highlighting Internet access as a significant hurdle for the community.

Regarding mobile medical centres, comments provided examples of similar initiatives already in place: Hau Ora and Whakawhiti ora pai.

One comment on the idea of hubs on wheels mentioned a potential partnership between community hall committees to move resources between communities and use the hall spaces that are available.

Around the idea of landline phones, a comment drew our attention to the fact that not everyone knows how to use a mobile phone, while another shared that Kaitia still has landline public phones in the town centre.

3.3.3 Changing the poverty mind-set

11. Education
Making education self-directed and self-ruled, with a focus on consequences and outcomes, by teaching life skills, financial literacy, positive classroom behaviours and mentoring.
12. Funding
Ensuring funding to the community is constant rather than sporadic.
13. Education in the home
Targeting education in the home, with both student and caregiver, to enable prevention rather than intervention.

14. Historical education
Improving historical education, particularly around Te Tiriti o Waitangi, including context around the Treaty and the actual text of the document.
15. Intergenerational mentoring
Implementing a programme where retirees mentor youth on life skills such as budgeting, cooking and gardening. For example, Te Hiku Youth Hub.
16. Tackling poverty from the ground up
Taking hui about tackling poverty to those who are most severely affected and disenfranchised to gather their perspectives about solutions relevant to them.
17. Media strategies
Implementing media strategies to cover aspects such as social media awareness. This will ensure that messages are specific and relevant to the community and will create awareness with print media, radio, and TV.
18. Community led
Focusing on engaging the community, and inspiring collective consciousness and responsibility to create systemic change. We need strong community leaders/movers and shakers to lead community engagement.

It is evident from the feedback survey that intergenerational mentoring is a popular idea amongst respondents, with a comment saying ‘there is a mine of information’ to be tapped into going in both directions.

Comments around the community led idea worried that strong community leaders are already in such high demand across all areas, so it may be challenging to achieve consistent and enduring leadership without burning these people out.

Around education, one comment suggested we need to rethink how we measure education outcomes, as our National Standards have narrowed our focus to literacy and numeracy. This tunnel vision in the curriculum has reduced the effectiveness of education in key competencies.

An issue around incentives was mentioned regarding the tackling poverty from the ground up idea: ‘how do we go about making it inviting for the homeless to attend?’

An idea was shared around historical education: funding treaty-training workshops or teaching land wars history, pākehā settlement, colonisation and its effects on Māori and pākehā communities in the current curriculum.

A respondent working in communications also raised concerns around the media strategy idea, as these communities ‘don’t necessarily respond well to media’ and need hands-on practical education, not just key messages.

3.3.4 Grandparents raising grandchildren

19. Normalising the experience
Normalising the experience of grandparents raising grandchildren by approaching the issues with love and encouragement and letting this understanding show through in the language we use to talk about these situations.
20. Wraparound support
Providing wraparound support by assessing the capability of grandparents to ensure that they receive assistance appropriate to their needs, whether that is physical, emotional or financial. For example, i) ensuring access to transport services for a grandparent who cannot drive, and ii) providing counselling services to a grandparent who needs emotional support. This could also be made available to their family.
21. Information and re-education
Providing grandparents with information and re-educating them about available support services, the current education system and the needs of children. For example, through using one-on-one case workers and face-to-face meetings.
22. Grants
Creating a ward of the state grant with long-term savings potential. For example, through an investment which generates interest.

One comment around normalising the experience of grandparents raising grandchildren argued that parents still need to be able to take back responsibility if possible, while another respondent suggested the ‘rebirth of the extended family’.

3.3.5 Education

23. Rural campuses

Moving away from a supply and demand model of tertiary education by incentivising tertiary institutions to function in both urban centres and rural locations. For example, i) by making tertiary education hubs which partner with larger, more established institutions – these would be essentially smaller versions of the university and would rely on access to Internet more than in-person staff, and ii) by sourcing government funding to write-off debt for tertiary educators who choose to work in rural areas.

24. Post-education employment

Establishing community-led hubs that link education providers and potential employers with the community. This would facilitate networking and encourage a coordinated approach to addressing problems of local employment after education.

25. Vocational skills and apprenticeships

Shifting the focus of education to value vocational skills and apprenticeships. This would ensure that education is relevant for the jobs that are available in rural communities. For example, including practical secondary standards and courses in areas such as welding.

26. Pastoral care

Creating a role for a coordinator to provide pastoral care for students transitioning from rural to urban education. These support staff would come from rural communities, so they would be better able to understand the needs and culture of rural students.

The post-education employment idea received the most support, with one comment suggesting starting as young as possible for students to get a sense of why they are bothering going to school and to add value to the curriculum.

Rural campuses received mixed feedback. One comment argued that they would like to see a refocus on trades and apprenticeships instead of tertiary education. Another comment suggested re-establishing private training providers that can connect to wānanga and polytechnics.

3.3.6 Māori

27. Civic education

Improving civic education by including Tino Rangitiratanga narratives in the school curriculum. This would help our people find a voice and a purpose, and would also develop Māori leadership to get our people at the table with the decision-makers.

28. Te Reo and Māori history

Making Te Reo and the history of Aotearoa compulsory in teacher training so that educators can pass on a respectful understanding of Māori culture.

29. Māori lens

Changing the perception of Māoridom by adopting a Māori lens and starting a Mātauranga Māori revival. This would include knowledge of such things as the Wai 262 claim and wānanga (cultural traditions and tribal lore).

30. Research

Ensuring that research about the Far North is conducted by locals in Kaitiaki and is useful for local communities.

31. Māori culture

Changing the drinking and party culture in the Far North and encouraging people to connect back to their Māori culture.

One respondent added to the idea around Te Reo and Māori history, saying that educators who have immigrated to New Zealand should also be required to partake in the Te Reo and the history of Aotearoa teacher training course for the same reasons.

Around civic education, a comment brought our attention to Te Runanga o Te Rarawa's Youth Leadership programmes. The mission of Te Runanga o Te Rarawa in their five year strategic plan was 'to provide leadership and support to enable the hapū to develop and the whānau to flourish' (Te Runanga o Te Rarawa, 2008, p. 6). The strategy to establish a leadership development programme to mentor young people with potential was one of five Kaupapa to achieve their goal: 'Te Rarawa whānau and hapū having a strong identity grounded in our history, culture, and tikanga' (Te Runanga o Te Rarawa, 2008, p. 6).



Participants present their final ideas back to the plenary at the Kaitia workshop

4.0 Tackling Poverty in Kaikohe

This section describes the process and outputs specific to the Kaikohe one-day workshop (see Appendix 5 for the workshop programme).

4.1 Gathering information – the poverty landscape

The panel of speakers shown in Figure 8 opened the workshop by discussing national and local perspectives on Kaikohe’s poverty landscape.³

Figure 8: Kaikohe workshop speakers

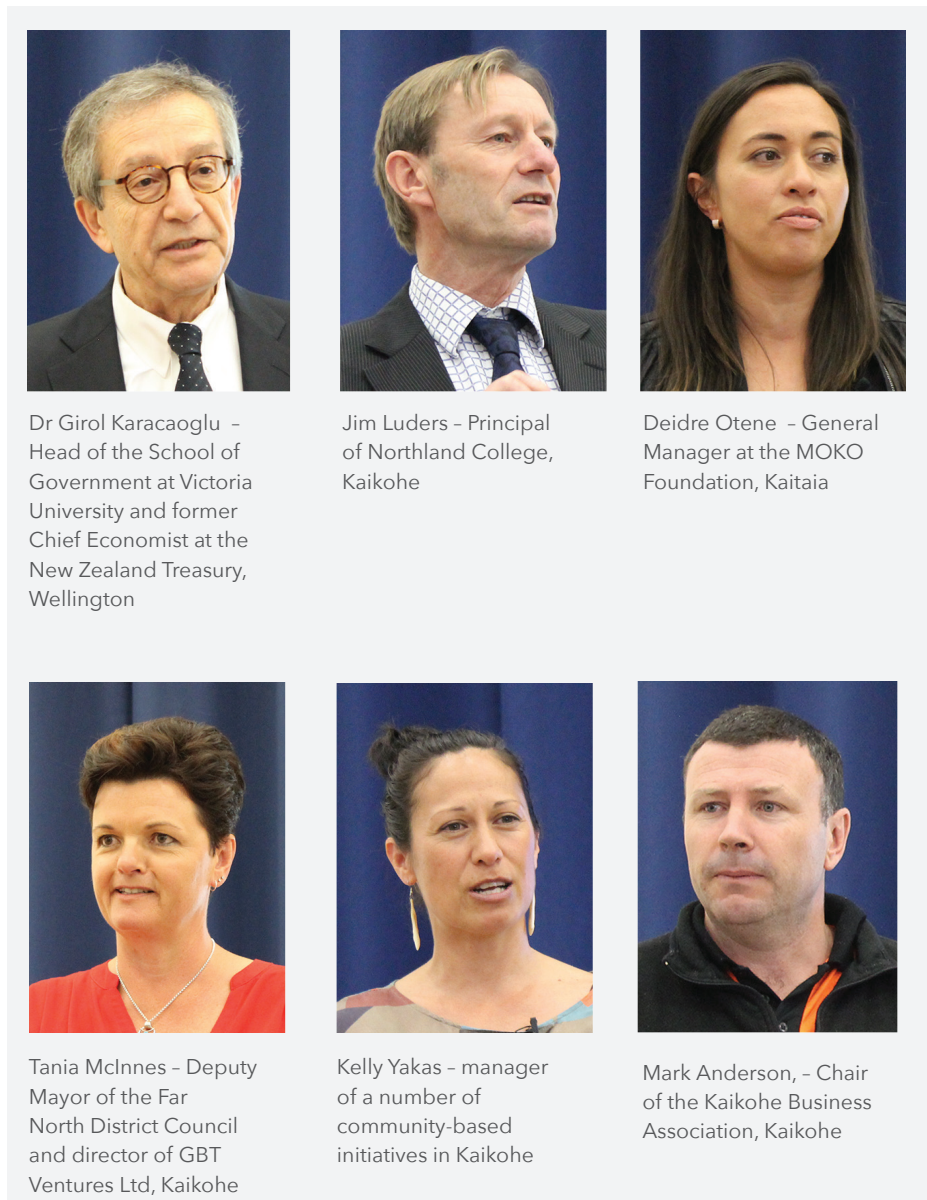
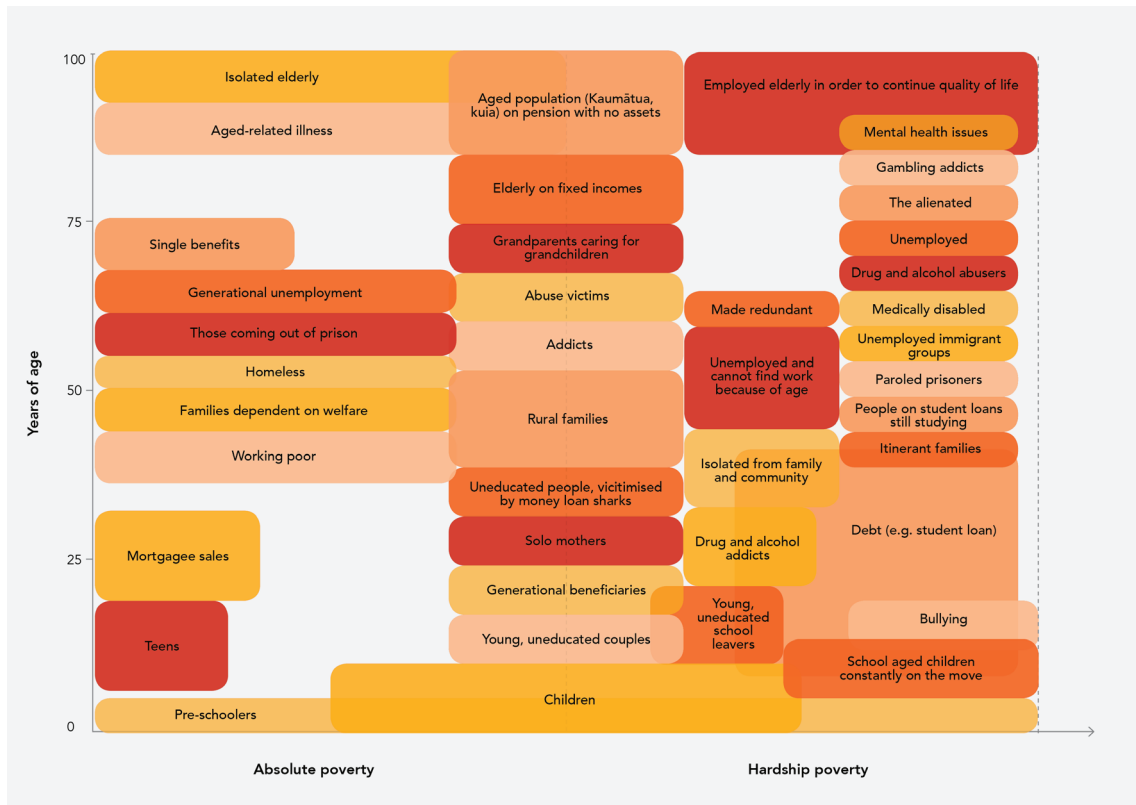


Figure 9 presents a synthesised look at the participants’ perceptions of who is affected by poverty in Rotorua according to the maps they produced in Exercise 1.

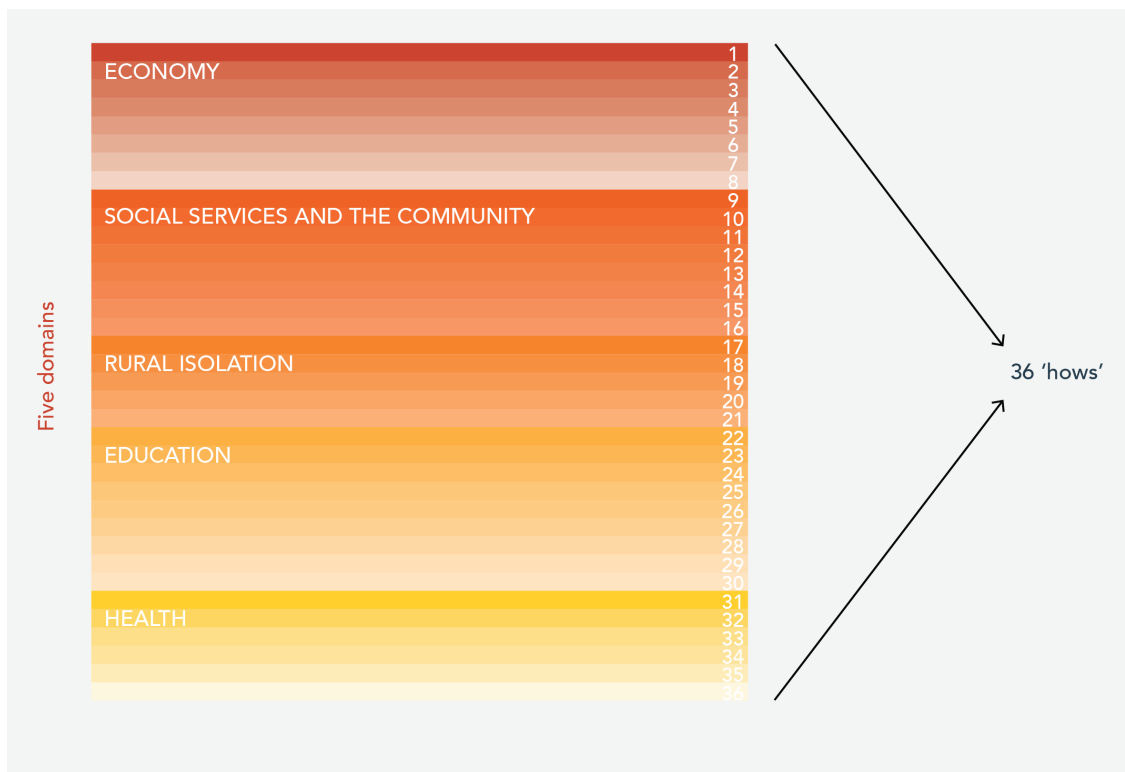
³ More information on each of the speakers is available on the *TacklingPovertyNZ* website – www.tacklingpoverty.nz/speakers-kk

Figure 9: 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 and players that affect and are affected by one another.

Figure 10: Kaikohe's poverty ecosystem





Exercise 1: Mapping poverty



Participants discussing ideas in the afternoon



Participants discussing speaker presentations

4.2 How is Kaikohe affected? Five domains

The five domains emerged after collecting and grouping the 'hows' identified in phase two of the workshop. These are areas of impact for poverty and potential drivers of change in Kaikohe. (See also Appendix 6 for QuickStats poster.)

Economy

The economy in the Far North is suffering as locally owned businesses are replaced by loan companies and gambling facilities. Big businesses have established a presence, monopolising demand and moving profits out of the local economy. As local speaker Mark Anderson put it 'big business erodes local territorial powers and kills provincial towns'. The community needs to take action to set the terms for business operation and hold businesses accountable for the part they have to play in achieving the vision for Kaikohe. The Far North could revive community ownership and empower their economy by tapping into social enterprise and models of collective buying, building connections internationally, and following global trends.

Social services and the community

Social services need to promote collaboration, connectivity and shared goals in order to enhance their contribution to the Far North community. The sense of community has been weakened in Kaikohe and there is a lack of hope. Connections to the land, amongst neighbours and between generations are at risk of being lost. The community needs to build resilience and be empowered to determine their own future in alignment with their shared identities and aspirations.

Rural isolation

Kaikohe and the Far North suffer from isolation between people and services due to the geography of the area. Encouraging ways to connect neighbours in local communities will help build meaningful relationships. Restricted access to services can be addressed through in-home visits as well as rural bus services to transport people to appointments in the main towns.

Education

In 2013, only 59.2% of the Kaikohe population held a formal qualification, compared to 79.1% nationally (Statistics New Zealand, 2013c). We need to ensure that our young people have the space to learn about culture, spirituality, morality and life skills specific to their community to create agile, flexible, lifelong learners. Local speaker Jim Luders said 'we need to do what's right for the kids, instead of protecting our institutions'. Currently, students are often not finishing school, largely due to the lack of relevance of the curriculum to their community.

Health

A region's poverty is reflected in the health of its residents. There are health epidemics in Kaikohe that the District Health Board and the Ministry of Health are currently not sufficiently addressing. The Far North has the highest rate of MRSA (Methicillin-resistant *Staphylococcus aureus*) infections in New Zealand. Local speaker Deidre Otene outlined how the treatment of an individual is often followed by the discovery that their household all have the same condition. Health issues need to be treated for their underlying causes to produce a sustainable recovery and understanding of healthy lifestyles. In addition, elderly, mental health patients, and isolated community members need assistance to ensure ongoing access to health services.

4.3 Developing consensus and collating feedback - thirty-six 'hows'

Below are the 'hows' developed by participants for each of the five domains, along with a summary of the feedback from the post-workshop survey (see Appendix 3 for more detail on the survey). The survey was only completed by two respondents thereby limiting the value of the results; however, comments remain useful.

4.3.1 Economy

1. Community ownership
Increasing community ownership of the local economy by buying from local businesses, promoting local business ownership and through cooperative banking
2. Collective buying
Forming collective buying arrangements in the community to overcome price increases in the area. Models for this system exist in Italy and Cuba and involve a group of buyers who prioritise people and the environment in their purchasing decisions.

3. Regulating money ‘loan sharks’
Regulating money ‘loan sharks’ to stop them preying on the vulnerable.
4. Innovative debt solutions
Exploring innovative ways to package debt such as mortgages, higher-purchase agreements, cash loans, car costs, and student loans. This will help break cycles of debt and generational benefit reliance.
5. Removing gambling facilities
Closing down gambling facilities like the ‘pokies’ in Kaikohe.
6. Stronger regulations for ‘big business’
Empowering the local council to stand up to ‘big business’ (such as The Warehouse and other businesses on the Australia/NZ Stock market) by imposing stronger regulations, possibly based on the size of the floor plan for the proposed business. The operation of ‘big business’ in the local community needs to be on the town’s terms.
7. Natural resource innovation
Exploring the potentials of natural resource innovation to grow the local economy while also reinforcing shared values of environmentalism and appreciation for the land.
8. Development
Developing older areas of town to stop money leaving the area and going to larger centres, and to reduce the presence of empty buildings which in turn contribute to the poverty mind-set of the town.

One comment brought our attention to the additional regulations put in place by the Commerce Commission around loan sharks; however, ‘vulnerable people [in society] do not know their rights’.

Another comment indicated that we need to broaden our thinking around removing gambling facilities, as people can turn to alternative forms of gambling such as lotto scratchies.

4.3.2 Social services and community

9. Grassroots community collaboration
Encouraging grassroots community collaboration with networks of likeminded agencies and groups to ensure that local solutions are driven by community members. This will improve resilience and sharing knowledge about how to work within constraints.
10. Cooperation and shared goals
Changing the culture of social services from a contest approach to one of cooperation and shared goals. This could be achieved by decentralising WINZ and other agencies of importance to allow the sharing of information between professionals, and improve connectivity and accessibility.
11. Increase connectivity
Creating an initiative within social services that increases connectivity between providers and consumers so that risk indicators can be identified and acted upon from birth and throughout an individual’s adult life.
12. Emergency housing
Increasing the availability of emergency housing.
13. Car registration
Providing free car registration for those on the benefit.
14. Benefit following the child
Ensuring the benefit follows the child rather than the parents. This will provide extra support in situations such as grandparents raising grandchildren and children who are constantly on the move from one family member to the next.
15. Police force
Increasing the size of the police force to enable around the clock availability in the local area.
16. Pastoral care
Providing pastoral care for prisoners on parole to aid their reintegration and reduce the chances of reoffending.

A comment on the idea of cooperation and shared goals said there would be privacy issues involved in sharing information. The process and protocol for sharing information would need to be discussed and agreed upon.

A comment around increased connectivity suggested social services be audited/monitored to overcome the 'tick box' mentality of some social services.

Another comment shared information about existing emergency housing in Kaikohe for \$35 a night without bedding or food.

4.3.3 Rural isolation

17. Door knocking
Encouraging door knocking and meetings between neighbours in local communities to facilitate connections and meaningful relationships. Social gatherings could be held at marae or clubrooms.
18. In-home visits
Normalising in-home visits by health professionals to reduce the impact of rural isolation and remove barriers to receiving adequate health care.
19. Rural bus services
Implementing rural bus services between rural communities and main towns to allow access to services such as medical appointments.
20. Road network
Improving the quality of the existing road network in the Far North and evaluating the possibility of expansion it.
21. Funding
Securing funding to enable WINZ to supply petrol vouchers for those whose movements are restricted by their location and ability to buy petrol.

One comment shared the example of free in-home visits in the Hokianga and argued that it is because Kaikohe medical services are run on a business model that everything has to be paid for.

Another comment shared knowledge of bus services in the area: twice a week from the Hokianga to Kaikohe, Okaihau and Kerikeri.

4.3.4 Education

22. Cultural education
Changing the education system to better address culture, spirituality and morality to strengthen a person's wairua (spirit/soul). This will encourage a love of learning and produce creative, critical thinkers and innovators.
23. Research
Using research to understand what forms of education are effective for the community in order to build and develop existing models. For example, research the value of peer education. This is a way of working with available resources to achieve education reform.
24. Long-term, holistic approach
Adopting a long-term, holistic approach to education that encompasses all levels and ages, including in-home education, and life skills such as gardening and managing personal or household finances, as well as more formal education.
25. Mentoring
Implementing a mentoring system for those who are struggling in the existing education system.
26. Diversify teachers
Ensuring that teachers are diverse enough to engage and provide strong role models for their students who are in the process of developing their own identities and may also have one or more parent absent from their lives. This will reduce the creation of 'educational refugees' – students who drop out when transitioning from primary to secondary or from secondary to tertiary education.
27. Remove labels
Educating teachers about the power of labelling their students and ensuring that they value the potential of their students regardless of those students' backgrounds. This will help combat the erosion of self-esteem and resulting problems including mental health issues like depression and suicide, addiction problems, and involvement in the criminal justice system.
28. Accountability
Increasing accountability in the teaching profession to ensure that teachers are evaluated based on the visible outcomes in the lives of their students, rather than just focusing on test scores of questionable relevance.

29. Participation
Increasing participation in early childhood education to strengthen family and community ties, providing one-on-one personal connections and creating networks of support. This is modelled in Te Kohekohe, which benefits from a focus on the positive and a hands-off approach by the Ministry of Education.
30. Driving lessons
Teaching driving in schools so that students can get their licence. This will help combat geographic isolation and reduce the rate of 'behind the wheel' offences.

One comment distinguished between the role of school and whānau: cultural education should come from whānau, while trade training should happen at school.

Another comment provided an example of mentoring: retired people who have skills that would be helpful if shared with school kids.

Around driving lessons, one comment shared that their children, who already had their learner licences, did defensive driving at secondary school.

4.3.5 Health

31. Mobile health facilities
Establishing mobile GP centres in high schools to facilitate greater access for those who may only travel to town for school.
32. Elderly
Providing special support for the elderly and those with age related illnesses.
33. Remove liquor stores
Making alcohol unavailable in Kaikohe by closing down liquor stores in the area
34. Mental health support and counselling services
Increasing the availability of mental health support and counselling.
35. Living conditions
Prioritising the improvement of living conditions to stop the spread of preventable diseases such as MRSA (Methicillin-resistant Staphylococcus aureus). This would also improve the rates at which developmental milestones are reached for children under five.
36. Healthy lifestyles
Creating education programmes about living healthy lifestyles to reduce the risk of issues such as diabetes.

One comment indicated that removing liquor stores would not ensure the desired results: what about supermarkets? What about homebrews? The commenter also drew on the example of McDonalds to illustrate how far people will travel to get what they want (some people travelled to Whangarei before it was in Kaikohe).

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. The only response simply stated that 'employment is the answer'.

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.



'Everyone dreams for us... but we dream too' - Hone Mihaka closing the evening public presentation in Kaikohe

5.0 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 10 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.

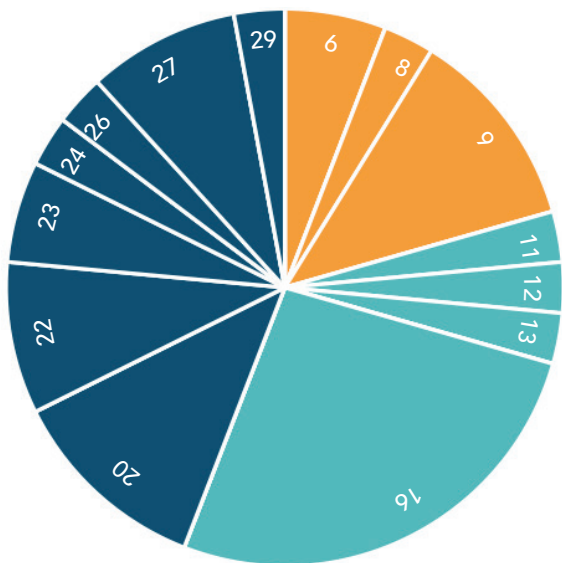
After categorising the 'hows' in this way, we were able to produce pie charts to visually represent the results of our analysis. Figure 13 represents all of the 240 'hows' divided by the five factors, and illustrates how participants of the *TacklingPovertyNZ* workshops suggested we might address poverty. As an example, Figure 11 illustrates the 31 'hows' developed at the Kaitaia workshop, and figure 12 illustrates the 36 'hows' developed at the Kaikohe workshop, 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 10: An extract defining the sub-factors from *A situational overview of the talking tour 2016/ He tūāhua o te haerenga kōrero 2016*

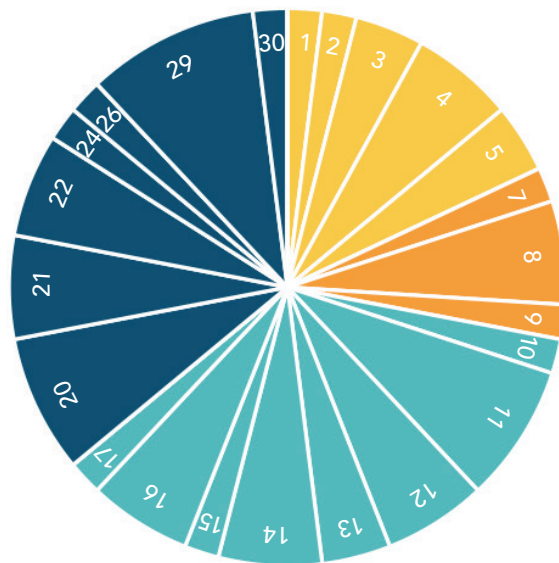
Sustaining factors / Tohu Toitū	Factor I: Survival / Oranga	
	Providing emergency products and services for survival.	
	1. Food	[5]*
	2. Clothing and shoes	[2]
	3. Bedding	[2]
	4. Shelter (emergency housing)	[10]
	5. Accessibility	[2]
	Factor II: Security / Tāmau	
	Providing a sense of short-term security.	
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 11: Kaitaia's perspective from *The talking tour 2016/ Te haerenga kōrero 2016*

Figure 12: Kaikohe's perspective from *The talking tour 2016/ Te haerenga kōrero 2016*

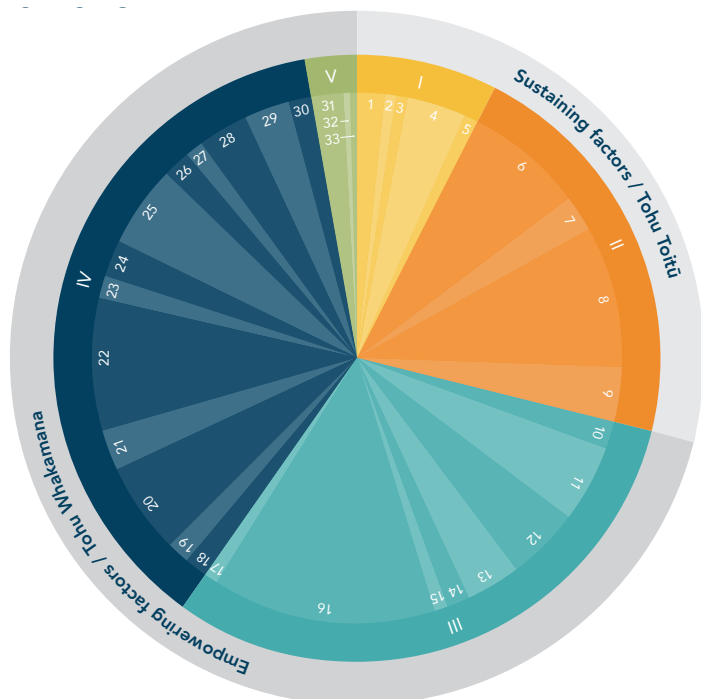


6.	[2]	8.	[1]	9.	[4]
11.	[1]	12.	[1]	13.	[1]
16.	[9]	20.	[2]	22.	[2]
23.	[4]	24.	[2]	26.	[3]
27.	[1]	29.	[2]		



1.	[1]	2.	[1]	3.	[2]
4.	[3]	5.	[2]	7.	[1]
8.	[3]	9.	[1]	10.	[1]
11.	[4]	12.	[3]	13.	[2]
14.	[3]	15.	[1]	16.	[3]
17.	[1]	20.	[4]	21.	[3]
22.	[3]	24.	[1]	26.	[1]
29.	[5]	30.	[1]		

Figure 13: An extract from *A situational overview of the talking tour 2016/ He tūāhua o te haerenga kōrero 2016*



6.0 Afterword

It is clear from the Far North workshops that communities need to be empowered to take responsibility for their future – everyone has a role to play in changing the story.

Mayor Hon John Carter has been leading some work around encouraging central government to get behind the Far North and strengthen their ability to implement solutions; the community knows best how to tackle their own problems. If put into practice, his work could drive the Far North from a sub-culture of despair and dysfunctionality towards the District Council's 2050 vision: *He Whenua Rangatira – a district of sustainable prosperity and wellbeing*.

These workshops brought locals together to paint a clearer picture of poverty in the Far North area. The insights from communities at *TacklingPovertyNZ* workshops across the country will contribute further clarity to the discussion (see Appendix 7 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 Far North District Council (in particular Mayor Hon John Carter), local speakers (Ebba Raikes, Blair Peters, Deidre Otene, Jim Luders, Mark Anderson, Tania McInnes [Deputy Mayor] and Kelly Yakas) and the wider Far North community. 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 speaker – Dr Girol Karacaoglu (The New Zealand Treasury). Lastly, we would like to applaud our young people, who gently (and sometimes not so gently) push the McGinness Institute into new frontiers.



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

7.0 References

- Otene, Deidre. (16 September 2016). Presentation at the *TacklingPovertyNZ* Kaikohe workshop.
- Statistics New Zealand. (2013a). *2013 Census QuickStats about a place: Far North District*. Retrieved 24 November 2016 from www.stats.govt.nz/Census/2013-census/profile-and-summary-reports/quickstats-about-a-place.aspx?request_value=13069&tabname=&sc_device=pdf
- Statistics New Zealand. (2013b). *2013 Census QuickStats about a place: Kaitaia East*. Retrieved 6 December 2016 from www.stats.govt.nz/Census/2013-census/profile-and-summary-reports/quickstats-about-a-place.aspx?request_value=13079&tabname=Populationanddwellings&sc_device=pdf
- Statistics New Zealand. (2013c). *2013 Census QuickStats about a place: Kaikohe*. Retrieved 6 December 2016 from www.stats.govt.nz/Census/2013-census/profile-and-summary-reports/quickstats-about-a-place.aspx?request_value=13103&parent_id=13069&tabname=&sc_device=pdf
- Statistics New Zealand. (2013d). *2013 Census QuickStats about a place: New Zealand*. Retrieved 6 December 2016 from www.stats.govt.nz/Census/2013-census/profile-and-summary-reports/quickstats-about-a-place.aspx?request_value=13067&tabname=&sc_device=pdf
- Statistics New Zealand. (2013e). *QuickStats about Far North District (Poster)*. Retrieved 16 December 2016 from www.stats.govt.nz/~media/Statistics/Census/2013%20Census/profile-and-summary-reports/quickstats-about-place-posters-ta-and-local-bd/2013-census-poster-far-nth-dist.pdf
- Te Runanga o Te Rarawa. (2008). *Te Rarawa long term strategic plan*. Retrieved 1 December 2016 from www.tiriti.terarawa.iwi.nz/uploads/7/4/6/3/7463762/te_rarawa_strategic_plan.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.

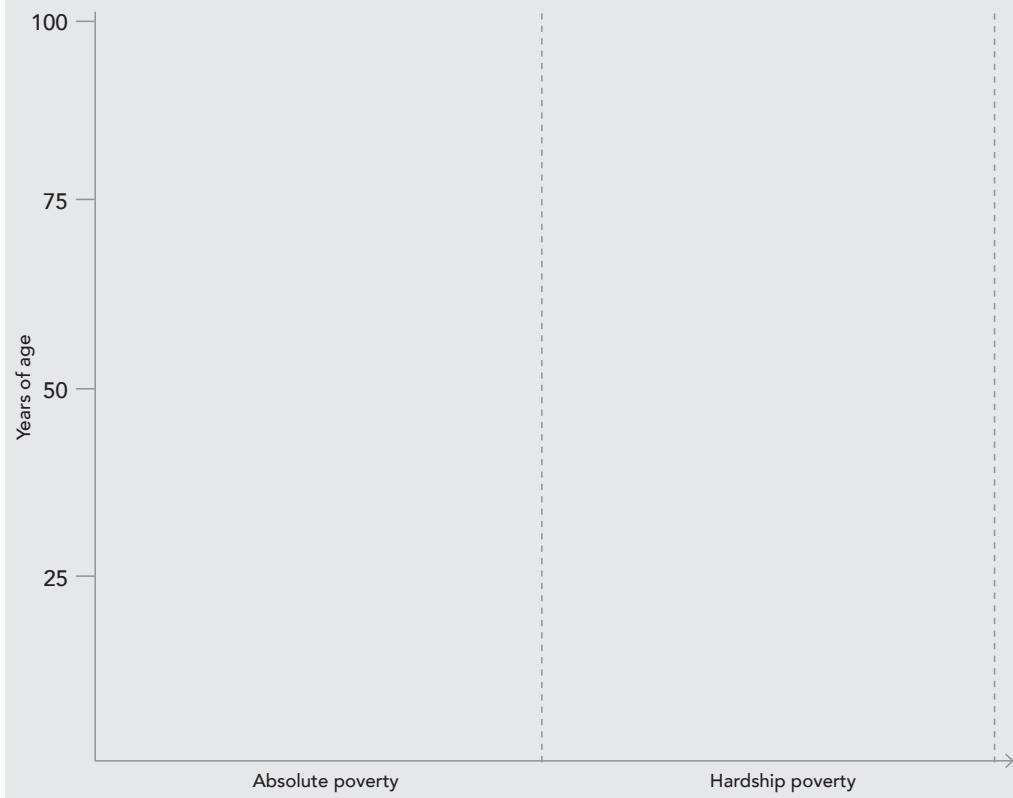
- '*Absolute poverty*' is when an individual does not have access to the amount of money necessary for meeting basic needs such as food, clothing and shelter.
- '*Hardship*' poverty is when an individual is constrained by their material circumstances from achieving a minimum 'decent' level of wellbeing.

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 Kaitaia post-workshop survey results (8 respondents)

1. What is your connection with Kaitaia?



[Please note numbers refer to the number of respondents]

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

2. Did you attend the TacklingPovertyNZ Kaitaia one-day workshop on 15 September 2016?



- I attended the full day workshop on 15 September 2016.
- I attended the full day workshop on 15 September 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 September 2016 event at all but I would like to share my thoughts on the 31 'hows' below.

A. Looking at ways to tackle poverty around communication and mapping in the Kaitaia 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 'communication and mapping hows' below.

1. Mentoring: Introducing a mentoring system between local people to connect them as a community. For example using Te Ahu Centre, hubs, and marae as meeting points. 3 5
2. Koha card: Creating a Koha card to record 30 hours community service required from those on a benefit. For example driving kuia and kaumatua to activities to give back to the community. 1 3 4
3. Social services: Collating and developing a directory of social services that are available, and presenting this in the 'Awhi pages', which would be given to locals and be accessible online. 1 2 5

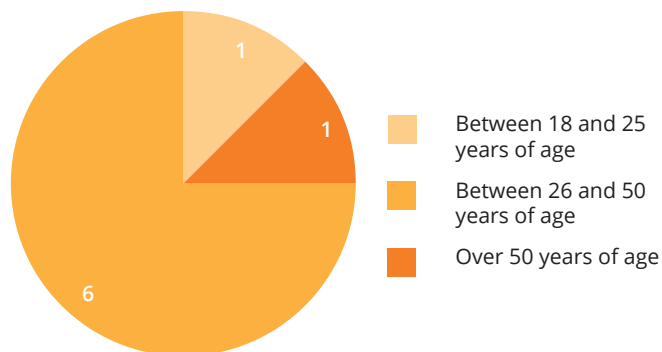
B. Looking at ways to tackle poverty around geographic isolation in the Kaitaia area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'geographic isolation hows' below.

4. Repurposing school buses: Using school buses as public transport during school hours. 3 5
5. Mobile medical centres: Creating mobile medical centres to go to hard to reach places. 1 7
6. Hubs on wheels: Creating hubs on wheels to take services to hard to reach places. For example playgrounds and toys, a library bus and a basic pharmacy. 1 7
7. Internet: Approaching internet and telecommunication providers such as Spark, Vodafone and Chorus to better resource and connect the Far North. 8
8. Landline phones: Reinstating the community and landline phones that were removed based on the assumption that everyone was using mobiles, despite the lack of mobile coverage. 1 1 3 3
9. E-health: Encouraging the community and health professionals to use e-health services to allow isolated people to make use of digital solutions. For example, enabling the communication of patient data between different healthcare professionals and allowing both the requesting of diagnostic tests and treatments and receiving the results to be done electronically. 2 6
10. Internet hubs: Creating internet hubs with satellite broadband to serve and be run by the community (for example in schools, marae, halls). This would allow people to Skype into multiple appointments. 1 7

Key

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

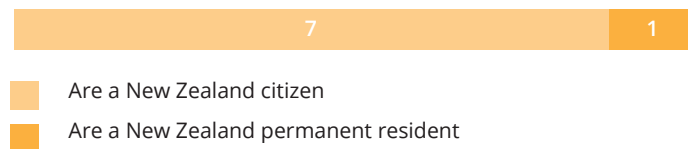
3. What age bracket do you belong to? (8 respondents)



4. Are you ... (8 respondents)



5. To help us understand your answers, can you tell us if you ... (8 respondents)



C. Looking at ways changing the poverty mind-set could better contribute to tackling poverty in Kaitaia, 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 'changing the poverty mind-set hows' below.

11. Education: Making education self-directed and self-ruled, with a focus on consequences and outcomes, by teaching life skills, financial literacy, positive classroom behaviours and mentoring.	2	5	
12. Funding: Ensuring funding to the community is constant rather than sporadic.	2	6	
13. Education in the home: Targeting education in the home, with both student and caregiver, to enable prevention rather than intervention.	2	6	
14. Historical education: Improving historical education, particularly around Te Tiriti o Waitangi, including context around the Treaty and the actual text of the document.	1	1	6
15. Intergenerational mentoring: Implementing a programme where retirees mentor youth on life skills such as budgeting, cooking and gardening. For example Te Hiku Youth Hub.	1	7	
16. Tackling poverty from the ground up: Taking hui about tackling poverty to those who are most severely affected and disenfranchised to gather their perspectives about solutions relevant to them.	3	5	
17. Media strategies: Implementing media strategies to cover aspects such as social media awareness. This will ensure that messages are specific and relevant to the community and will create awareness with print media, radio and TV.	1	1	6
18. Community led: Focussing on engaging the community, and inspiring collective consciousness and responsibility to create systemic change. We need the strong community leaders/movers and shakers to lead community engagement.	2	6	

D. Looking at ways to tackle poverty around grandparents raising grandchildren in the Kaitaia 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 'grandparents raising grandchildren hows' below.

19. Normalising the experience: Normalising the experience of grandparents raising grandchildren by approaching the issues with love and encouragement and letting this understanding show through in the language we use to talk about these situations.	1	7	
20. Wraparound support: Providing wraparound support by assessing the capability of grandparents to ensure that they receive assistance appropriate to their needs, whether that is physical, emotional or financial. For example i) ensuring access to transport services for a grandparent who cannot drive ii) providing counselling services to a grandparent who needs emotional support and also making this available to their family.	2	6	
21. Information and re-education: Providing grandparents with information and re-educating them about available support services, the current education system and the needs of children. For example through using one-on-one case workers and face-to-face meetings.	2	6	
22. Grants: Creating a ward of the state grant with long-term savings potential. For example, through an investment which generates interest.	1	2	5

Key



E. Looking at ways education could better contribute to tackling poverty in Kaitaia, 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 'education hows' below.

23. Rural campuses: Moving away from a supply and demand model of tertiary education by incentivising tertiary institutions to function in both urban centres and rural locations. For example i) By making tertiary education hubs which partner with larger, more-established institutions – these would be essentially smaller versions of universities and would rely on access to internet more than in-person staff ii) By sourcing government funding to write-off debt for tertiary educators who choose to work in rural areas.



24. Post-education employment: Establishing community-led hubs that link education providers and potential employers with the community. This will facilitate networking and encourage a coordinated approach to addressing problems of local employment after education.



25. Vocational skills and apprenticeships: Shifting the focus of education to value vocational skills and apprenticeships. This will ensure that education is relevant for jobs that are available in rural communities. For example, including practical secondary standards and courses in areas such as welding.



26. Pastoral care: Creating a role for a coordinator to provide pastoral care for students transitioning from rural to urban education. These support staff would come from rural communities, so they are better able to understand the needs and culture of rural students.



F. Looking at ways to tackle poverty around Māori in the Kaitaia 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.

27. Civic education: Improving civic education by including Tino Rangitiratanga narratives in the school curriculum. This would help our people find a voice and a purpose, and would also develop Māori leadership to get our people at the table with the decision-makers.



28. Te Reo and Māori history: Making Te Reo and the history of Aotearoa compulsory in teacher training so that educators can pass on a respectful understanding of Māori culture.



29. Māori lens: Changing the perception of Māoridom by adopting a Māori lens and starting a Mātauranga Māori revival. This would improve knowledge of areas such as the Wai 262 claim and wānanga (cultural traditions and tribal lore).



30. Research: Ensuring that research about the Far North is conducted by locals in Kaitaia and is useful for local communities.



31. Māori culture: Changing the drinking and party culture in the Far North and encouraging people to connect back to their Māori culture.



Kaitaia's additional 'hows' from survey comments

- Partnering between community hall committees to share resources (from the 'hubs on wheels' idea).
- Rethinking how we measure educational outcomes.
- Funding treaty-training workshops or teaching land wars history, pākehā settlement, and colonisation and its effects on Māori and pākehā communities in the current curriculum.
- Refocusing on trades and apprenticeships instead of tertiary education.
- Re-establishing private training providers that can connect to wānanga and polytechnics.
- Requiring educators who have immigrated to New Zealand to take a te reo Māori and history of Aotearoa teacher-training course.

Key



Appendix 3: TacklingPovertyNZ Kaikohe post-workshop survey results (2 respondents)

1. What is your connection with Kaikohe?



[Please note numbers refer to the number of respondents]

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

2. Did you attend the TacklingPovertyNZ Kaikohe one-day workshop on 16 September 2016?



- I attended the full day workshop on 16 September 2016.

A. Looking at ways the economy can better contribute to tackling poverty in the Kaikohe 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 'economy hows' below.

1. Community ownership: Increasing community ownership of the local economy by buying from local businesses, promoting local business ownership and through cooperative banking.



2. Collective buying: Forming collective buying arrangements in the community to overcome price increases in the area. Models for this system exist in Italy and Cuba and involve a group of buyers who prioritise people and the environment in their purchasing decisions.



3. Regulating money 'loan sharks': Regulating money 'loan sharks' to stop them preying on the vulnerable.



4. Innovative debt solutions: Exploring innovative ways to package debt such as mortgages, higher-purchase agreements, cash loans, car costs and student loans. This will help break cycles of debt and generational benefit reliance.



5. Removing gambling facilities: Closing down gambling facilities like the pokies in Kaikohe.



6. Stronger regulations for 'big business': By empowering the local council to stand up to 'big business' (such as The Warehouse and other businesses on the Australia/NZ Stockmarket) by imposing stronger regulations, possibly based on the size of the floor plan for the proposed business. The operation of 'big business' in the local community needs to be on the town's terms.



7. Natural resource innovation: Exploring the potentials of natural resource innovation to grow the local economy while also reinforcing shared values of environmentalism and appreciation for the land.



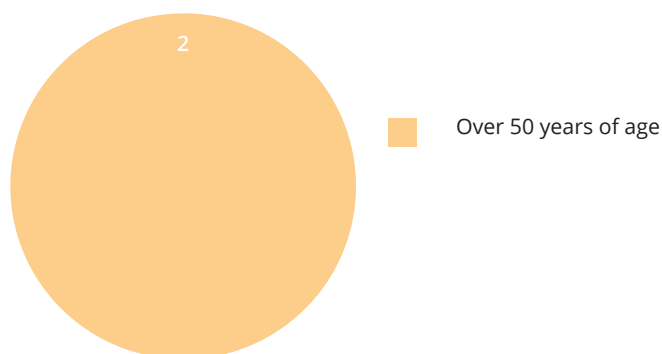
8. Development: Developing older areas of town to stop money leaving the area and going to larger centres, and to reduce the presence of empty buildings which in turn contribute to the poverty mind- set of the town.



Key

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

3. What age bracket do you belong to? (2 respondents)



4. Are you... (2 respondents)



5. To help us understand your answers, can you tell us if you ... (2 respondents)



B. Looking at ways social services and the community could better contribute to tackling poverty in Kaikohe, 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 'social services and the community hows' below.

9. Grassroots community collaboration: Encouraging grassroots community collaboration with networks of likeminded agencies and groups to ensure that local solutions are driven by community members. This will improve resilience and sharing about how to work within constraints.	2
10. Cooperation and shared goals: Changing the culture of social services from a contest approach to one of cooperation and shared goals. This could be achieved by decentralising WINZ and other agencies of importance to allow the sharing of information between professionals, and improve connectivity and accessibility.	2
11. Increase connectivity: Creating an initiative within social services that increases connectivity between providers and consumers so that risk indicators can be identified and acted upon from birth and throughout an individual's adult life.	1 (Interesting) 1 (A really interesting idea)
12. Housing: Increasing the availability of emergency housing.	1
13. Car registration: Providing free car registration for those on the benefit.	1 (Kind of interesting) 1 (Interesting)
14. Benefit following the child: Ensuring the benefit follows the child rather than the parents. This will provide extra support in situations such as grandparents raising grandchildren and children who are constantly on the move from one family member to the next.	2
15. Police force: Increasing the size of the police force to enable around the clock availability in the local area.	2
16. Pastoral care: Providing pastoral care for prisoners on parole to aid their reintegration and reduce the chances of reoffending.	2

C. Looking at ways to tackle poverty around rural isolation in the Kaikohe 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 'rural isolation hows' below.

17. Door knocking: Encouraging door knocking and meetings between neighbours in local communities to facilitate connections and meaningful relationships. Social gatherings could be held at marae or clubrooms.	2
18. In-home visits: Normalising in-home visits by health professionals to reduce the impact of rural isolation and remove barriers to receiving adequate health care.	1
19. Rural bus services: Implementing rural bus services between rural communities and main towns to allow access to services such as medical appointments.	1
20. Roothing network: Improving the quality of the existing roading network in the Far North and evaluating the possibility of expanding it.	2
21. Funding: Securing funding to enable WINZ to supply petrol vouchers for those whose movements are restricted by their location and ability to buy petrol.	1 (Kind of interesting) 1 (Interesting)

Key



D. Looking at ways education could better contribute to tackling poverty in Kaikohe, 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 'education hows' below.

22. Cultural education: Changing the education system to better address culture, spirituality and morality to strengthen a person's wairua (spirit/soul). This will encourage a love of learning and produce creative, critical thinkers and innovators.



23. Research: Using research to understand what forms of education are effective for the community in order to build and develop existing models. For example, research the value of peer education. This is a way of working with available resources to achieve education reform.



24. Long-term, holistic approach: Adopting a long-term, holistic approach to education that encompasses all levels and ages, including in-home education and basic life skills such as gardening and managing personal or household finances, as well as more formal education.



25. Mentoring: Implementing a mentoring system for those who are struggling in the existing education system.



26. Diversify teachers: Ensuring that teachers are diverse enough to engage and provide strong role models for their students who are in the process of developing their own identities and may also have one or more parent absent from their lives. This will reduce the creation of 'educational refugees' – students who drop out when transitioning from primary to secondary or from secondary to tertiary education.



27. Remove labels: Educating teachers about the power of labelling their students and ensuring that they value the potential of their students regardless of those students' backgrounds. This will help combat the erosion of self-esteem and resulting problems including mental health issues like depression and suicide, addiction problems and involvement in the criminal justice system.



28. Accountability: Increasing accountability in the teaching profession to ensure that teachers are evaluated based on the visible outcomes in the lives of their students, rather than just focussing on test scores of questionable relevance.



29. Participation: Increasing participation in early childhood education to strengthen family and community ties, providing one-on-one personal connections and creating networks of support. This is modelled in Te Kohekohe, which benefits from a focus on the positive and a hands-off approach by the Ministry of Education.



30. Driving lessons: Teaching driving in schools so that students can get their license. This will help combat geographic isolation and reduce the rate of 'behind the wheel' offences.



Key

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

E. Looking at ways to tackle poverty around health in the Kaikohe 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 hows' below.

31. Mobile health facilities: Establishing mobile GP centres in high schools to facilitate greater access for those who may only travel to town for school.	2	
32. Elderly: Providing special support for the elderly and those with age related illnesses.	2	
33. Remove liquor stores: Making alcohol unavailable in Kaikohe by closing down liquor stores in the area.	1	1
34. Mental health support and counselling services: Increasing the availability of mental health support and counselling.	1	
35. Living conditions: Prioritising the improvement of living conditions to stop the spread of preventable diseases such as MRSA (Methicillin-resistant Staphylococcus aureus). This would also improve the rates at which developmental milestones	1	1
36. Healthy lifestyles: Creating education programmes about living healthy lifestyles, to reduce the risk of issues such as diabetes.	1	1

Kaikohe's additional 'how' from survey comments

- Auditing/monitoring social services to overcome the 'tick box' mentality of some social services.

Key

Appendix 4: TacklingPovertyNZ Kaitia workshop programme



TacklingPovertyNZ Kaitia Workshop Programme

Thursday, 15 September 2016

Location: Te Ahu, Corner Matthews Ave & South Road, Kaitia

Time	Event	Content	Speakers and Guests
9.00 – 9.25 am	Coffee and Tea	Registration	
9.25 – 9.30 am	Noho	Everyone takes their seats	Hosts and visitors
9.30 – 9.45 am	Himene Karakia Whakatau Waiata Whakautu Waiata	Opening hymn Blessings for the day Welcome mihi Song Reply mihi Song	Minister Support Local Minister Host Kaumatua Kaumatua Support Visitor Kaumatua Kaumatua Support
9.45 – 10.15 am	Whakapuare Apiha Kaiwhakahaere Session 1: Welcome	- Official Welcome - Facilitator and Acknowledgements (guest speakers etc.) - Health and Safety and agenda	Mayor Hon John Carter Wendy McGuinness Wendy McGuinness
10.15 – 10.35 am	Session 2: Youth Presentation	- Participants from the 2015 <i>TacklingPovertyNZ</i> Workshop present their booklet. The booklet outlines their proposals for policy change.	Matthew Bastion Lisa Jagoe Alexander Jones Apurva Kasture Tara Officer Brad Olsen
10.35 – 12.45 pm	Session 3: A National & Local Perspective NB: Includes morning tea from 11.00 am	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) Blair Peters Kiwi Advocacy Kaimahi, Te Rarawa and FNDC Youth Council (10 mins) Ebba Raikes FNDC Youth Council and Registered Nurse (10 mins) Deidre Otene General Manager, The MOKO Foundation (10 mins)
12.45 – 1.45 pm	Lunch Stream A: Students	Q & A with Dr Girol Karacaoglu	Dr Girol Karacaoglu (Students TBC)
12.45 – 1.15 pm	Lunch Stream B: Participants	- Networking and voting on key issues <i>Exercise 2 continues</i>	Speakers and participants
1.15 – 3.45 pm	Session 4: Challenges and opportunities Observations – the presentation and discussion paper	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 - Groups work towards public presentation	
3.45 – 4.00 pm	Coffee and Tea		
4.00 – 5.00 pm	Session 5: Finale followed by refreshments	- Finale presentation	

Appendix 5: TacklingPovertyNZ Kaikohe workshop programme



TacklingPovertyNZ Kaikohe Workshop Programme

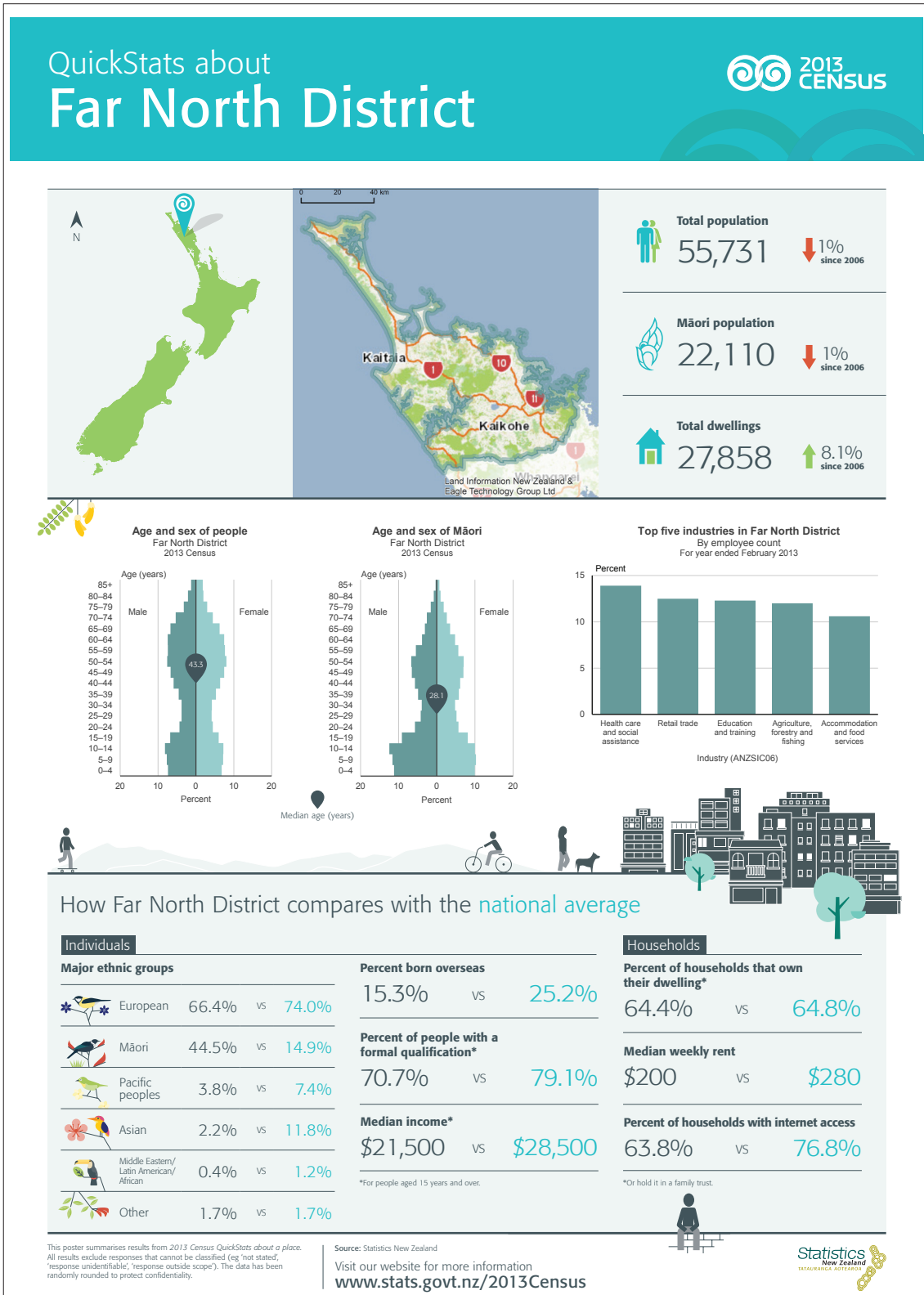
Friday, 16 September 2016

Location: Kaikohe Memorial Hall, Memorial Ave, Kaikohe

Time	Event	Content	Speakers and Guests
9.00 – 9.25 am	Coffee and Tea	Registration	
9.25 – 9.30 am	Noho	Everyone takes their seats	Hosts and visitors
9.30 – 9.45 am	Himene Karakia Whakatau Waiata Whakautu Waiata	Opening hymn Blessings for the day Welcome mihi Song Reply mihi Song	Minister Support Local Minister Host Kaumatua Kaumatua Support Visitor Kaumatua Kaumatua Support
9.45 – 10.15 am	Whakapuare Apiha Kaiwhakahaere Session 1: Welcome	- Official Welcome - Facilitator and Acknowledgements (guest speakers etc.) - Health and Safety and agenda	Mayor Hon John Carter Wendy McGuinness Wendy McGuinness
10.15 – 10.35 am	Session 2: Youth Presentation	- Participants from the 2015 <i>TacklingPovertyNZ</i> Workshop present their booklet. The booklet outlines their proposals for policy change.	Matthew Bastion Lisa Jagoe Alexander Jones Apurva Kasture Tara Officer Brad Olsen
10.35 – 12.45 pm NB: Includes morning tea from 11.00 am	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) Jim Luders Principal Northland College (10 mins) Deidre Otene General Manager, The MOKO Foundation (10 mins) Mark Anderson Chair Kaikohe Business Association (10 mins) Tania McInnes Chair Kaikohe Social Sector Trial, FNDC Deputy Mayor (10 mins) Kelly Yakas Ngā kākano puāwai o Kaikohekohe (10 mins)
12.45 – 1.45 pm	Lunch Stream A: Students	Q & A with Dr Girol Karacaoglu	Dr Girol Karacaoglu (Students TBC)
12.45 – 1.15 pm	Lunch Stream B: Participants	- Networking and voting on key issues <i>Exercise 2 continues</i>	Speakers and participants
1.15 – 3.45 pm	Session 4: Challenges and opportunities Observations – the presentation and discussion paper	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 - Groups work towards public presentation	
3.45 – 4.00 pm	Coffee and Tea		
4.00 – 5.00 pm	Session 5: Finale followed by refreshments	- Finale presentation	

Appendix 6: QuickStats about the Far North

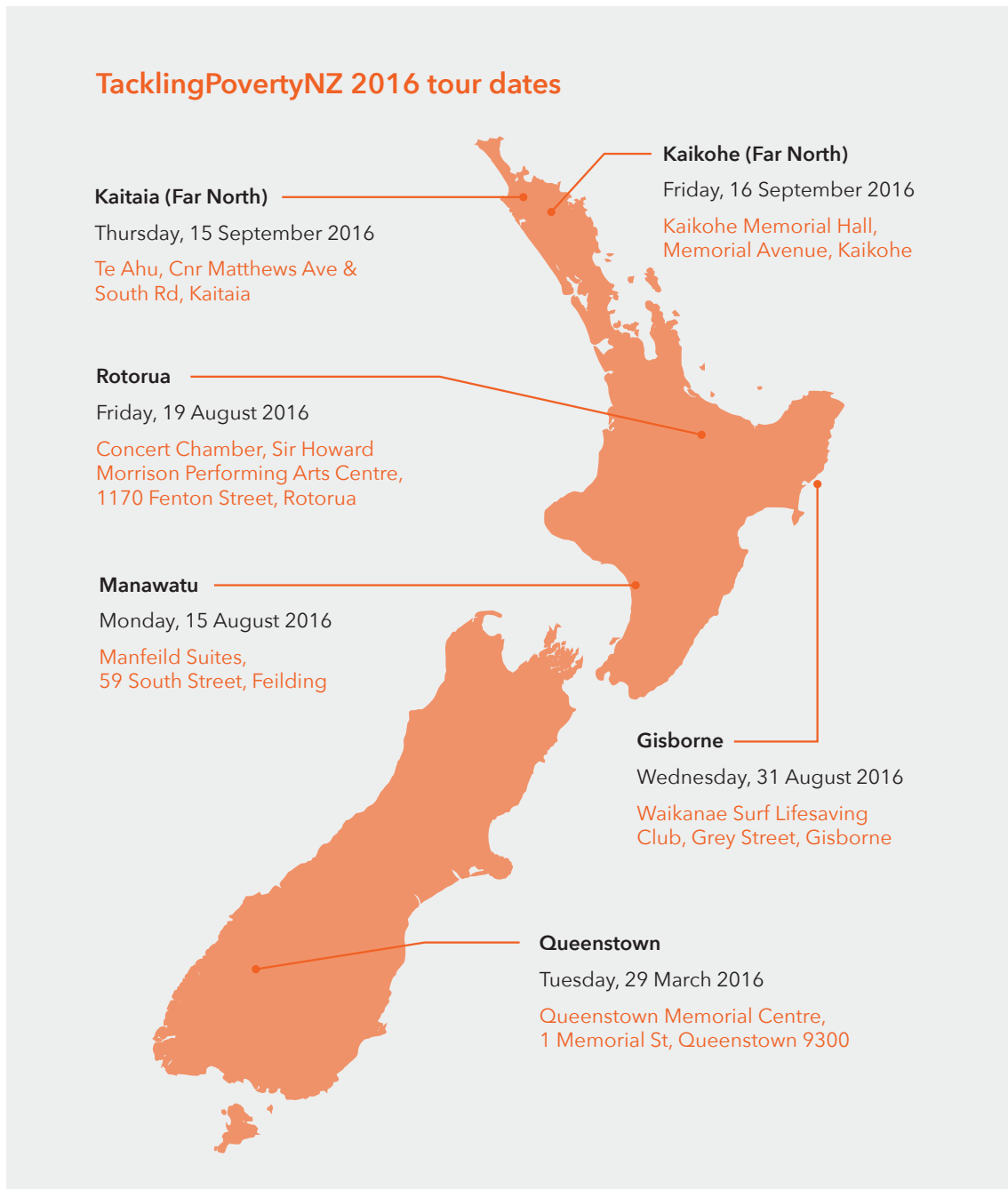
Source (Statistics New Zealand, 2013e)



This poster summarises results from 2013 Census QuickStats about a place. All results exclude responses that cannot be classified (eg 'not stated', 'response unidentifiable', 'response outside scope'). The data has been randomly rounded to protect confidentiality.

Source: Statistics New Zealand
Visit our website for more information
www.stats.govt.nz/2013Census

Appendix 7: TacklingPovertyNZ tour dates



Please cite this publication as:

McGuinness Institute (2016). *Discussion Paper 2016/05 – A Far North Perspective On Tackling Poverty*. [online]
Available at: 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)