Response Form

In response to Request for Proposals

by: Ministry of Social Development
for: The Generator
ref: 17.113.01
Date of this Proposal: 01.03.2018

1. About the Respondent

Our profile

This is a Consortium Proposal, by WellbeingNZ and McGuinness Institute Limited (together the Respondents) to supply the Requirements.

Item	Detail
Trading name:	McGuinness Institute Limited
Full legal name (if different):	McGuinness Institute Limited
Physical address:	Level 2, 5 Cable Street, Wellington, New Zealand, 6011
Postal address:	PO Box 24222, Manners Street, Wellington, New Zealand, 6142
Registered office:	Level 2, 5 Cable St, Wellington, New Zealand
Business website:	http://www.mcguinnessinstitute.org/ / www.wellbeingnz.net
Type of entity (legal status):	NZ Limited Company
Registration number:	Company number: 1538950 NZ Business Number: 9429035262381 Charities Registration Number: CC21440
Country of residence:	New Zealand
GST registration number:	089-169-003

Our Point of Contact

Item	Detail
Contact person:	Wendy McGuinness
Position:	Chief Executive
Phone number:	04 499 8888
Mobile number:	+64 21 781 200
Email address:	wmcg@mcguinnessinstitute.org

 WellbeingNZ

2. Response to the Requirements

Pre-condition

#	Pre-condition	Meets
1.	We are looking for one organisation, consortium or collective to manage The Generator across New Zealand. We are not intending to break this up into small contracts. Is your organisation, consortium or collective willing and capable to host and manage The Generator as a New Zealand-wide initiative?	Yes

Overview of our solution

We have created a consortium that is national in its approach; its members stretch from the Far North to Christchurch. Consortium members in local government will operate throughout New Zealand and accounting offices for the Consortium (BDO) are regional, with 16 locations throughout the country. The Consortium also has many different cultures to draw upon including Māori, Pasifika, English, Turkish and Chinese. Some members of the Consortium are fluent in a number of languages other than English, including Māori, Samoan, French, Cantonese and Turkish. The skillsets of members are also diverse, covering a range from technical data to people skills, from grassroots action to academia and from thinking to doing. Lastly, we have sought to create a diverse gender and age balance. We note that the McGuinness Institute workshops have generated a cohort of over 300 young people between the ages of 18 to 30 located throughout New Zealand, many of whom are likely to want to support this initiative. Furthermore, the Institute is in the early stages of creating a Pasifika workshop for young people at the end of 2018 (on Pasifika futures), which will further add to the cohort.

Questions relating to the evaluation criteria

1. Organisational Alignment to The Generator	Weighting 10%

Describe your organisation (or each organisation in a collective or consortium) and its work, including your vision and kaupapa, your strategic plan, your governance arrangements and the services you currently deliver.

(Note: This question is not weighted)

The WellbeingNZ Consortium is a multidisciplinary team made up of national and international organisations and experts, each individual Consortium member with a proven track-record in their respective roles. The extensive experience and specific expertise of individual members will together provide a critical knowledge base that will greatly enrich and broaden understanding of financial resilience and preventative community action initiatives, while providing enduring tangible benefits to New Zealand communities.

Mission statement

"The Consortium is a think-and-do tank, with a strong emphasis on the doing. WellbeingNZ is focused on working with communities to identify tangible and measurable initiatives that those communities and/or others can bring to fruition. We will explore innovative ways of tackling issues in tandem with communities, focusing on connecting and empowering that specific community. All key issues, priorities and actions will be defined by the communities themselves. The Consortium will endeavour to bring experiments and experience from throughout New Zealand, and around the world, together in order to build capability and connect people, organisations and resources. In doing this, the Consortium recognises New Zealand's unique identity and our place in the Pacific."

Contributions of individual WellbeingNZ Consortium members

Wendy McGuinness (Co-chair): Having founded the McGuinness Institute in 2004, Wendy has spent the last 14 years analysing the development and implementation of public policy in New Zealand. Since 2012, the McGuinness Institute, in collaboration with the New Zealand Treasury, has facilitated workshops on public policy issues that are strategic, complex, and long-term in nature. Of particular note to the Consortium is Wendy's work establishing the *WakaNZ*, *TalentNZ* and *TacklingPovertyNZ* initiatives.

Dr Girol Karacaoglu (Co-chair): As the Head of the School of Government at Victoria University, Girol brings to the Consortium a focus on integrated approaches to economic, environmental and social policies for improving intergenerational well-being. Through his previous role as the Chief Executive of the New Zealand Treasury, Girol is noted for his leadership in developing the Living Standards Framework (LSF).

Dame Diane Robertson: In Diane's current role as Chair of the Data Futures Partnership Working Group, her focus is on enabling organisations to collect and use data to facilitate better outcomes for clients. Of particular note to the Consortium is her work on the Auckland City Mission's Family 100 research project. In addition, she is currently a member of the New Zealand Government's Vulnerable Children's Board.

Steve Chadwick: As the Mayor of Rotorua since 2013, Steve spearheads a committed council and community working collaboratively to see the Rotorua District grow and flourish. Steve brings to the Consortium her extensive experience in both local and central government (including 12 years as a Member of Parliament in which she held the roles of Associate Minister of Health, Minister of Conservation and Minister of Women's Affairs).

John Carter QSO: As Mayor of the Far North District since 2013, having held previous roles as New Zealand's High Commissioner to the Cook Islands, and as a Member of Parliament for 24 years, John brings a wealth of local and national governance experience to the Consortium.

Meng Foon: As Mayor of Gisborne since 2001, Meng brings his extensive experience in leadership and governance positions for a number of local and national committees to the Consortium. He is fluent in English, Cantonese, and Māori.

Lee McCauley (Behavioural Insights Team): Lee and the Behavioural Insights Team (BIT) bring to the Consortium global expertise in the application of behavioural sciences to policy and decision-making. BIT are focused on making public services more cost-effective and easier for citizens to use, improving outcomes by introducing a more realistic model of human behaviour to policy, and enabling people to make 'better choices for themselves'.

Conal Smith: Having worked on the policy applications of well-being measures in New Zealand, the OECD, and the developing world, Conal brings his strong expertise in developing and applying well-being measures to public policy issues.

Sacha McMeeking (Kāi Tahu)**:** As the head of Aotahi, the School of Māori and Indigenous Studies at the University of Canterbury, Sacha brings a serial entrepreneur's approach to working with and for Iwi Māori.

Dr Carwyn Jones (Ngāti Kahungunu)**:** As a senior lecturer in the Faculty of Law at Victoria University of Wellington, Carwyn is an academic leader on the Treaty of Waitangi and legal issues affecting Māori and other indigenous peoples.

Dr Mike Reid: As a Principal Policy Advisor at LGNZ, Mike brings to the Consortium his experience across a diverse range of policy areas including local governance, elected member development, legislative change, social policy, relationships with Māori and local democracy.

Gina Lefaoseu: As Deputy Principal of the Holy Family School and the programme manager of The Family So'otaga, Gina brings her grassroots leadership experience in empowering parents and families within the New Zealand education system.

Executive team

Chief Executive Officer: On commencement of the contract, the Consortium governance team will nominate a list of experienced individuals to be considered for the position of CEO. Until this position is appointed, Jessica Prendergast has agreed to lead this project during the establishment phase.

Project Leader: Jessica Prendergast brings over 10 years of international experience in leading both public and private sector assignments. She was previously Head of Research at the McGuinness Institute, before going overseas to work as a consultant in Germany.

Chief Financial Officer: It has been agreed that BDO New Zealand will undertake the CFO role, meeting all financial responsibilities. The key partner involved would be Rachel Farrant who is based in Wellington. BDO bring their strong financial expertise to the Consortium as one of New Zealand's largest network of independently-owned accounting practices as well as being a leading global accountancy and advisory organization. This firm was selected as we already have an ongoing professional working relationship and they have the best geographical representation in New Zealand. BDO has 16 regional offices throughout New Zealand, 800 plus staff and 89 partners. We believe this will be a significant asset when testing out the model in stage 2 and expanding the model in stage 3. We would also be looking to BDO to provide assurance over funds spent, report on outcomes achieved and build financial capability within the community.

Chief Technology Officer: On commencement of the contract, the Consortium governance team will interview a list of experienced individuals to be considered for the position of CTO.

Generator Manager: On commencement of the contract, the CEO, with the Mayor of the target community, will interview a list of experienced individuals to be considered for the position of Generator Manager.

With above in mind, tell us why your organisation (or collective / consortium) is interested in hosting and managing The Generator?

If you are a collective or consortium of more than one organisation, please *demonstrate and evidence* how this will work and what roles you will each play, including how you will manage the relationship and any difficulties that may arise.

Interest in hosting and managing The Generator

Our interest in hosting and managing The Generator is to support New Zealand communities to overcome poverty with their own solutions. Our series of *TacklingPovertyNZ* regional one-day workshops hosted throughout New Zealand in 2016 used a blank-canvas approach, simply asking each community to list how they would tackle poverty. This work taught us that empowering communities requires a new way of conceptualising the problems, and therefore the design and implementation of the solution(s).

Over the six workshops the communities identified 240 practical, tangible solutions for poverty in their region, which we called 'hows' (see Appendix 1A for a summary; a full report of each of the 240 'hows' identified is also available). When we analysed each community, we found that they were all different. For some, these differences arose because of the unique challenges in the community but for others it was because of the level of leadership or support that had been provided. What was clear was that a standard approach would not be effective; each community has a very diverse list of initiatives they would like to see actioned in their community (see Appendix 1B for the differences between Queenstown, Rotorua, Manawatu, Gisborne, Kaitaia and Kaikohe). The second significant finding of the workshops was that many communities' solutions or 'hows' were not about survival or security (what we called sustaining factors) but were more focused on building self-empowerment for both individuals and communities (what we called empowering factors). This reminded us of the proverb "Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime."

The goals of the Generator align closely with what we found to be missing: ways to not only get people out of poverty but to ensure they stay out of poverty. We have taken the four goals of the Generator and produced the following diagram. It aligns closely with the empowering factors outlined in Appendix 1A, with Conal Smith's think piece (Appendix 2) and the underlying approach being adopted at the Holy Family School in Cannons Creek, Porirua (Appendix 3).
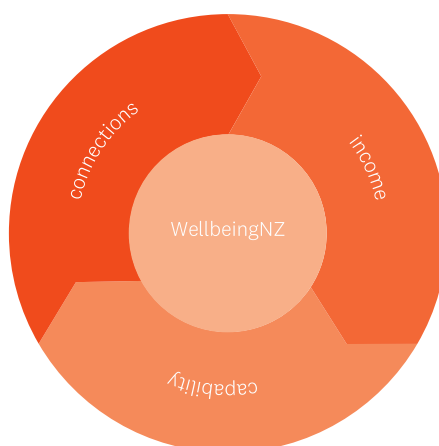
For each target community the Consortium focuses on, the community itself must be substantially involved in the identification of the specific problems, as well as the design of the solutions. Given that each community has its own unique ecosystem, we do not consider a silo-based approach to solving poverty and empowering communities to be realistic. For example, a focus on mental health, financial literacy or housing in isolation is not enough. You cannot make a more resilient community without understanding what else is happening in the community and building capability from within. From our experience, communities develop their own social norms and you need to be invited in as part of the community in order to make any long-lasting impact. This led to the implementation plan we have laid out in section 3, which explains why we have chosen three initial target communities.

Organisational structure and managing relationships
The Consortium's role is as administrator (e.g. employing the CEO and ensuring report writing/website/IT platform meets their purpose), providing assurance, providing advice to communities (e.g. on entrepreneurship/measures), signing off/managing funds/grants and being the communication bridge between each Generator, MSD and the public. Of particular importance will be sharing results and analysing what has and has not worked and why.

The CEO will run the day-to-day operations. Other than reporting and financing, these operations will largely be decentralised. The CEO will accept full accountability and the Consortium will work in close collaboration with MSD to drive the Generator's vision.
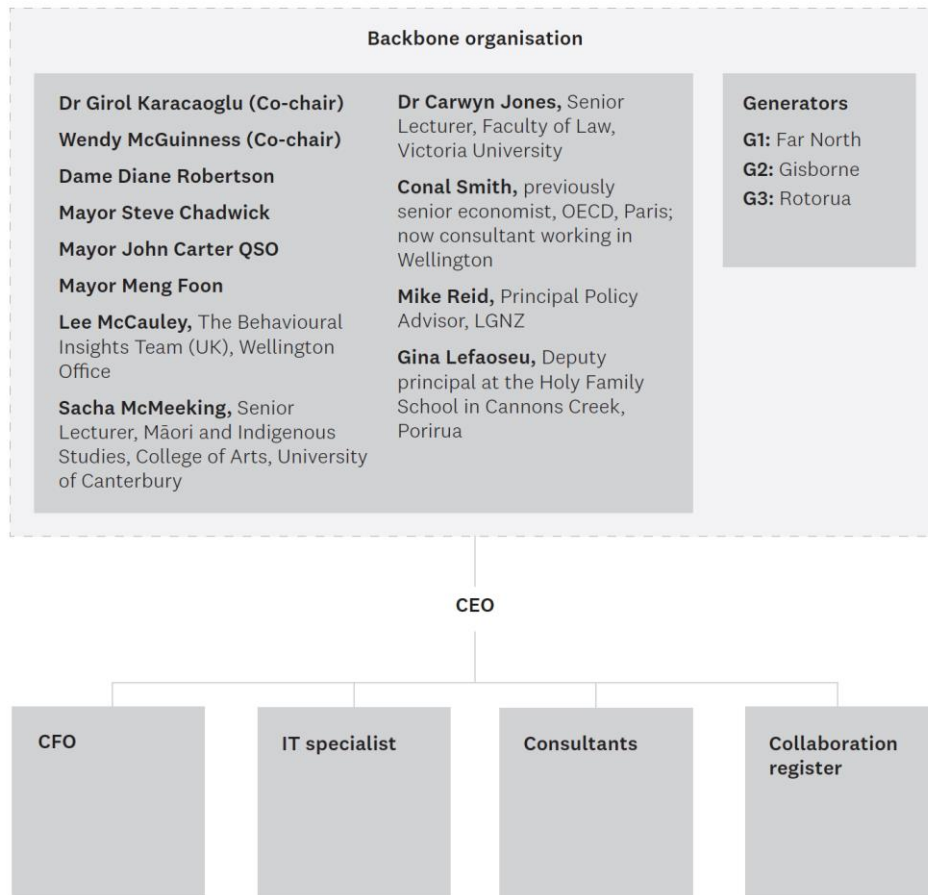
Each initial target community will have a full time facilitator living locally. At this stage we envisage this person will report directly to the Mayor in each target community, as well as to the CEO in Wellington. The facilitators' roles will be to connect and build capability in the target community, to help identify investment opportunities and to report back on results. BDO would work with this person at a local level to help with reporting and accountability. We are also interested in building a regional relationship with KiwiBank in the establishment phase (stage 1), both in terms of managing funds and providing expertise to the Generator Manager.

We expect there will be challenges but we believe this is an experienced team with a clear vision. Many of the members of the Consortium have experience in coordinating complex, multi-supplier projects in both the private and public sector, and are accustomed to following tight timelines while delivering high-quality results. Members of the Consortium have established working relationships from previous collaboration on various projects (see diagram in section 6. Networks, relationships and building partnerships).

Upon completion of the pilot phase of the project in early 2021 (see the implementation plan in section 3), BIT will be commissioned to produce a publicly-available evaluation report. We see this as a mutual opportunity to pause and review the work to date and revisit how we might work together going forward (if at all). Like MSD, we do not want to commit to five years if we think this is not working or if we think there is a better way forward.

At present, the organisation structure of WellbeingNZ is relatively fluid due to the Consortium being in the development stage. Accordingly, given that our organisation structure is still evolving and taking shape, we are submitting this proposal under the auspices of the McGuinness Institute. However, in the short- to medium-term, in close discussion with the governance team (and with MSD if the opportunity arises), WellbeingNZ may be established as a stand-alone organisation. Although not yet established as a stand-alone legal entity, the Consortium has been formed with a committed group of members, with an agreed upon mission statement, and a website – www.wellbeingnz.net.

Organisational structure

Backbone organisation

Dr Girol Karacaoglu (Co-chair)

Wendy McGuinness (Co-chair)

Dame Diane Robertson

Mayor Steve Chadwick

Mayor John Carter QSO

Mayor Meng Foon

Lee McCauley, The Behavioural Insights Team (UK), Wellington Office

Sacha McMeeking, Senior Lecturer, Māori and Indigenous Studies, College of Arts, University of Canterbury

Dr Carwyn Jones, Senior Lecturer, Faculty of Law, Victoria University

Conal Smith, previously senior economist, OECD, Paris; now consultant working in Wellington

Mike Reid, Principal Policy Advisor, LGNZ

Gina Lefaoseu, Deputy principal at the Holy Family School in Cannons Creek, Porirua

Generators

G1: Far North

G2: Gisborne

G3: Rotorua

CEO

CFO	IT specialist	Consultants	Collaboration register

Note:

Stage 2 would focus on Gisborne, Rotorua and the Far North.

Stage 3 would potentially focus on creating Generators in Christchurch, Dunedin, Manawatu, Porirua, Wellington and Kaikōura. The McGuinness Institute has existing relationships with the mayors and councils in each of these areas. The McGuinness Institute has hosted either a *TalentNZ* workshop or a *TacklingPovertyNZ* workshop in these areas, with the exception of Porirua. In this case, the relationship with the mayor is through the The Family So'otaga (which means connecting with families). See McGuinness Institute *Think Piece 27*.

For the purposes of this proposal, the McGuinness Institute will act as the backbone organisation. All those listed are either patrons or associates of the McGuinness Institute. If our proposal is accepted by MSD, this structure will be redesigned in such a way to meet any and all specific legal requirements that MSD may have.

WellbeingNZ

Overcoming challenges and mitigating risks

We identify challenges as potential disruptive issues that will have to be managed and overcome during the course of the project plan. We consider risks to be potential issues that need to be prepared for throughout the project plan and for which detailed mitigation strategies need to be put in place. We plan to update this risk register and run through it with MSD at our inception meeting, and regularly thereafter throughout the terms of the commission.

Risk/challenge	Risk or challenge	Likeli-hood	Severity	Potential impact	Mitigation
Being overwhelmed with people wanting to contribute throughout the country	Risk	High	High	Being under-resourced leading to over-promising and under-delivering.	Developing a pilot stage first; targeting three communities and managing the process through the mayors. Being clear about expectations, "this is an experiment with limited funds".
MSD and/or the Consortium focusing on reporting rather than acting	Risk	High	High	Not taking risks and therefore failing slowly	Be realistic, develop a culture of trust and understanding that experiments sometimes fail. Be confident that we are simply giving something a go.
The media arguing that we are experimenting on "poor people"	Risk	High	High	Closing the Generator	Being clear this is additional to current measure already supporting at-risk communities, being clear the mayors support this, being clear the status quo is not working.
Successful management of a 'fresh' organisation for running operations	Challenge	Low	High	Budget or programme overrun	The project will be first run as a pilot in three self-selected communities. This will give the freshly established organisation time to develop and learn along with the programme.
Managing a high-level group of Consortium members to deliver results	Challenge	Low	High	Budget or programme overrun	The enactment of strong governance and reporting structures will help to ensure that roles and responsibilities are clearly defined and managed, with the CEO taking ultimate accountability for project outcomes.
Failure to outline or achieve manageable tasks within the programme	Risk	Low	High	Budget or programme overrun	Employing a very good CEO. Developing a pilot stage first, before scaling up. Prioritising tasks, tracking progress through monthly project plan updates in the first 12 months with the MSD project representative. Then moving to 3 monthly meetings.
Outcomes do not meet MSD expectations, perhaps due to a misunderstanding	Risk	Low	Moderate	Budget or programme overrun	Prioritising tasks, tracking progress through monthly project plan updates in the first 12 months with the MSD project representative, then moving to 3-monthly meetings.

between MSD and the Consortium					
Low buy-in from target communities	Challenge	Low	High	Temporary delay of outcomes	Mayors from the three initial pilot communities, as well as our work with *TacklingPovertyNZ* provides a sufficient number of contact persons, maximising our chances of getting strong community buy-in.
All communities that will be included in pilot phase of The Generator are located in the north of the North island	Challenge	High	Medium	Perceived bias	Communities are selected on the level of hardship, as opposed to geographical location and this will be clearly communicated in all publicly available material.

2. Organisational Expertise and Capability	Weighting 30%

Demonstrate and evidence that your organisation (or your collective / consortium) has the organisational expertise and capability relevant to The Generator. Include the following, which are listed in order of priority:

1. Community-led development, community enterprise, social enterprise, Māori development, Pacific Peoples development.
2. Managing a national level programme, service or initiative of similar size and complexity, including a governance structure and staff.
3. A strong reputation that attracts high caliber talent in areas relevant to The Generator.
4. Evidence based practice, research, evaluation and monitoring.
5. Managing funding, grant-making and social impact investing.
6. Building and operating an I.T. platform.
7. Financial resilience and / or poverty reduction.

Organisational Expertise and Capability

The table below demonstrates the strong expertise that individual members bring to the WellbeingNZ Consortium. Evidence of expertise is detailed in the individual Consortium member biographies on the following pages.

Expertise and capability	WellbeingNZ Consortium members												Backbone Organisation		
	Steve Chadwick (Rotorua Mayor)	John Carter (Far North Mayor)	Meng Foon (Gisborne Mayor)	Wendy McGuinness (McGuinness Institute)	Lee McCauley (Behavioural Insights Team)	Girol Karacaoglu (School of Government)	Conal Smith) (School of Government)	Diane Robertson (Data Futures Partnership)	Dr Carwyn Jones (Victoria University)	Sacha McMeeking (Canterbury University)	Mike Reid (LGNZ)	Gina Lefaoseu (Holy Family School)	CFO (Rachel Farrant, BDO)	CTO	CEO
Community-led development, community enterprise, social enterprise, Māori development, Pasifika development.	X	X	X	X	X	X	X	X	X	X	X	X	X		X
Managing a national level programme, service or initiative of similar size and complexity, including a governance structure and staff.	X	X	X	X	X	X	X	X	X	X	X		X	X	X
A strong reputation that attracts high calibre talent in areas relevant to The Generator.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Evidence-based practice, research, evaluation and monitoring.				X	X	X	X	X	X	X		X	X	X	X
Managing funding, grant-making and social impact investing.	X	X	X	X	X	X	X	X	X	X	X	X	X		X
Building and operating an I.T. platform.					X		X	X						X	
Financial resilience and/or poverty reduction.	X	X	X	X	X	X	X	X	X	X	X	X	X		X

Wendy McGuinness is the founder and chief executive of the McGuinness Institute. Originally from the King Country, Wendy went on to study at Manukau Technical Institute (gaining an NZCC), University of Auckland (BCom), University of Otago (MBA), Massey University (completing a range of environmental papers) and Harvard (completing the Executive Programme on Driving Corporate Performance). In 2009 she received a fellowship from the NZICA, becoming a Fellow Chartered Accountant (FCA) for outstanding contribution to the accountancy profession and service to the community. Specialising in risk management, she prepared the 1988 report *Implementation of Accrual Accounting for Government Departments* for the New Zealand Treasury. Wendy has worked in both the public and private sectors specialising in public sector reporting, risk management and future studies. In 2004 she established the Institute as a way of contributing to New Zealand's long-term future. She continues to be fascinated by the development and implementation of public policy, in particular how New Zealand might secure its future in the long-term and in doing so, how New Zealand might become an exemplar for the world. Of particular note is her work establishing the *TalentNZ* and *TacklingPovertyNZ* initiatives.

Dr Girol Karacaoglu is the Head of the School of Government at Victoria University. Girol was previous the Chief Economist at the New Zealand Treasury, Wellington between November 2012 and September 2016. His role at the Treasury was to provide strategic leadership on broad economic policy issues, in particular fiscal and monetary policy settings, and New Zealand's international linkages. The Chief Economist role is critical to championing and lifting the quality and capability of the Treasury's economic advice. While at the Treasury, Girol is particularly noted for his leadership in developing the Living Standards Framework (LSF). Girol went to the Treasury from The Co-operative Bank, where he was Chief Executive for nine years. His previous roles include General Manager at Westpac NZ, Chief Economist at the National Bank of NZ, and lecturer in economics at Victoria University of Wellington. He has a PhD in Economics and an MBA, and is fluent in French and Turkish.

Dame Diane Robertson, as the Chair of the Data Futures Partnership Working Group has been focusing over the past few years on enabling organisations to collect and use data to facilitate better outcomes for clients. Diane is also a member of the New Zealand Government's Oranga Tamariki Board and Chair of the Goodman Fielder Cares Trust. Of particular note is her work on the Auckland City Mission's '*Family 100'* research project, during her time as CEO from 1993 to 2015. Diane has a background in teaching, as well as being a registered counsellor, family therapist and group facilitator, and has a history of management of social services and development of new services. Working with individuals and groups has ensured that her systems approach focus is underpinned by an understanding of and care for individuals.

Steve Chadwick was elected mayor of Rotorua in 2013 and has spearheaded a committed council and community working collaboratively to see the Rotorua District grow and flourish ever since. Their vision is 'Tatau tatau - we together'. From 2012 to 2013, Steve worked as a business consultant for health, conservation and democratic governance. Many of her projects were under the auspices of the United Nations in New Zealand, Asia and the Pacific. In 1999, she ran a successful campaign for Labour and became the Member of Parliament for Rotorua. Steve's career in Central Government spanned twelve years, including three years as a List MP. During this time, she held the portfolios of Associate Minister of Health, Minister of Conservation and Minister of Women's Affairs. Her proudest achievements include sponsoring the Smoke Free Environments Act and securing funding ($72 million) for the clean-up of Rotorua lakes. From 1996 to 1999, Steve was a councillor on Rotorua District Council, chairing the Social Services Committee. Steve is also a qualified midwife, whose career in midwifery began at Hutt Hospital and extends beyond New Zealand to include senior nursing roles in London and Papua New Guinea. Most of her nursing was at Rotorua Hospital, where she held a variety of positions including Manager of Women, Child and Family Services, and Client Services Director at Lakeland Health Crown Health Enterprise. Her community achievements include establishing the first family planning clinic in Rotorua, helping to establish the first Women's Refuge in Rotorua, and the Rotorua School for Young Parents.

John Carter QSO has been the Mayor of the Far North District since 2013. He was appointed New Zealand's High Commissioner to the Cook Islands from 2011 to 2013. Elected as National Party Member for the Bay of Islands electorate in 1987, John served as a Member of Parliament for 24 years. John has held various executive positions in the National Party since 1980, and he chaired the Bay of Islands electorate committee from 1982 to 1987. Prior to that, from 1985 to 1987, John was an Auckland divisional councillor. John has always found being involved in the community highly satisfying. In the Hokianga, he was chairman of the Hokianga Community Health Committee, as well as being involved with the Te Kuiti and Rawene Lions' Clubs, and serving on the Rawene Primary School committee.

Meng Foon has been Mayor of the Gisborne District Council since 2001. He has a background in horticulture, retailing, marketing, investment and governance. Meng was first elected to the Gisborne District Council in 1994 and he continues with an open door policy much appreciated by his community. Meng is on a number of local and national committees in the governance area, as he likes to envision and grow organisations to better serve their constituents. As Chair of the The Treaty of Waitangi Day Funding Committee, Meng enjoys the insight he gains into community activities, promoting community harmony in our country. His role on the New Zealand Rugby League Board (about which he is passionate) ensures that "grassroots" voices are present at the table.

Lee McCauley joined the Behavioural Insights Team (BIT) in April 2016, and is currently a Senior Advisor leading the BIT's work in New Zealand. Lee has delivered projects for clients including the Ministry of Social Development, the New Zealand Customs Service and the Ministry for Primary Industries. He previously worked at the New Zealand Treasury where he helped create the cross-agency community of practice in behavioural insights, as well as leading on international strategy and working on the Christchurch rebuild. Lee also has over 10 years' experience working in defence policy, operations and finance in the UK and New Zealand.

Conal Smith is a Senior Associate at the Institute of Governance and Policy Studies. He is an economist with interests spanning the economics of well-being, social capital and trust, and social policy more generally. His current research areas include the impact of trust on economic growth, assigning values to intangible costs and benefits, and applying well-being measures to public policy questions. Conal has worked as a senior economist at the OECD where he led the development of the first international guidelines on the measurement of subjective well-being (2013) and trust (2017), as well as the OECD's first well-being-themed country report. He has worked on the policy applications of well-being measures in New Zealand, the OECD, and the developing world and, in 2014, co-taught the first formal course in well-being economics at the Paris Institute of Political Studies. Conal has also worked in managerial and senior policy roles in a range of different New Zealand government agencies. In 2017 the McGuinness Institute engaged Conal to prepare an independent reflection on the 2016 *TacklingPovertyNZ* regional workshops, resulting in the publication of *Think Piece 26 – Doing Something About Poverty in New Zealand*, which discusses seven proposals for addressing poverty in New Zealand.

Sacha McMeeking (Kāi Tahu) has a LLM Honours and brings a serial entrepreneur's approach to working with and for Iwi Māori. From instigating United Nations proceedings to architecting a Māori social enterprise fund and leading commercial negotiations, she is known for solution-building that meets Iwi Māori aspirations. As the General Manager of Strategy and Influence with Te Rūnanga o Ngāi Tahu, Sacha was responsible for government relations, public policy, strategic planning, stakeholder engagement and inter-Iwi collaboration, which included commercial opportunities. In 2010 Sacha was awarded the Fulbright Harkness Fellowship for emerging and established leaders, which she used to develop kaupapa Māori asset management and tribal development tools (available at www.kaupapa.org). Until mid-2015 Sacha was the director of a boutique consultancy working with Iwi Māori in strategy development, kaupapa Māori asset management and innovation. In this capacity, she was a member of the establishment team for Te Pūtahitanga. Sacha was appointed head of Aotahi, the School of Māori and Indigenous Studies at the University of Canterbury in mid-2015.

Dr Carwyn Jones (Ngāti Kahungunu) is a Senior Lecturer in the Faculty of Law at Victoria University of Wellington. He holds undergraduate degrees from Victoria University of Wellington and a PhD from the University of Victoria, British Columbia. His primary research interests relate to the Treaty of Waitangi and indigenous legal traditions. Before joining the Faculty of Law in 2006, Carwyn worked in a number of different roles at the Waitangi Tribunal, Māori Land Court, and the Office of Treaty Settlements. He is the author of *New Treaty, New Tradition – Reconciling New Zealand and Māori Law* (UBC Press, July 2016). He is also the co-editor of the Māori Law Review and maintains a blog, Ahi-kā-roa, on legal issues affecting Māori and other indigenous peoples.

Dr Mike Reid is a Principal Policy Advisor at LGNZ. He has been employed at LGNZ since 1996, during which time he has worked in a diverse range of policy areas including local governance, elected member development, legislative change, social policy, relationships with Maori and local democracy. Mike completed his PhD in public policy in 2011 and is currently on the board of the Institute of Governance and Policy Studies. He speaks regularly on local government matters and has published widely.

Gina Lefaoseu is the Deputy Principal of the Holy Family School in Cannons Creek, Porirua. In 2016, Gina won one of two nationwide SunPix awards for leadership in education. She is the programme manager of The Family So'otaga, an initiative that aims to educate and empower parents and families to find their role in their children's education. The initiative is funded by The McGuinness Foundation Trust, with support from the McGuinness Institute. The ideas in the initiative align with research the McGuinness Institute has conducted, notably in the *TalentNZ* and *TacklingPovertyNZ* projects.

Rachel Farrant is a Chartered Accountant, a Chartered Member of the Directors Institute of New Zealand and holds a Public Practice Certificate (New Zealand Institute of Chartered Accountants). Rachel has over 20 years' experience in chartered accountancy and business advisory; and is an energetic member of the BDO Wellington team. Rachel has an excellent rapport with her clients and provides proactive, timely advice based on a thorough understanding of clients' business issues. She works with clients to set up efficient business structures, prepare strategic plans, forecast budgets and monitor cash flows, assist with management and financial reporting, design reports to suit requirements, and develop internal controls and financial systems alongside internal business managers. She regularly attends client board meetings as a business advisor and facilitates management planning

days. Rachel also acts as Independent Professional director, including as Chair of Audit Committees.

Jessica Prendergast is a project management and foresight consultant. She has delivered projects across public organisations, policy institutions and corporate clients over a range of disciplines and industries. Jessica has completed assignments for a wide range of international clients including, among others, the UK Commission on Employment and Skills, Alstom, Bayer, ThyssenKrupp, Evonik, Henkel and the German Marshall Fund. In recent years, her main areas of focus have included public policy, regulatory instruments and strategy development. Jessica brings strong knowledge of social behaviour, investigatory processes, and regulatory theory. Before becoming a freelance consultant in 2014, Jessica worked as a consultant at Z_punkt The Foresight Company in Cologne, Germany, where her areas of focus included international acquisition, project management and event management. In New Zealand she held the roles of Director of Project 2058 and Policy and Research Manager at the McGuinness Institute, a non-partisan think-tank specialising in future studies. Previously Jessica worked in the public sector as an adviser in the New Zealand Government's Emissions Trading Group and Climate Change Implementation team.

3. Implementation Plan	**Weighting 30%**

a) Outline an implementation plan that includes the steps you will take to ensure The Generator is fully operational in target communities by mid-January 2019 (or earlier if possible); and b) *Demonstrate and evidence* your capability to do this.

You can assume that a contract would be in place to begin set up by 16 April 2018. In developing your implementation plan, ensure you outline the planned approaches and associated timings including (but not limited to):

1. Establishing the backbone organisation to set up The Generator, (and then managing The Generator longer term). Include the roles and responsibilities of each person in the team
2. Establishing partnerships
3. Establishing the leadership collective
4. Establishing the on-line platform
5. Developing the evidence-base that sits within the on-line platform
6. Developing policies and procedures and gaining MSD approvals
7. Identifying the target communities The Generator will focus on
8. Employing the initial cohort of community generators in target communities
9. Establishing and safely managing the seed funding and monitoring of initiatives?

Please *include* a short profile for anyone you have proposed as part of The Generator's set up and / or implementation (in the backbone organisation, leadership collective, or community generator roles).

Timing
Given the work we have already undertaken, we would be looking to start stage 1 in approximately October or November 2018 (if that was convenient for MSD). The only proviso would be the online platform project, which we expect will take time.

1. 2. 3. 8. 9.
The numbered points 1, 2, 3, 8 and 9 above are all discussed in previous sections.

4. Establishing the on-line platform and 5. Developing the evidence-base that sits within the on-line platform
Both of these will be developed with members of the Consortium, with a particular reliance on Conal Smith, Diane Robertson and Lee McCauley. This will part of the process will require resources and time in order to develop a useful platform that meets everyone's needs, hence the proviso above. The Institute's previous work on identifying established measures of poverty (a working paper titled *Key Graphs on Poverty in New Zealand: A compilation*) will be of particular use in this stage of the process.

6. Developing policies and procedures and gaining MSD approvals
This is unlikely to be time-consuming or challenging, but this can be discussed further if our proposal goes through to the next stage.

7. Identifying the target communities The Generator will focus on
The focus of this proposal is on the team that has been brought together, and the approach that we believe will achieve the most significant outcomes for New Zealand communities. Our proposal offers to adopt a staged approach to The Generator. There are many ways to approach this opportunity, but we are of the view that the best value for the government would be to test new operational systems, infrastructure and working relationships (e.g. working with MSD) in three geographical areas. We have selected Gisborne, Rotorua and the Far North for two reasons. Firstly, we have already worked with these communities to identify key gaps (see *TacklingPovertyNZ* results). Because of these conversations, we would be able to work quickly and effectively with these three communities to deliver results faster. Secondly, these three areas are well recognised as being areas of multiple deprivation. This means we are already working with people who know that continuing with the status quo will not work and who are therefore eager to try something new. If MSD are willing to consider a staged approach, we can provide specific detailed responses, in urgency, to each of the RFP questions. This will include a detailed implementation plan for the three pilot regions (Far North, Gisborne, and Rotorua), which have been self-selected by their local Mayors (members of our Consortium) who will be driving The Generator in their own communities. We are happy to explore other ways of approaching this challenge, but we see a lot more risk in starting a nationwide approach without undertaking some testing first.

We note that The Generator, as laid out in MSD's Request for Proposals, is very ambitious in terms of both the overall budget and the share of the budget earmarked for administration costs. We believe that a nationwide approach from early 2019 would require a larger team than the budget allows. Since the *TacklingPovertyNZ* workshops, the McGuinness Institute is regularly contacted to work with others to empower communities to develop solutions to their unique challenges. Accordingly, if we were operating a nationwide programme, the number of requests to engage would require significant additional resources. This level of interest is also indicated by the register you have set up. We think this RFP is a great initiative but we need to be careful not to over-promise and under-deliver. We could cause more harm than good by not having the resources to meet demand. We would happily discuss our observations to see if this risk could be mitigated. However, based on our experience and the size of the budget, we err on the side of first testing out the model before scaling up nationwide.

Our approach to running The Generator is highly empirical and responsive, focused on listening, doing and learning – then reassessing and sharing widely. This approach provides central (and local) government with a blue-print for a different way of thinking about and implementing informed policy-based community initiatives aimed at reducing and eradicating poverty in communities. This

approach is informed by the McGuinness Institute's work on *TacklingPovertyNZ* and *TalentNZ*, the New Zealand Treasury's work on the Living Standards Framework (which Girol Karacaoglu was involved with), Dame Diane Robertson's work on the Family 100 research project, the work of the Behavioural Insights Team (BIT) (particularly their significant work on understanding the psychology of people who are experiencing poverty in order to integrate these insights into policy design, development and implementation), among countless other initiatives brought to the table by our Consortium members.

Based on this experience, we strongly believe in testing ideas and initiatives in the three selected pilot regions, before scaling up the project to a national level. We want to emphasise that we are able to deliver The Generator at a national level, but that we strongly believe in beginning with a staged approach. This approach will enable us to understand what works and what does not work. We would also like to discuss the option of, in certain specific circumstances, partnering with philanthropists on specific programmes in order to speed up the process of delivering real outcomes to communities and to boost the funding currently available.

Along with BIT's global expertise in the application of behavioural sciences to inform better policy outcomes, the strength of our approach is in our ability to determine exactly what data is needed to measure and evaluate indicators of success. This in turn will allow us to continually adapt our approach for the greatest impact on poverty reduction and eradication. We place strong emphasis on evaluation, and using these learnings to systematically update and inform our approach. Tailor-made programmes and initiatives will result in informed, community-built solutions to empower and connect communities. Our community-built solutions will have a strong social capital and entrepreneurial business approach, offering a "hand-up over a hand-out".

The Consortium believes in the significant benefits of operating on a broader canvas – of poverty-prevention and poverty-eradication – and specifically, doing so through community-led and community-owned structures that are appropriately supported by our central governance team. "Lack of local capability" should not be accepted as an excuse for ongoing centrally-led solutions. Government, and indeed any initiatives aimed at poverty reduction, must invest in building local capability. Thus, we do not approach the problem as a financial problem that needs to be fixed in a linear way but instead stand behind the community, letting them have a substantial say.
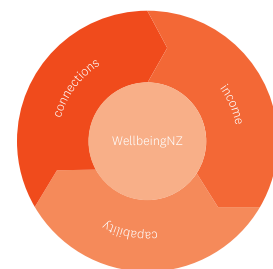
The importance of localised focus and empowerment extends beyond governance and this particular initiative. Based upon the individual expertise and experience of each Consortium member, we strongly believe that the ongoing management of any initiatives, as part of this project and beyond, need to be resourced locally. Thus, each member of the Consortium is eager to throw the weight of their respective skills, experience, and organisations behind the development of an ongoing model specifically targeted at utilising local communities in the eradication and prevention of poverty.

Importantly, the WellbeingNZ Consortium's work on empowering and connecting communities has already begun and we believe that working together with MSD on this initiative would provide real value-add to New Zealand communities. The McGuinness Institute's *TacklingPovertyNZ* workshops around the country and a series of publications, including the recent Policy Quarterly article by Conal Smith, set the foundations for this work. These workshops were strongly supported by the local communities, as well as their mayors. We have since received strong support and encouragement to progress this programme of work towards implementation. This proposal represents a small step in that direction – moving from analysing to doing something about poverty, with the substantive involvement of the most affected communities.

Implementation Timeline
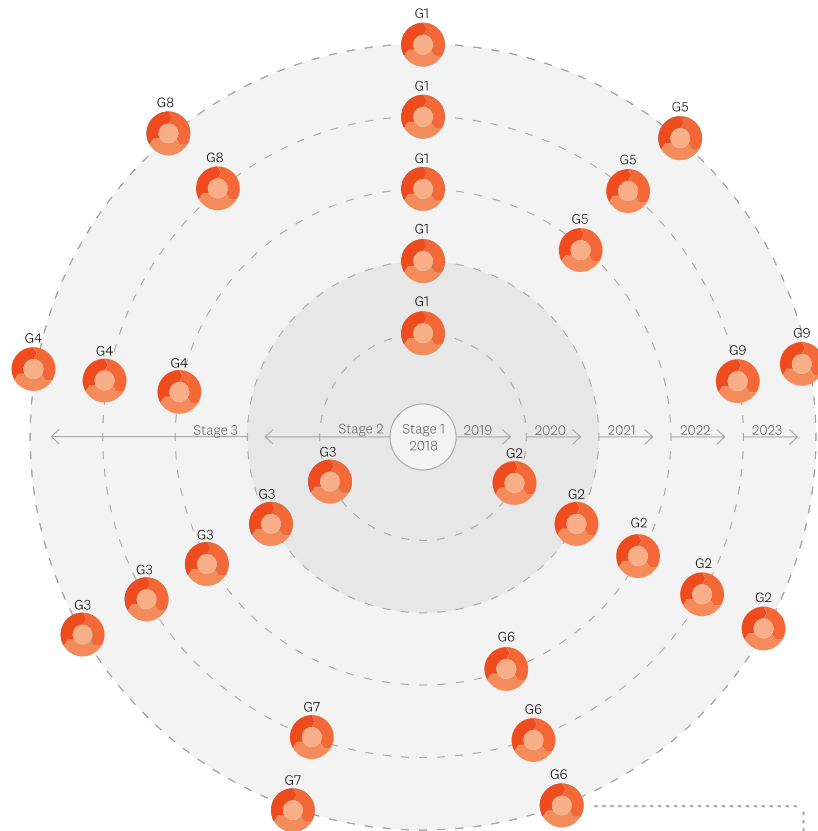
Stage 1: **Establishment stage** (April 2018–January 2019)

Stage 2: **Testing and developing stage** (2019–2020) followed by a review and assessment by all parties
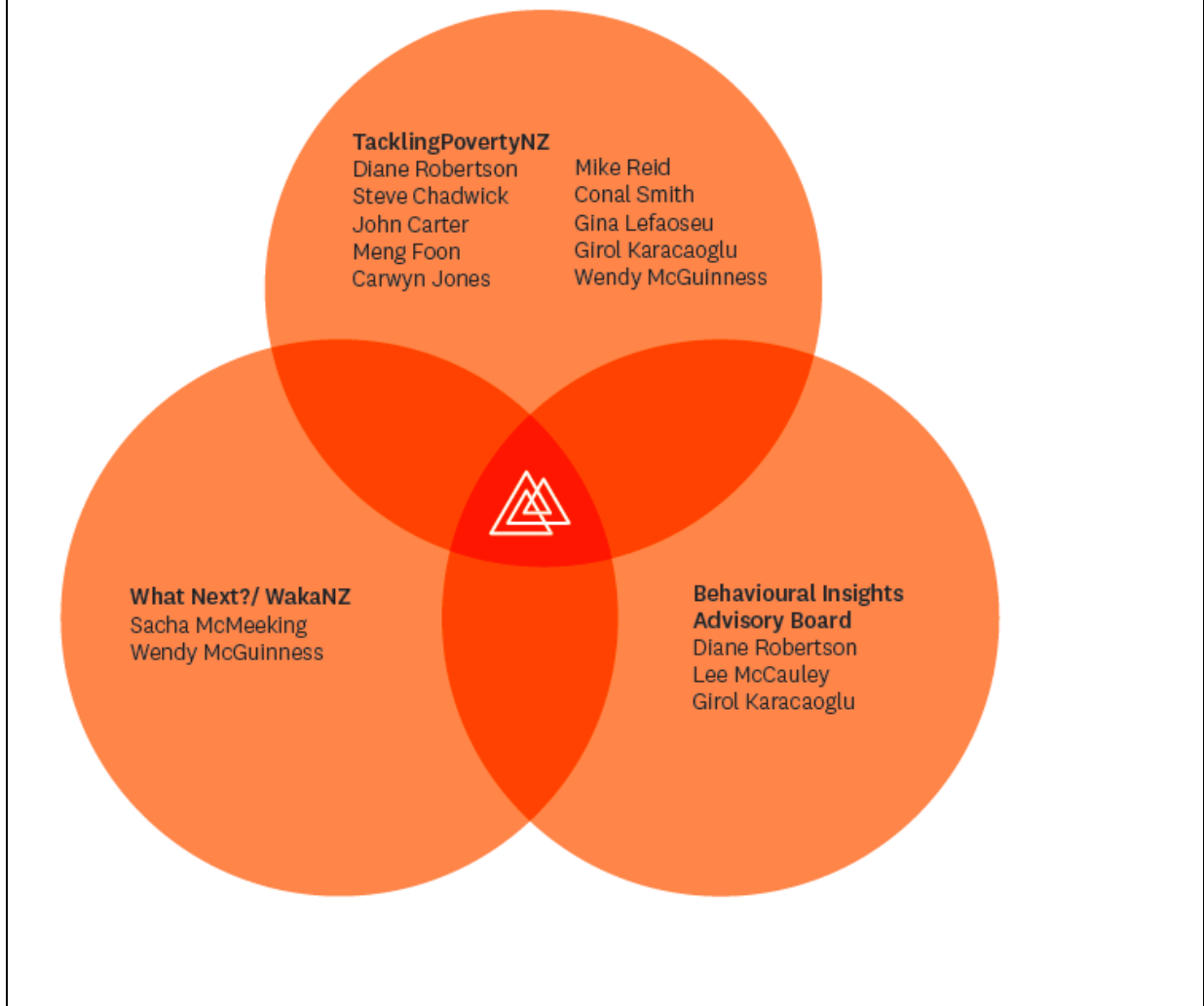
Stage 3: **Expansion stage** (2021–2023)

4. Changes, Additions and Innovations	Weighting 5%

We have developed The Generator as a 'half-baked pie' that can be built on by the successful supplier. Please *detail* any significant changes, additions or innovations that you would like to bring to The Generator.
(Note: No change will be scored as 5 on the rating scale - acceptable)

If MSD are willing to consider our staged approach focusing on three target communities, we will then respond to this question in urgency, detailing all changes, additions and innovations to each of the Generator as applicable to the three target communities in stage 2 and the budget as currently laid out in the Request for Proposals. We would like to do this with the mayors in question. However, a few initial thoughts:

- Synergies could be built alongside the Regional Development (Provincial Growth) Fund
- An opportunity exists to match philanthropist funds against government funds or build a more collaborative/aligned funding model
- We would be interested in formal working relationships with regional banks (e.g. KiwiBank), local industries, schools and District Health Boards

MSD has also proposed a budget for The Generator. *Detail* changes (if any) you would like to make to this budget.

(Note: No change will be scored as 5 on the rating scale - acceptable)

As above, if MSD are willing to consider our staged approach focusing on three target communities, we will then respond to this question in urgency, detailing all changes, additions and innovations to the budget as currently laid out in the Request for Proposals. We would like to do this with the mayors in question. At this early stage, we did not want to progress this part of the proposal until we had confidence that MSD was interested in our approach.

5. Cultural relevance, responsiveness and effectiveness	Weighting 15%

The Generator aims to be culturally relevant, responsive and effective for people, families, whānau and communities experiencing the highest level of hardship, including specifically Māori and Pacific peoples.

Demonstrate and evidence that your organisation (collective or consortium) is:
- understanding of, and committed to the Treaty of Waitangi and its principles of practice (including partnership, participation and protection) and cultural knowledge in Te Ao Māori, Tikanga and Maori values.
- with strong relationships and / or agreements with Māori hapū, iwi or other cultural and faith organisations such as those for Pacific, refugee and migrant communities.
- trusted by, and engaged in, the communities you are operating in, including with communities experiencing the highest levels of hardship.

All members of the Consortium have a clear understanding of, and are committed to the Treaty of Waitangi and its principles of practice (this is evident in our work on *WakaNZ*, and with The Family So'otaga). As a team, we are dedicated to listening to the communities around us. In areas where we feel we need specific guidance, we are able to call on the expertise of Dr Carwyn Jones, Sacha McMeeking, Steve Chadwick, Gina Lefaoseu and Meng Foon as Consortium members who have particularly strong relationships with Māori hapū, iwi and other cultural and faith organisations, including those for Pasifika, refugee and migrant communities. Furthermore, through our work with

TacklingPovertyNZ we have direct involvement with the three target communities. This is further strengthened by the engagement of the three mayors who have unique, long-standing relationships with their constituents in communities experiencing some of the highest levels of hardship in New Zealand.

6. Networks, relationships and building partnerships	Weighting 10%

The Generator aims to leverage its impact through actively building partnerships that support people, families, whānau and communities experiencing the highest levels of hardship.

Outline and evidence the existing networks, relationships and partnerships that your organisation (or your collective / consortium) has, and how these will benefit The Generator. Consider in your answer the following areas, which are listed in order of priority:

1. establishing the community generator positions in target communities
2. establishing a strong leadership collective
3. expanding the reach of The Generator at a national level
4. expanding the reach of The Generator at a community level.

1. establishing the community generator positions in target communities
As explained above, we intend for the Generator Manager to report to the mayors in the target communities and to the CEO.

2. establishing a strong leadership collective
Areas in which Consortium members have previously worked together are outlined above and in the diagram below. We envisage the Consortium's reach growing over time, with young people feeling empowered and applying for funds to make a difference in their community – paying it forward.

3. expanding the reach of The Generator at a national level
This is, in effect, stage 3 of our implementation plan.

4. expanding the reach of The Generator at a community level
The mayors and the Institute have a strong working relationship and, most importantly, we have a shared purpose – to eradicate poverty and build resilient and empowered communities. Our approach is explained above; put simply, it is to leverage off the infrastructure and representation already developed through local government – empowering the mayors to empower the communities. This aligns nicely with the term 'wellbeing' being added back into the Local Government Act 2002.

Areas in which Consortium members have previously worked together

TacklingPovertyNZ
Diane Robertson
Steve Chadwick
John Carter
Meng Foon
Carwyn Jones

Mike Reid
Conal Smith
Gina Lefaoseu
Girol Karacaoglu
Wendy McGuinness

What Next?/ WakaNZ
Sacha McMeeking
Wendy McGuinness

Behavioural Insights Advisory Board
Diane Robertson
Lee McCauley
Girol Karacaoglu

Assumptions

The key assumption we have made is that the staged approach we have outlined is acceptable to MSD. We expect this will have a big impact on timing and resources.

We have also made the assumption that MSD would provide data on the target communities and that MSD staff operating in the local communities would also support the work of the Generator Manager operating in the target community.

3. Proposed Contract

Having read and understood the Proposed Contract, in the RFP Section 5, I have some suggestions to make. If successful, I agree to sign a Contract based on the Proposed Contract subject to negotiating the clauses – to be outlined in discussions with MSD should the opportunity arise.

4. Referees

Please supply the details of two referees for your organisation. Include a brief description of the goods or services that your organisation provided and when.

Please note: in providing these referees you authorise us to collect any information about your organisation, except commercially sensitive pricing information, from the referees, and use such information in the evaluation of your Proposal. You also agree that all information provided by the referee to us will be confidential to us.

First referee	
Name of referee:	Fiona Ross, Chief Operating Officer and Deputy Secretary, Corporate & Shared Services
Name of organisation:	New Zealand Treasury
Goods/services provided:	Series of Workshops hosted as a collaboration between the New Zealand Treasury and the McGuinness Institute since 2013.
Date of provision:	2013 onwards
Address:	1 The Terrace Wellington 6011 New Zealand
Telephone:	+64 4 917 6165
Email:	Fiona.Ross@treasury.govt.nz

Second referee	
Name of referee:	Todd Krieble, Principal Economist
Name of organisation:	New Zealand Institute of Economic Research
Goods/services provided:	Convened the multi-agency Civics and Media Project in 2015 with the McGuinness Institute as a partner. Also a Patron of the McGuinness Institute.
Date of provision:	2015 onwards
Address:	Level 13 Willeston House, 22-28 Willeston St Wellington 6011
Telephone:	+64 4 470 1812
Email:	todd.krieble@nzier.org.nz

Third referee (reputation/character)	
Name of referee:	Justin Lester, Mayor
Name of organisation:	Wellington City Council
Goods/services provided:	Not applicable: General reputational support
Date of provision:	Not applicable: General reputational support
Address:	PO Box 2199, Wellington, New Zealand
Telephone:	+64 4 499 4444
Email:	mayor@wcc.govt.nz

Please contact me before you approach a referee for a reference	Not required (they have all said yes)

Our declaration

Respondent's declaration		
Topic	**Declaration**	**Respondent's declaration**
RFP Process, Terms and Conditions:	I/we have read and fully understand this RFP, including the RFP Process, Terms and Conditions (shortened to RFP-Terms detailed in Section 6, as amended by Section 1, paragraph 1.6. if applicable). I/we confirm that the Respondent/s agree to be bound by them.	**to discuss, due to specific approach we have put forward**
Collection of further information:	The Respondent/s authorises the Buyer to: a. collect any information about the Respondent, except commercially sensitive pricing information, from any relevant third party, including a referee, or previous or existing client b. use such information in the evaluation of this Proposal. The Respondent/s agrees that all such information will be confidential to the Buyer.	**agree**
Requirements:	I/we have read and fully understand the nature and extent of the Buyer's Requirements as described in Section 2. I/we confirm that the Respondent/s has the necessary capacity and capability to fully meet or exceed the Requirements and will be available to deliver throughout the relevant Contract period.	**to discuss, due to specific approach we have put forward**
Ethics:	In submitting this Proposal the Respondent/s warrants that it:	**agree**

	a. has not entered into any improper, illegal, collusive or anti-competitive arrangements with any Competitor b. has not directly or indirectly approached any representative of the Buyer (other than the Point of Contact) to lobby or solicit information in relation to the RFP c. has not attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Buyer.	
Offer Validity Period:	I/we confirm that this Proposal, including the price, remains open for acceptance for the Offer Validity Period stated in Section 1, paragraph 1.6.	**to discuss, due to specific approach we have put forward**
Conflict of Interest declaration:	The Respondent warrants that it has no actual, potential or perceived Conflict of Interest in submitting this Proposal, or entering into a Contract to deliver the Requirements. Where a Conflict of Interest arises during the RFP process the Respondent/s will report it immediately to the Buyer's Point of Contact.	**agree**

Details of conflict of interest: Not applicable

DECLARATION

I/we declare that in submitting the Proposal and this declaration:

a. **the information provided is true, accurate and complete and not misleading in any material respect**
b. **the Proposal does not contain intellectual property that will breach a third party's rights**
c. **I/we have secured all appropriate authorisations to submit this Proposal, to make the statements and to provide the information in the Proposal and I/we am/are not aware of any impediments to enter into a Contract to deliver the Requirements.**

I/we understand that the falsification of information, supplying misleading information or the suppression of material information in this declaration and the Proposal may result in the Proposal being eliminated from further participation in the RFP process and may be grounds for termination of any Contract awarded as a result of the RFP.

By signing this declaration the signatory below represents, warrants and agrees that he/she has been authorised by the Respondent/s to make this declaration on its/their behalf.

Signature:	
Full name:	Wendy Louise McGuinness
Title / position:	Chief Executive
Name of organisation:	McGuinness Institute Limited
Date:	28.02.2018

A situational overview of the talking tour 2016/
He tūāhua o te haerenga kōrero 2016

Analysing the 240 'hows'

This infographic illustrates how participants of the *TacklingPovertyNZ* workshops suggested we might tackle poverty.

Participants were asked to develop specific, actionable suggestions for how to address poverty. As a result of the tour's six workshops, 240 'hows' were identified. In the process of reviewing the 'hows' we created the *Sustaining and Empowering Factors Framework*. This framework enabled us to divide the 240 'hows' to correspond with sustaining factors (which relate to an individual's short-term survival and security needs) and empowering factors (which relate to the empowerment of an individual, community or nation). We then grouped these 'hows' to produce 33 sub-factors for analysis (see right-hand column).

The key assumptions driving our analysis are:

1. If you ask people how to tackle poverty they will indirectly point out the failings in the current system and suggest improvements or novel solutions to existing problems.

2. If knowledge lies with people and the tools lie with government, the list of 'hows' we have collected represents the knowledge of the people and illustrates to government how they might use their tools more effectively.

* Please note the numbers in [X] in the column on the right refer to the number of 'hows' that relate directly to each of the 33 sub-factors. As some 'hows' are applicable to more than one sub-factor, the numbers in square brackets add up to 276.

Thank you to those who have supported the *TacklingPovertyNZ* project, in particular the New Zealand Treasury, Queenstown Lakes District Council, Manawatu District Council, Rotorua Lakes Council, Gisborne District Council and Far North District Council. We would also like to extend a particular thanks to the participants and speakers at the workshops who worked hard to build and share ideas on how to tackle poverty.

This is a McGuinness Institute initiative.
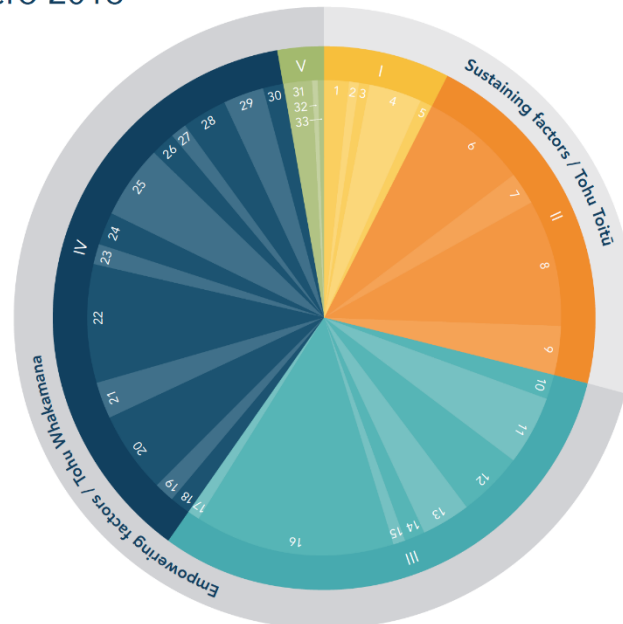
Sustaining factors / Tohu Toitū

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]

Key differences	Sustaining factors / Tohu Toitū	Empowering factors / Tohu Whakamana
Goal	To move individuals quickly from the sustaining stage into the empowering stage.	To retain an individual in the empowering stage for as long as they need.
Time taken	Short-term (days or weeks)	Long-term (years or decades)
Process type	Production line (i.e. logistics and checklists)	Individual approach (i.e. a unique package of needs fit for each individual)
Level of expertise required by the giver and the receiver	Low (must be centralised) Although requires knowledge on how to navigate the system	High (must be decentralised) Requires listening and sorting out what is needed over the long term
Costs to provider	Expensive in terms of resources	Expensive in terms of human capital
Administration	Complex There are many components but the goal is to simplify the system and deal with a large number of individuals efficiently.	Complicated There is a high level of difficulty due to the diverse and unique range each individual has and how best they might be delivered.
Risks	That the system over-supplies to some and under-supplies to others due to a lack of coordination.	That the system over-supplies to some and under-supplies to others due to a lack of coordination.
	Some individuals become institutionalised or dependent.	Some suppliers provide out-of-date information.
	Ill-intentioned people take advantage of individuals in this space (e.g. loan sharks, drug dealers and perpetrators of intimidation or sexual abuse).	Some suppliers may not be motivated to solve problems.
		There are no checks and balances or measures to evaluate what works and what does not.

Appendix 1B: Results of the *TacklingPovertyNZ* one-day workshops by region

A regional perspective of the talking tour 2016/ He tirohanga a rohe o te haerenga kōrero 2016

Queenstown
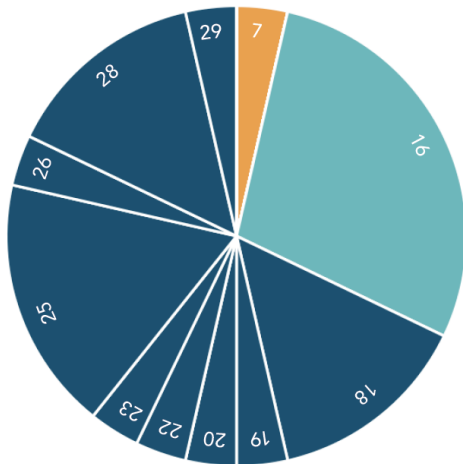
7.	[1]	16.	[8]	18.	[4]
19.	[1]	20.	[1]	22.	[1]
23.	[1]	25.	[5]	26.	[1]
28.	[4]	29.	[1]		

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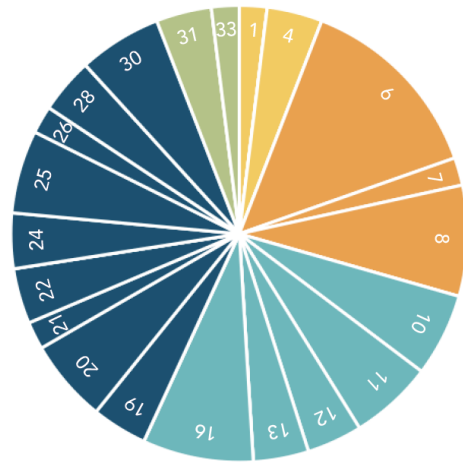
1.	[1]	4.	[2]	6.	[7]
7.	[1]	8.	[4]	10.	[3]
11.	[3]	12.	[2]	13.	[2]
16.	[4]	19.	[2]	20.	[3]
21.	[1]	22.	[2]	24.	[2]
25.	[3]	26.	[1]	28.	[2]
30.	[3]	31.	[2]	33.	[1]

Manawatu
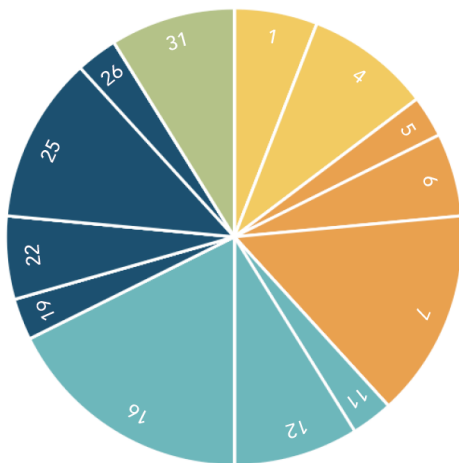
1.	[2]	4.	[3]	5.	[1]
6.	[2]	7.	[5]	11.	[1]
12.	[3]	16.	[6]	19.	[1]
22.	[2]	25.	[4]	26.	[1]
31.	[3]				

Please note: The numbers in the pie chart segments refer to the sub-factors listed on the right. The tables below each pie chart illustrate the number of 'hows' identified by each sub-factor.
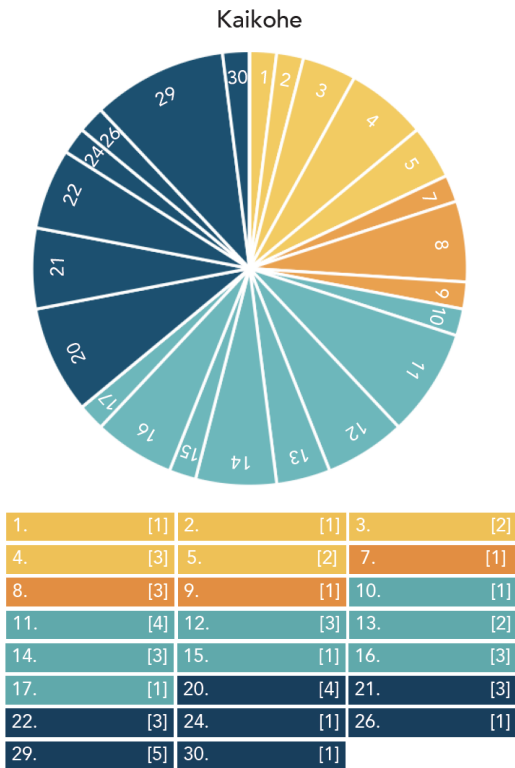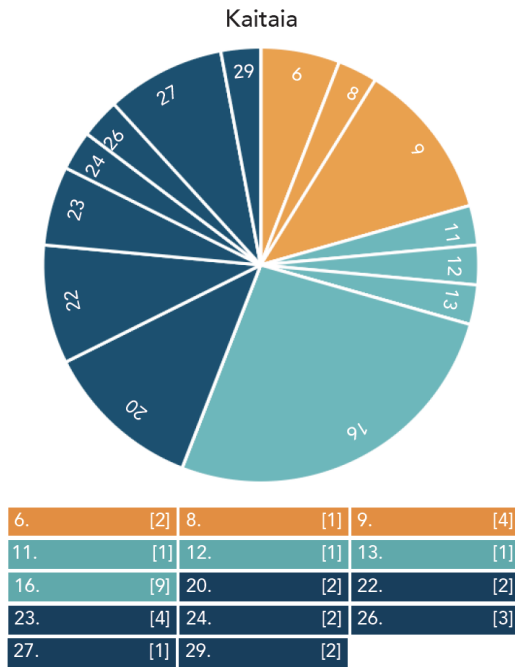
Gisborne

1.	[1]	2.	[1]	4.	[2]
6.	[10]	7.	[1]	8.	[11]
9.	[4]	10.	[1]	11.	[4]
12.	[3]	13.	[4]	14.	[1]
15.	[1]	16.	[8]	17.	[1]
20.	[3]	21.	[3]	22.	[11]
23.	[1]	24.	[2]	25.	[2]
28.	[2]	29.	[1]	31.	[1]

Appendix 1B cont.

Kaitaia

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]		

Kaikohe

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]		

Sustaining factors / Tohu Toitū

Factor I: Survival / Oranga
Providing emergency products and services for survival.

1. Food
2. Clothing and shoes
3. Bedding
4. Shelter (emergency housing)
5. Accessibility

Factor II: Security / Tāmau
Providing a sense of short-term security.

6. Security of income
7. Security of place (social housing)
8. Security of health
9. Security of transport and technology

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
11. Education literacy
12. Health literacy
13. Financial literacy
14. Transportation literacy
15. Technological literacy
16. Civic literacy
17. Housing literacy

Factor IV: Self-determining communities / Hapori Motuhake
Providing social infrastructure to meet specific community needs.

18. Resource allocation
19. Community decision making
20. Curriculum, teachers and students
21. Harmful products and services
22. Social infrastructure
23. Community projects
24. Medical services
25. Home ownership, rentals and shared housing (affordable housing)
26. Culture of care
27. Grandparents raising grandchildren
28. Financial assistance and tax systems
29. Local economy
30. Explore innovative ways to package debt

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
32. Mental health services review
33. Think Tank: takahanga tuatahi – The first footsteps

Doing Something About Poverty in New Zealand

Think Piece 26: May 2017
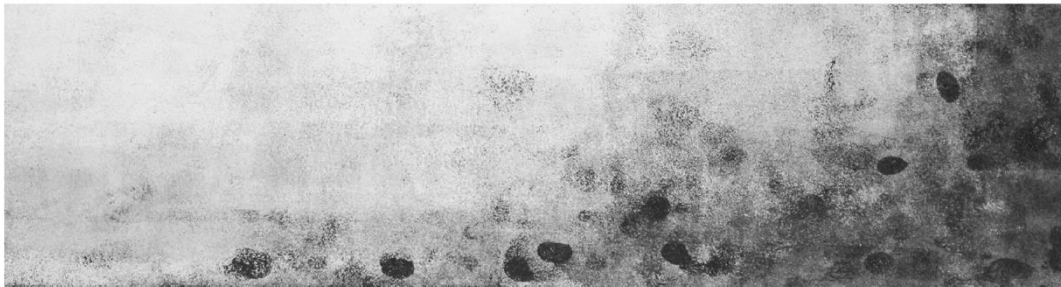
Shades of grey, Radford 2010

Conal Smith

About the author: Conal has worked as a senior economist at the OECD and in managerial and senior policy roles in a range of different government agencies. He led development of the first international guidelines on the measurement of subjective wellbeing and the OECD's first wellbeing themed country report. Conal developed and taught the first course in wellbeing economics at Sciences Po in Paris in 2014. His current research areas include the measurement of trust, social capital, and the policy uses of wellbeing measures.

Poverty in New Zealand is one of the foremost challenges we face as a country. Rates of poverty – particularly for children in workless households – are high by developed country standards.[1] In fact, poverty in New Zealand remains stubbornly high no matter how it is measured, and remains particularly entrenched in pockets of provincial New Zealand where it coincides with high rates of drug dependency, poor health outcomes – reaching third world standards in some areas – high crime and victimisation levels, and multi-generational cycles of disadvantage.[2]

This is despite historically high employment rates, and unemployment rates that are low in terms of both international and historical comparison. Total transfer expenditures – benefits and tax credits – are also relatively high (although somewhat down from historical highs). Whatever is driving poverty in

New Zealand is not as simple as a lack of jobs or the adequacy of the benefit system.

The problem is that we have reached a stable equilibrium where the impact of our collective efforts to address poverty are only holding the line against the social, cultural, and economic forces pushing people into poverty.[3] More incremental change at the margin will not significantly impact on levels of poverty in New Zealand. We need a circuit breaker.

The *TacklingPovertyNZ* workshop tour was an attempt to find that circuit breaker by going outside of the traditional policy community to look at ideas on how to change the way we address poverty in New Zealand from the bottom up rather than the top down. The aim of the workshops was not to develop a definition of poverty or to gather information about the experience of poverty in New Zealand, but rather to crowd-source potential ways to address the issue. In total, the *TacklingPovertyNZ* project involved 400 participants across six regional workshops and identified 240 distinct ideas or proposals for ways to tackle poverty in New Zealand.[4]

The aim of *TacklingPovertyNZ* was to widen the debate about approaches to addressing poverty in New Zealand. Where current policy settings represent a considered and evidence-based view of what is likely to be the most effective, given commonly accepted parameters for the nature and scope of anti-poverty measures in New Zealand, the aim of *TacklingPovertyNZ* is explicitly to provide ideas that challenge those commonly accepted parameters.

HOW TO THINK ABOUT POVERTY IN NEW ZEALAND

In order to make sense of the proposals that emerged from *TacklingPovertyNZ* it is necessary to have a sense of what the workshop participants thought they were developing solutions to. In other words, it is important to know what the participants meant by poverty.

It was evident that most workshop participants saw poverty not simply as a state of low income, but as an outcome of low income, poor coping skills, and a 'culture' of poverty at the family level; of challenges grounded in poor regional infrastructure

and opportunities; and of problems in resource allocation at the national level. Similarly, workshop participants saw poverty as a problem not simply because low income is undesirable, but because low income is associated with other poor outcomes in the areas of health, housing, work, education, and social contact. In other words, where traditional poverty measurement has largely focused on incomes, the workshop respondents saw poverty as fundamentally multi-dimensional. Although there are practical reasons for economists and others interested in measuring poverty to use precise definitions of the concept, the intuitive view of poverty put forward in the workshops is, in many senses, more relevant.[5]

Acknowledging the multi-dimensional nature of poverty has several implications when thinking about how to tackle poverty in New Zealand. First, there is not going to be a single solution that can 'fix' poverty. Multiple causes mean that what drives one family into poverty may not be responsible for the situation of another. Finding work for a family where both parents are unemployed may address poverty in one instance, but is unlikely to help in a different case where poverty is caused by drug and alcohol dependency.

While incomes are clearly an essential part of addressing poverty, higher incomes alone will not be sufficient. No feasible transfer system – no matter how generous – can entirely eliminate poverty. An adequate income is one of the key sustaining factors identified in the *TacklingPovertyNZ* workshops, but to tackle poverty in New Zealand, we need to think more widely than this.

TACKLING POVERTY

What can be done? Seven proposals to address poverty in New Zealand have been identified from the 240 ideas that emerged from the *TacklingPovertyNZ* workshops. They reflect themes or suggestions that were repeated across the workshops, and which, if implemented, would represent a significant change in how New Zealand addresses poverty. These are to:

1. simplify and standardise the benefit system,
2. introduce special demarcation zones in regions of high need,
3. revisit the role of the state as employer of last resort,
4. apply a social investment approach to investment in 'hard' regional infrastructure,
5. invest significantly in mental health,
6. target the behavioural drivers of poverty, and
7. introduce asset-based assistance for high-risk children.

1. Simplify and standardise the benefit system.

The current welfare system (back to 1993) is built around relatively low core welfare benefit rates and an extensive array of supplementary and discretionary assistance to meet the needs not covered by the core benefits. This has the advantage of targeting expenditure very closely on need while maintaining a relatively large gap between core benefit levels and wages. However, it also has a number of disadvantages. Implementing the system is expensive, with Ministry of Social Development (MSD) operating costs of approximately 1.5 billion per year. It is difficult for those in need of benefits to understand what they are entitled to, and obtaining discretionary assistance can represent a significant drain on beneficiary time and effort that could be better used elsewhere. Perhaps more importantly, the system is very badly designed from the point of view of encouraging benefit recipients to manage independently.

Prior to 1993, New Zealand's benefit system was built around higher core rates for the main benefits, accompanied by a much narrower range of supplementary assistance and discretionary grants. While the 1993 benefit cuts were intended to improve work incentives by reducing benefits relative to wages, in fact, the net amount received per beneficiary declined by much less than the cut in core benefits because of the increase in usage of supplementary and discretionary assistance. Rather than creating a strong work incentive by reducing benefits relative to wages, the most important effect was to move the burden of managing additional costs from the benefit recipient to the state, undermining the culture of independence and self-reliance that the 1993 reforms had been intended to create.

Serious consideration should be given to simplifying and standardising the benefit system around a limited number of relatively higher core benefits, but with reduced scope and eligibility for supplementary and particularly discretionary assistance. This would necessarily create both winners and losers within the benefit system. Nonetheless, a change of this nature would have several clear advantages. It would reduce administrative costs in the MSD, reducing the government's net fiscal burden even if the fall in supplementary and discretionary assistance is not quite as large as the increase in core benefits. A simpler system would reduce the cognitive burden and time burden on beneficiaries, resulting in a net gain in wellbeing even without behavioural change. Finally, a simpler system with less discretionary assistance would encourage a culture of managing on a fixed income, much more analogous to living on wages than the current benefit system.

2. Devolve resources for empowerment-related programmes to the regions in special demarcation zones.

While differences between individuals and families undoubtedly explain a lot about poverty, there is clear evidence that region plays an important role. In particular, Northland, the East Cape, and some areas of the central North Island have a long history of disadvantage in many forms.[6] Despite this, comparatively little social assistance is targeted specifically at a regional level, and the little existing regionally targeted assistance is spread across multiple agencies.

One way to address this would be to create special demarcation zones in a limited number of high-need areas. These special demarcation zones would place a sizable proportion of the funds currently allocated to contracted social services by central agencies (Ministries of Health, Social Development, Education, Justice, Corrections and the Department of Internal Affairs) to a regional body able to allocate funding within the zone. These zones would decentralise control by empowering people who reside in the area and are part of the community to direct resources in a way that addresses local needs, and to experiment with new models of service provision.

Such zones would represent a significant break from the past, and would carry significant policy risk. However, they would also have three key advantages. First, they would significantly reduce gaps in the need-decision-provision cycle for social services, and would contribute to more targeted and responsive service provision. Beyond this, special demarcation zones would allow for experimentation at the programme level and more rapid roll-out of national trials for programmes that worked locally. Finally, special demarcation zones would allow for experimentation at the regional level with different models of regional development. The emphasis

on experimentation here is deliberate. Devolving spending power to the regions creates opportunities to try out new things and learn – both from success and from failure – in a way that current structures have difficulty providing.

3. An employer of last resort

During the post-war period, wages for unskilled labour were set domestically, meaning that it was possible for someone with very low skill levels to earn a reasonable living in New Zealand. Globalisation has altered this equation, with wages for the low-skilled in developed countries converging with those in developing countries (Figure 1).[7] In large urban areas there may be sufficient demand for unskilled labour in local services to support a level of unskilled employment at first world wage levels, but this demand is missing in much of regional New Zealand.

Figure 1: Global income distrubutions in selected years, 1820–2000

Thousands of people at given level of income in US dollars at 1990 PPP

Note: For an assessment of data quality, see Table 11.2.
Source: Clio-Infra, www.clio-infra.eu.

StatLink http://dx.doi.org/10.1787/888933096196
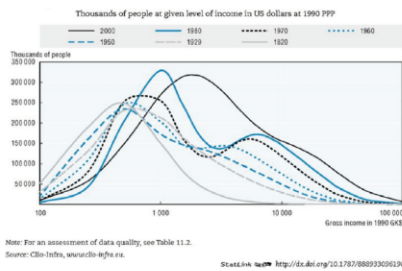
While it is beyond the government's power to rewind the global economy, the government can provide employment directly (as it currently does with approximately 47,000 civil servants and 300,000 people in the wider state sector). In fact, this was arguably part of the New Zealand government policy mix prior to the reforms of the 1980s when New Zealand Rail functioned as a buffer on the unemployment rate. In considering the role of the state as an employer of last resort in the 21st century, New Zealand should not return to placing the burden of employment on a key piece of the country's transportation network. Nor should the state compete with the private sector on a large scale. Instead, any direct employment solution must meet three criteria.

First, it should focus on jobs that are labour intensive, low skilled, and which are currently not provided by the market. Green jobs, including contributing to the government's goal of making New Zealand predator-free by 2030, are obvious candidates. Second, that the employment would need to represent real jobs, not 'work for the dole'. Jobs would need to pay at least the minimum wage, and would be associated with the standard leave and other benefits associated with any job. Finally, the jobs should be regionally targeted to ensure that the spill-over effects from employment go to the highest need areas.

What would be the benefit of regional state jobs for the low skilled? Provided the jobs are not simply 'work for the dole', moving out of unemployment and into work is associated with a large increase in the self-assessed wellbeing of the newly employed, independent of the impact of higher income.[8] Beyond this, being in work could contribute to helping build a culture of work and provide a vehicle for skills development, contributing to better outcomes in the future. Direct employment used as a tool of social policy also has gains for the wider community. The net cost to the government is only the difference between the wages paid and the benefit level and, for this reason, it may actually be a cost-effective way to pursue regional (e.g. infrastructure development) or national (e.g. a predator-free New Zealand) goals.

4. Apply a social investment approach to investment in 'hard' regional infrastructure

Many countries – both developed and in the developing world – have specific regional development plans. In contrast to this, New Zealand tends to take a relatively centralised approach. However, despite our small population size, we are a relatively large country geographically, with significant regional differences in infrastructure needs. Poor infrastructure coincides geographically with areas that are among the most disadvantaged in social and economic terms, including Northland, the East Cape, and parts of the central North Island .

One obvious way to address regional disadvantage is to invest directly in regional development, particularly through 'hard' infrastructure such as roads and bridges. Currently strategic national infrastructure decisions are taken centrally on the basis of a cost-benefit analysis that is heavily weighted towards areas with more people and higher levels of economic activity. A broader social investment approach to regional infrastructure would weight regional economic development and the social gains from better regional infrastructure in deprived areas more heavily.

Beyond this, there are two additional gains. First, investing in regional infrastructure in places like East Cape or rural Northland would both increase tourist numbers in these areas – providing an economic boost – and assist in spreading the burden of tourism more evenly across the country. Second, improved infrastructure contribute to addressing another key issue repeated across the *TacklingPovertyNZ* workshops: the difficulty of access to services in rural areas.

5. Invest significantly in mental health.

Poor mental health is closely associated with poverty. This is because poverty can cause mental health issues (e.g. stress leading to depression) and because mental health issues can cause people to end up in poverty (e.g. substance abuse leading to job loss). The World Health Organisation estimates that half of all people with ill health in Western Europe suffer from mental health problems and the figure is likely similar in New Zealand.[11] Unfortunately, weighting of the health system towards physical health comes at the expense of wider provision of mental health treatments that show a very high return on investment whether in terms of medical outcomes,[12] fiscal returns,[13] or individual wellbeing.[14] In particular, cognitive behavioural therapy has been shown to work well in a UK context, and would likely have similar effectiveness here (figure 2).[15]

Figure 2: Risk of relapse after recovery from depression
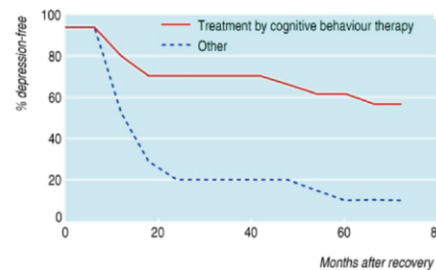
Increased investment in mental health is already a significant priority within New Zealand's social policy mix. However, a consistent theme from the *TacklingpovertyNZ* workshops was that this could be strengthened and more pro-actively targeted towards those in need.

The gains from increased investment in mental health are clear. In addition to being a major cause of low wellbeing in and of itself, poor mental health has a strong negative impact on employment and incomes and is associated with higher levels of deprivation. A concerted effort to address mental health – particularly in the more deprived areas of the country – would address this while increasing the mental resources and coping skills of those managing with limited incomes.

6. Target the behavioural drivers of poverty

While behavioural insights in policy have so far largely focused on 'nudges' to encourage people to alter their behaviour, thinking about the behavioural drivers of poor decision-making in the context of poverty suggests ideas well beyond the occasional nudge. In particular, some of the largest sources of vulnerability in respect of poor decisions are the industries that exist to exploit the behavioural biases of the poor. Nobel Prize winners George Akerlof and Robert Shiller characterise such industries as 'phishing for phools',[16] but the reality is that many participants in the *TacklingPovertyNZ* workshops also identified these sorts of issues.

The poor are particularly vulnerable to bad decision making since the effort involved in coping with life on inadequate resources leaves little energy for dealing with one's own internal biases; thinking rationally is tiring.[17] One lever to address poverty is to focus on industries such as gambling and alcohol that disproportionately target weaknesses in human decision making, and which particularly affect the population at risk of poverty. Loan sharks, for example, fundamentally thrive on the irrationality and short term bias of their clients.

While crude bans on social 'bads' of this sort have not historically been particularly effective, it may be worth investigating whether policy can be more efficiently targeted at either eliminating some of the techniques by which negative industries 'phish' for people. The effectiveness of anti-tobacco campaigns is worth considering here, even though this model has been most effective for higher socio-economic groups. A policy focus on the behavioural drivers of poverty would represent a relatively low-cost approach to addressing poverty and, if well implemented, could achieve significant results. Focusing on the behavioural drivers of poverty also allows for nuance. For example, it suggests recognising that whether a behaviour such as drinking is destructive depends heavily on context. This recognition might, for example, suggest targeting bottle store locations but continuing to allow pubs or other institutions that serve a socially useful purpose.

7. Introduce asset-based assistance for high-risk children

One of the key determinants of the life chances of children is the asset base with which they enter adulthood. Children from most New Zealand families will finish their schooling with a strong base level of skills and the support of their parents. Poverty, on the other hand, is closely associated with a lack, not just of current income, but of the assets that underpin better outcomes in the future. One idea that focuses on the issue of assets and capital stocks is the concept of asset-based welfare. This was influential with the British government in the first decade of the new millennium, and in New Zealand was influential in establishing the KiwiSaver scheme. However, proponents of asset-based welfare have often argued that a desirable goal would be to endow all school leavers with a significant asset that could then be used to fund further education, a business idea, housing, or simply form the basis of lifetime savings. Although interesting conceptually, none of the asset-based programmes actually implemented have ever involved large sums simply because of the cost of instituting such a programme for all school leavers.

However, children at high risk of future poverty are a much smaller group. This is particularly the case for those most at risk – wards of the state. Because this group is relatively small it would be possible to implement an asset-based scheme that both involved significant enough levels of assets to make a difference to life chances and was affordable. Similarly, the negative consequences of becoming a ward of the state are high enough that there is comparatively little risk of inducing negative behavioural change (i.e. people trying to make their children wards of the state in order that they are eligible for assistance). The proposal is therefore to use wards of the state to test the impact of a relatively generous asset-based social policy scheme, with an endowment of ten to twenty thousand dollars received at age 18. Clearly the endowment would have limits on when the assets could be accessed and for what purposes.

A scheme of this sort would have three positive effects. First, it would direct a significant asset to some of New Zealand's most disadvantaged citizens at a crucial juncture in their lives, having a direct effect on their ability to manage the post-school transition. Second, the mere fact of having an asset would have a positive impact on how people evaluate their options during secondary school. Knowing that the cost of tertiary education can be managed or that the capital exists to start a small business can affect the perceived payoffs to staying in school and putting the effort in to achieve there. Finally, the proposal would provide a strong test as to whether asset-based social policy actually works at a relatively limited cost.

FINAL THOUGHTS

The explicit aim of *TacklingPovertyNZ* is to give a jolt to the New Zealand policy discourse with respect to addressing poverty and to try and shift the range of options that are given serious consideration. It is often the case that credible policy options are simply considered out of scope for reasons of perceived political feasibility, lack of profile, or degree of difference from the status quo. Politics, in its normal mode, is incremental. In fact, it is possible to imagine that policies to address any issue fall into three main groups: (a) policies that won't work; (b) policies that work and are politically feasible; and (c) policies that might work but that are not politically feasible for one reason or another. Policies in category (a) are undesirable, and it can be assumed that most policies falling into category (b) are either already implemented or under consideration.[18] *TacklingPovertyNZ* and the ideas presented in this paper are focused on trying to identify policies in category (c). While it is certain that some of the ideas presented here will, on closer examination, prove not to be effective or politically feasible, it is only by looking at policies that lie outside the range of accepted policy knowledge that we stand a realistic chance of identifying the rare new idea that can actually make a difference.

This think piece was launched at the New Zealand Community Board Conference in Methven on 12 May 2017. For complete references and to find out more, visit our website: www.mcguinnessinstitute.org

Appendix 3: A think piece on the Family So'otaga initiative at the Holy Family School in Cannons Creek, Porirua

The Family So'otaga: connection between home and school

Think Piece 27: Februrary 2018

Year 1 students at Holy Family School excited about the annual So'otaga Careers Expo.

Wendy McGuinness and Caitlin Salter

Wendy is the Chief Executive of the McGuinness Institute.

Caitlin is the Communications Advisor at the McGuinness Institute.

This think piece discusses a unique initiative that has been introduced at Holy Family School in Cannons Creek, Porirua. The initiative is funded by The McGuinness Foundation Trust. The funding started at the beginning of 2016, with support from the McGuinness Institute. The ideas in the initiative align with research the Institute has conducted, notably the *TalentNZ* and *TacklingPovertyNZ* workshops.

INTRODUCTION

When faced with the question, 'what is the best way to help people in your local area?' Holy Family School principal Chris Theobald and deputy principal Gina Lefaoseu knew any new initiative had to hold the community at its core. They decided a programme to empower parents and whānau to make the most of the New Zealand education system was a good place to start.

The decile one Catholic school in Cannons Creek, Porirua is a very diverse environment. Students have varied cultural backgrounds, including: Pasifika heritages (72%), Tangata Whenua Māori (22%) and Burmese (6%). This has two significant impacts, as explained by Theobald:

> 'Many parents have not had a positive experience in the New Zealand education system – often because of the conflict between their home culture or cultures and the Eurocentric school. The education system in its current form is not set up to enable minority cultures to experience success. While The Family So'otaga focuses on the former, aiming to empower and inform whānau to best navigate school, the programme has obvious benefits to educators within Holy Family School. This means that teachers not only need to be able to speak the common language of their students, but also appreciate and work within the cultural frameworks that have already been established at home.'

New Zealand's Eurocentric education system is currently in a period of change and is placing increasing importance on providing a teaching-style that reflects the cultural background of

the students – a system known as culturally responsive pedagogy. Despite this, Theobald and Lefaoseu knew that for immediate results, action had to happen outside the classroom.

The Family So'otaga is a joint initiative between Holy Family School and Mark and Wendy McGuinness – with investment from The McGuinness Foundation Trust. The initiative aims to educate and empower parents and families to find their role in their children's education.

The term So'otaga, a Samoan word for 'connection', was specifically chosen to highlight the programme's main goals. The initiative's focus is to create three connections: a deep connection between students' homes and school that breaks down traditional barriers; an informed connection between home and the students' specific next learning steps; and an aspirational connection between students and their future educational pathways and subsequent career options.

Lefaoseu is now not only the deputy principal, but also the So'otaga manager. Her work is supported by Metua Tengaru, a former teacher aide at the school who has worked as the programme facilitator since it launched in trial-form at the beginning of 2016. As an existing staff member and part of the community, she already understood the community and its very specific needs.

So'otaga has developed into a programme worth more than the sum of its parts, but seven features can be identified as the core components of the initiative:

1. So'otaga website and logo (early 2016)
2. 'Aiga Education Plans (early 2016)
3. Designated So'otaga meeting room and whānau meetings (mid 2016)
4. Resources and workshops for teachers and parents (mid 2016)
5. Additional layer of support (mid 2016)
6. So'otaga Careers Expo and careers trips (early 2017)
7. The Phenomenal monsters (mid 2017)

1. So'otaga website and logo

Christian Silver developed The Family So'otaga website as a place to collate the programme's messages and resources. The website uses a minimalist design that is tactile and enjoyable to use. The website incorporates the So'otaga logo which was designed by Leana Leiataua, a parent at the school.

Child + Family + School — THE FAMILY SO'OTAGA
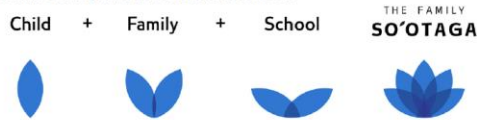
2. 'Aiga Education Plans

'Aiga Education Plans or AEPS ('aiga is Samoan for family) were initially the crux of the initiative, but it soon became clear to So'otaga organisers that the process is more important than the product. The plans are drawn up by Tengaru during her meetings with families to help parents and whānau identify long-term goals for their children. The plans typically focus on a favoured career choice and create a pathway for the child to achieve their goals.

In the two years since the initiative's launch, nearly 320 AEPs have been drawn up for the school's 225 students (including updated plans in the second year). The students' goals take into account the important role of emotional stability and success for children as a solid foundation for any academic growth that will follow.

However, it quickly became apparent to So'otaga organisers that the process was more important than the product.

3. Designated So'otaga meeting room and whānau meetings

During the development stage, Lefaoseu converted her office into the So'otaga meeting room. She consciously designed the room to be open and welcoming. She wanted the room to invite deeper connections and reflect So'otaga's reciprocal relationships with parents.

Inside the So'otaga meeting room.

The Family So'otaga is central to the curriculum, unlike parent-teacher interviews, which remain separate. The programme is the heart of the school and it is used to develop connections with whānau that better replicate mutually beneficial relationships.

Tengaru or Lefaoseu invest approximately three hours of face-to-face time with each family. The meetings establish relationships, set goals for students and track progress. By devoting considerable time to each whānau, the school is letting parents know the school values them as an important part of the learning relationship. This is a key step in addressing the power imbalance that impacts on minority populations and their interactions with mainstream education in New Zealand.

These meetings do not replace the traditional parent-teacher relationship; rather it provides another layer of connection and communication with the school for each whānau.

The relationships that develop with whānau during the meetings with Tengaru have become the key to understanding the barriers (both tangible and intangible) that preclude students from getting the most out of their years at school in New Zealand.

As well as working with families already represented at the school, Tengaru incorporates So'otaga into the orientation process. All parents receive a So'otaga bag during the initial planning session that Tengaru individualises with learning activities and resources to suit a family's needs. The aim is to encourage parents to find their role in their child's learning.

By introducing So'otaga as a priority to new students and their families, the school hopes to accelerate the process of parents feeling comfortable at the school. It is a process that previously could take years. Entering school grounds can sometimes be an invisible barrier for many parents who do not feel comfortable entering the school environment.

Through this series of meetings the school is able to discover the best ways to communicate and interact with its parent population. They also help the school alter its day-to-day running to best meet the specific needs of its students.

4. Resources and workshops for teachers and parents

Parents are invited to workshops designed to instil confidence in matters surrounding their children's learning. The workshops focus on areas identified as needing clearer explanations, such as 'how to ask teachers the hard questions', 'how to use school diaries' and 'how to interpret school reports'. All resources and messaging are consistently reinforced throughout workshops, parent evenings and So'otaga meetings.

Strong parent-school partnerships have given Theobald and Lefaoseu the ability to react and respond to these identified needs. If the Family So'otaga was seen as a programme additional to the curriculum and running of the school, its ability to evolve to suit changing needs would be restricted, if not impossible.

In addition, the school worked with teachers to create their own personal development module to amplify the aims of So'otaga, as part of their continuing education.

5. Additional layer of support

Much of the work Tengaru does, both in the meetings and in the follow-up correspondence, falls outside the scope of traditional 'education'. The fundamental understanding of So'otaga is the knowledge that educators cannot start to teach until they know the students are ready to learn.

As such, Tengaru, Theobald and Lefaoseu have extended the scope of So'otaga. Tengaru has attended parent-teacher meetings for college-age older siblings having trouble academically, to assist the family with support and advocacy; Theobald has sourced emergency funds for families with no power or food, (and Tengaru followed up with budgeting referrals); Lefaoseu has created 'asking the hard questions' resources for parents unsure of the best questions to ask teachers; and she has arranged transport to and from school for students struggling with attendance.

The additional support through the So'otaga programme is not social work. The facilitators are more like coaches on at team than first aid workers. This additional work and holistic approach is an acknowledgement of how the emotional and physical wellbeing of a child, alongside their academic achievements, contributes to their success. This adaptive nature of So'otaga is the initiative's biggest success and what makes it difficult to define and quantify.

6. So'otaga Careers Expo and career trips

When identifying learning barriers, it became clear that some students had limited diversity in their employment role models.

The Phenomenal monster 'Optimum' meets Holy Family students at a So'otaga asssembly.

To teach the children about the possibilities available to them, Lefaoseu launched the first annual So'otaga Careers Expo featuring career displays from more than 40 parents and current or former members of the community. Professions represented ranged from builders and fire fighters to architects and surgeons and 80% of the role models had Māori or Pasifika heritages.

Teaching the children about this diverse range of future careers boosts their excitement, energy and motivation. Following the expo, Lefaoseu and Theobald now take students on careers trips every fortnight.

7. The Phenomenals

Lefaoseu and Theobald identified the need to focus on building character traits such as grit, striving for excellence and self-belief. The Family So'otaga created a series of Mr Men-style 'monsters', each bearing a key characteristic of a growth mindset.

A student drew the series of monsters that were animated by a graphic artist, and two have subsequently been made into life size mascots. The monsters (collectively called The Phenomenals each has a name and a particular trait. Current monsters are Grit, ICAN, Optimum and Mafana (a Samoan word for warmth and care).

Holy Family School placed a focus on the phrase 'Believe; Achieve' as part of So'otaga during 2017, to encourage students to believe they will achieve.

Teachers have incorporated the language of 'The Phenomenals' into their teaching and students are starting to use the traits in their own imaginative play and creative projects. So'otaga has placed an emphasis on children mastering these skills at a young age, in the hope they can utilise them now and throughout their lives.

OUTCOMES

Much of So'otaga's success is not readily quantifiable. While there have certainly been academic upturns from the initiative, the social and personal strides have made the biggest positive impact on the school.

Theobald and Lefaoseu remain realistic about the reach of the programme at their school. Children are exposed to So'otaga and the growth mindset at school for just six hours a day, 40 weeks a year. Children face a huge number of other influences that can make progress difficult to sustain.

The repetitiveness of So'otaga is key to ensuring the success of the children, which is why Lefaoseu and Theobald believe So'otaga would be most effective if children were exposed to it at the start of their schooling career and had it continued right through to the end of college.

So'otaga is not a one-size-fits-all initiative, and scaling to other schools would need to reflect this nature, not just at an individual level but also for the differing needs of schools and their communities.

The initiative works because it has the support of the principal, the teachers and the parents. In order for it to work in other schools, the schools would have to embrace it as a community initiative ingrained in the ethos of the school.

Finding the right person for the programme facilitator job would be the most crucial element of scaling the initiative to reach other schools. Tengaru was formerly a teacher aide, yet the work of the facilitator is far outside the scope of a teacher aide's usual job description.

From a management point-of-view, Theobald and Lefaoseu knew they had to employ a person who would work best within the community – and that meant choosing someone who was already part of the community. The problems for future So'otaga-style programmes in other schools arise in the difficulty of regulating this system – when the best-suited facilitator is not likely to be an expert.

It is likely individual school communities would be able to identify the right person for the job, whether they are a teacher aide, a parent or a friend of the school.
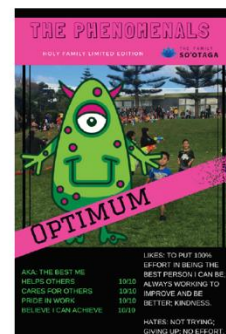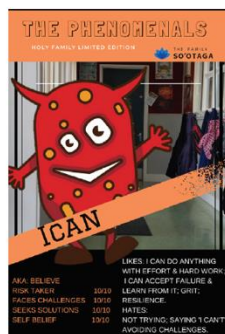
The Phenomenal monster posters are placed throughout the school to remind students of their attributes.

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NEXT STEPS

A complete review of the initiative, its effectiveness and what will happen next will be published in 2019.

Four lessons learnt

Lefaoseu summarises the key insights of the programme to date:

1. Don't be prescriptive.

'We soon learnt that our approach to So'otaga needed to be less scripted. There is no set format for meetings and we tailor everything to the needs of the family in front of us. AEPs enabled an introduction to a discussion, but should not be the goal. The objective is to improve wellbeing, and that requires heart.'

2. Don't rush the process.

'It takes time to establish reciprocal relationships. Many of the parents have now become integral support-people themselves, helping the school and the wider community. The team had to learn to be flexible in time and resources to meet the specific needs.'

3. Don't try and be a social worker, be a connector.

'The development of an additional layer of care, concern, communication and connection between home and school is what goes on to enhance child/teacher relationships. The goal is to develop a trusted relationship for the benefit of the child.'

4. Be open for change.

'We learnt not to focus on the academic side alone, but also the emotional and social wellbeing of each child and family. Alongside the AEPs, the conversations we were having were equally important. Confidence is critical; when parents become confident in understanding how the education system works, we see phenomenal changes in families and the lives of their children.'

So'otaga starts before school. Fiona Leatuavao already had a relationship with student Inoke Levanatabua before he entered her class.

For complete references and to find out more, visit our website: www.mcguinnessinstitute.org

TESTIMONIALS

Parents of one child – Kiribatian

'[So'otaga has] helped us with everything and it helps support my child with her study. It is from the heart and everyone is welcoming.'

'We feel comfortable to come and talk [to the school] and I would love to be a volunteer [at the school] or teach dancing. My daughter has [achieved] higher in her reading and writing and really likes that we are part of the So'otaga. I have learnt the best way to support her learning is by being patient, listening and talking to her.'

Mother of two children – Samoan

'So'otaga has impacted our family because it has made us work together to make sure our son achieves what he wants to at school. It has hugely impacted the way we interact with each other and the way we speak to our son so he understands more in his learning. The resources have helped a lot and I thought they were perfectly suited to his learning.'

'One of the things that stood out for me as a result of So'otaga is that his father and I have become very active in his learning. Before it might have just been one parent, but with So'otaga both of us could interact with him.'

Parents of four children – Māori

'So'otaga has been really good for my family, especially having all the resources there. My child likes so many different things so to keep him focused on one thing is hard at times. With So'otaga, having a main goal to focus on and work towards was really good for him.'

'So'otaga has encouraged and empowered him to want to do more and it has helped him to be more confident, especially with speaking in front of his class. Overall, So'otaga is such a great initiative that I hope continues because not only does it benefit the children, but the families as well.'

Parents of four children – Māori

'So'otaga is such a positive thing, it's all about working together and everyone is so friendly and welcoming. Our family has really benefited from it. We found the resources particularly helpful for our five-year-old who just started school this year. They have helped him with basic words and reading.'

' a bit of a hard time with our eldest son adjusting to his first year of intermediate. We believe the help of the So'otaga meetings, discussions and goal setting have really helped to improve his attitude and change his mindset in regards to learning. This resulted in him having a great year last year, both academically and in sports.'

'We've found So'otaga has given us the confidence to be able to speak to teachers openly and freely.'

The Phenomenal monsters: ICAN, Grit, Mafana and Optimum.