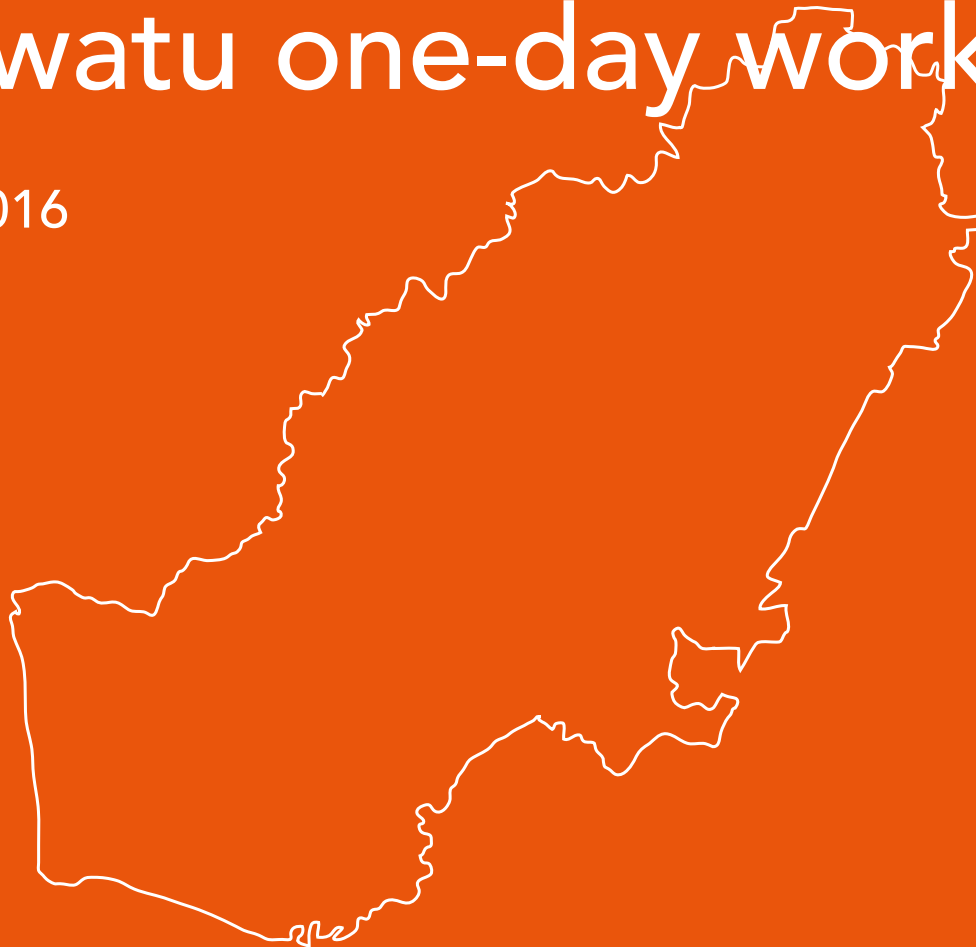


Manawatu one-day workshop

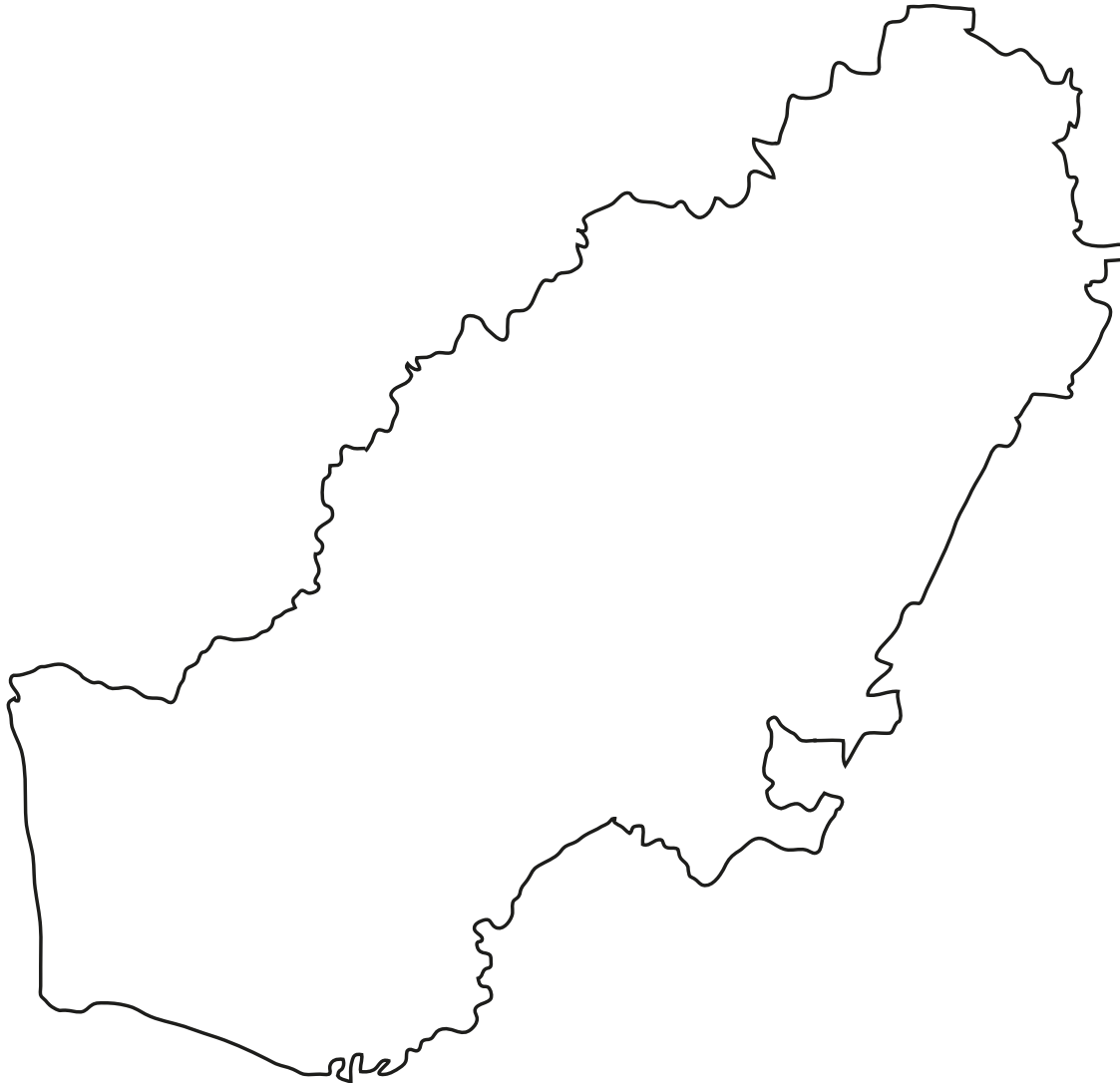
15 August 2016



Use [#tacklingpovertynz](#) to join the national conversation



Mayor Margaret Kouvelis



Agenda

- Session 1:** Welcome
- Session 2:** Youth Presentation
- Session 3:** A National & Local Perspective
- Session 4:** Challenges and opportunities
- Session 5:** Observations
(the survey and discussion paper)
- Session 6:** Finale

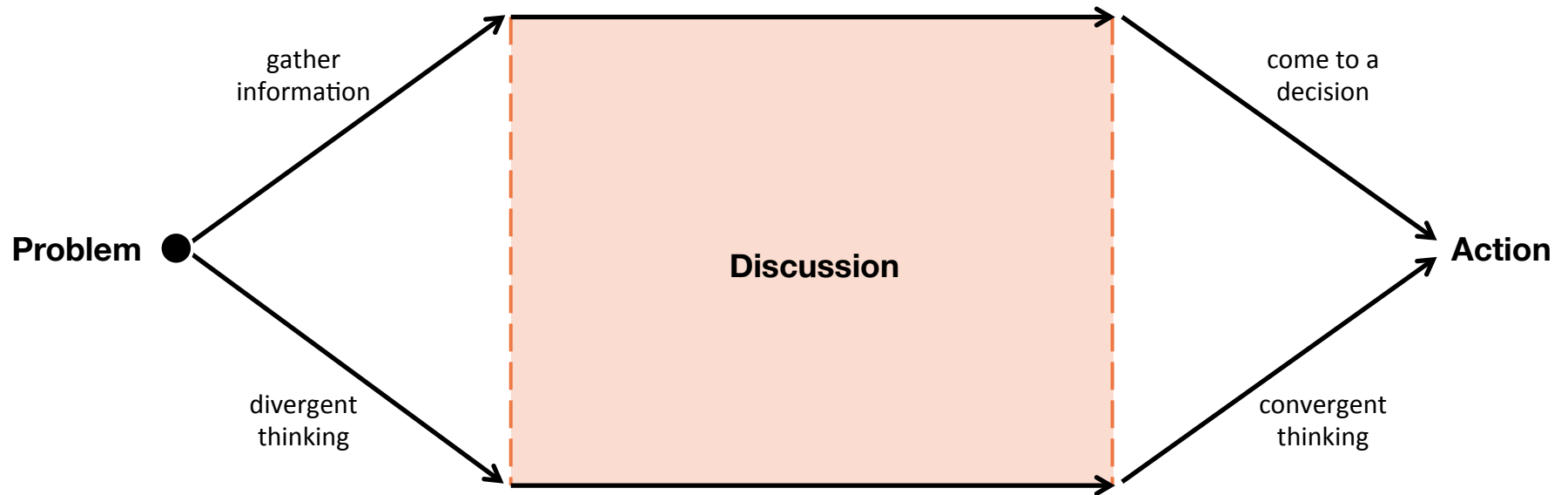
1. Welcome

- McGuinness Institute
- National conversation
- Building and sharing solutions
- Network of TP workshops
- Outcome of TP workshops
- Photos will be taken
- Beware the echo-chamber

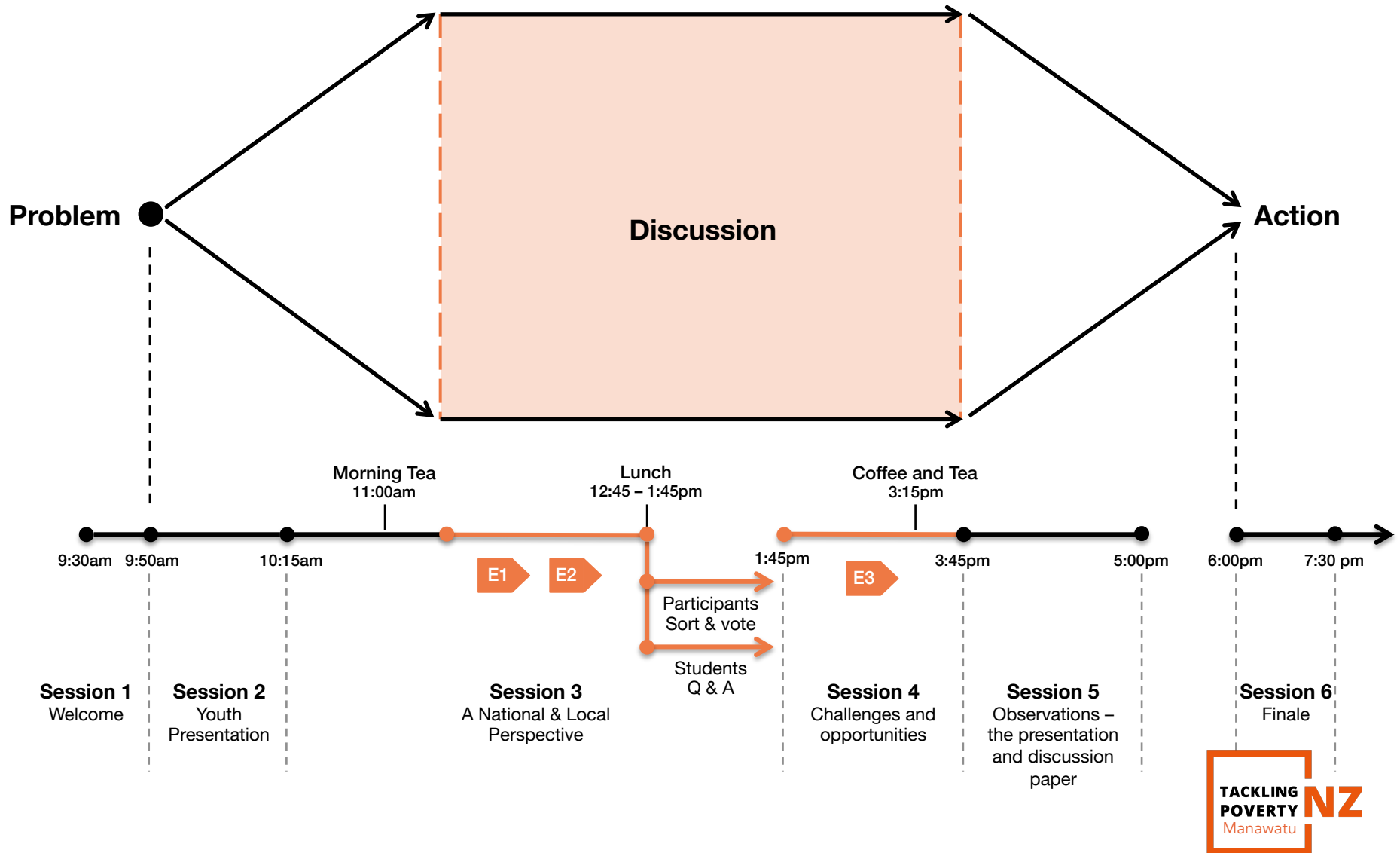


Wendy McGuinness
CEO, McGuinness Institute

Workshop Programme



Workshop Programme

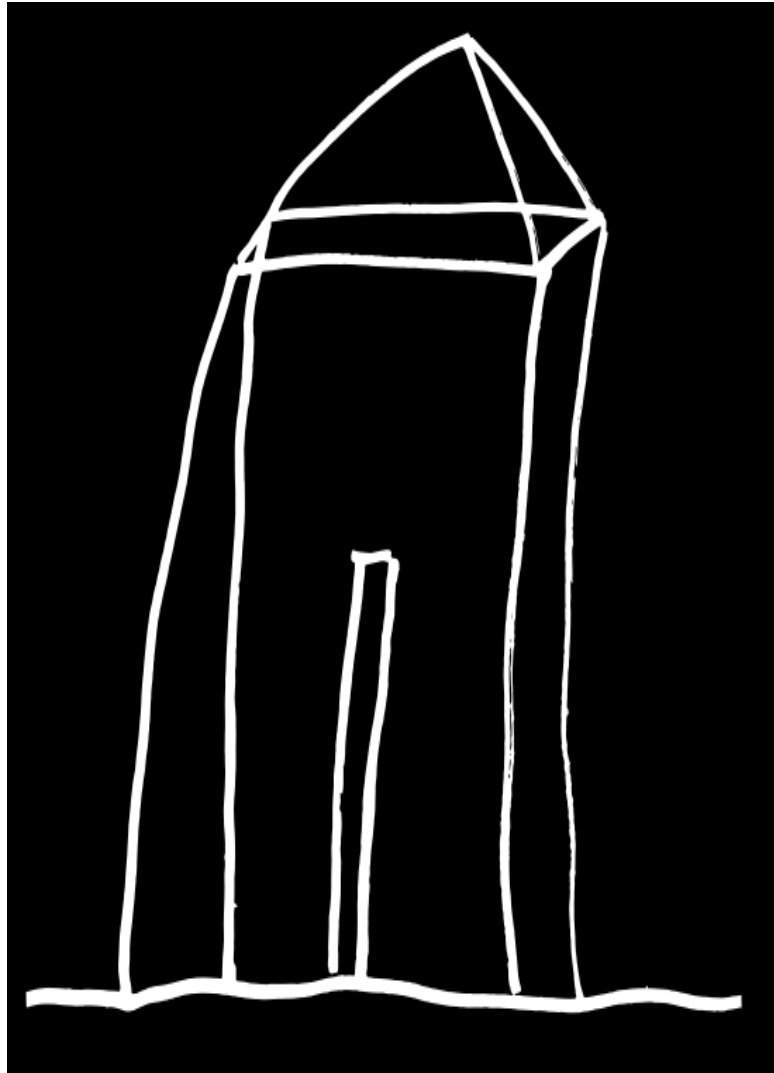


2. Participants from the 2015 *TacklingPovertyNZ* Workshop

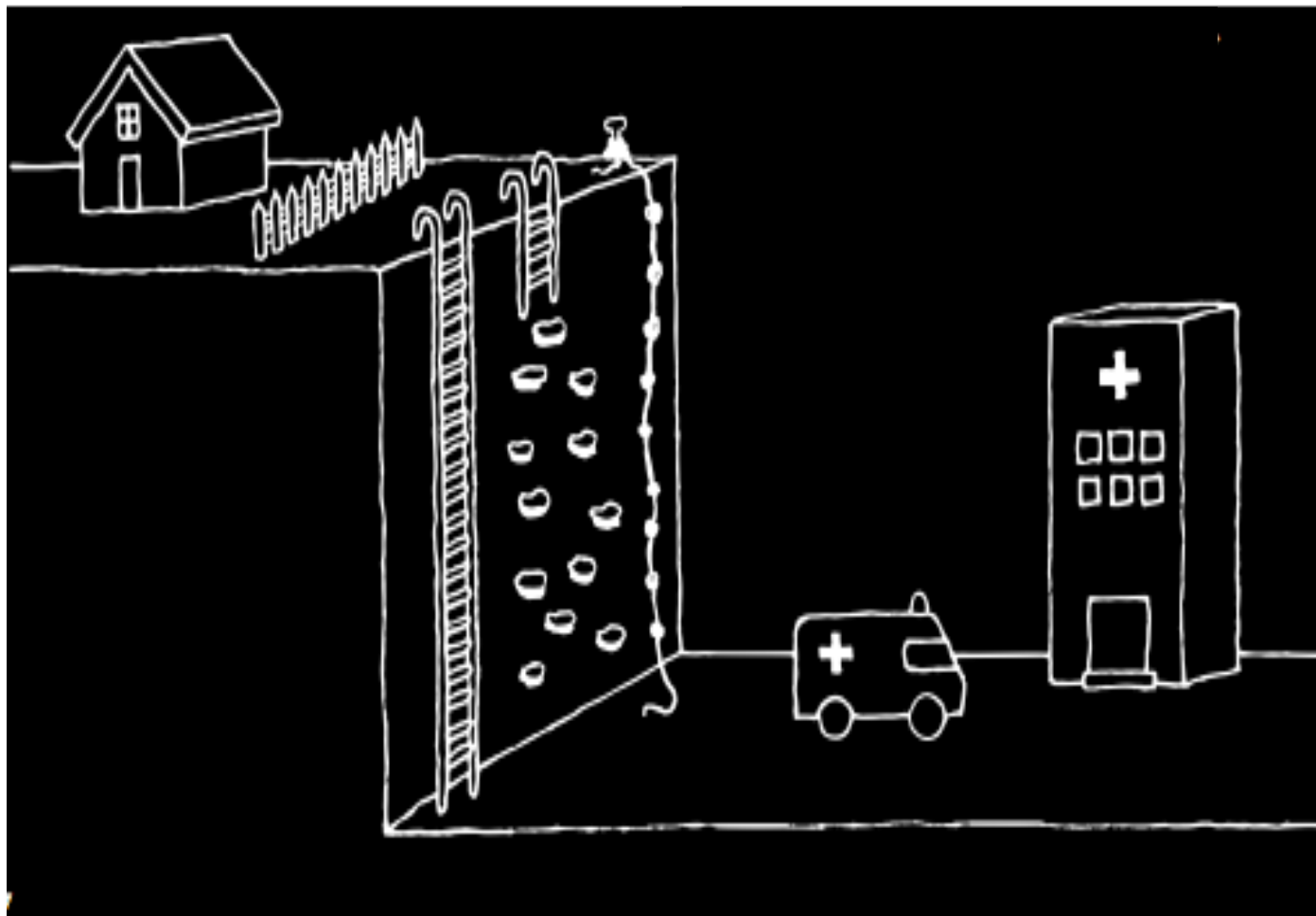
Felix Drissner-Devine, Elaina Lauaki-Vea,
Maddie Little and Caitlin Papuni-McLellan



Introduction



Five Myths About Poverty in New Zealand



Baby Box

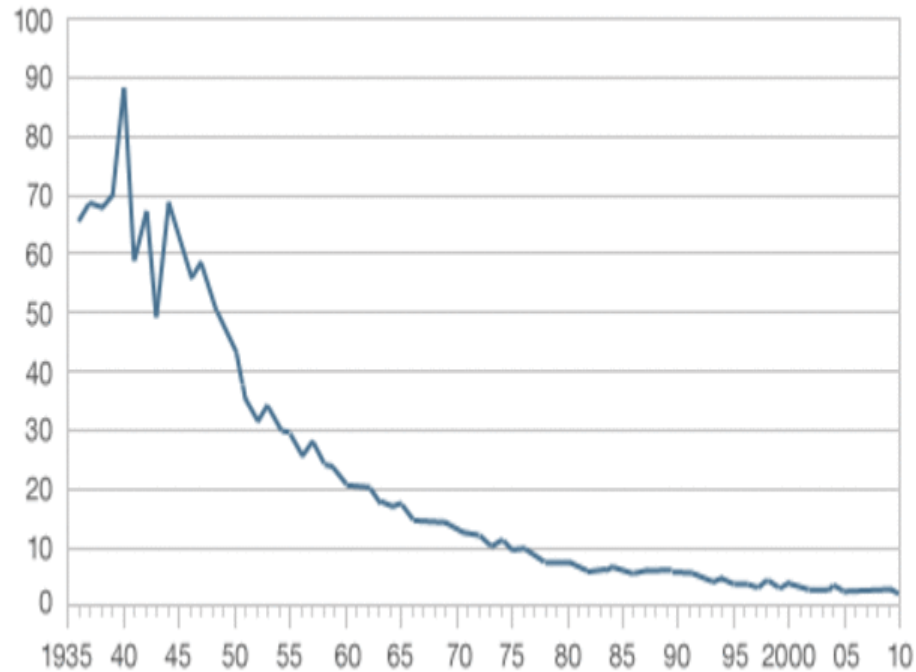


Community



Community

Infant mortality in Finland, 1936 to 2010 per 1,000 births



Source: Statistics Finland

Employment



Employment



Social Services



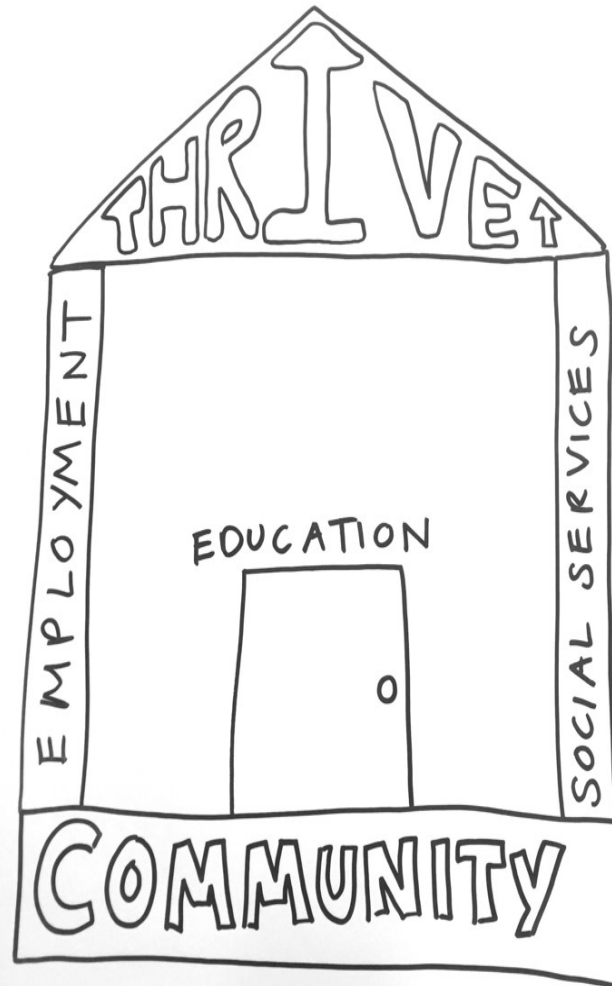
Education



Education



Conclusion



3.1 Dr Girol Karacaoglu

Chief Economist, New Zealand Treasury

NZ Treasury Living Standards
Framework



Wellbeing, Poverty, and Public Policy

NZ Treasury's
Living Standards Framework



THE TREASURY
Kaitohutohu Kaupapa Rawa



Purpose of Public Policy

To help people live the kinds of lives they have reason to value ...

... by increasing their opportunities and capabilities, and incentives, to contribute to economic and social life, and benefit from their contributions.

Comparing the Better Life Initiative to NZ Treasury 'Living Standards Framework'

OECD well-being dimensions

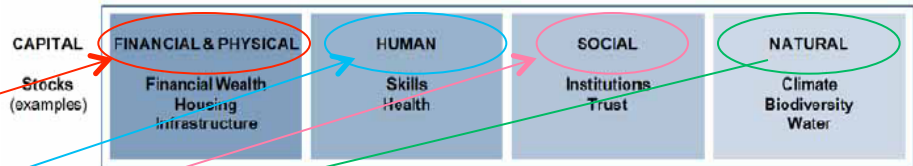
NZL Treasury's Indicators for Measuring Living Standards

Individual well-being

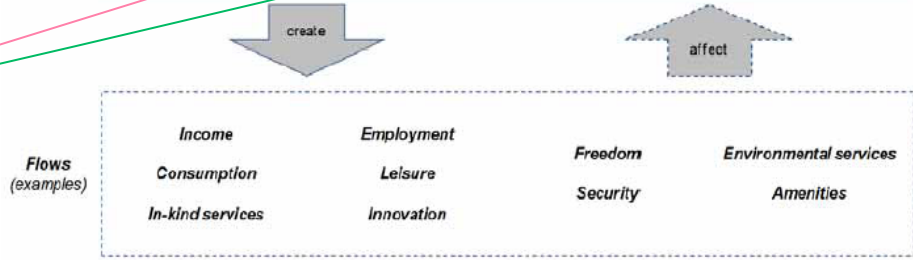
- Income and wealth
- Jobs and earnings
- Housing
- Health status
- Work and life balance
- Education and skills
- Social connections
- Civic engagement and governance
- Environmental quality
- Personal security
- Subjective well-being

- Income
- Wealth
- Employment
- Leisure
- Education/Skills
- Health
- Trust
- Security
- Environment
- Subjective well-being

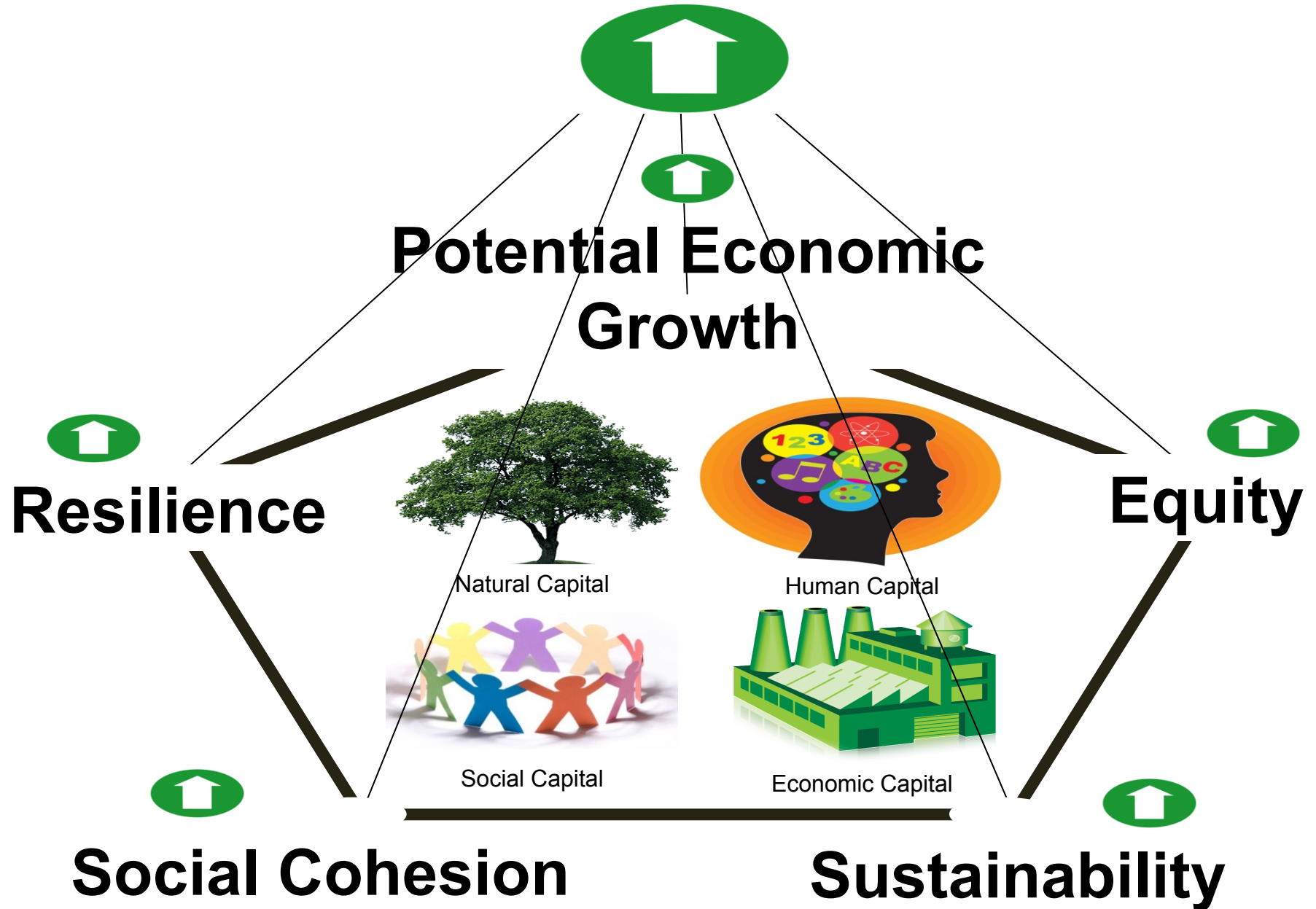
Treasury's Living Standards Framework



Sustainability of well-being over time

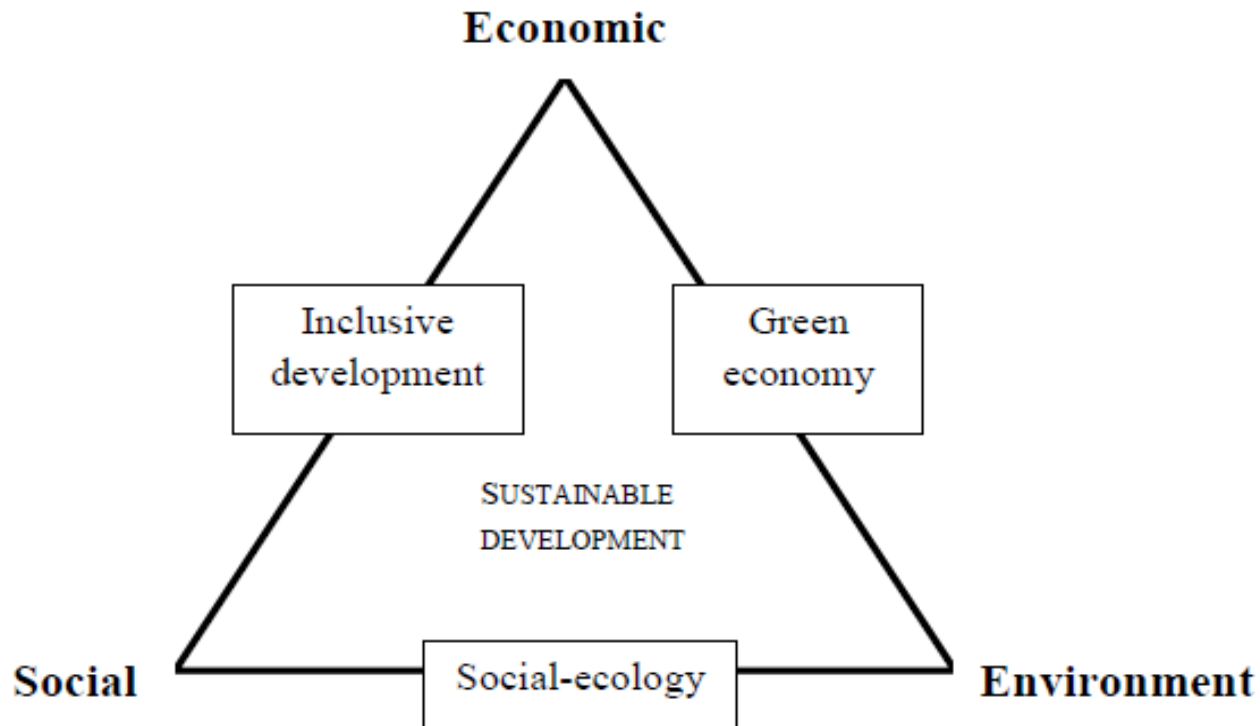


Intergenerational Wellbeing



Sustainable Increase in Wellbeing requires an Integrated Approach to Environmental, Social and Economic to Policy

Figure 1: the three linkages of sustainable development



Stylised Model

- Wellbeing is a function of a marketable consumer good, as well as leisure and good health – and a set of outcomes with “public good” attributes – clean environment, social cohesion, equity (across society and generations), sustainability, and resilience to major economic, social and environmental shocks.
- Sources of wellbeing are the capital assets that comprise “comprehensive wealth” – economic, human, natural and social capital.
- These capital assets influence wellbeing both directly, and indirectly through the production function.

Stylised Model (continued)

- Production of the single consumable, and internationally tradeable, good uses both clean technology (using skilled labour) and dirty technology (using unskilled labour).
- A very important source of the growth potential of an economy is productivity growth underpinned by science-based innovation.
- Innovation-embodied human and physical capital can be generated through domestic investment or by importing them from the rest of the world.
- International human and economic capital are attracted to the small open economy because of its relatively high quality of life (reflecting its physical environment and social cohesion), and its offer of relatively high material wellbeing.

Policy Framing

- Purpose of policy is to enhance wellbeing on a sustainable and equitable basis.
- Sustainability should be framed in terms of the sustainability of wellbeing, not of individual capital stocks (or aggregations of capital stocks such as natural capital etc).
- Capital stocks are often substitutes for each other in the generation of wellbeing (both across broad categories and within categories)
- The focus of policy therefore should be on ensuring that there are mechanisms to encourage the optimum use of (and investment in) combinations of capital stocks (both across and within categories) towards generating sustainable wellbeing [i.e. “comprehensive investment” (or “genuine savings”)].

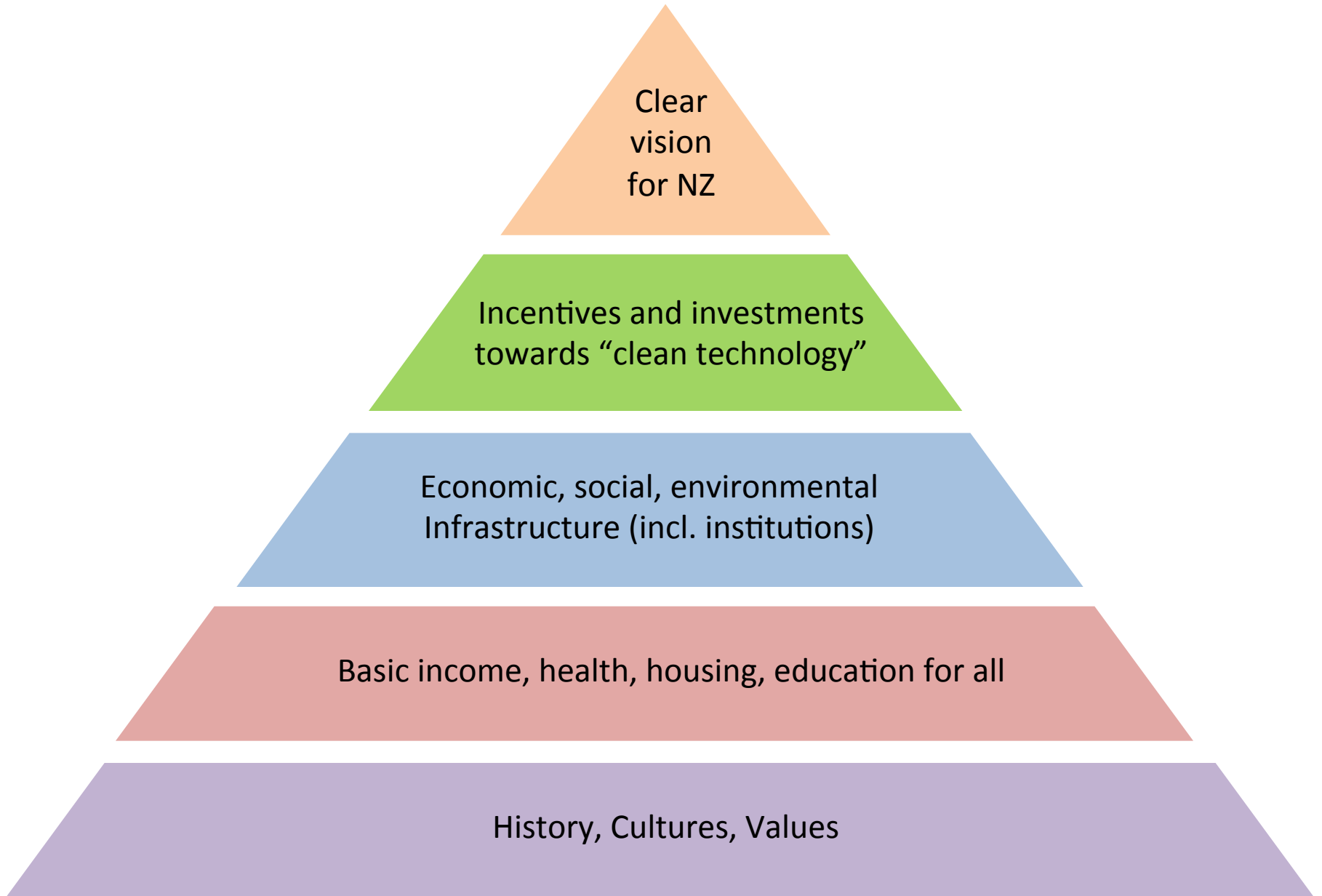
Policy Framing (continued)

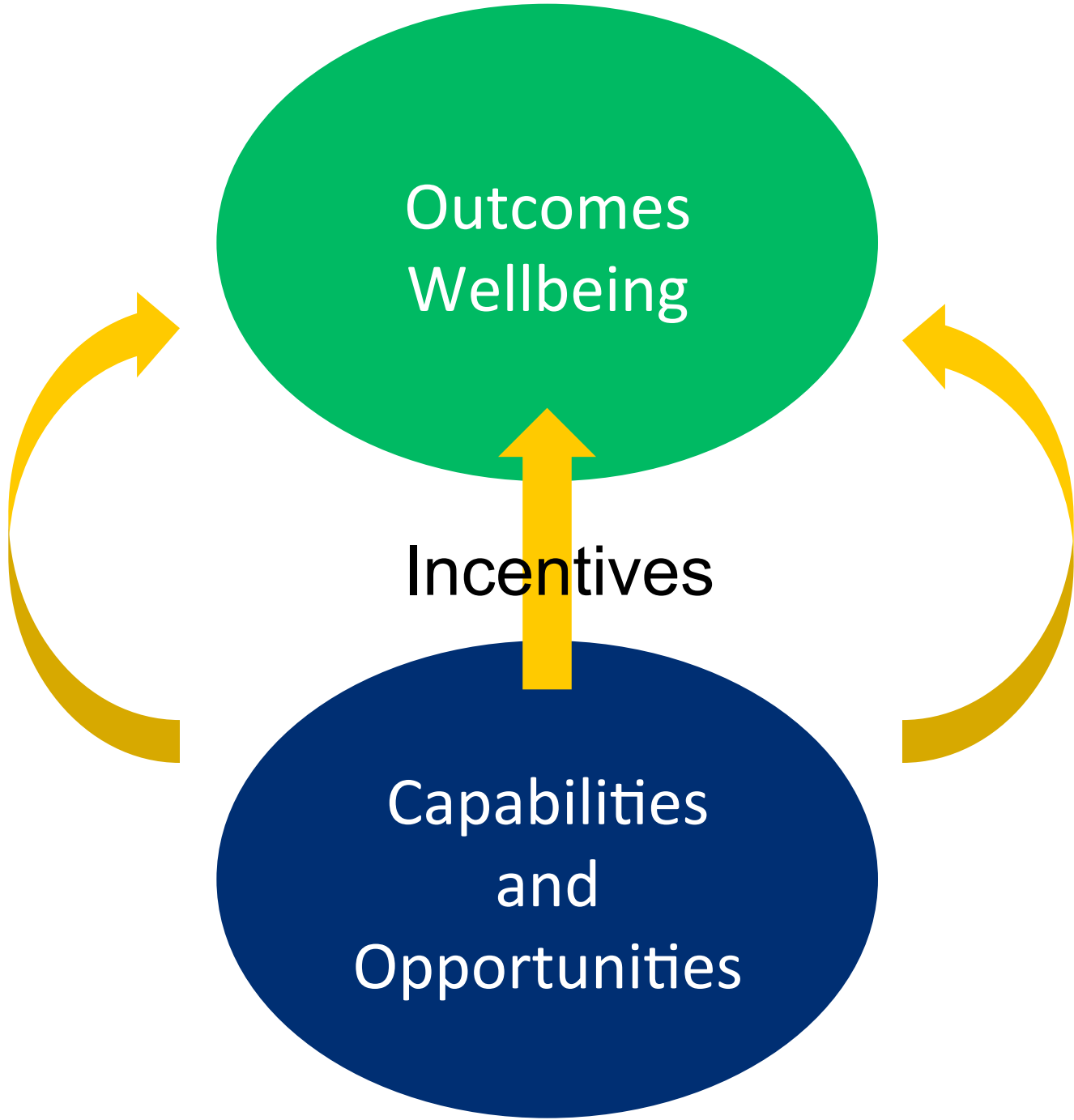
- This is not to deny the existence of critical levels for all ecosystems – environmental, social and economic – these are complementary in nature.
- Moving from the quantitative notion of the limits to growth based on the scarcity of natural resources (or natural capital stocks), to the criticality of preserving the regulatory systems of natural capital.
- Focus on the climate system (global warming) and biodiversity as critical and complex systems of regulatory functions.
- Very significant intergenerational considerations.

Poverty

- **Poverty** is a complex construct which is not just about the income a household has access to; it includes whether households have adequate resources that meets basic needs.
- **Poverty** is about **exclusion**.
- The Treasury's advice emphasises that living standards are enhanced if **everyone has the capability and opportunity to participate in society**. It is assumed that if people do not have their basic needs met they do not have adequate capabilities and opportunities to participate.

Policy Triangle for a Wellbeing State



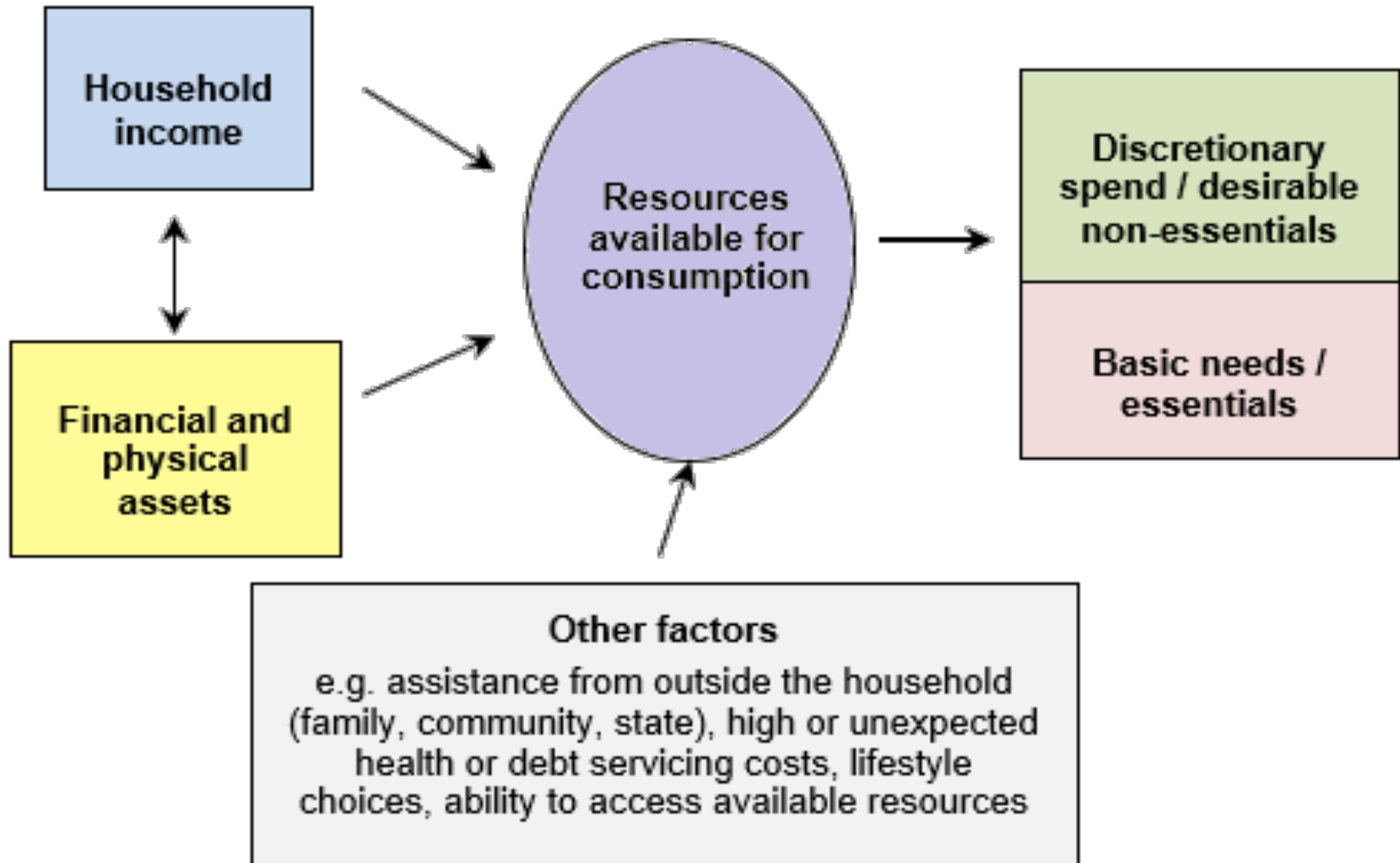


Outcomes
Wellbeing

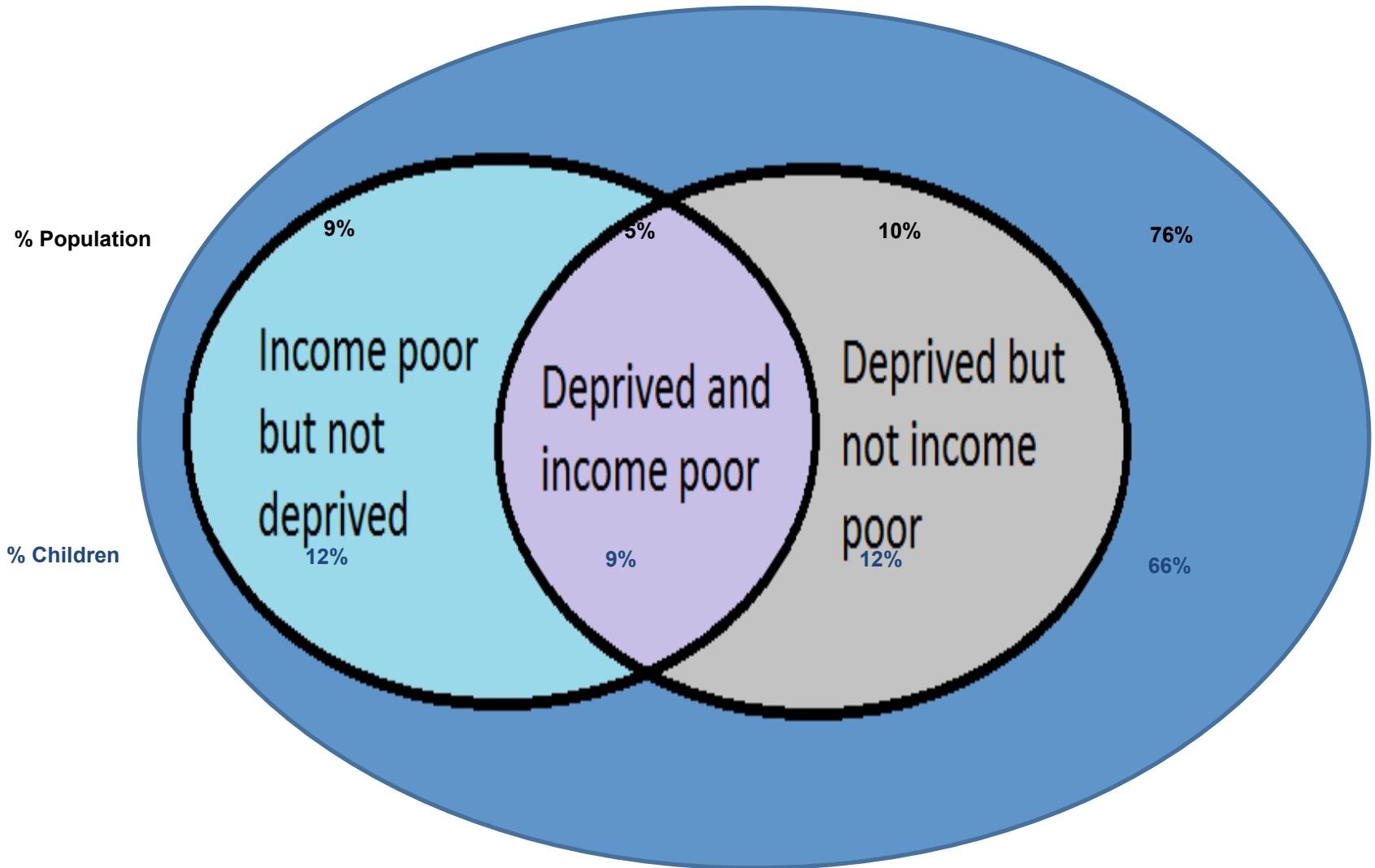
Incentives

Capabilities
and
Opportunities

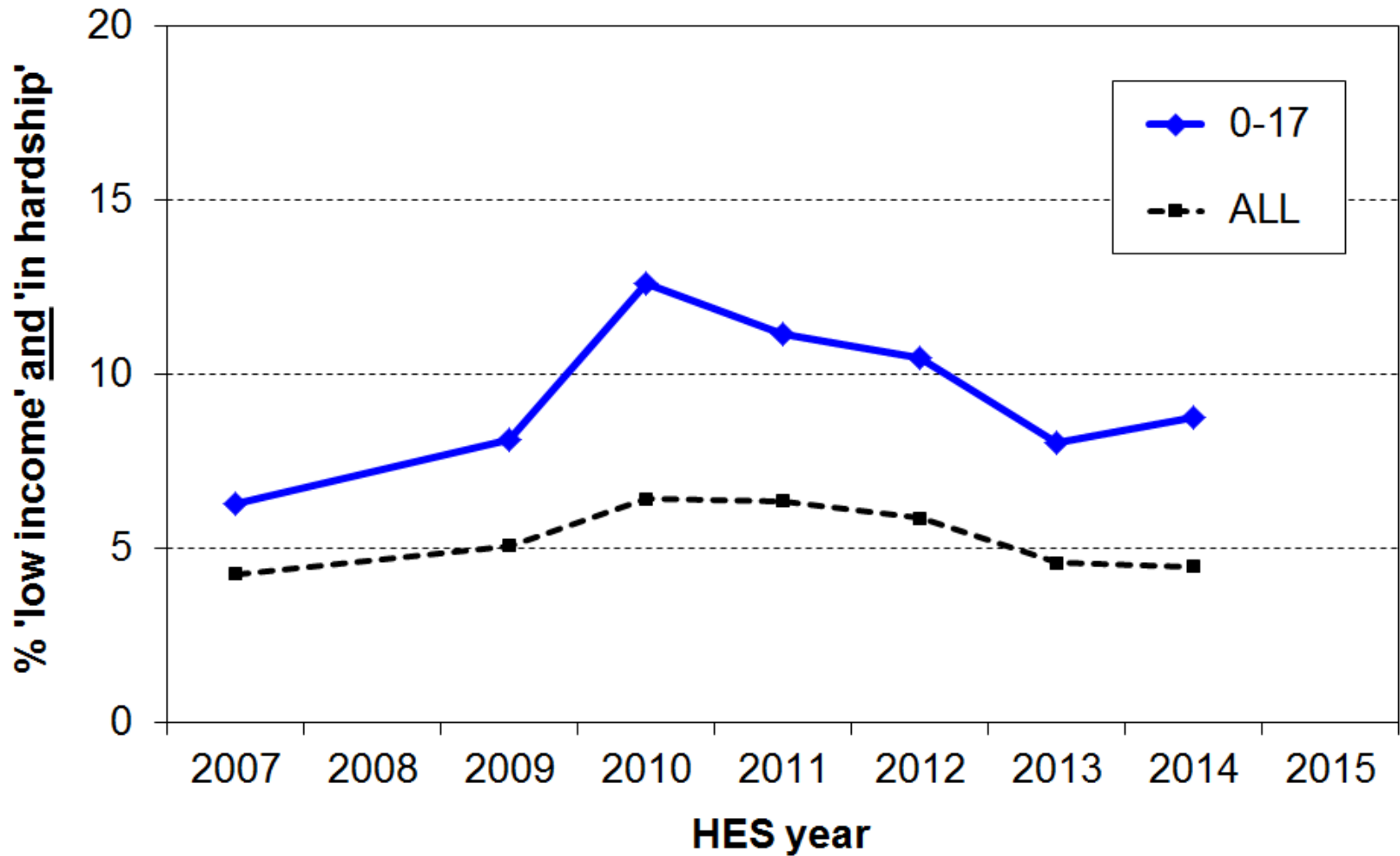
Description of Poverty in NZ



Big Picture



Recent Trends



How are we using it?

PROSPERITY

Economic growth

INCLUSIVENESS

Social inclusion

Increasing equity

SUSTAINABILITY

Sustainability for the
future

Resilience

Economic Capital
Human Capital
Natural Capital
Social Capital

Summary of our advice on policy priorities

Short-term

Medium-term

Long-term

Inclusion: lifting outcomes for disadvantaged New Zealanders

Reducing child poverty and supporting inclusion: expanding smart social sector investment and helping those on the lowest incomes.
A continued shift towards investment in effective social sector interventions that improve long-term outcomes, reduce long-term economic, social and fiscal costs and focus on those most in need.

Sustainability: sustaining wellbeing across generations

Sustaining the wellbeing-generating capacity of comprehensive wealth (all capital stocks).

Microeconomic and state sector reform
Increasing the responsiveness of housing supply, improving natural resource management and lifting state sector effectiveness.

Environmental and fiscal challenges
Managing the risks and costs to New Zealand of climate change and demographic fiscal pressures.

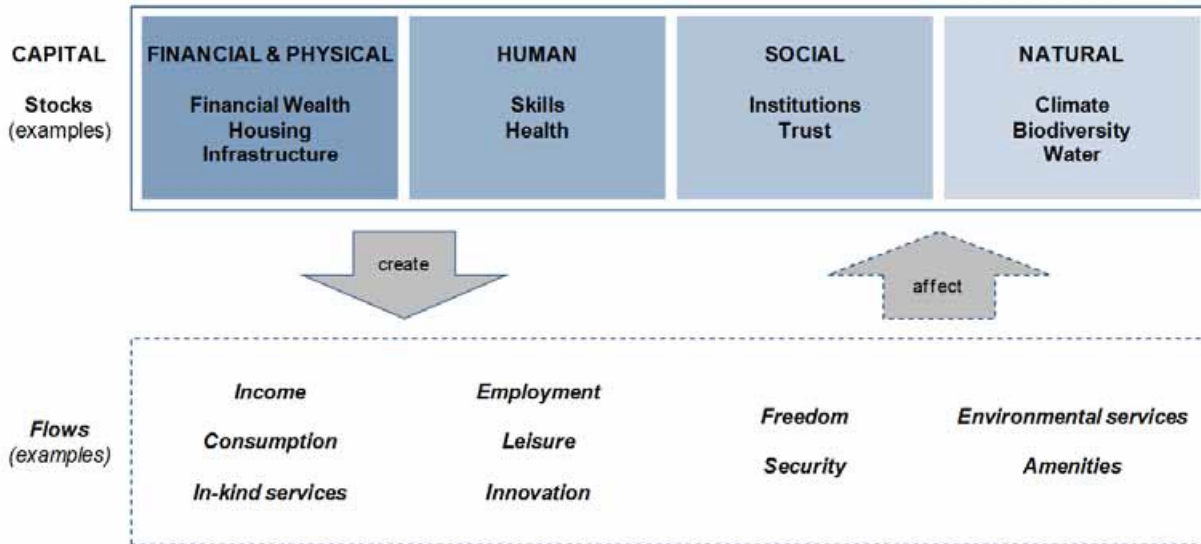
Prosperity: boosting productivity and international connections

Internationally-competitive business environment
Continued strengthening of international connections and 'behind the border' policy settings.

Long-term productivity
Tertiary education and infrastructure are two key priorities for long-term productivity performance.

Investment Approach

Investment Approach



Higher Living Standards
– the outcome for
investment approach

Key shift: broadening our perspectives beyond fiscal impacts and cost control.

Should be able to give investment advice on building the capital stocks that takes account of the full range of government levers, and community or societal impacts.

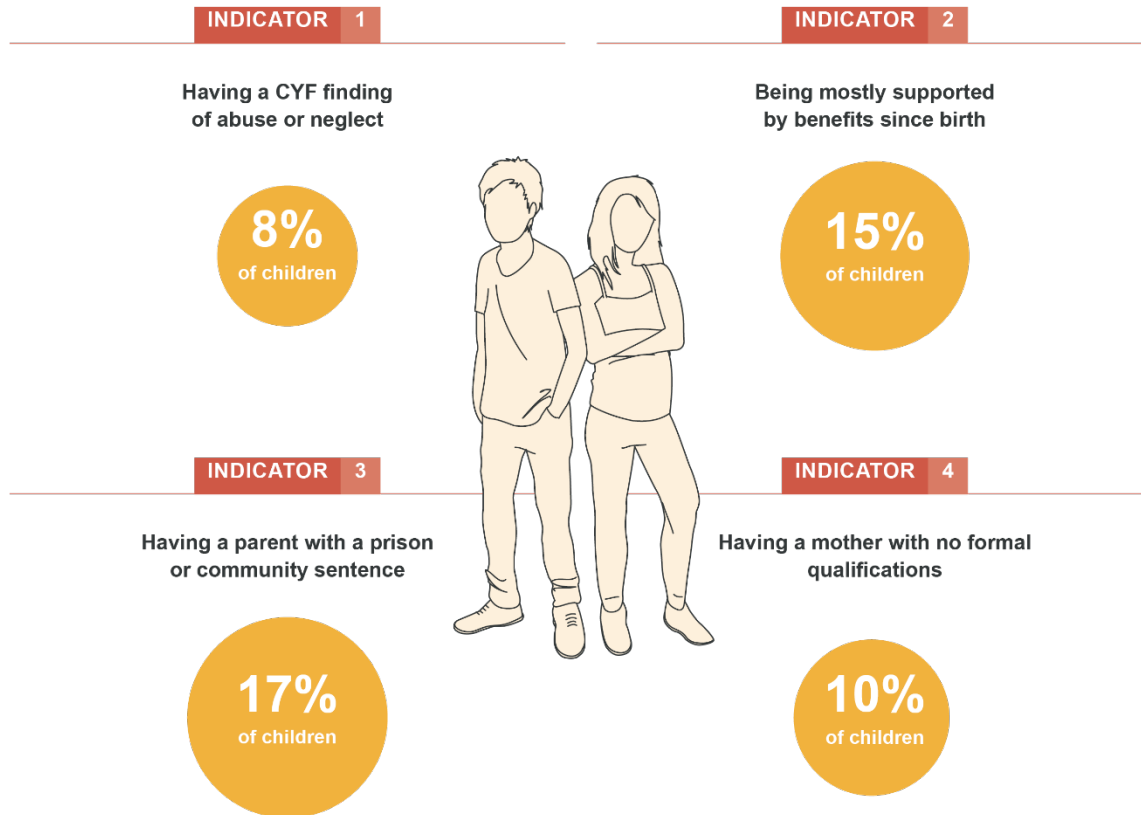
Ideal Picture

- Main focus is on investing towards sustainable wellbeing.
- What should we be investing in?
- What works – integrated electronic database on what is working across the world and in different communities?
- Randomised control trials to test if “what works” is actually working.
- Implementation through contracting for outcomes, using a selection of delivery mechanisms – involving communities.

Social Investments Insights

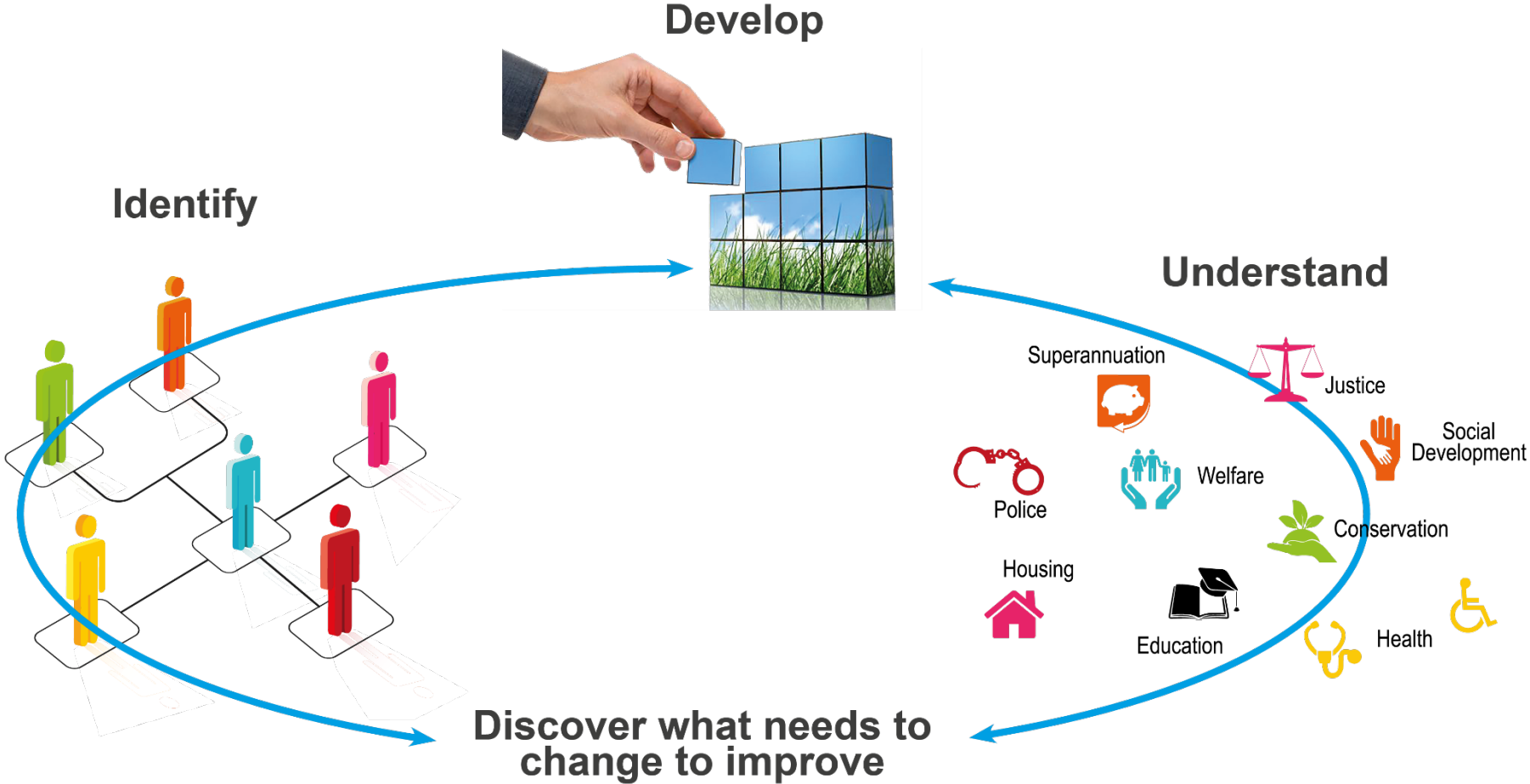
Four key indicators of high risk - Children aged 0 to 14

Using information collected by government agencies we can identify four indicators that are associated with having poor outcomes later in life. These are:



Although these four indicators are associated with poor future outcomes, they may not cause poor outcomes directly. Instead they may be linked to other things that lead to poor outcomes.

Social investment in practice



3.2 Dame Diane Robertson

Chair, Data Futures Partnership Working Group

100 Families



AUCKLAND CITY MISSION

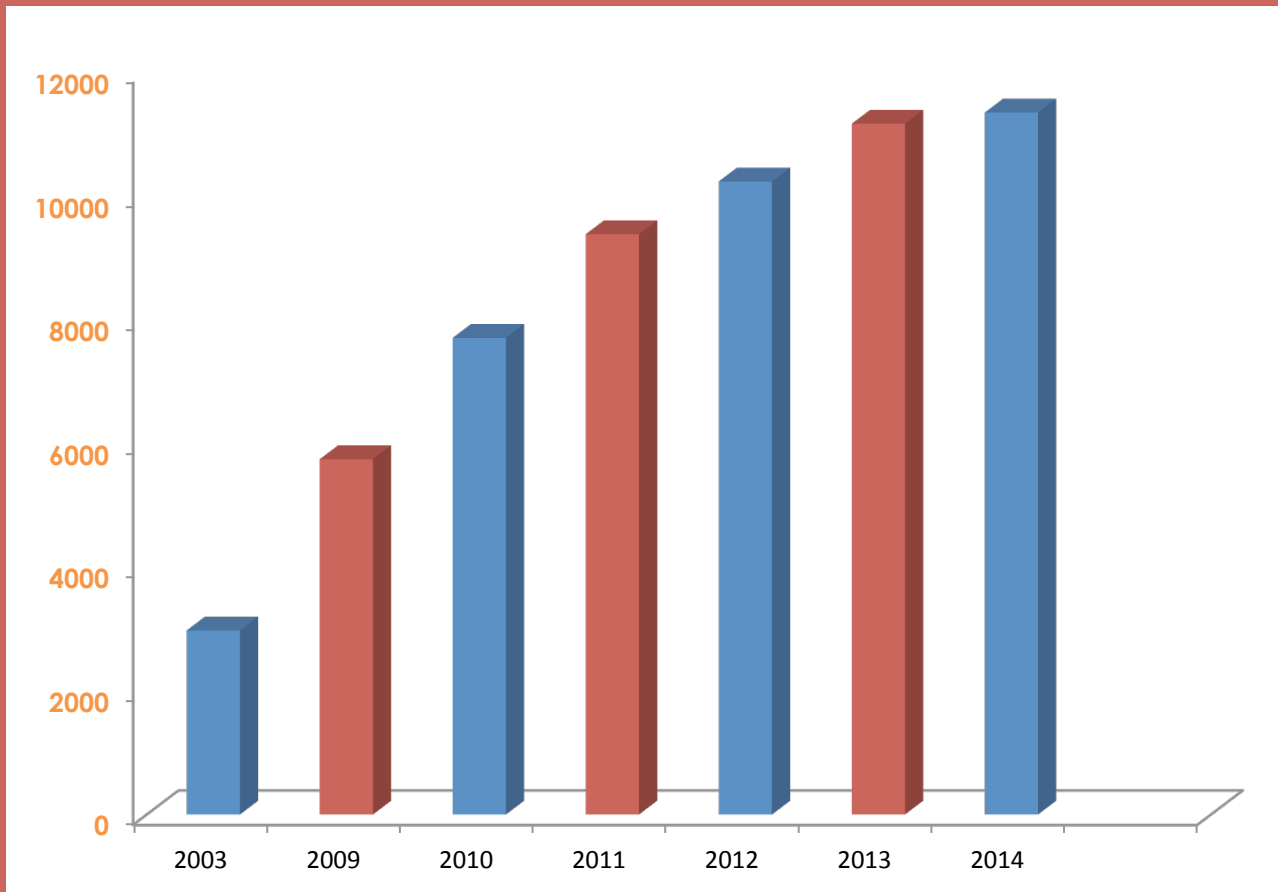


Aucklanders helping Aucklanders



What stops people
moving out of poverty?

Food Parcels 2003 – 2014



Team

- Diane Robertson, CEO/City Missioner - Design and Implementation
- Researchers: Professor Darrin J Hodgetts, Professor Kerry Chamberlain, Dr Shiloh Groot
- Project Assistants: Yardena Tankel, Emily Garden
- Participants: 100 families (40% Maori, 25% Pacific Islander, 22% European); 80% of the group were women

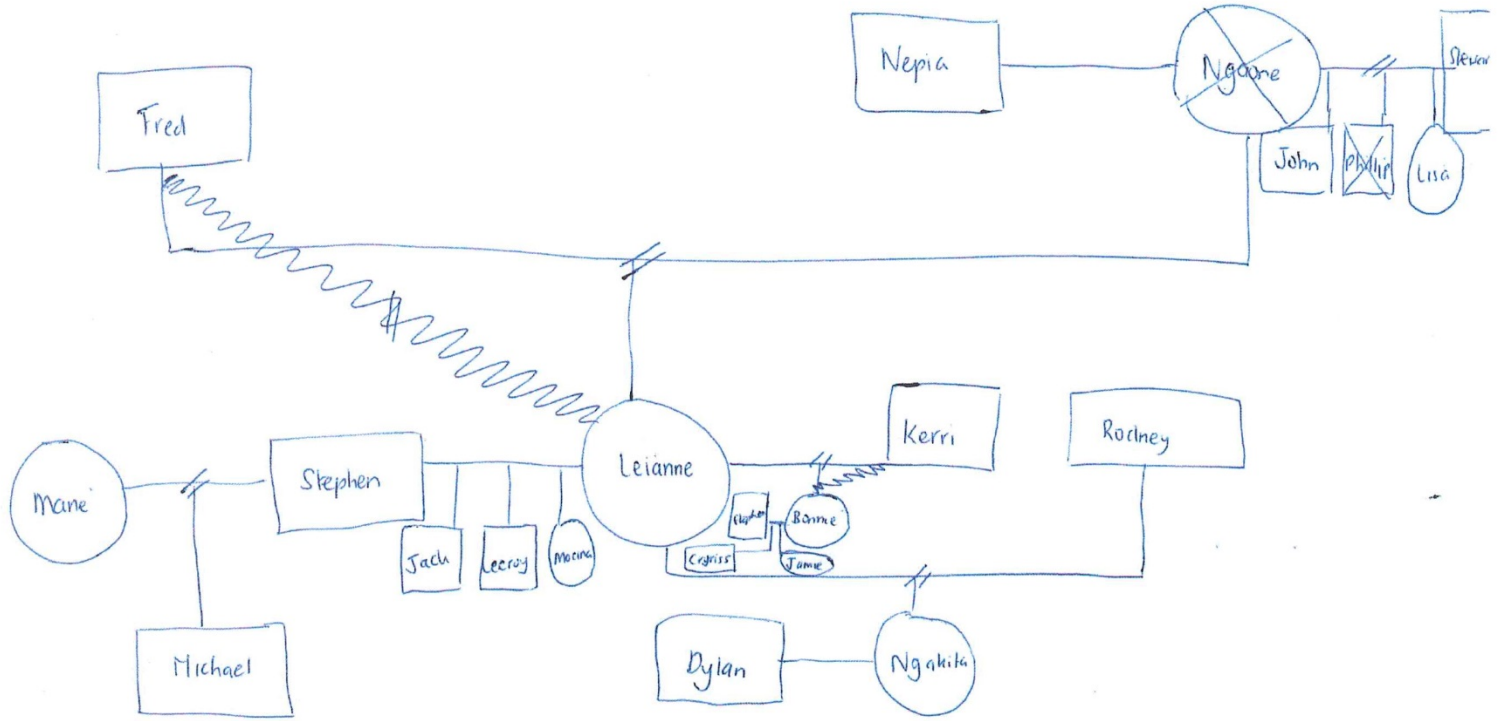
Methodology

Mapping Tools:

- Genograms
- Service Maps
- Debt Maps

26 Interviews over 12 months:

- Verbal
- Transcribed (every sixth interview)



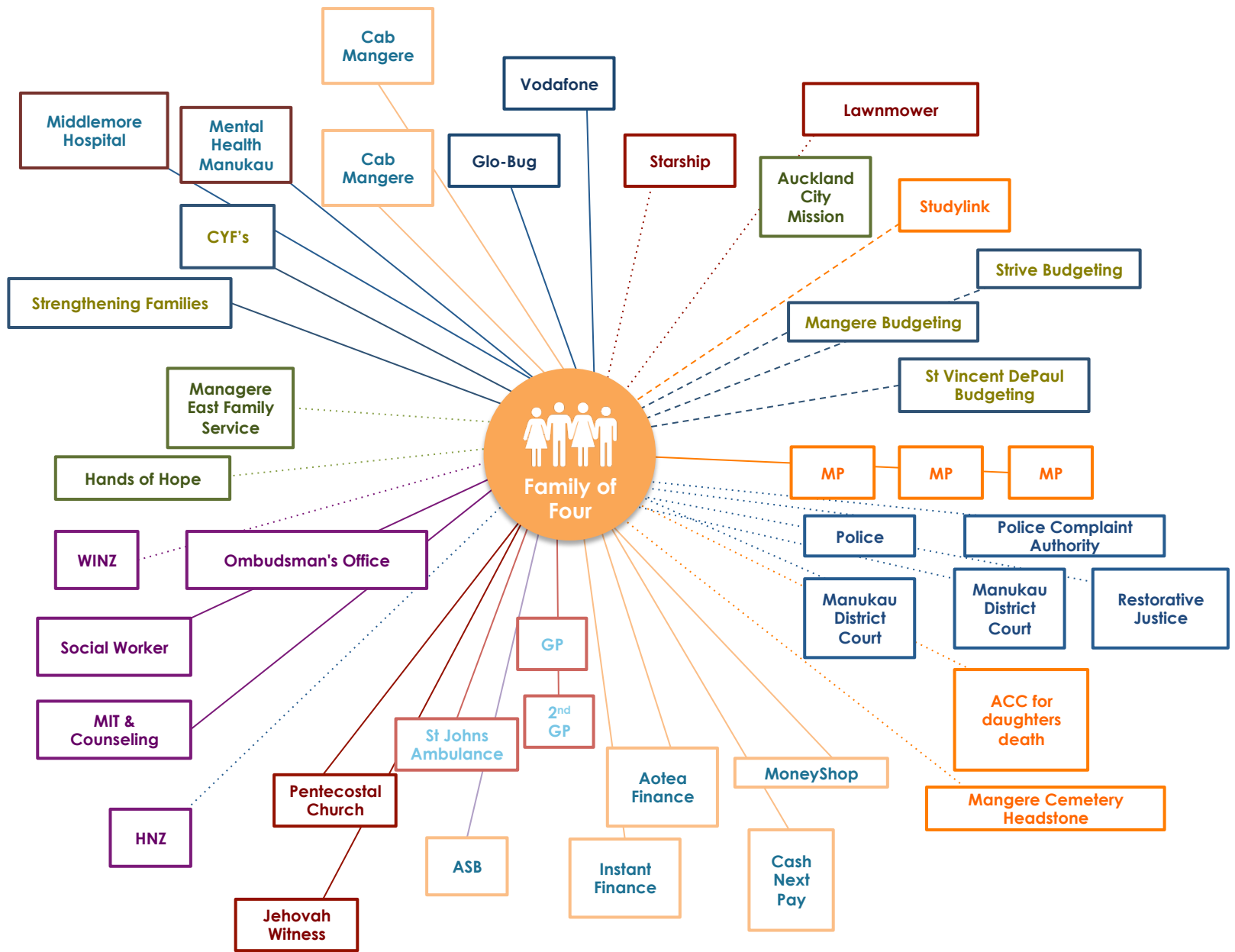
Key Themes

- Housing
- Service and Agency Engagement
- Finances (Debt)
- Health
- Food
- Justice
- Education
- (Un)employment



Dealing with support services

- is complicated and confusing.



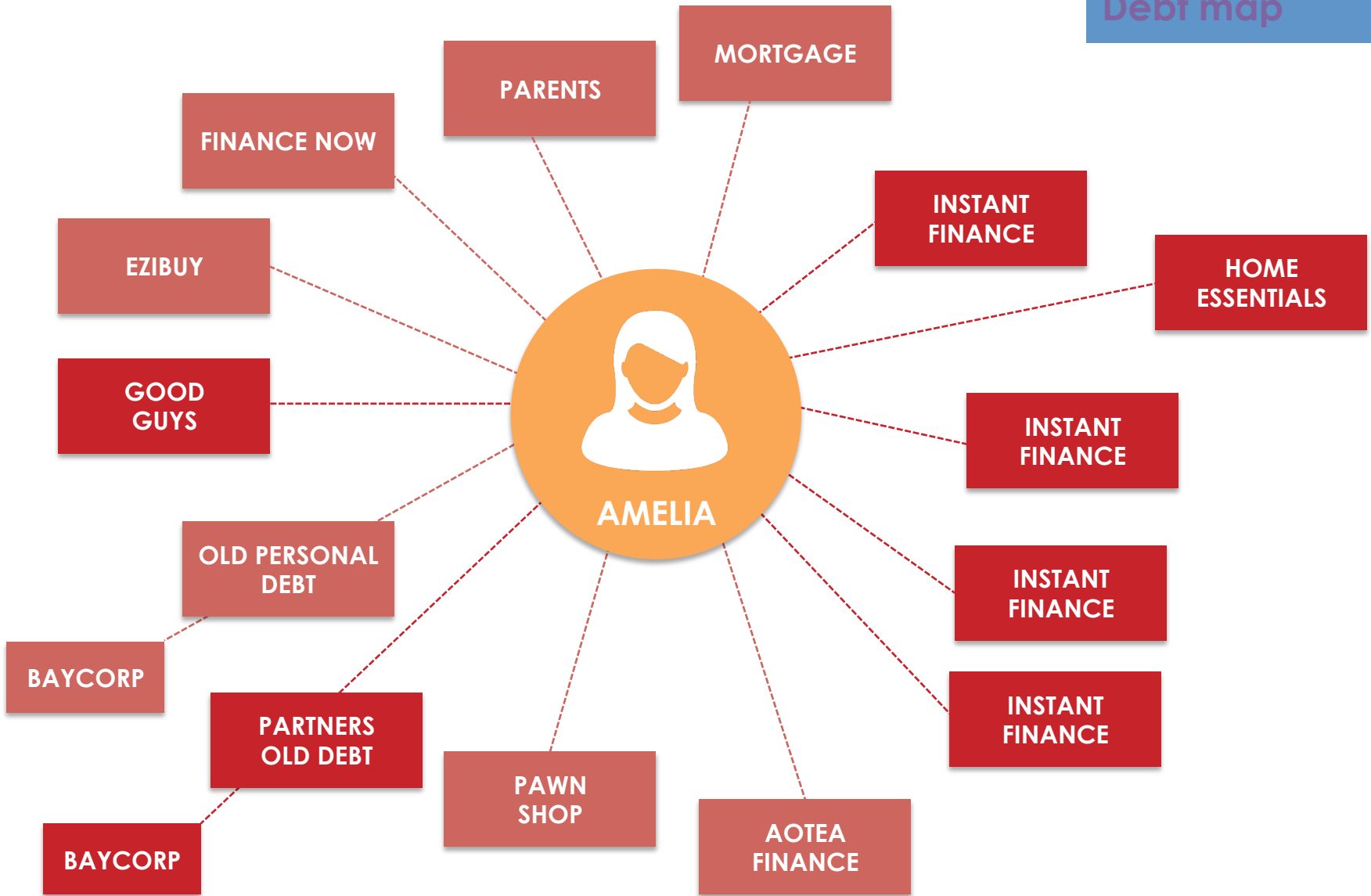
Agencies visited in a two week period



Debt costs families

- much more than just money.

Debt map



Deserving

Productive
Hard working
Grateful
Good parents
Good neighbours
Honest
Trustworthy
Stable

Undeserving

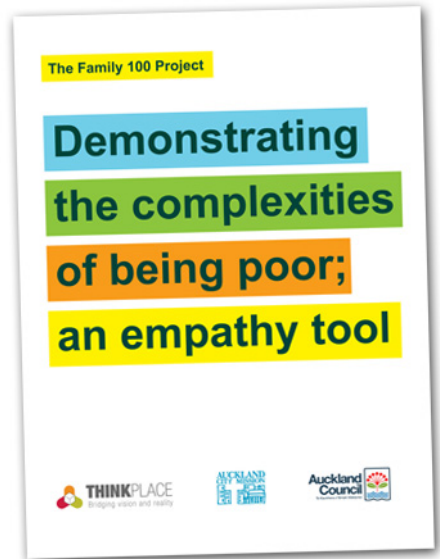
Drug users
Lazy
Ungrateful
Bad parents
Have babies for money
Cheat the system
Fraudsters
Violent

OUR CURRENT WAY OF DEALING WITH PEOPLE IN POVERTY

1. Ensure families income is so low that food becomes a discretionally item
2. Fine people for not being able to afford car registration or warrants
3. Fine “offenders” more when they cant afford their fines
4. Apply benefit sanctions if a person fails to turn up to an interview

5. Cut a woman's benefit if her partner fails to attend an interview
6. Charge families more for power, credit and housing
7. Provide families with sub-standard housing
8. Reward people who want to work with with low paid jobs on zero hour contracts
9. Ensure jobs are at unsociable hours away from transport routes
10. Talk about “those” people
11. Vilify them in the media

Charlotte's Family



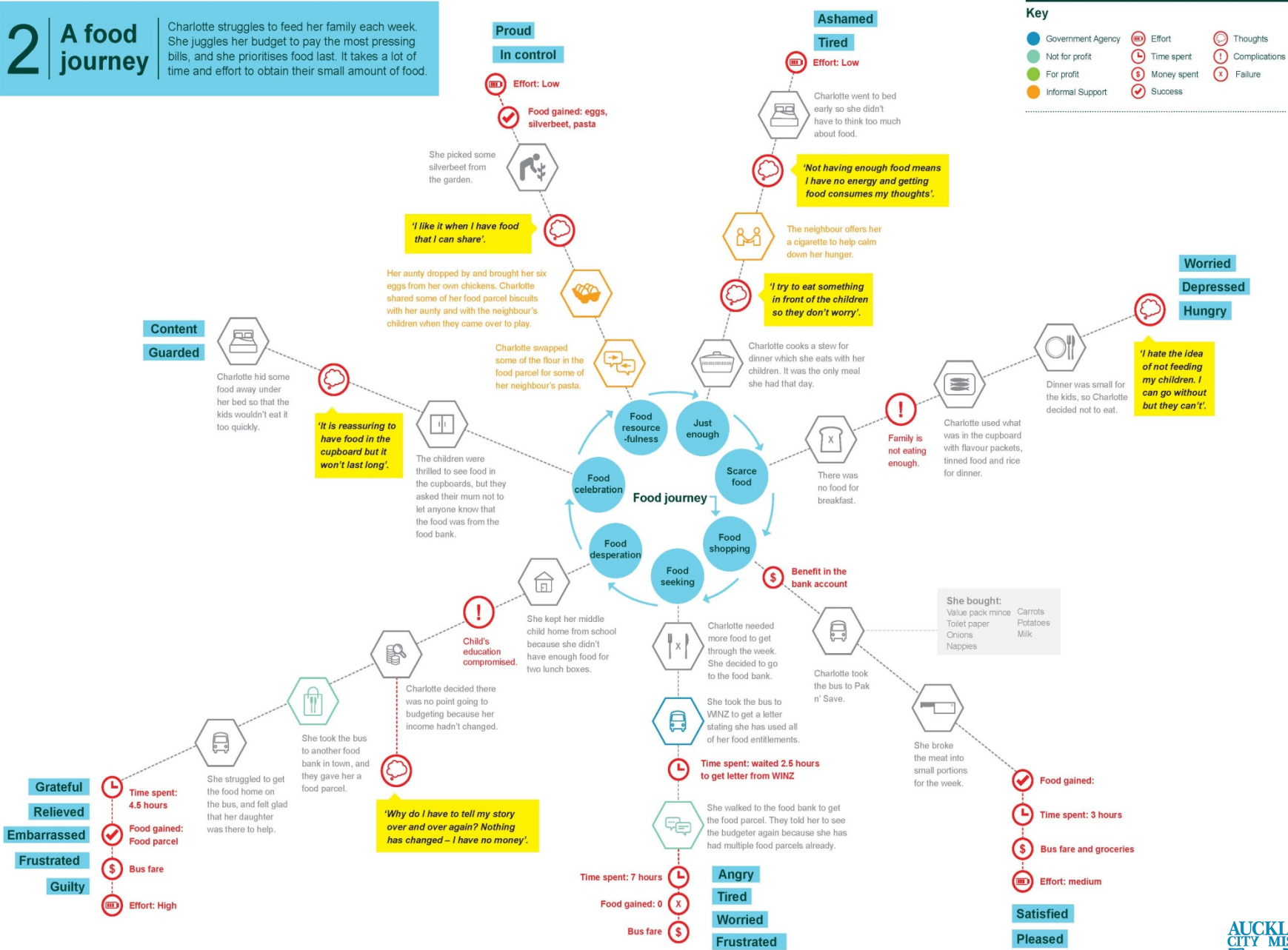
Charlotte lives in Auckland and is a mother of three children; a boy aged 13 and two girls aged 7 and 14 months. She recently left her partner due to his unpredictable behavior, so she is now parenting alone.

Charlotte grew up in difficult circumstances. Her father was abusive to both her and her mother and routinely moved in and out of the family home. Although her father worked full time, his transient nature in the home meant that Charlotte's mother often had to rely on benefits to support the family. Charlotte had her first child when she was 17 and then left home to start a new life with her partner. They went on to have two more children together.

Charlotte currently lives in a Housing New Zealand rental property and is receiving the Sole Parent Support benefit. That payment often falls short and she cannot quite make ends meet. During these times of financial shortfall, she sometimes approaches finance companies for help or purchases clothing for the children or household goods from mobile trucks that show up in her area. To meet her family's needs, she also gets support from food banks, WINZ, family, friends and neighbours.

2 | A food journey

Charlotte struggles to feed her family each week. She juggles her budget to pay the most pressing bills, and she prioritises food last. It takes a lot of time and effort to obtain their small amount of food.



What participants are saying

My situation is a “Catch 22”

“I feel trapped.”

“I feel really overpowered.”

“I feel degraded; asking for help can be degrading.”

“I feel targeted as an individual because of the lack of income that we have in our household.”

“It’s degrading. It’s inhumane. That’s what it is – it’s inhumane.”

“I more or less thought there was no light at the end of the tunnel, I felt like I was knocking my head against a brick wall.”

“It’s more than too small, it seems like we’re waiting to die.”

“The project has given me space to have my voice heard.”

Thank you.

www.aucklandcitymission.org.nz

3.3 Kathryn Cook

Chief Executive Officer, MidCentral District Health Board



Poverty and Poor Health

Poverty and poor health are inseparable. Poverty both leads to and results from poor health. Improving health can create a pathway out of poverty.

1. Use data and information to identify “at risk” individuals, whānau and population groups. This will underpin a strengths based approach to targeting actions.
2. Partner with individuals, whānau and population groups to co-design strategies, programs and actions that will work for them. Ensure they are at the centre of these.
3. Rigorously measure and evaluate investment benefits to support a case for on-going investment and sustainable change.



..... leading to poor health

Inadequate access to:

- healthcare (transport, doctors fees, medicine costs etc)
- nutritious food
- adequate housing (not crowded, damp, cold, unaffordable)
- clothing, shoes, bedding, laundry facilities
- education



..... leading to poverty

Experiencing:

- complex and chronic mental health illness
- chronic disease
- licit and illicit alcohol and substance abuse
- disability
- social isolation, anxiety and depression



“As good health is crucial to protect the family from poverty so better health is central to poverty reduction. Improving the health of the poor must become a priority, not only for public health but also for other sectors..... economic, environmental and social.”

*(DYING FOR CHANGE
WHO, World Bank, Voices of the Poor)*



3.4 Michelle Cameron

Principal, James Cook School



- Demonstrating kindness
- Developing an understanding of others' strengths
- Building interdependence

3.5 Amanda Oldfield

Care Link Coordinator, Feilding Bible Chapel



Emergency and social housing –

A snap shot into the Feilding housing crisis

How the community could be involved with meeting the need for emergency and social housing

3.6 Natasha Allan

Detective Senior Sergeant, National Coordinator
Child Protection



1. Child Protection
A Police perspective
2. The role of our National Team

Overview

- The background to our team that was set up in 2012.
- The link between child abuse and poverty
- And ask the question what can you as a community do to help



NZ Herald 27/6/00

Evans



THIS IS THE CHILD THAT WAS ABUSED.



THESE ARE THE PARENTS OF THE CHILD THAT WAS ABUSED.



THESE ARE THE FAMILIES AND FRIENDS OF THE PARENTS OF THE CHILD THAT WAS ABUSED.



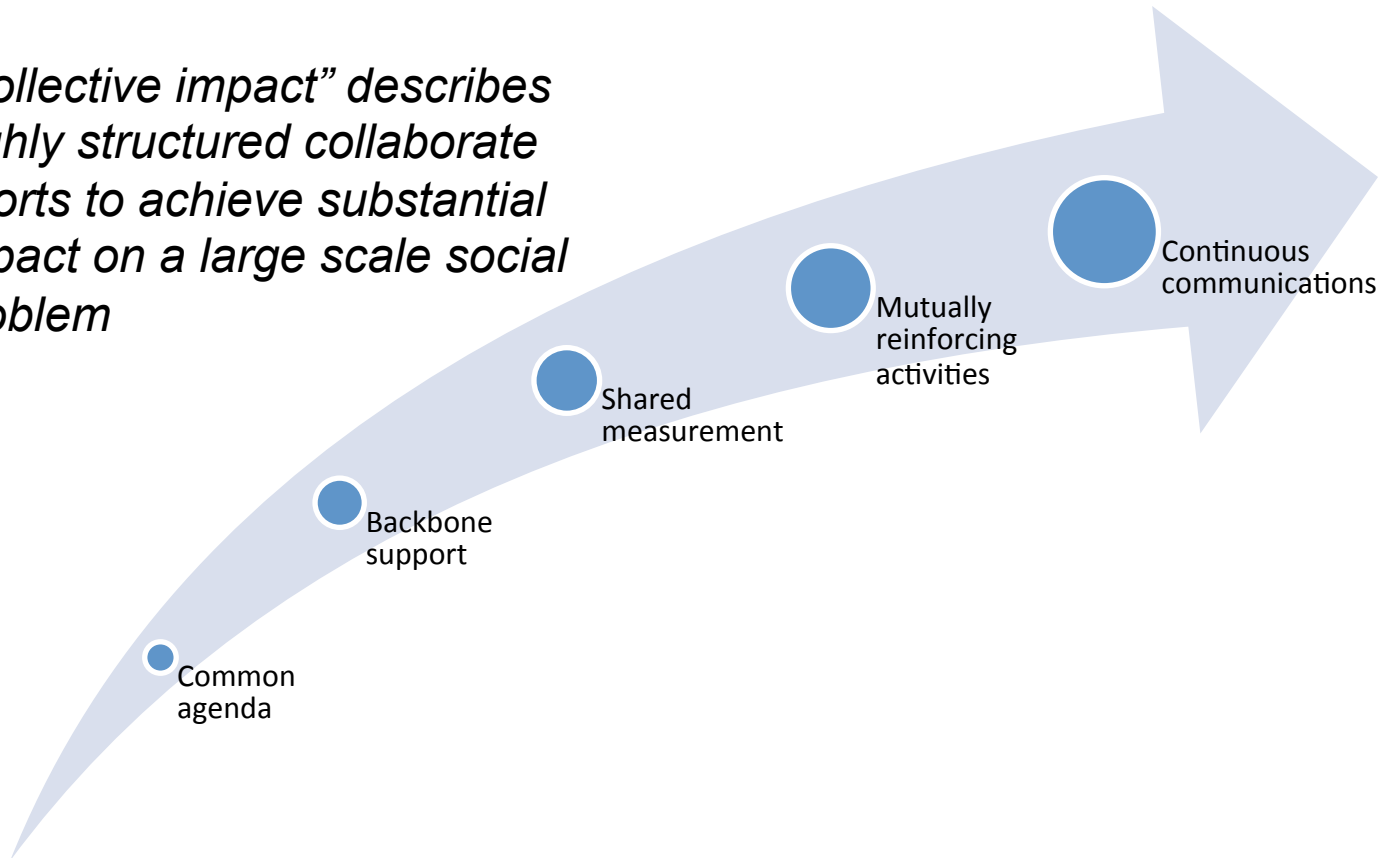
THESE ARE THE NEIGHBOURS AND RELATIVES OF THE FAMILY AND FRIENDS OF THE PARENTS OF THE CHILD THAT WAS ABUSED.



AND THESE ARE THE PEOPLE BLAMED FOR THE FATE OF THE CHILD THAT WAS ABUSED.

Collective Impact: 5 conditions

“Collective impact” describes highly structured collaborate efforts to achieve substantial impact on a large scale social problem



3.7 Nigel Allan

Chair, Te Manawa Family Services

1. Poverty within relationships
2. Poverty of opportunity
3. Poverty of connection



Exercise 1: The who

TacklingPovertyNZ Workshop

Name:

Exercise 1: Maps (the 'who')

Manawatu, 15 August 2016

Task: Visually represent the poverty landscape in your community

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

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

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

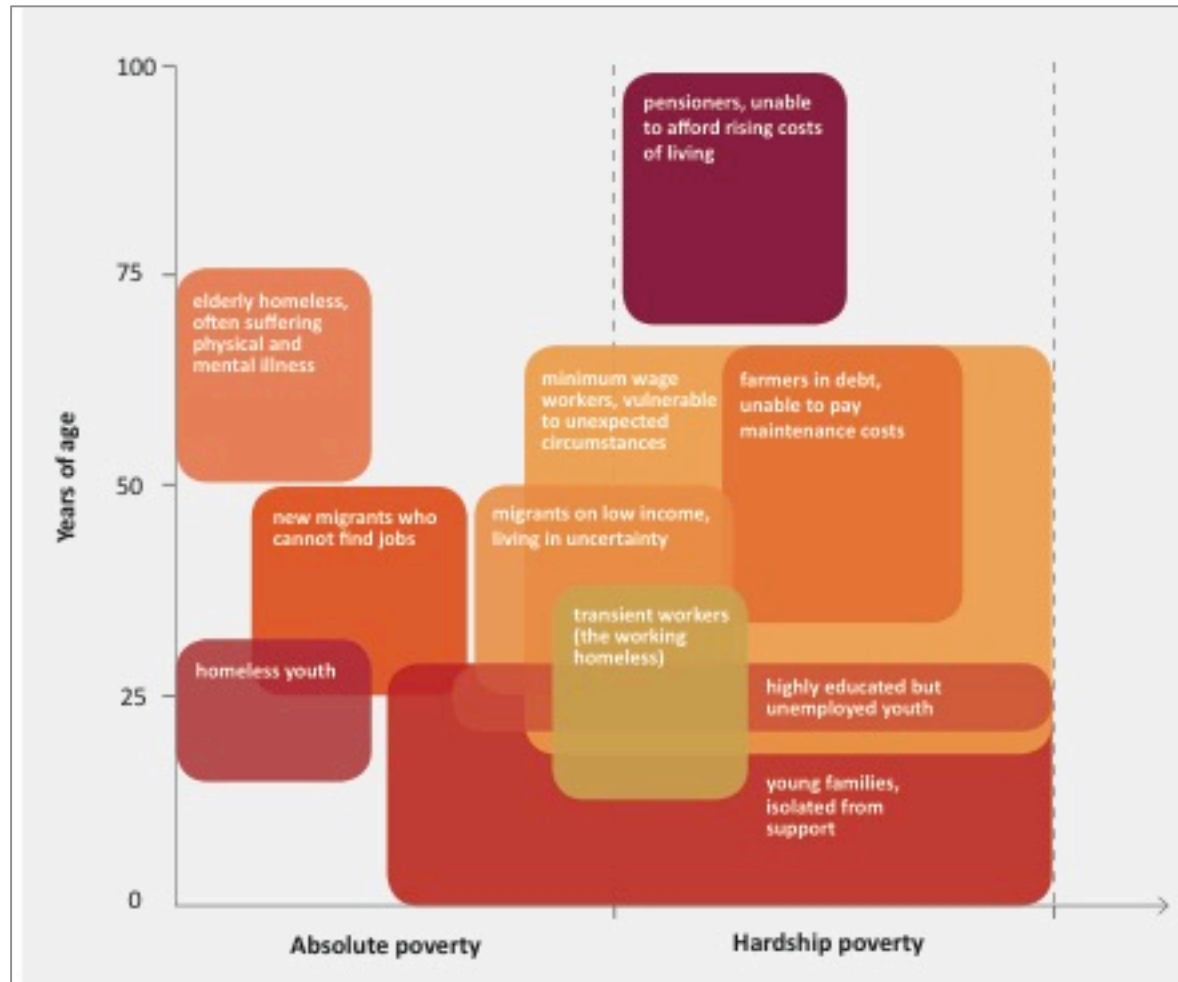
Step 2: Discuss with your group the different demographic groups that are affected by poverty in your area.

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

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



Queenstown example of the map



Exercise 2: The Ideas

TacklingPovertyNZ Workshop

Name:

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

Manawatu, 15 August 2016

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

- Step 1: Fill in the left-hand column with the 'affected groups' identified in Exercise 1.
- Step 2: Discuss with your group the issues that these groups are faced with because of poverty. Fill in the right-hand column with your ideas and observations on how change could come about.
- Step 3: Write your ideas and observations on post-its to present to the plenary and display on the wall.

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

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

Lunch: Participants – Sort and vote ideas

Lunch: Students – Q & A



1. Dr Girol Karacaoglu



2. Dame Diane Robertson

4.0 Challenges and opportunities

1. Get the most out of everyone in the group
 - What do you think, feel, see going forward?
 - What are we missing? What is getting in the way?
2. Develop consensus: test assumptions, deal with myths
3. Build and share solutions
4. Strategy is about choice
 - What ideas should we focus on? What should we say no to?
5. Successful strategy is about pitch
 - Turning 'the hows' into actions
6. Identify who needs to do what 'to bring about change'
 - What local players and/or national players?

Exercise 3: The How

TacklingPovertyNZ Workshop

Name:

Exercise 3: Seven ways (the 'how')

Manawatu, 15 August 2016

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

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

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

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

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

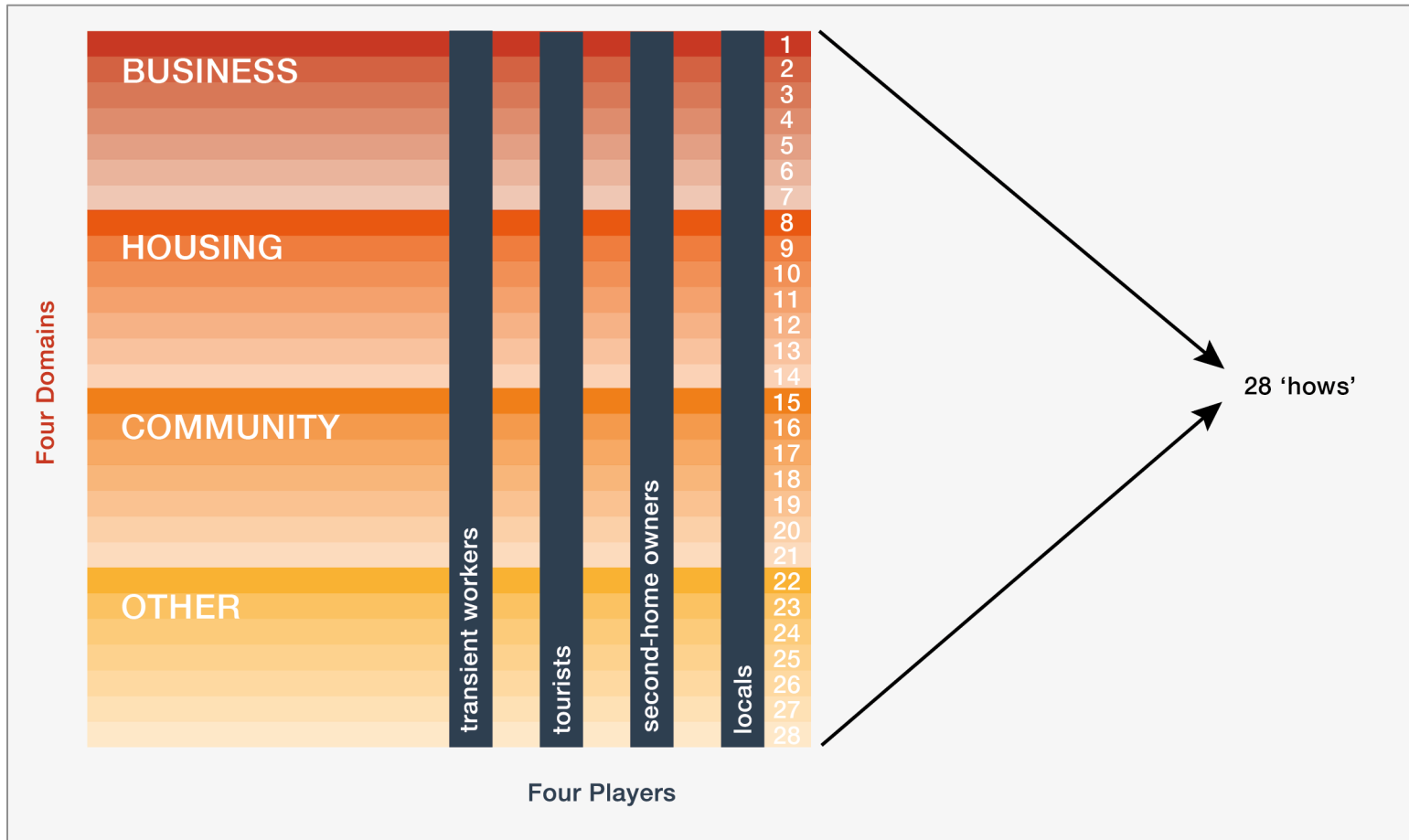
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Queenstown example of '7 hows' by topic

3.3.1 The housing domain

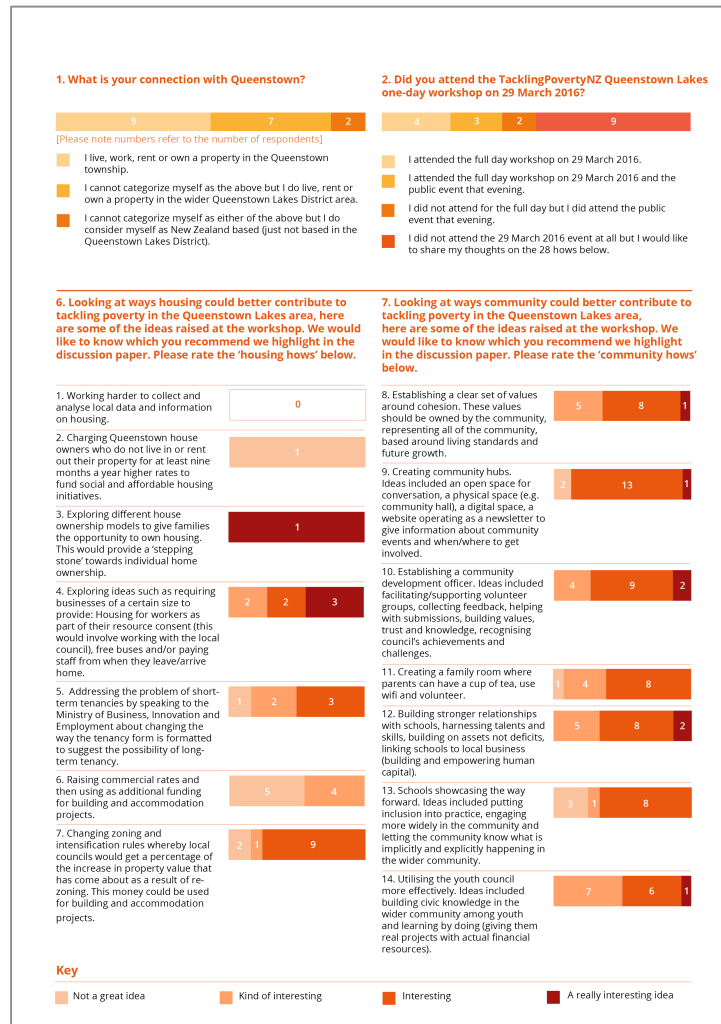
1. Working harder to collect and analyse local data and information on housing.
2. Charging Queenstown house owners who do not live in or rent out their property for at least nine months a year higher rates to fund social and affordable housing initiatives.
3. Exploring different house ownership models to give families the opportunity to own housing. This would provide a 'stepping stone' towards individual home ownership.
4. Exploring ideas such as requiring businesses of a certain size to provide: Housing for workers as part of their resource consent (this would involve working with the local council), free buses and/or paying staff from when they leave/arrive home.
5. Addressing the problem of short-term tenancies by speaking to the Ministry of Business, Innovation and Employment about changing the way the tenancy form is formatted to suggest the possibility of long-term tenancy.
6. Raising commercial rates and then using as additional funding for building and accommodation projects.
7. Changing zoning and intensification rules whereby local councils would get a percentage of the increase in property value that has come about as a result of re-zoning. This money could be used for building and accommodation projects.

Queenstown example of '28 hows' by players



Queenstown example of survey

(we will email you a link to complete the survey in the next few weeks)



Queenstown example of discussion paper

Discussion paper 2016/01 A Queenstown Lakes District perspective on tackling poverty

Final Draft
As at 20160622

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

We need to develop a shared vision for the things we value and want to protect here in Queenstown.

Nicole Lowery, local school teacher

People living in poverty aren't necessarily going to match the image we have been trained by the media to associate with poverty. They could be living next door to you, they could be your child's best friend at school. We need to open our eyes and look.

Vanessa van Uden, Mayor Queenstown Lakes District



WE NEED TO IDENTIFY AND EXPLORE SOLUTIONS. GOVERNMENT (LOCAL AND CENTRAL), BUSINESSES AND COMMUNITIES WILL ALL HAVE ROLES.

Cath Gilmour, Catalyst Trust chair and local councillor

Long-term renters leaving the district is heartbreaking as they are the coaches of our sports teams, the PTA committee members and the volunteers of our community.

Niki Mason, Happiness House

To maintain a world-class tourism destination as well an amazing place to live, we must consider how to best build and maintain a resilient, vibrant and connected community.

Marie Day, Queenstown Lakes District Council

We shouldn't be able to say you can't live here, but it is actually coming down to that.

Hine Marchand, Salvation Army



Businesses can be real drivers of change within the community and it is essential that they are present when we discuss how to tackle poverty.

Tal Yochay, participant



Where are you on the transition to a talent based economy

| | |
|--|---|
| Job-based economy. | Talent-based economy. |
| Organisational Structure | |
| Hierarchical (controlling). Change is made from the top down. | Networked (evolving). Change is made by people with ideas. The best ideas are then embedded into the organisation. |
| Type of thinking | |
| Fast thinking (reactive). Looks backward to predict the future. Tends to respond to the noise and those that are perceived to have power (often overreacting). | Slow thinking (proactive). Looks forward (does not believe in predicting the future but instead focuses on understanding a range of possible futures). Creating space for foresight, research, observation, hacking ideas, stress-test thinking and reflection—what is happening in the external landscape. Talent tends to have wide knowledge and diverse networks while maintaining the ability to focus intensely when required. |
| Output focus | |
| Goal-orientated. | Team and task-orientated. |
| Metrics most commonly used | |
| Quantity. Key question: How do we store and search all this data (the problem is information overload)? | Quality. Key question: How can we mine the data so we get the information we need? (the problem is how to curate the information to develop strategic knowledge) |
| Communication | |
| Embraces traditional marketing and media tools (one-way). | Embraces the digital revolution, design and storytelling and engages with social media in a considered and responsive manner. |
| Risk | |
| Identifies and manage risk events. | Considers deeply its risk appetite and risk profile and uses this information to better position itself against a range of events (where possible improving its position when negative events happen). |
| Funding | |
| Banks. | Crowd sourcing, micro financing, collaborators, individuals, family members, grants. |
| Pivot Point | |
| When the CEO changes. | When the external landscape changes. |
| Aim | |
| To be innovative, robust and resilient. To be the best. | To be creative, adaptive and agile (antifragility). To be better. |

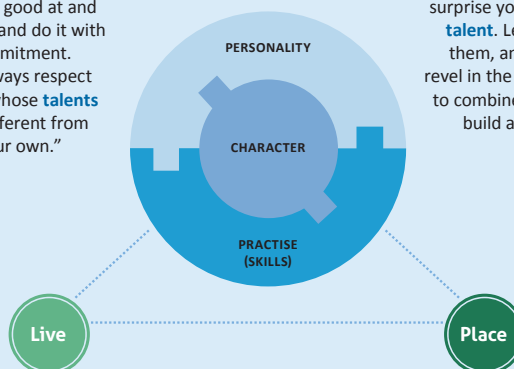


“A place where talent wants to live”

Sir Paul Callaghan, 2011

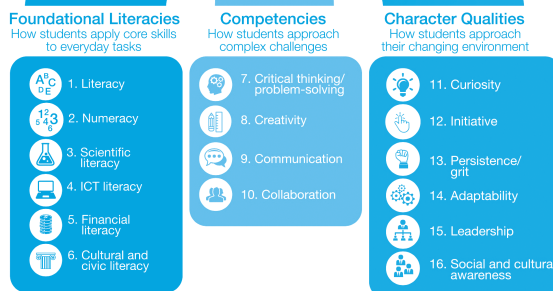
“Never worry about the things you are not good at. Discover what you are good at and do that, and do it with commitment. But always respect those whose talents are different from your own.”

“Never underestimate the capacity of those younger than you to surprise you with their talent. Learn from them, and always revel in the opportunity to combine talents to build a team.”



The Institute discovered from 30 indepth interviews we undertook with New Zealanders in 2013, that talent was best defined in terms of three components: character (the key component), personality, and a commitment to learning and practicing skills. Read the interviews in the TalentNZ Journal – see <http://talentnz.org/2013-journal-interviews>. Interestingly these ideas around talent were also being developed by the World Economic Forum.

21st-Century Skills



To uncover the skills that meet the needs of a 21st-century marketplace, the World Economic Forum conducted a meta-analysis of research about 21st-century skills in primary and secondary education. They distilled the research into 16 skills in three broad categories: foundational literacies, competencies and character qualities – see <http://weforum.org/nve-2015>.

Menu of Initiatives: towards a talent based economy

Grow

1. Put the student at the centre
2. Build curriculums fit for the future
3. Incentivise young people who want to be makers
4. Incentivise young people who want a university education to complete their undergraduate degree in New Zealand
5. Cultivate new talents
6. Promote storytelling (Pūrākau)
7. Seek out a youth voice

Attract

1. Map the ecosystem
2. Identify the talent you want
3. Attract international talent
4. Showcase existing talent
5. Showcase hard infrastructure
6. Showcase soft infrastructure
7. Provide an appropriate rewards package

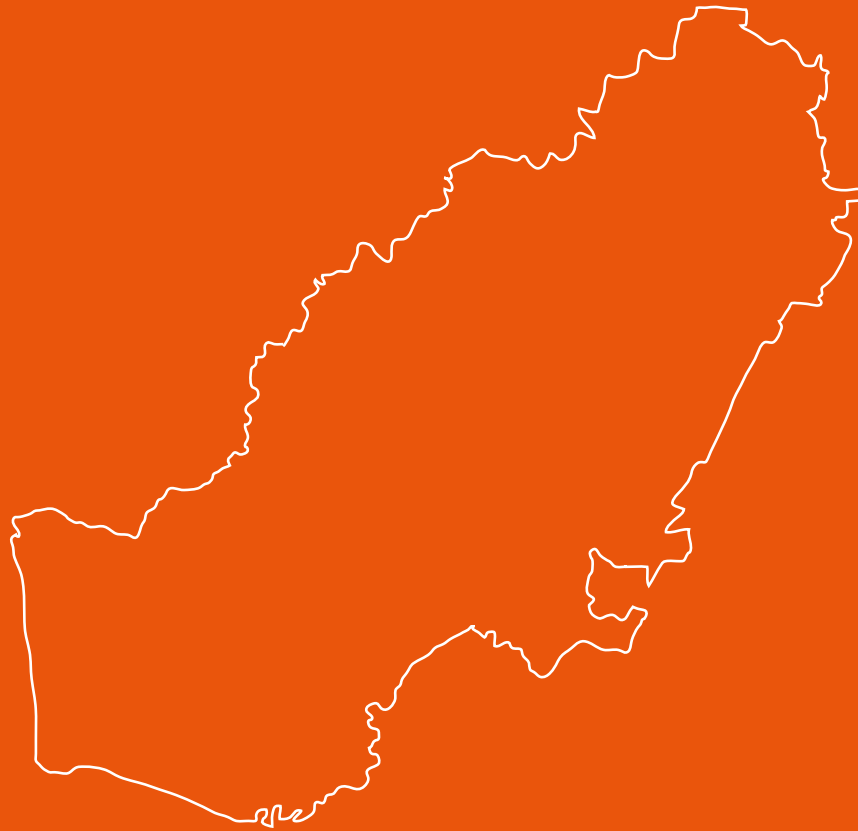
Retain

1. Use the talents we have
2. Provide clear career pathways for individuals
3. Foster a caring and enjoyable environment (Manaaki)
4. Focus on creating a good entry and exit
5. Combine talents to build effective teams
6. Communicate future intentions
7. Share community goals

Connect

1. Take responsibility for connecting
2. Connect existing talent with a purpose
3. Create twinning opportunities
4. Embrace diaspora
5. Create hubs
6. Create an online presence
7. Manage logistics by aligning people, data, products and services

Thank you Manawatu District Council



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