

Rotorua one-day workshop

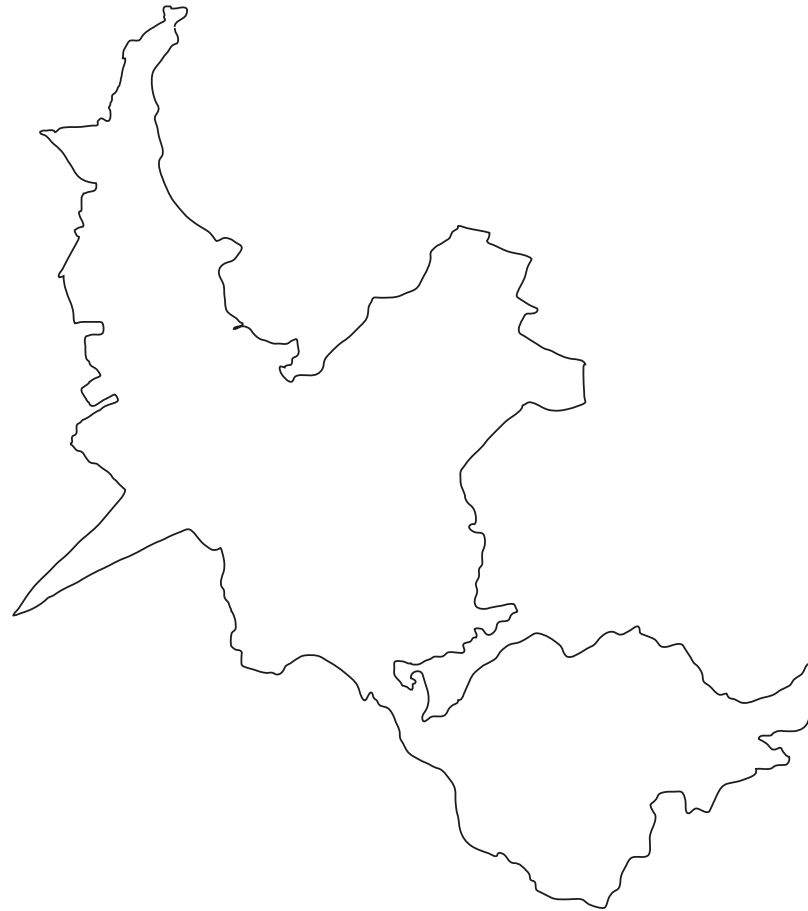
19 August 2016



Use #tacklingpovertynz to join the national conversation



Mayor Steve Chadwick



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,**
 - Non-partisan, seven generations, walking backwards into the future
- **Tour born from:**
 - The TacklingPovertyNZ workshop, held in December 2015, Wellington
- **Tour purpose:**
 - Building and sharing ideas on 'how' to tackle poverty
- **Tour outcomes:**
 - List of hows, determined by the community
 - Network of workshops
 - Mayors meeting with the Minister of Finance
- Photos will be taken



Wendy McGuinness
CEO, McGuinness Institute



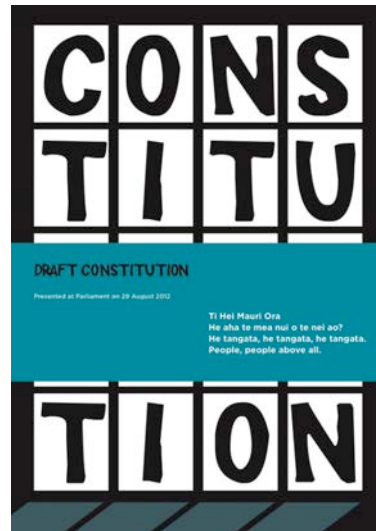


IF THE WILD BIRD INSIDE YOU COULD CRY OUT

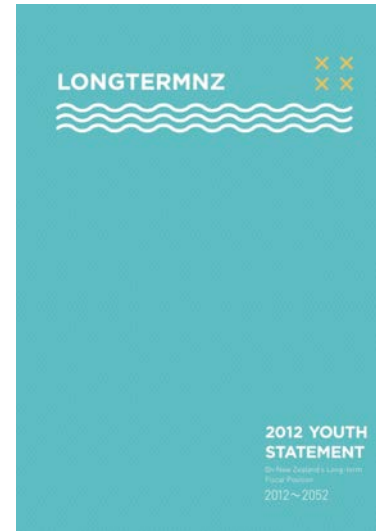
NIGEL BROWN
2001



StrategyNZ 2011



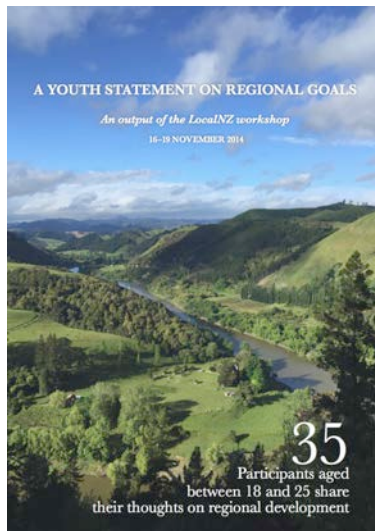
EmpowerNZ 2012



LongtermNZ 2012



LivingStandardsNZ 2013



LocalNZ 2014

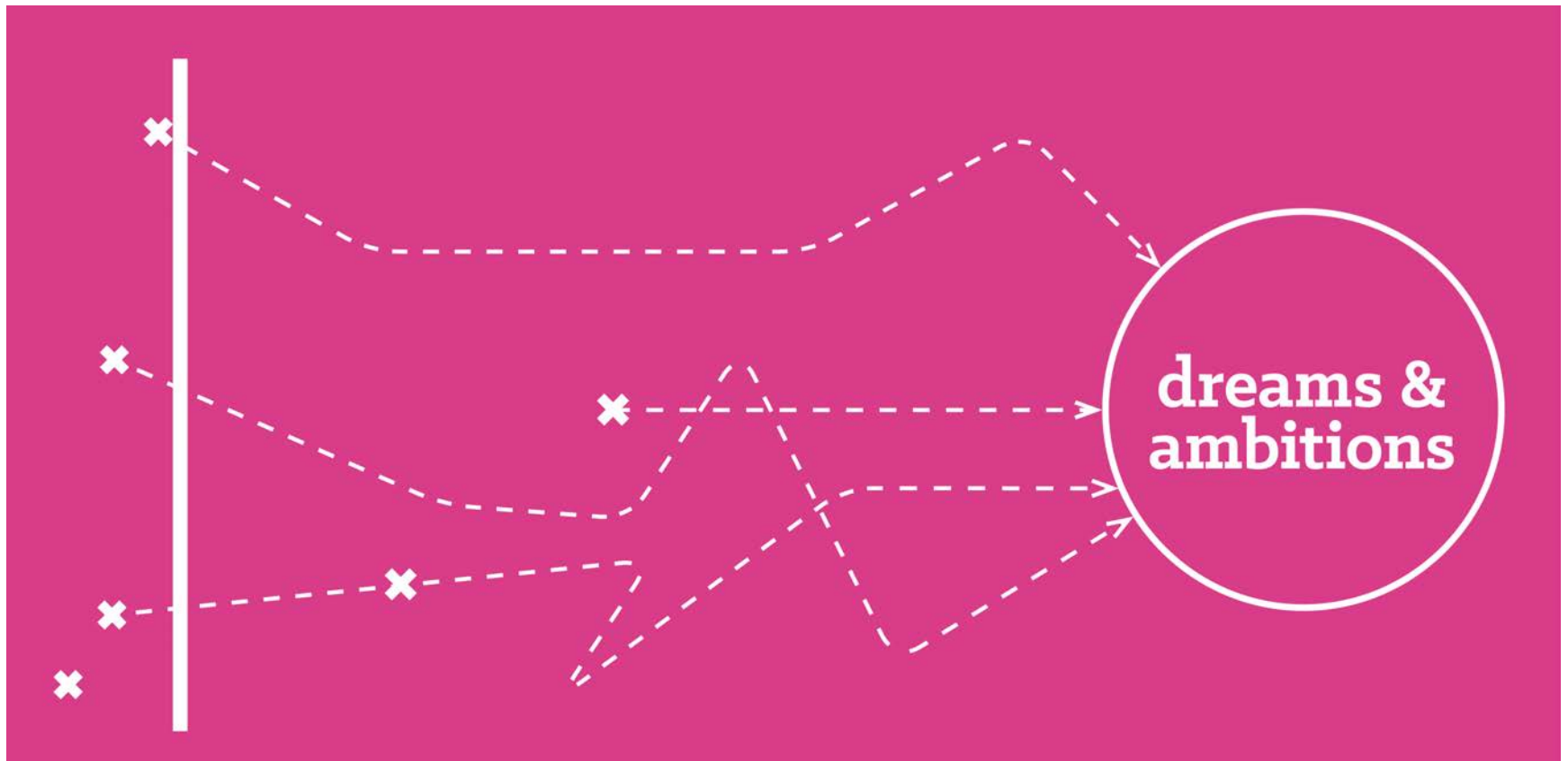


TacklingPovertyNZ 2015

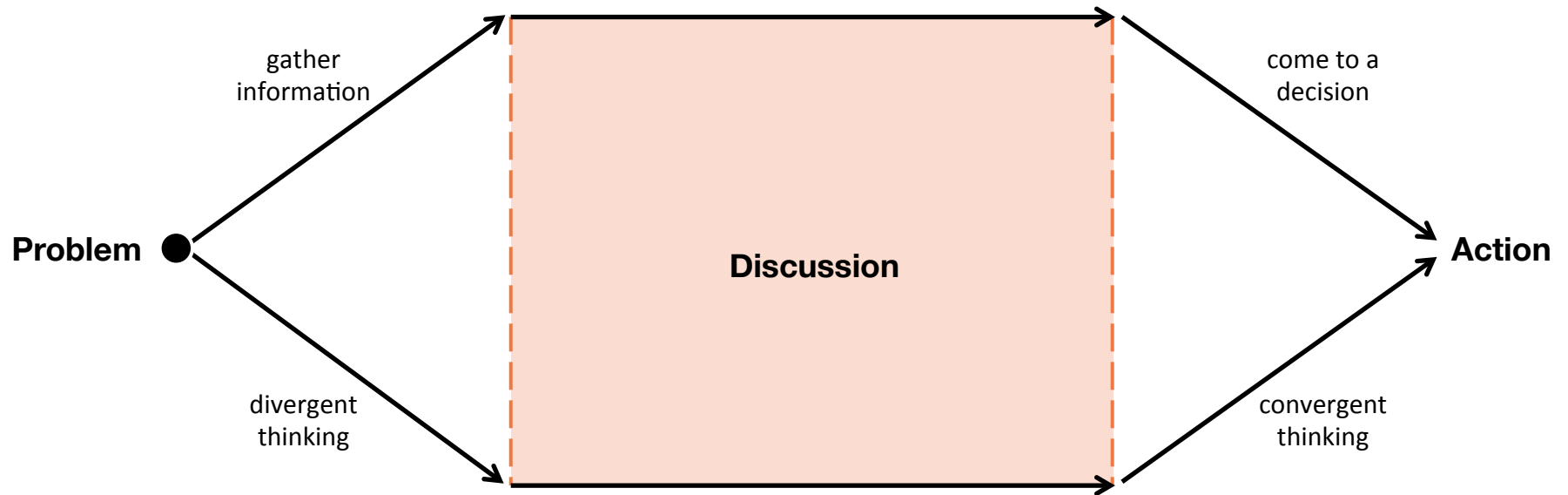


ForesightNZ 2016

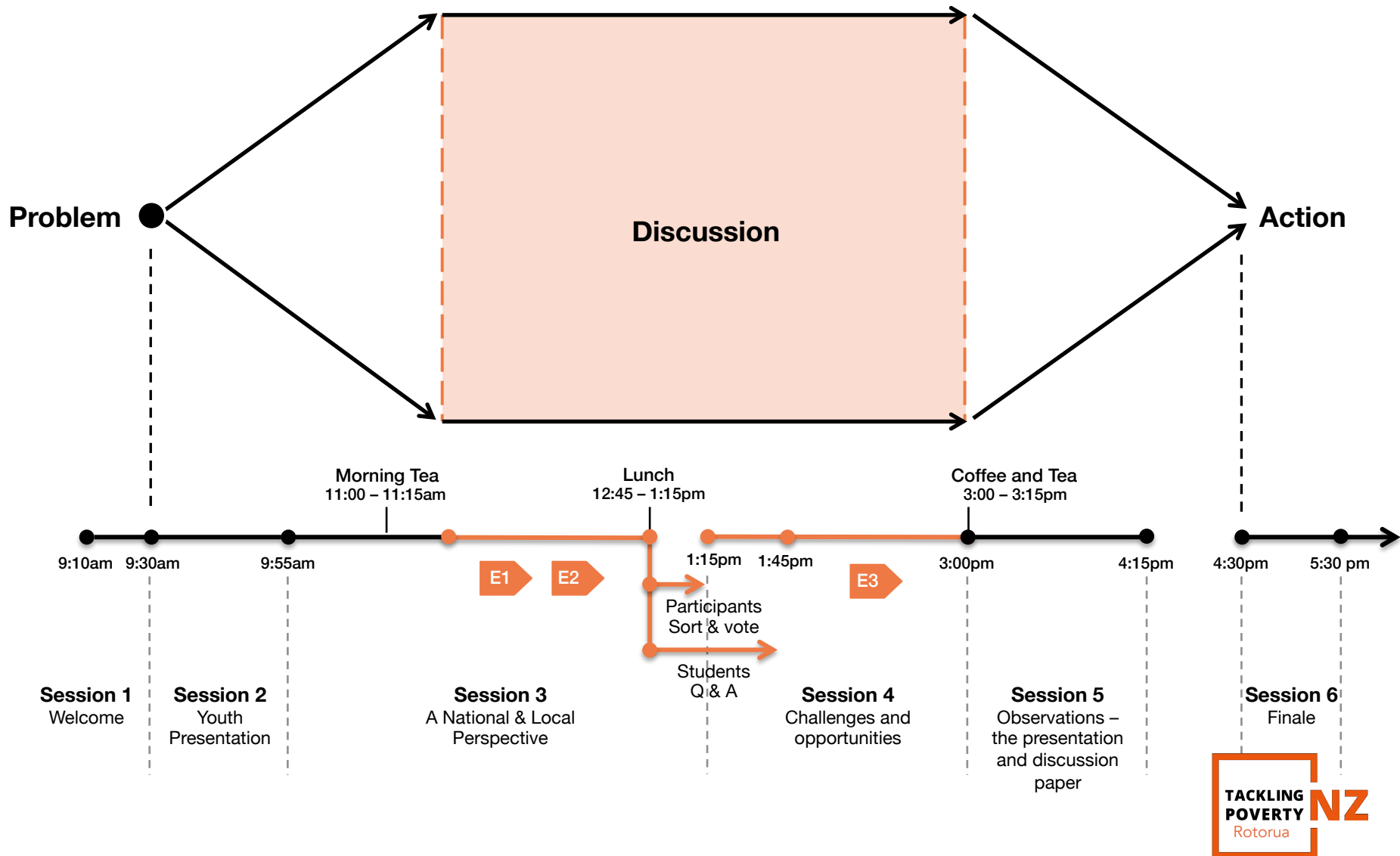
LivingStandards Metaphor



Workshop Programme



Workshop Programme



Three Exercises

Build and share ideas on how we might tackle poverty

Exercise 1
'who'

Exercise 2
'the ideas'

Exercise 3
'the how'

TacklingPovertyNZ Workshop
Exercise 1: Maps (the 'who')

Task: Visually represent the poverty landscape in your community.

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

- Absolute poverty is when an individual does not have access to the amount of money necessary for meeting their 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 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 group' you have identified according to their age range and the severity of their situation.

TacklingPovertyNZ

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

Task: Think about how and why poverty affects different groups in different ways and how change could be implemented.

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

Step 2: Discuss with your group the extent that these groups are hard hit 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.

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

TacklingPovertyNZ

TacklingPovertyNZ Workshop
Exercise 3: Seven ways (the 'how')

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

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

Step 2: Agree your ideas about any seven actions to 'test'. These actions could be pursued at a local or national level (where possible). We will present these to the plenary and then to the public in the evening presentation.

Make and post-it notes (print) ideas from Exercise 2. Seven boxes

TacklingPovertyNZ

Baby Box

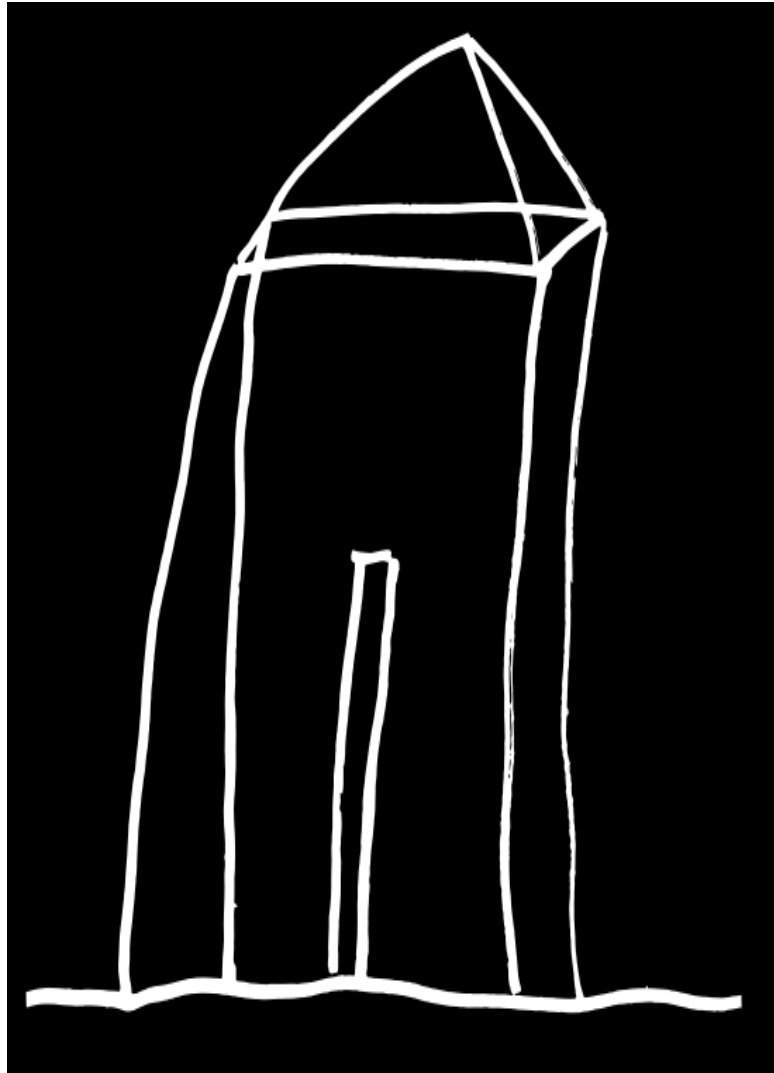


2. Participants from the 2015 *TacklingPovertyNZ* Workshop

Ali Bunge, Anna-Marei Kurei, Elaina Lauaki-Vea, Caitlin Papuni-McLellan,
Caroline Simmonds, Nathan Williams and Xindi Zhang



Introduction

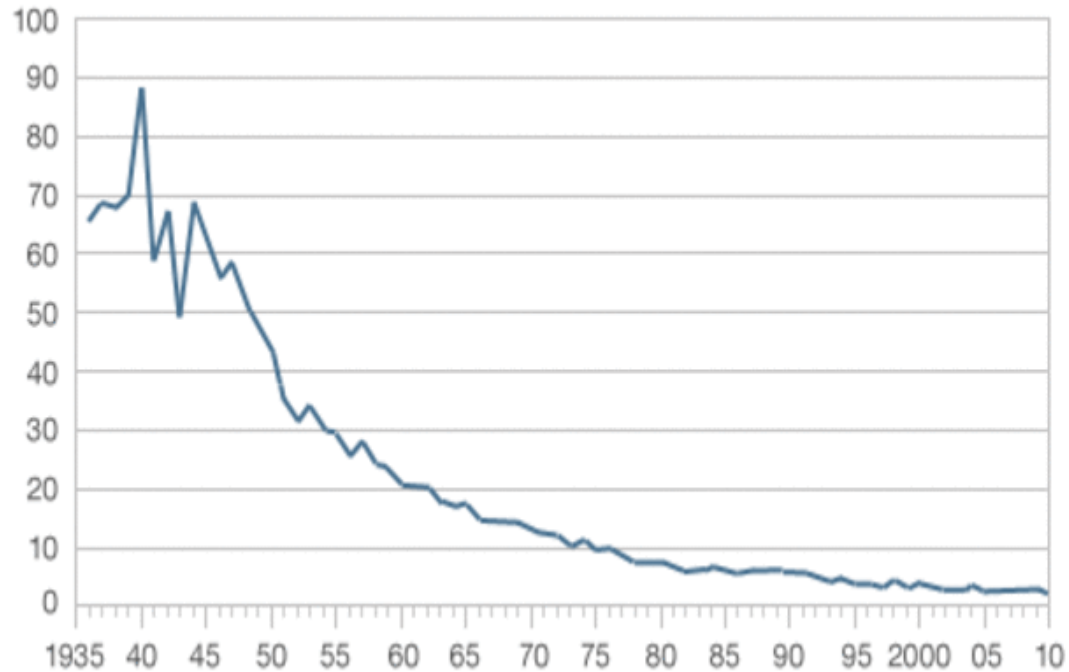


Community



Community

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



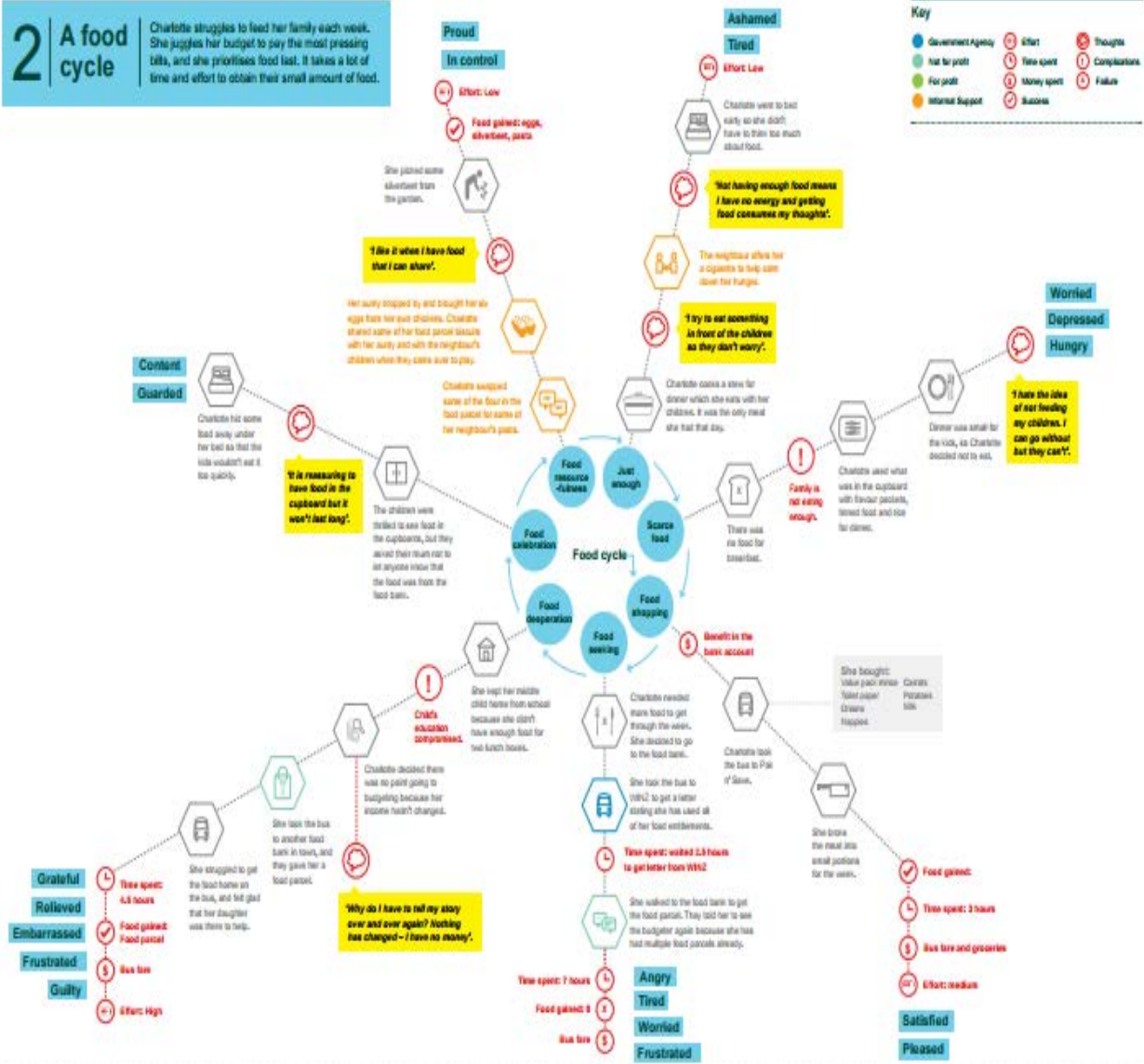
Source: Statistics Finland

Social Services



Social Services

2 | A food cycle
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.



Five Myths about poverty in New Zealand

Participants:

Matthew Bastion, Ali Bunge, Te Wai Coulston, Mitchell Denham, Felix Drissner-Devine, Adena Emanuel, Monique Francois, Sophie Goulter, Rangj (Emilou) Hohaia, Lydia Hollister-Jones, Rayden Horton, Eden Iati, Lisa Jagoe, Alexander Jones, Apurva Kasture, Anna-Marie Kurei, Elaina Lauaki-Vea, Karina Liddicoat, Maddie Little, Shannon Macmillan, Elizabeth Maddison, Brooke Merrick, Tara Officer, Brad Olsen, Caitlin Papuni-McLellan, Tiria Pehi, Zoe Pushon, Caroline Simmonds, Caitlin Smart, Regan Thwaites, Morgan Watkins, Callum Webb, Nathan Williams, Rongorito Wirihana Te Rei, Sam Yoon, Xindi Zhang.



POVERTY DOESN'T
EXIST
IN
NEW ZEALAND

Those on a
BENEFIT
Have it
"EASY"

ONE
SIZE
FITS
ALL

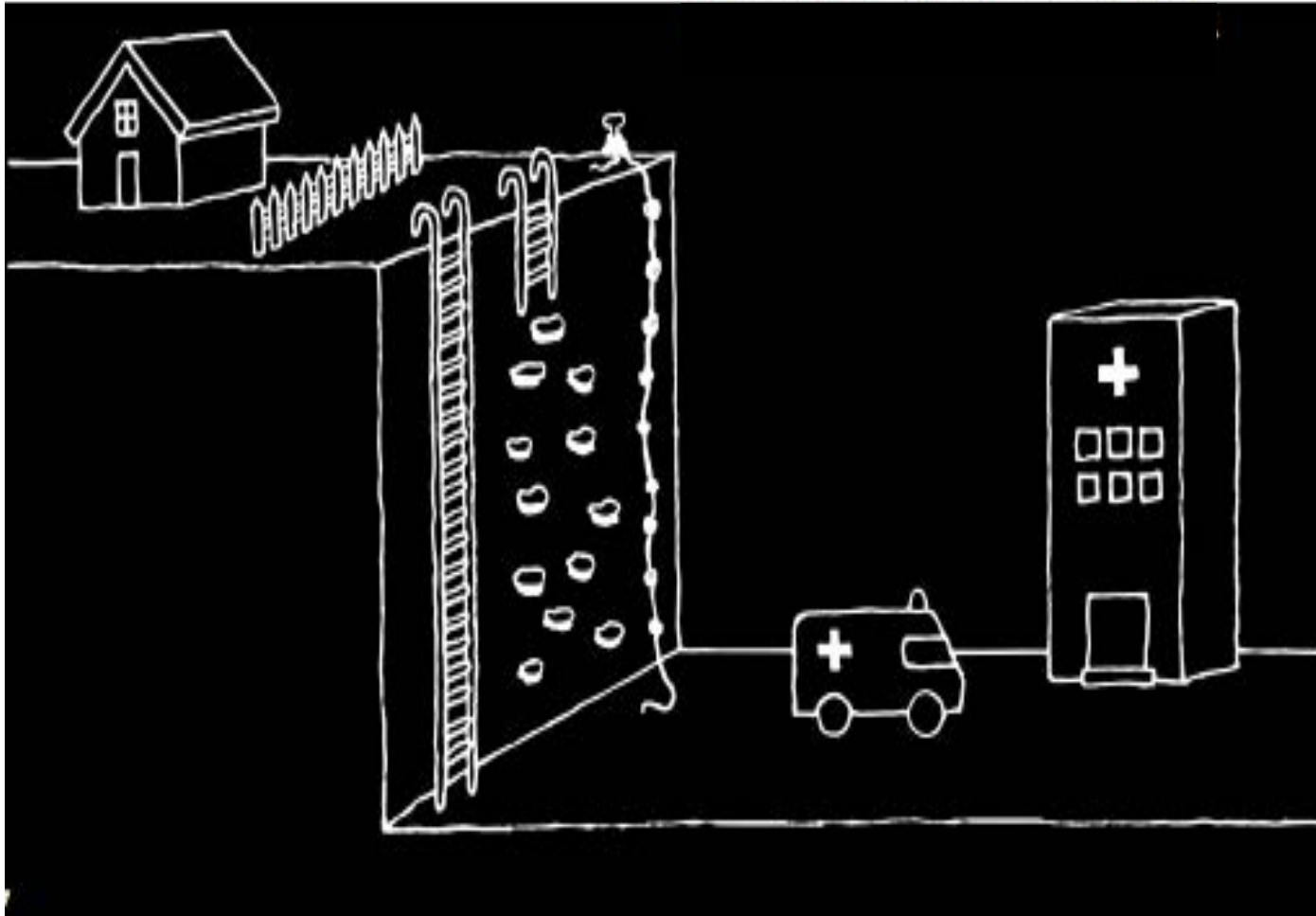
BENEFITS CAUSE
PEOPLE TO BECOME
DEPENDENT ON THE
= SYSTEM =

Just...
get a
JOB!



Workshop Finale, 9 December 2015, Parliament, New Zealand

Five Myths About Poverty in New Zealand



Employment



Employment



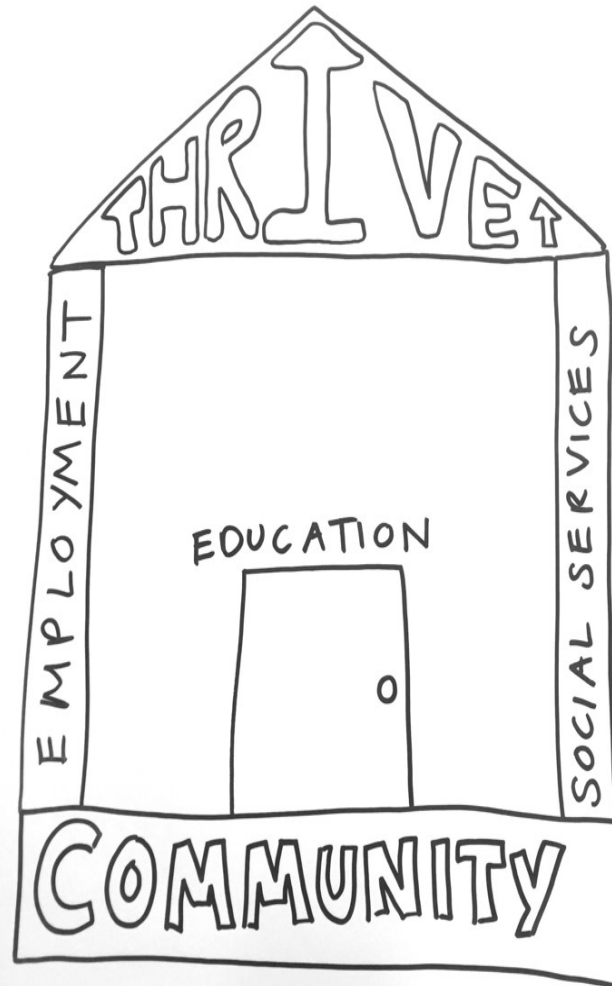
Education



Education



Conclusion



3.1 Dr Girol Karacaoglu

Chief Economist, New Zealand Treasury

1. 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

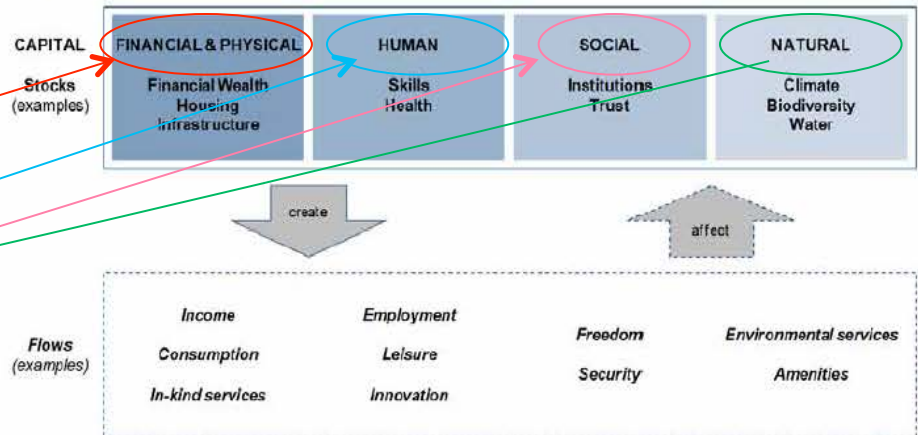
Individual well-being

-  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

NZL Treasury's Indicators for Measuring Living Standards

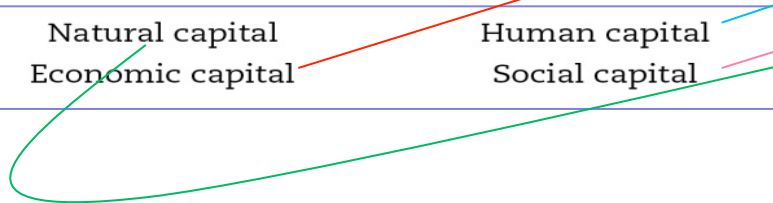
- Income
- Wealth
- Employment
- Leisure
- Education/Skills
- Health
- Trust
- Security
- Environment
- Subjective well-being

Treasury's Living Standards Framework

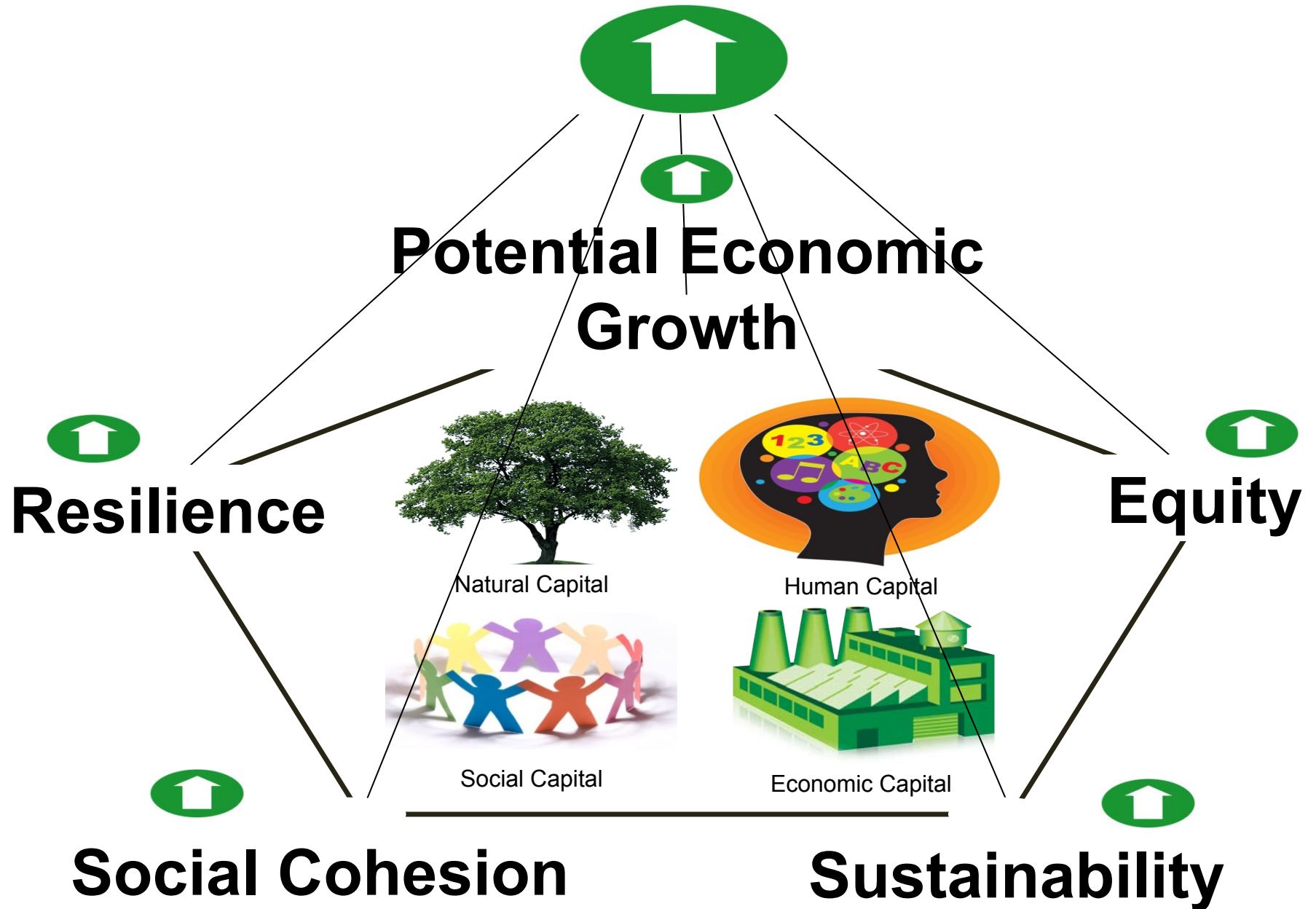


Sustainability of well-being over time

- Natural capital
- Economic capital
- Human capital
- Social capital

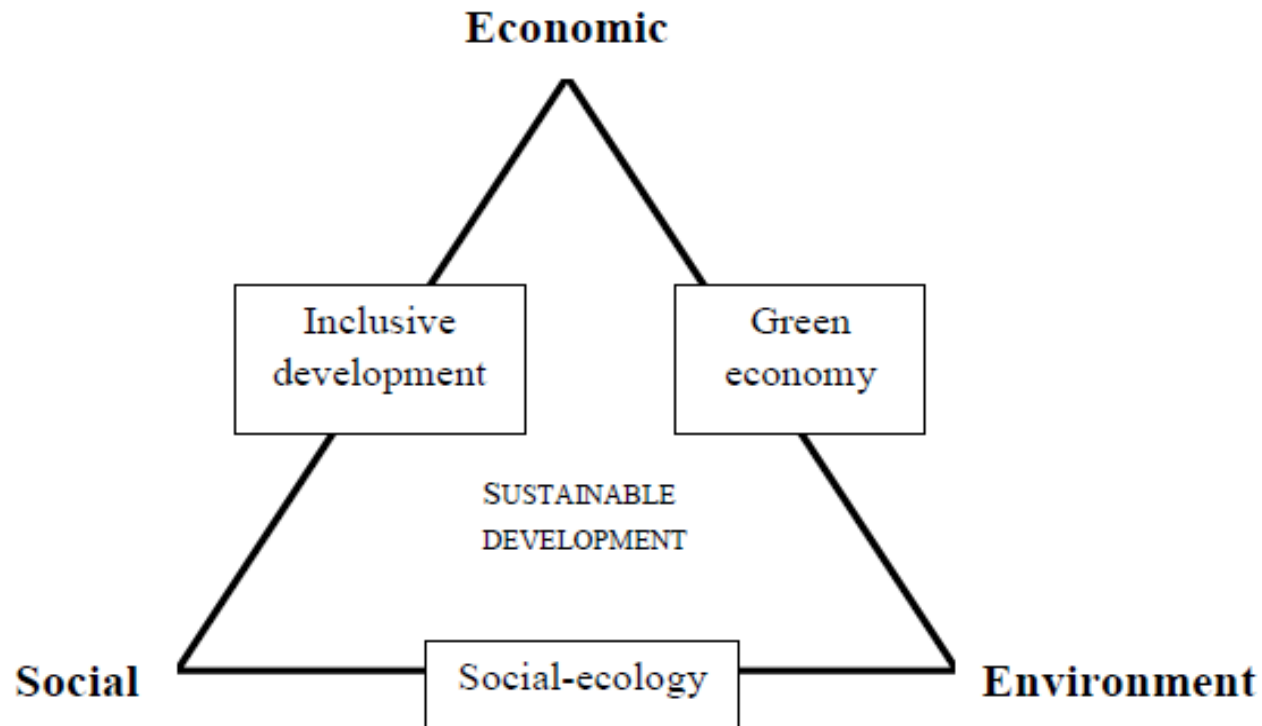


Intergenerational Wellbeing



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”)].

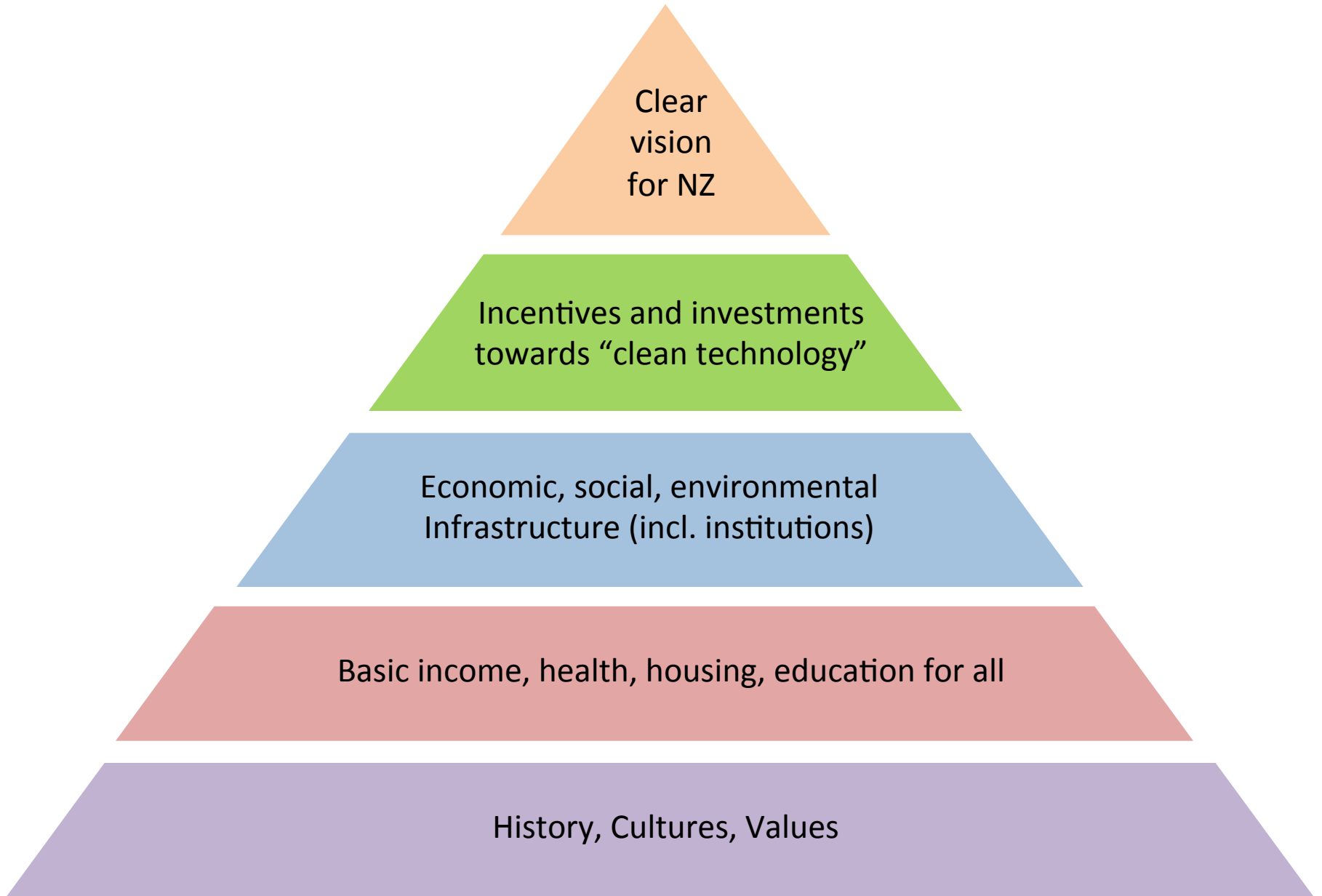
Policy Framing (continued)

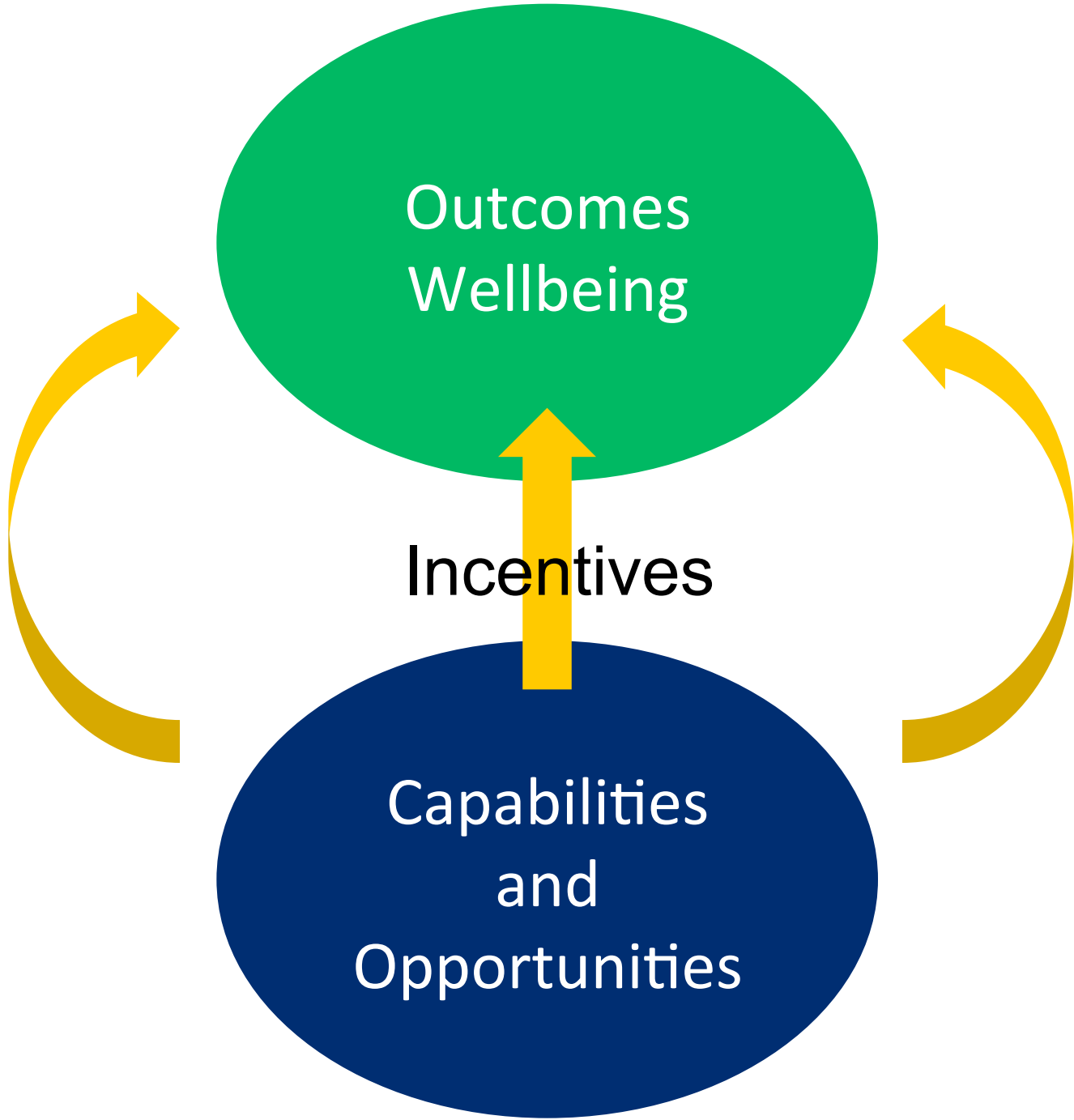
- This is not to deny the existence of critical levels for all ecosystems – environmental, social and economic – these are complementary in nature.
- Moving from the quantitative notion of the limits to growth based on the scarcity of natural resources (or natural capital stocks), to the criticality 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



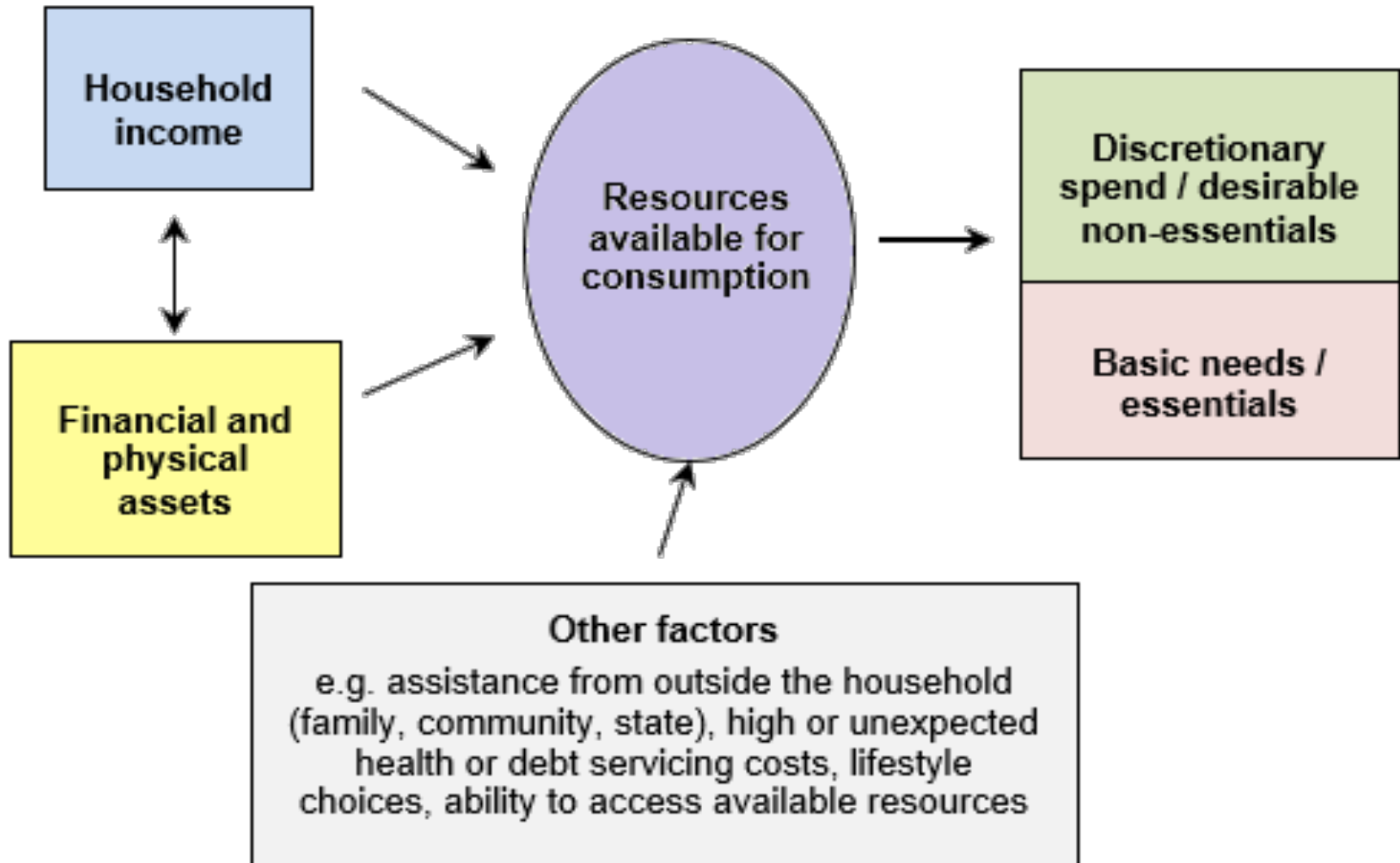


Outcomes
Wellbeing

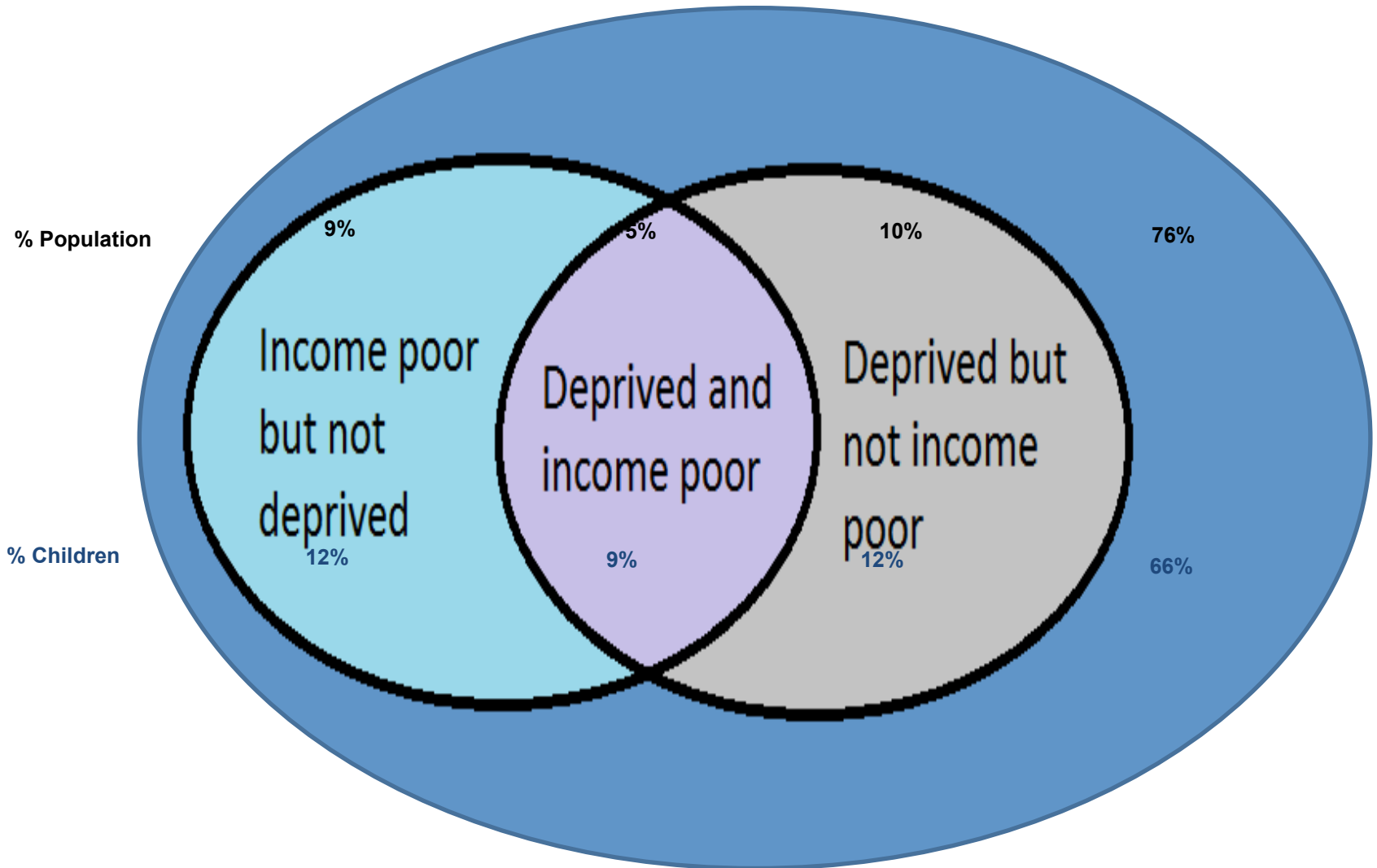
Incentives

Capabilities
and
Opportunities

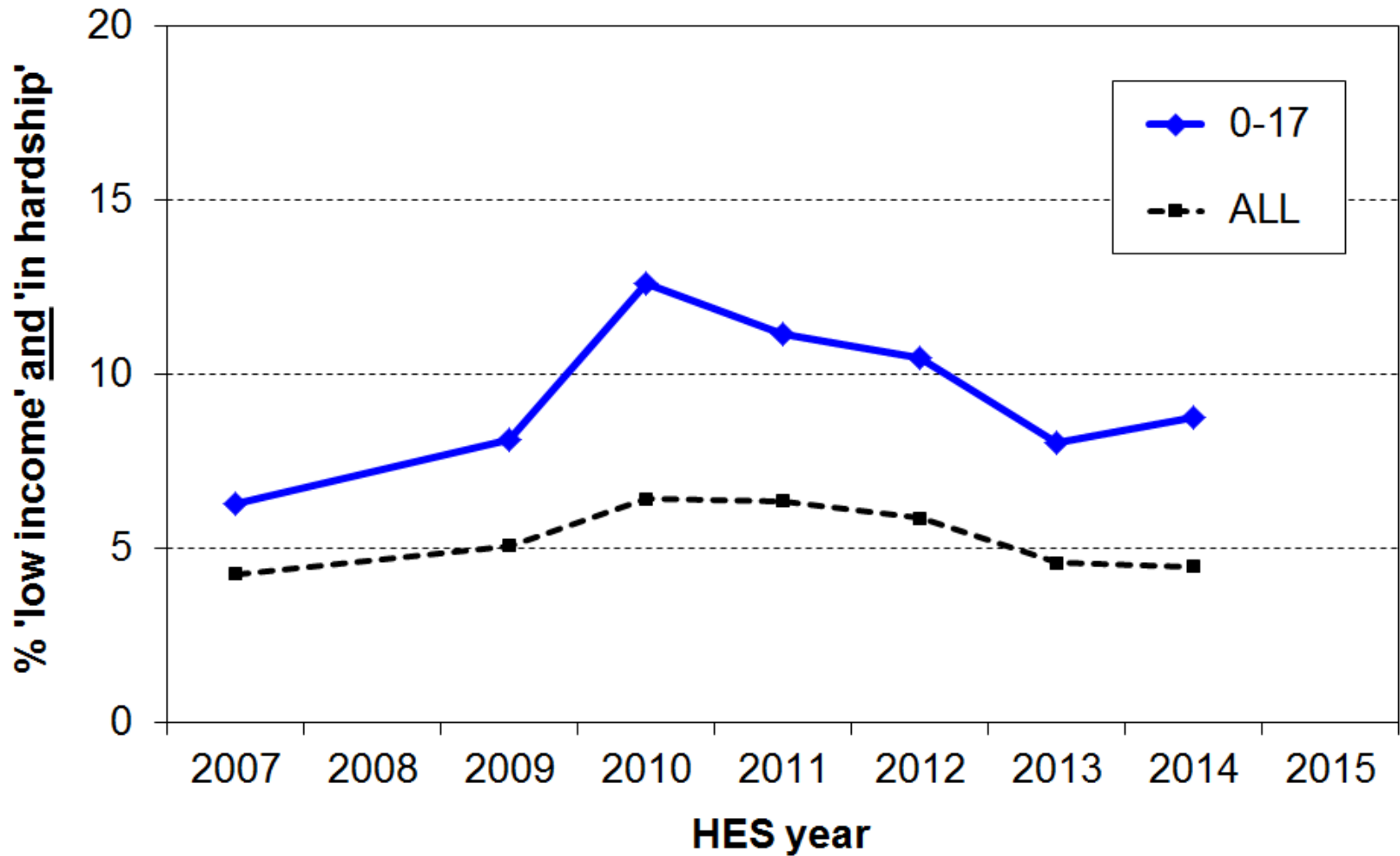
Description of Poverty in NZ



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.

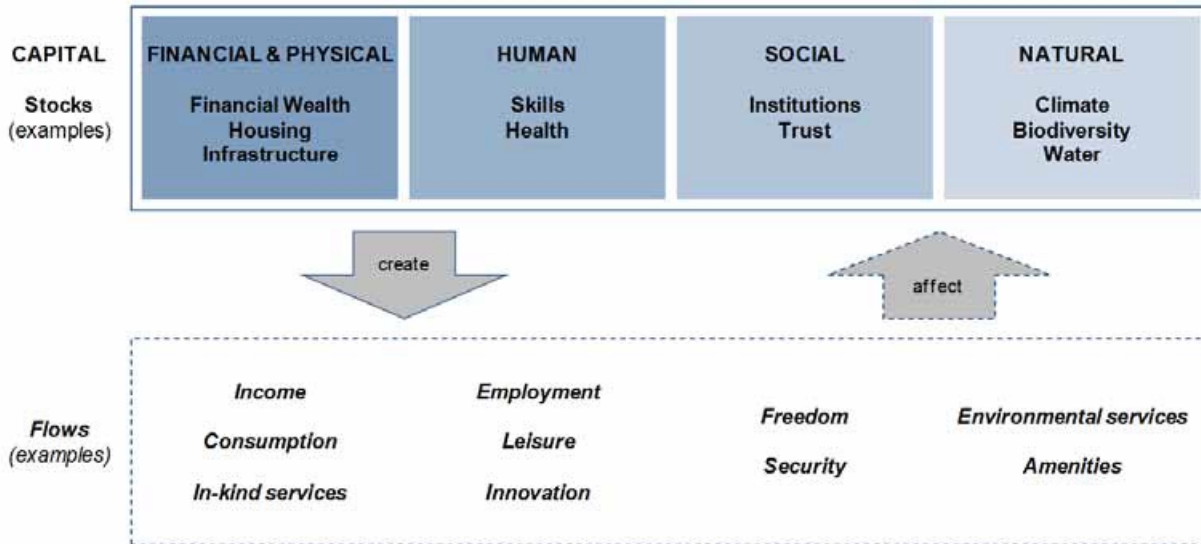
Prosperity: boosting productivity and international connections

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.

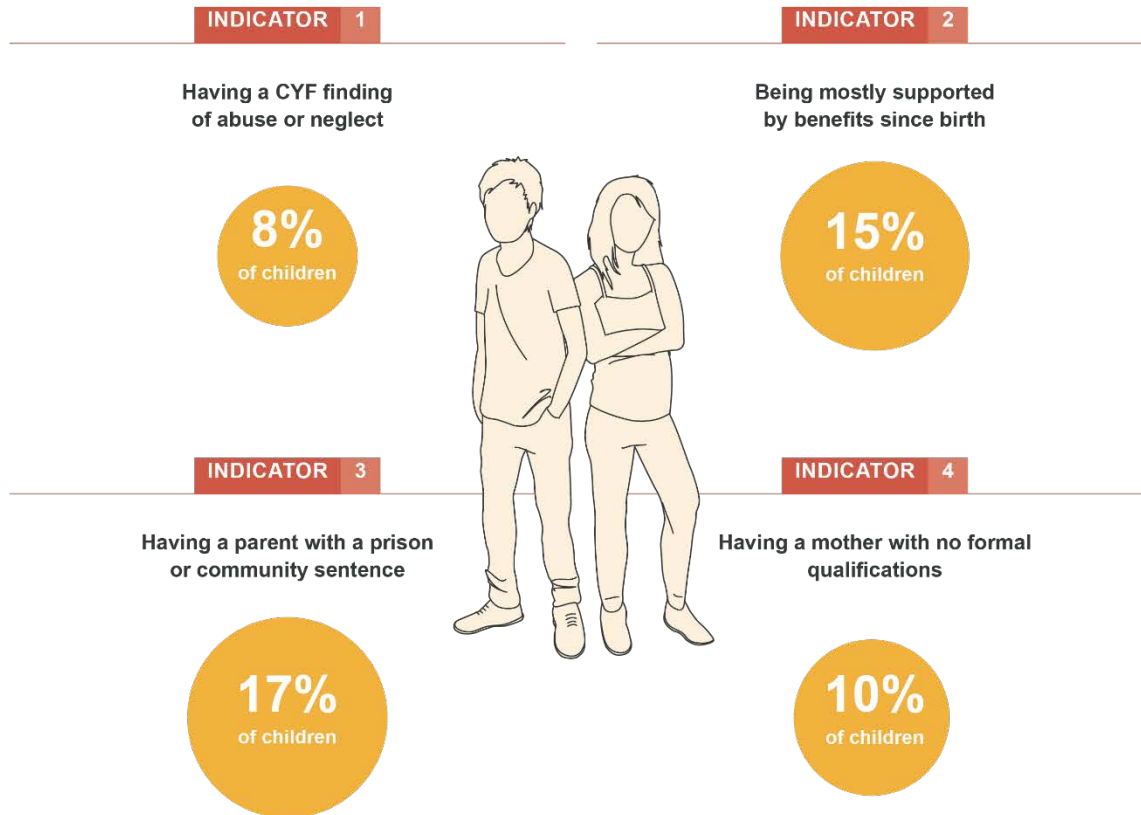
Ideal Picture

- 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

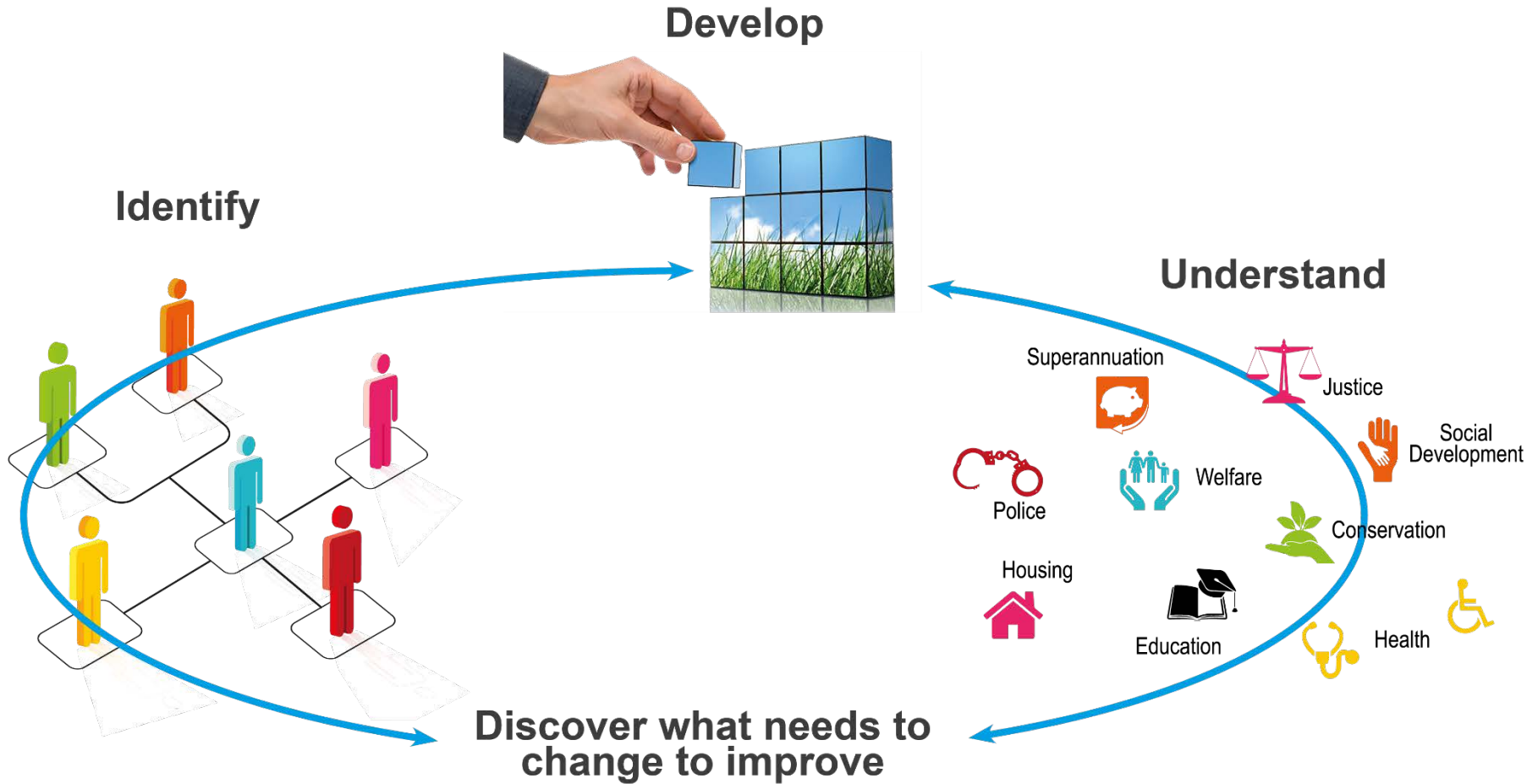
Four key indicators of high risk - Children aged 0 to 14

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



AUCKLAND CITY MISSION

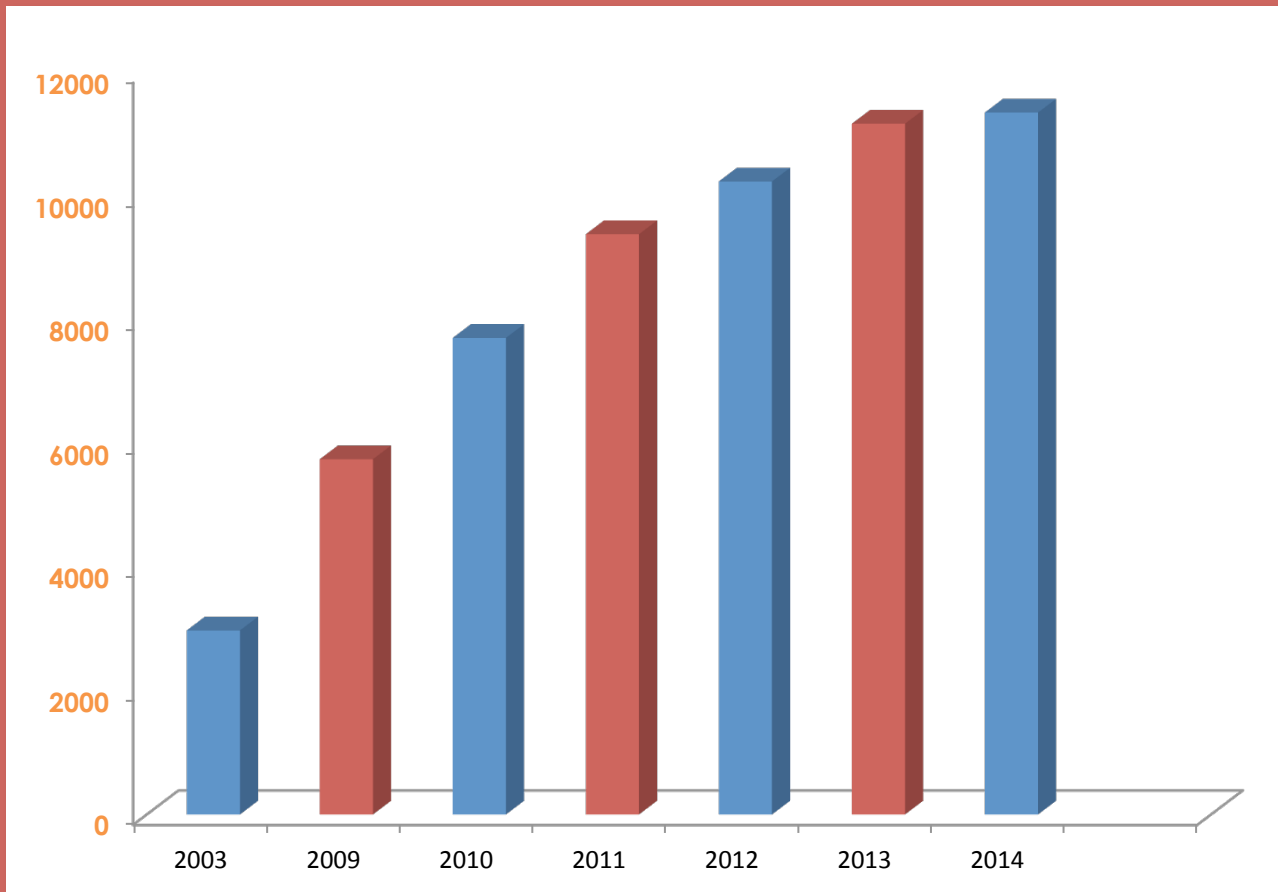


Aucklanders helping Aucklanders



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

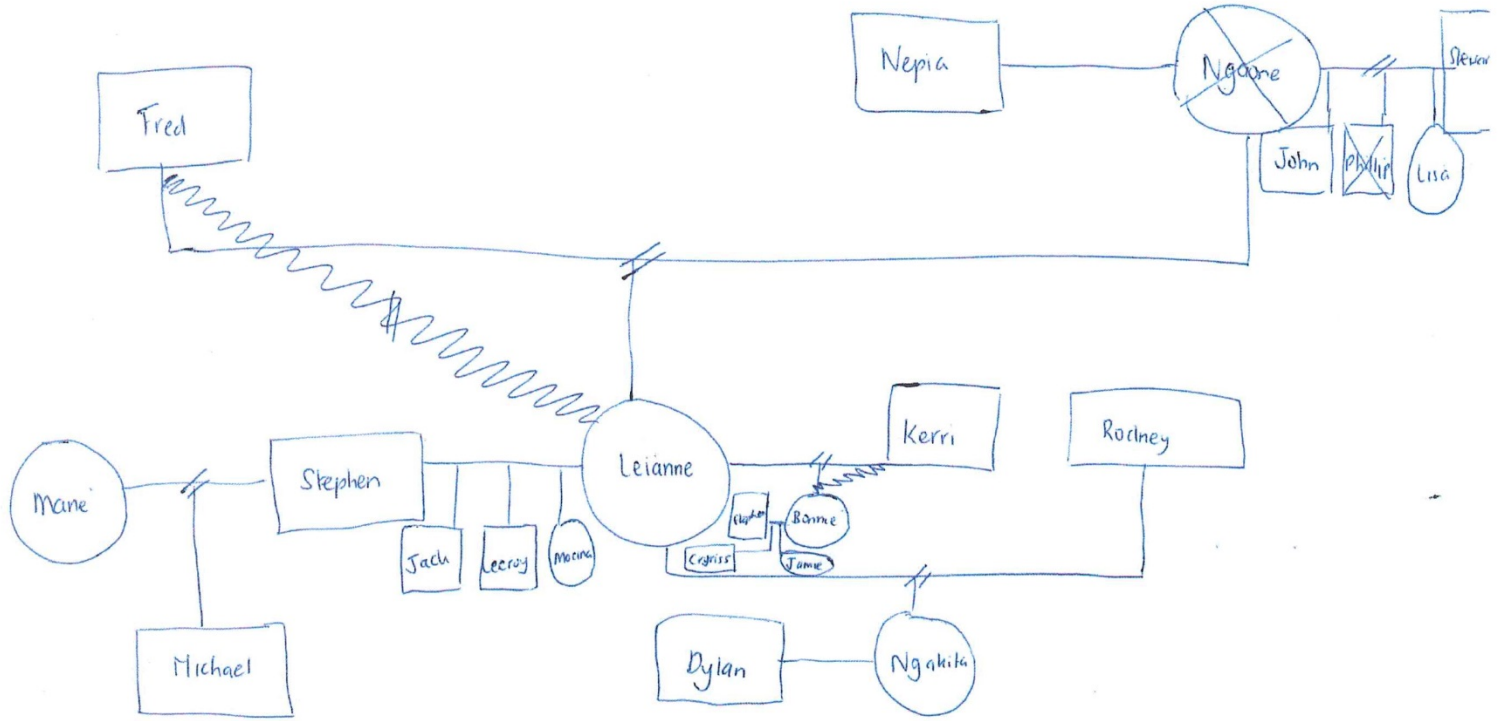
Methodology

Mapping Tools:

- Genograms
- Service Maps
- Debt Maps

26 Interviews over 12 months:

- Verbal
- Transcribed (every sixth interview)



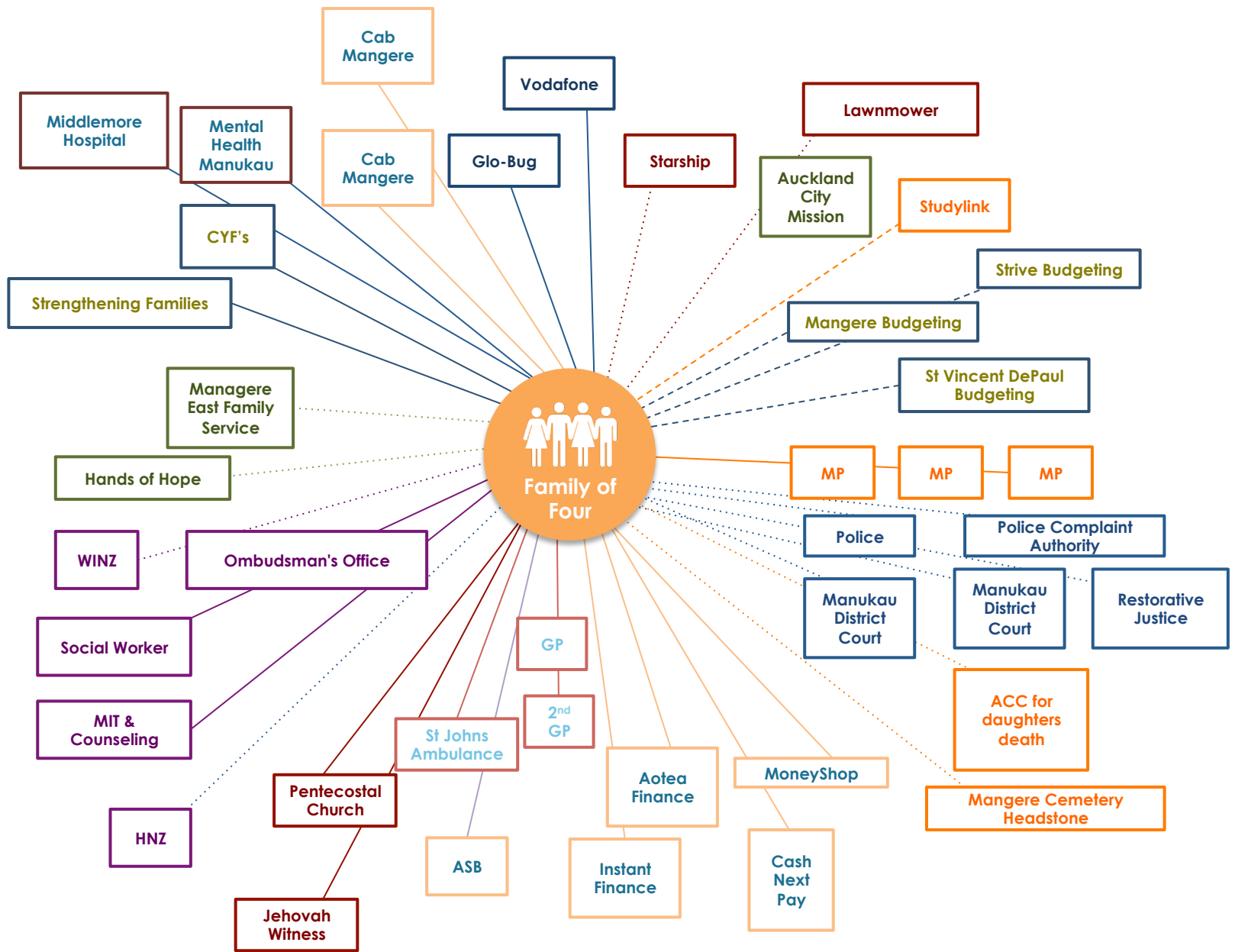
Key Themes

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



Dealing with support services

- is complicated and confusing.



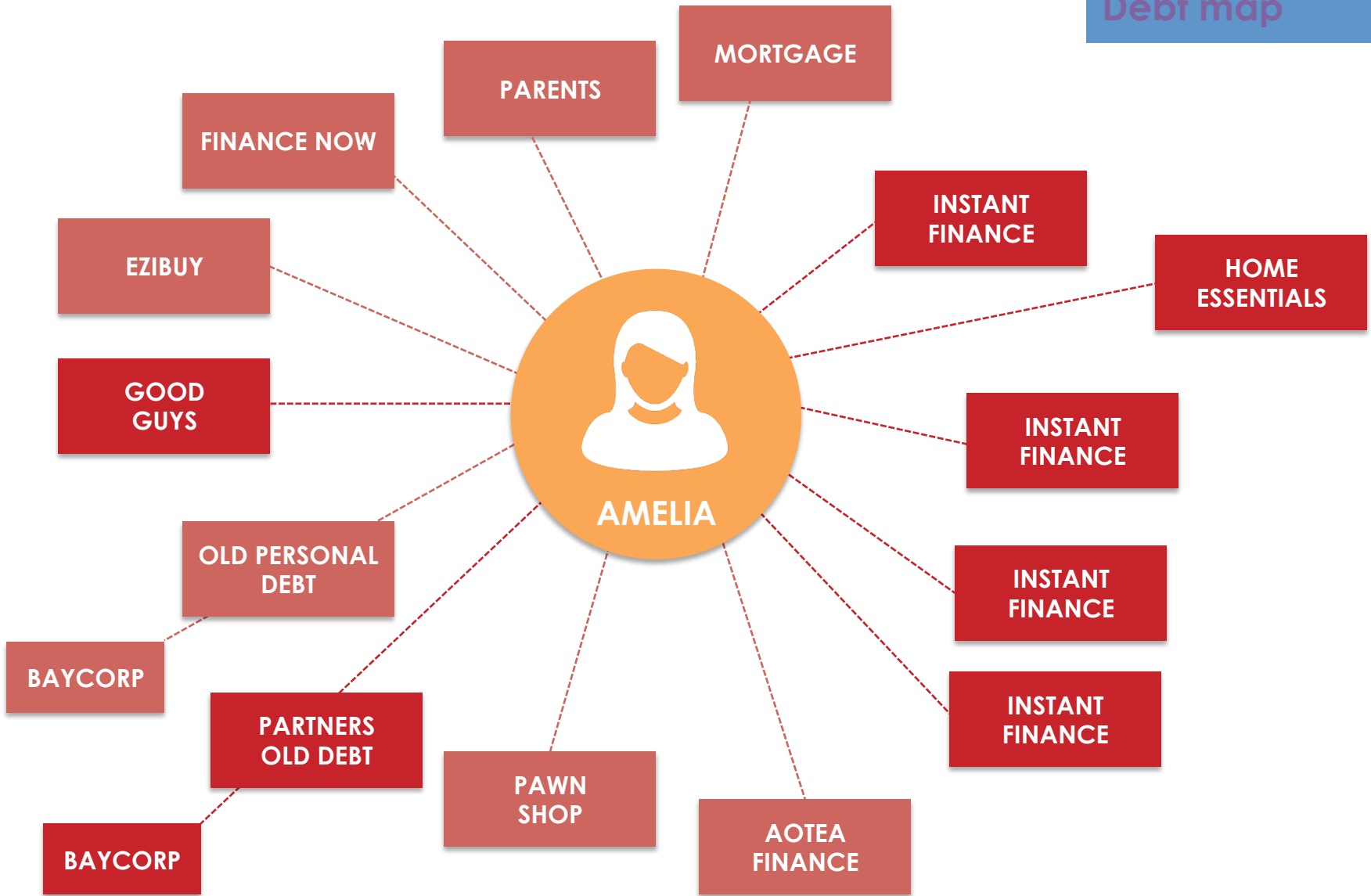
Agencies visited in a two week period



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



The Family 100 Project

Demonstrating
the complexities
of being poor;
an empathy tool



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.

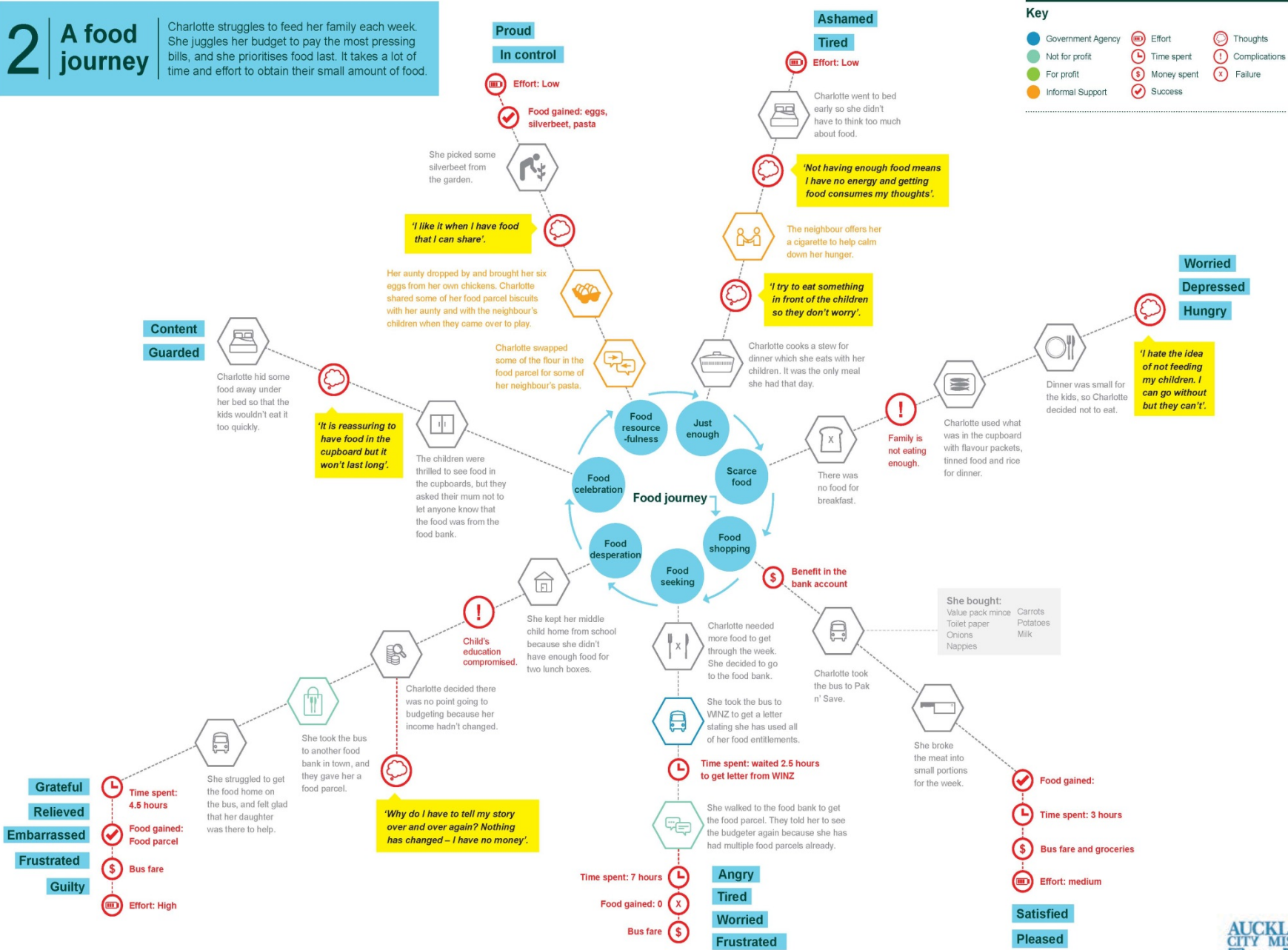
Her father was abusive to both her and her mother and routinely moved in and out of the family home. Although her father worked full time, his transient nature in the home meant that Charlotte's mother often had to rely on benefits to support the family. Charlotte had her first child when she was 17 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 Judge Louis Bidois



- Strengthening unions and protectionism
- More regulatory controls
- Less punitive sentences

3.4 Potaua Biasiny-Tule

Te Tatau o Te Arawa member

“Here in Aotearoa, if you are born into poverty and raised in poverty, you will more than likely die in poverty...”

Prof Manuka Henare
Stats NZ Hui 2015





3.5 Laurie Watt

Paearahi (navigator), Te Arawa Whānau Ora



Te Arawa  Whānau Ora

Our View

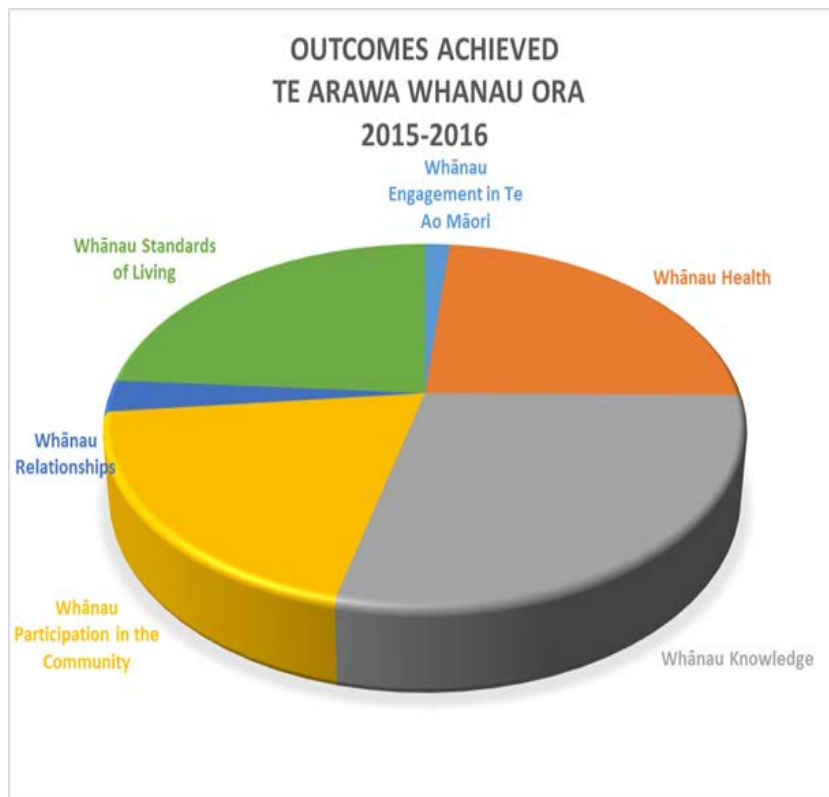
Exploring new ways to reduce poverty in
Aotearoa NZ

Background

- The role of Paearahi in Te Arawa Whanau Ora
- The context is from working with Maori but all people who are poor are effected
- In this room we understand what poverty is – not how it feels

What is the poverty scene in Rotorua

- Discuss what you are seeing and experiencing in your work



There were 355
Whanau

963 Individuals

91% are Maori

551 Goals

604 Outcomes

Ideas for national change

1. Education is the key lever for change – change the curriculum

- Relationship skills
- Financial skills
- Education leads to employment – employment to income – income to lifestyle change

For Whanau direct applications that support achieving the Whanau ora Outcomes

69% have an income of less than \$30,000

33% are employed

30% unemployed

25% students

4% Retired

6% Disability

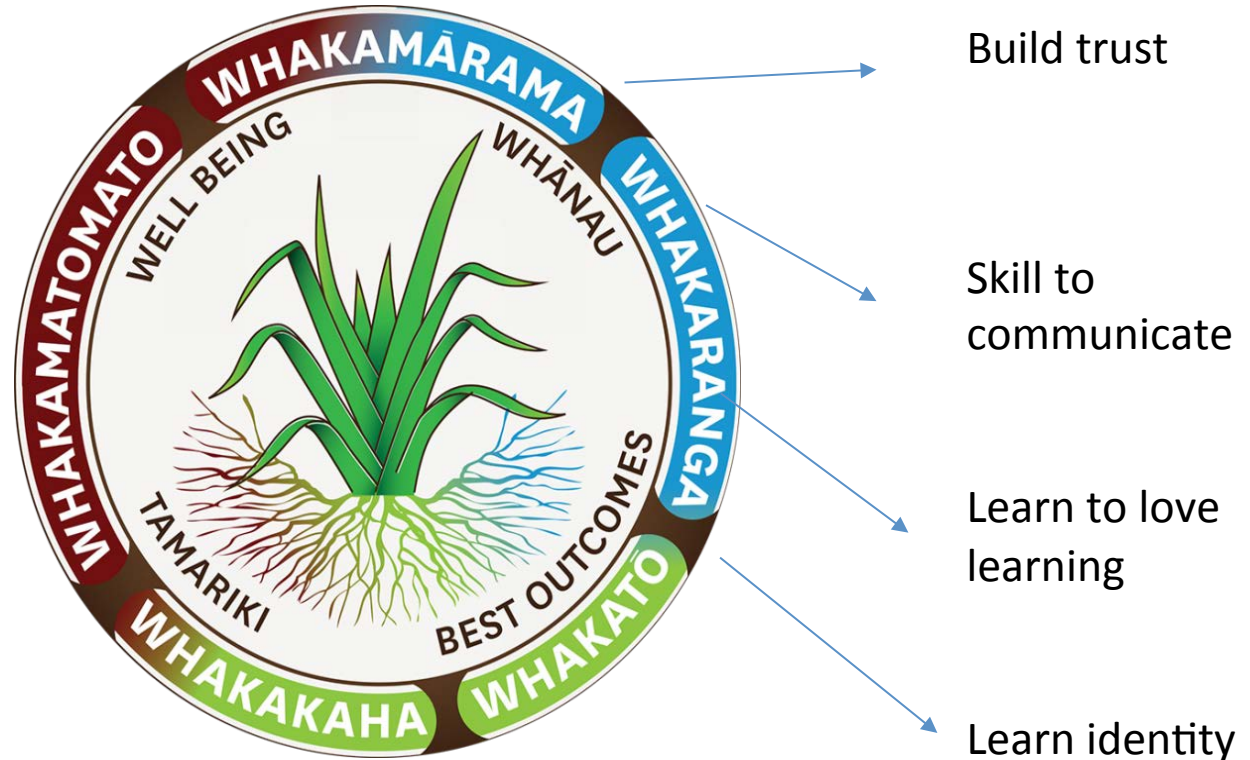
Ideas for national change

2. Connection to whanau and land are the key support mechanisms for whanau – Encourage this through national support for cultural/reo/identity programmes

Whanau who are connected are proud, confident, have values and a community/communal responsibility

Ideas for national change

3. The first 1000 days – make this a national priority and focus



Whakamarama: facilitating enlightenment and understanding

Whakamatomato: ensuring flourishing healthy families

Whakato: educating whanau to develop positive healthy behaviours and practices

Whakakaha: facilitating strong whanau that are resilient in response to adversity

Whakaranga: ensuring stability and security

Exercise 1: 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.

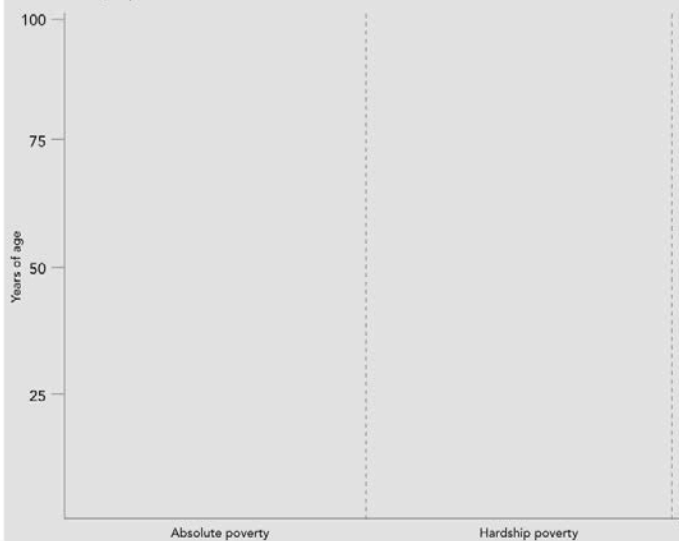
- '*Absolute poverty*' is when an individual does not have access to the amount of money necessary for meeting basic needs such as food, clothing and shelter.
- '*Hardship*' poverty is when an individual is constrained by their material circumstances from achieving a minimum 'decent' level of wellbeing.

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.

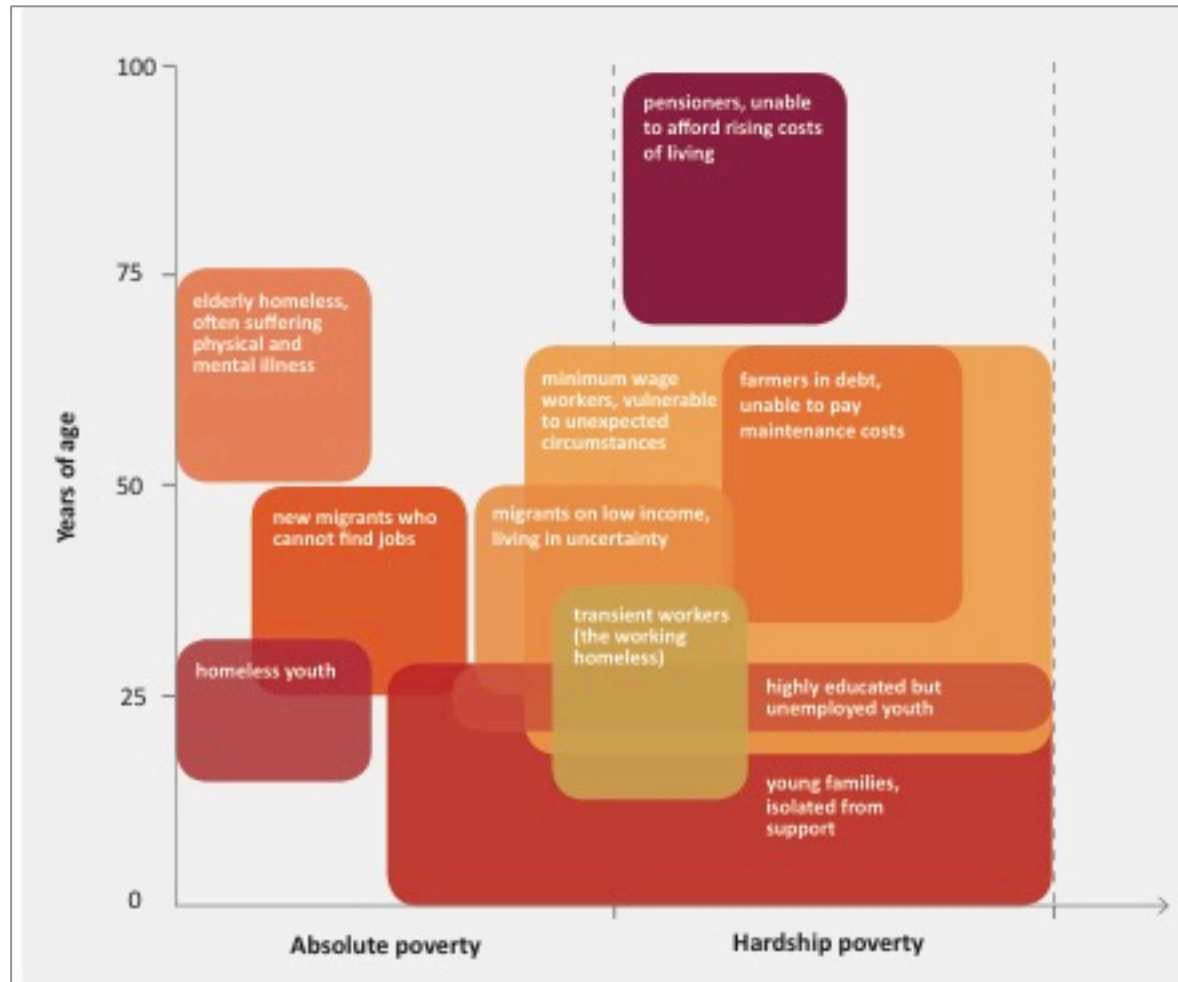
Step 2: Discuss with your group the different demographic groups that are affected by poverty in your area.

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

Build and share how we might tackle poverty

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.

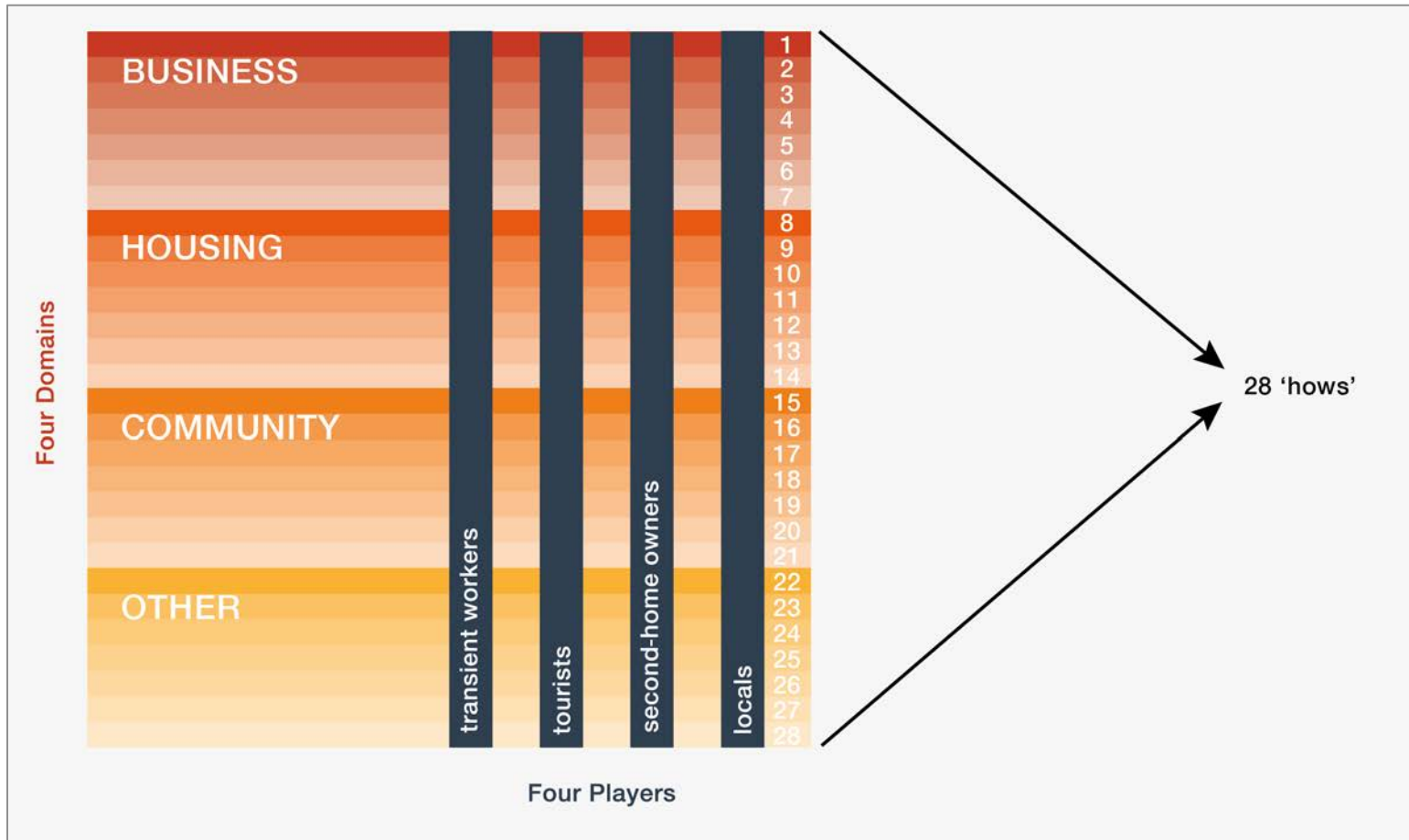
Ideas and possible actions (specific ideas from Exercise 2) Seven hows

Queenstown example of '7 hows' by topic

3.3.1 The housing domain

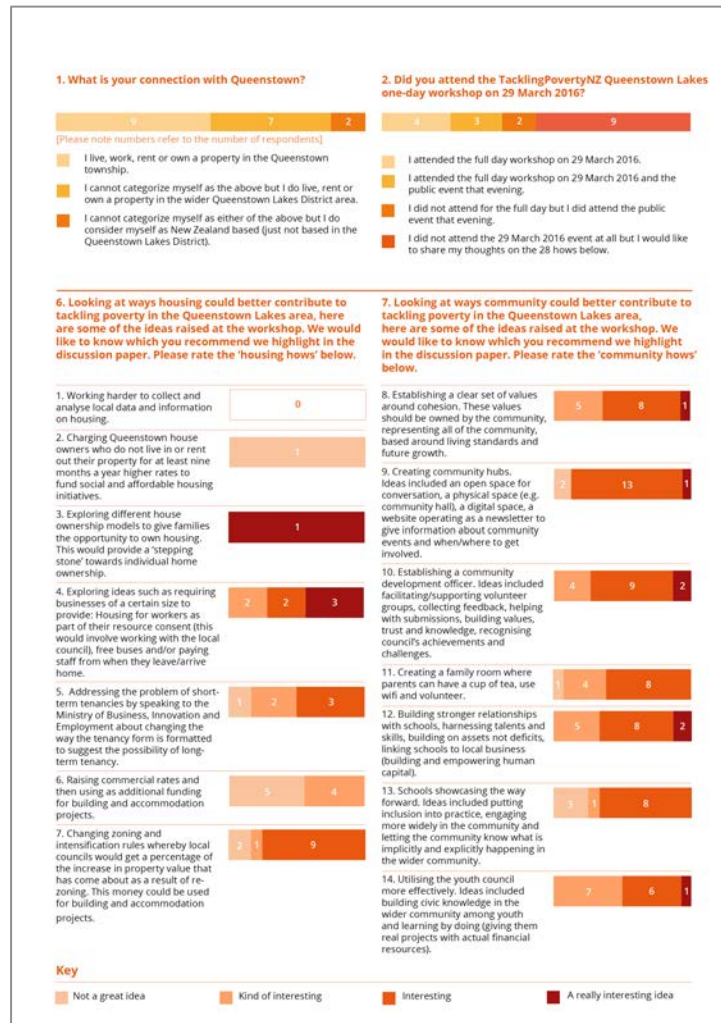
1. Working harder to collect and analyse local data and information on housing.
2. Charging Queenstown house owners who do not live in or rent out their property for at least nine months a year higher rates to fund social and affordable housing initiatives.
3. Exploring different house ownership models 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 building and sharing ideas. The best ideas are then woven 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 intensively when required
Output focus	
Goal-orientated	Team and task-orientated
Metrics most commonly used	
Quantity Key question: How do we store and search all of 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	In addition to banks: crowdsourcing, microfinancing and other forms of collaboration
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

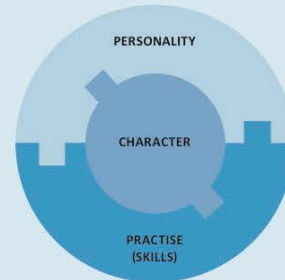
Watch Sir Paul Callaghan's 20 minute video: *StrategyNZ: Mapping our Future workshop: A place where talent wants to live* on our YouTube Channel, 2011

"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."

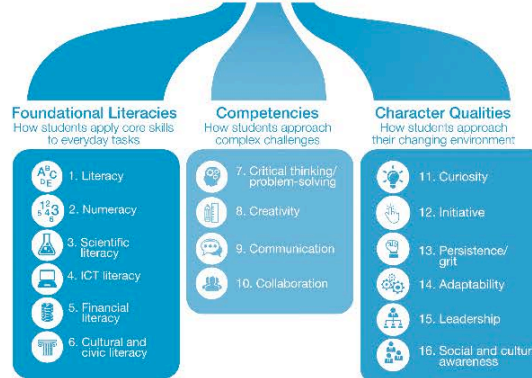
Read *Luminous Moments*, Bridget Williams Books, 2014

What is talent?



The Institute discovered from 30 in-depth 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 practising skills. Read the interviews in the *TalentNZ Journal* – see <http://talentnz.org/2013-journal-interviews>. Interestingly, these ideas around talent have also been developed by the World Economic Forum (see below).

21st-Century Skills



To uncover the skills that meet the needs of a 21st-century marketplace, in 2015 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://widgets.weforum.org/nve-2015>.

How do you create a talent based economy?

Grow

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

Attract

- Map the ecosystem
- Identify the talent you want
- Attract international talent
- Showcase existing talent
- Showcase hard infrastructure
- Showcase soft infrastructure
- Provide an appropriate rewards package

Retain

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

Connect

- Take responsibility for connecting
- Connect existing talent with a purpose
- Create twinning opportunities
- Embrace diaspora
- Create hubs
- Create an online presence
- Manage logistics by aligning people, data, products and services

Thank you Rotorua

19 August 2016



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

