

# Gisborne one-day workshop

31 August 2016



Use #tacklingpovertynz to join the national conversation



# Mayor Meng Foon

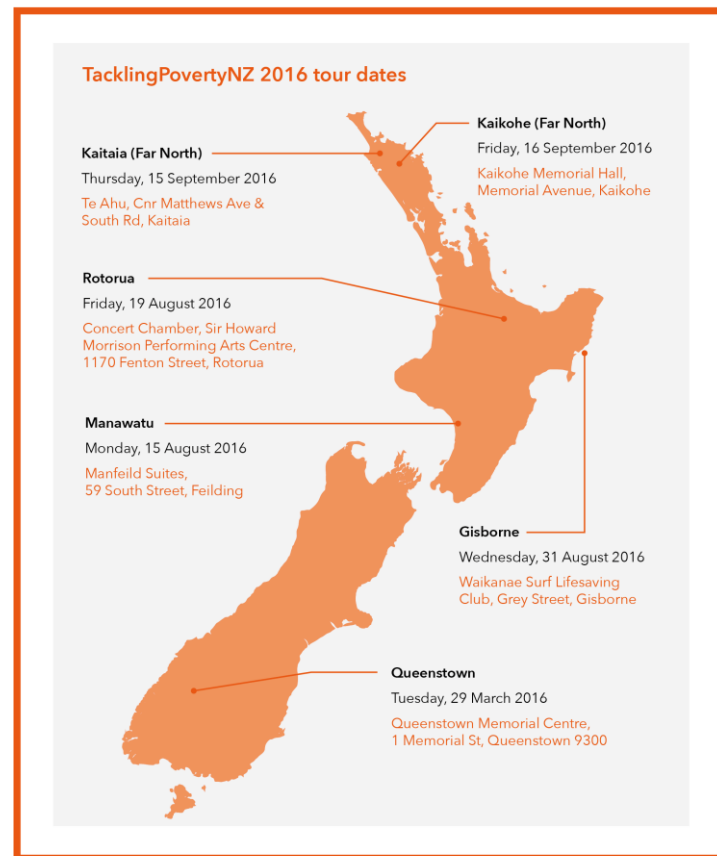


# Agenda

- 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



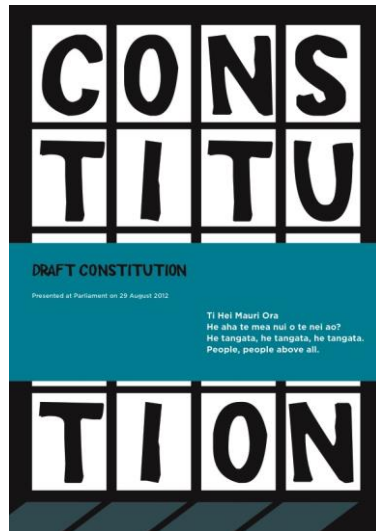


IF THE WILD BIRD INSIDE YOU COULD CRY OUT

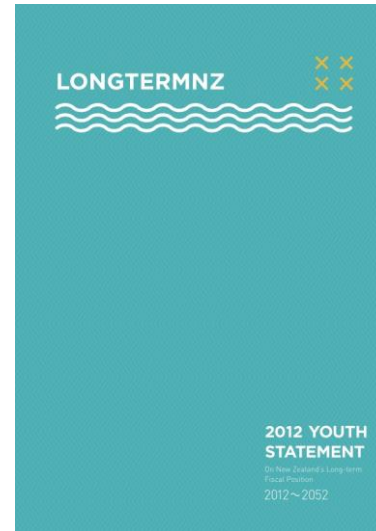
NIGEL BROWN  
2001



StrategyNZ 2011



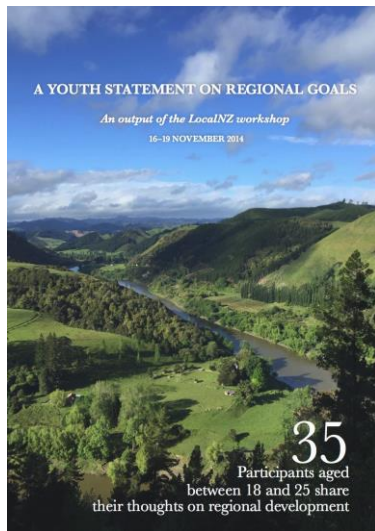
EmpowerNZ 2012



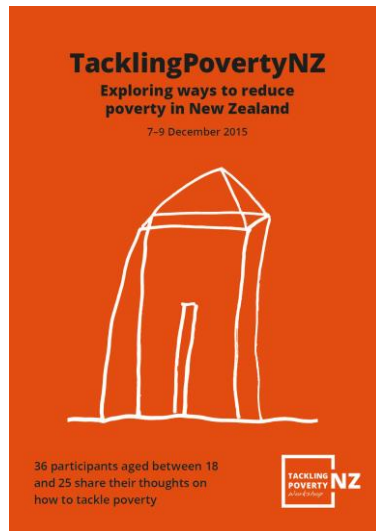
LongtermNZ 2012



LivingStandardsNZ 2013



LocalNZ 2014



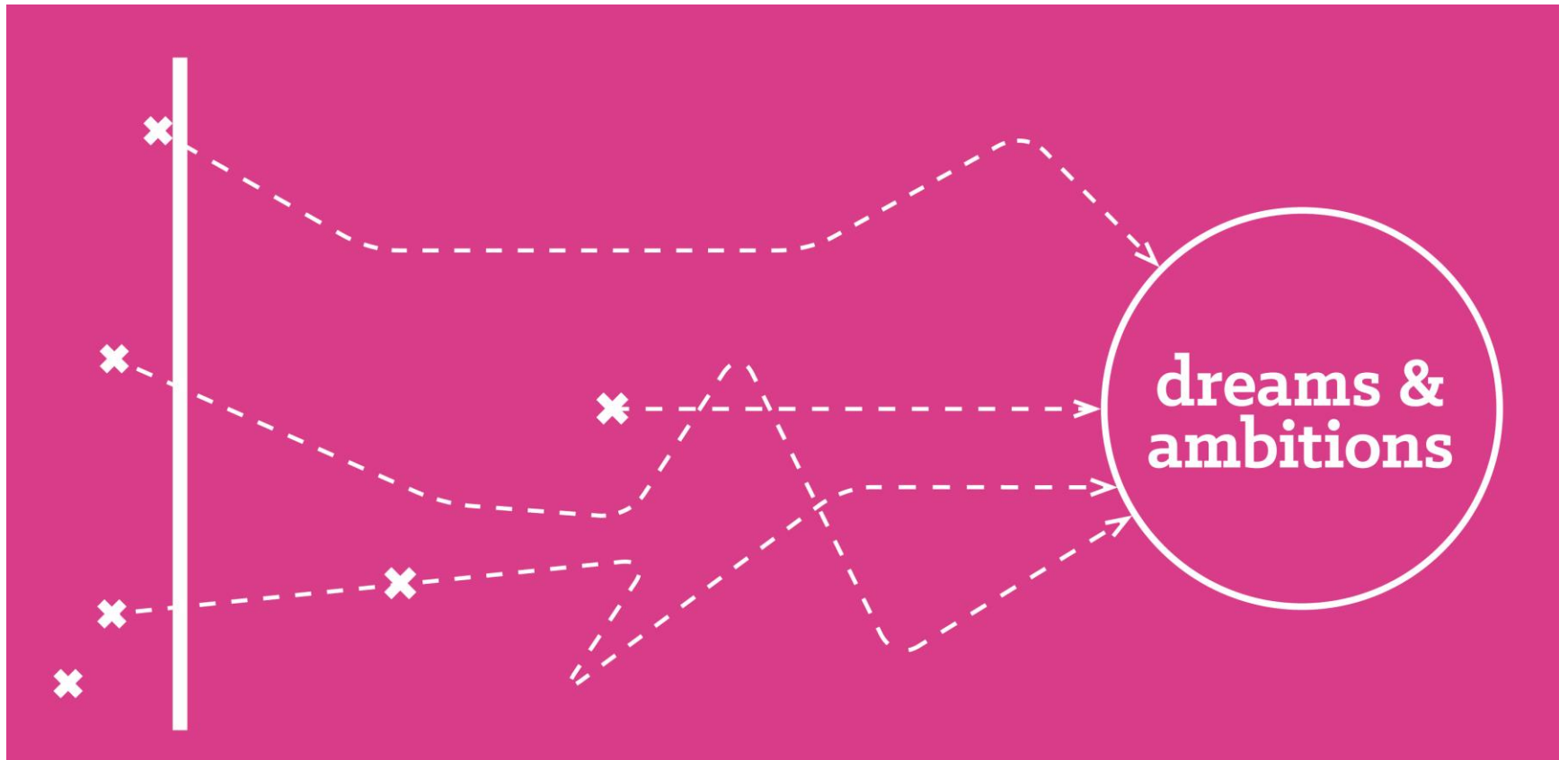
TacklingPovertyNZ 2015



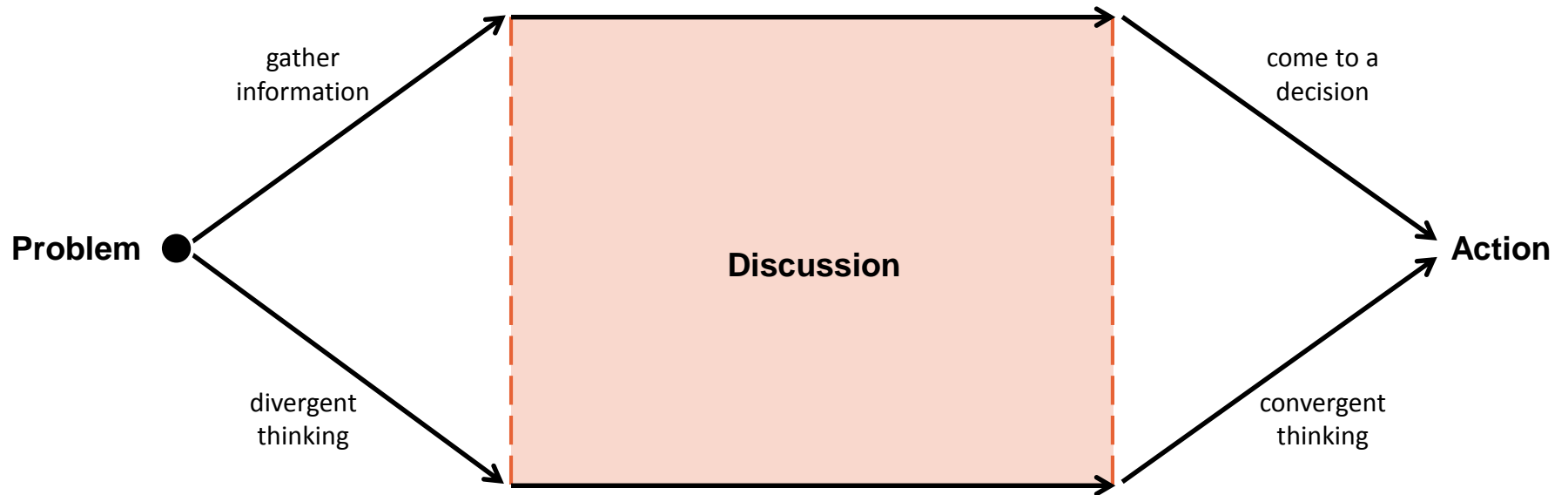
ForesightNZ 2016



# LivingStandards Metaphor

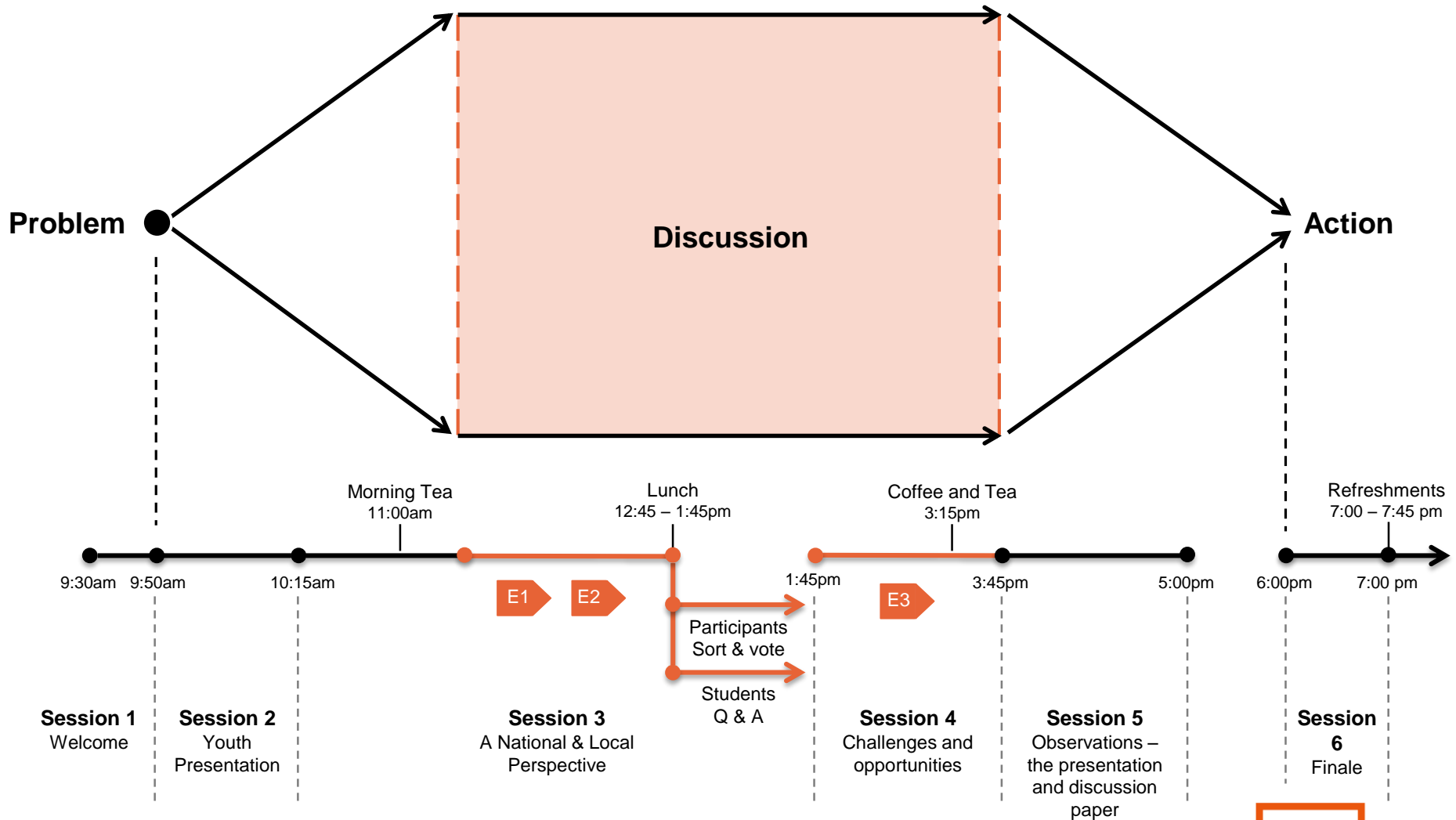


# Workshop Programme





# 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 groups' 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 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 extent that these groups are faced with hardship 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:** Name your ideas about any seven actions or 'how's'. 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 morning presentation.

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

**TacklingPovertyNZ**

# Three Handouts

Hand out 1

Hand out 2

Handout 3

**TacklingPovertyNZ Workshop**  
Handout One: ICCS civic knowledge scores and distributions

Lang, K. (2020). What do New Zealand students understand about civic knowledge and citizenship? Results from the International Civic and Citizenship Education Study. 7. Retrieved March 24, 2020 from [https://www.educationcounts.gov.nz/\\_data/workshop\\_Handout1/2020/What-do-New-Zealand-students-understand-about-civic-knowledge-and-citizenship.pdf](https://www.educationcounts.gov.nz/_data/workshop_Handout1/2020/What-do-New-Zealand-students-understand-about-civic-knowledge-and-citizenship.pdf)

**TABLE 1: CIVIC KNOWLEDGE SCORES AND DISTRIBUTIONS**

Country	Population	ICCIS Score	ICCIS Score Range	ICCIS Score Distribution
Australia	23,000,000	62.0	50.0 - 74.0	62.0 - 74.0
Canada	38,000,000	61.0	50.0 - 72.0	61.0 - 72.0
Denmark	5,500,000	78.0	66.0 - 90.0	78.0 - 90.0
France	67,000,000	60.0	50.0 - 70.0	60.0 - 70.0
Germany	82,000,000	60.0	50.0 - 70.0	60.0 - 70.0
India	1,380,000,000	45.0	35.0 - 55.0	45.0 - 55.0
Japan	126,000,000	65.0	55.0 - 75.0	65.0 - 75.0
South Korea	51,000,000	65.0	55.0 - 75.0	65.0 - 75.0
United Kingdom	65,000,000	55.0	45.0 - 65.0	55.0 - 65.0
United States	325,000,000	55.0	45.0 - 65.0	55.0 - 65.0
Sweden	9,500,000	75.0	65.0 - 85.0	75.0 - 85.0
Switzerland	8,500,000	75.0	65.0 - 85.0	75.0 - 85.0
Taiwan	23,000,000	65.0	55.0 - 75.0	65.0 - 75.0
Thailand	65,000,000	55.0	45.0 - 65.0	55.0 - 65.0
Ukraine	45,000,000	55.0	45.0 - 65.0	55.0 - 65.0
United Arab Emirates	5,500,000	55.0	45.0 - 65.0	55.0 - 65.0
United States of America	325,000,000	55.0	45.0 - 65.0	55.0 - 65.0
Uruguay	3,500,000	65.0	55.0 - 75.0	65.0 - 75.0
Vietnam	95,000,000	45.0	35.0 - 55.0	45.0 - 55.0
World	7,500,000,000	55.0	45.0 - 65.0	55.0 - 65.0
World (excl. low income)	6,500,000,000	55.0	45.0 - 65.0	55.0 - 65.0
World (incl. low income)	7,500,000,000	55.0	45.0 - 65.0	55.0 - 65.0
World (excl. low income)	6,500,000,000	55.0	45.0 - 65.0	55.0 - 65.0
World (incl. low income)	7,500,000,000	55.0	45.0 - 65.0	55.0 - 65.0

**TABLES NOT MEETING REPORTING REQUIREMENTS**

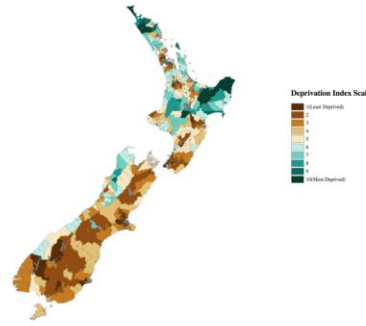
Country	Population	ICCIS Score	ICCIS Score Range	ICCIS Score Distribution
Algeria	40,000,000	45.0	35.0 - 55.0	45.0 - 55.0
Algeria	40,000,000	45.0	35.0 - 55.0	45.0 - 55.0
Algeria	40,000,000	45.0	35.0 - 55.0	45.0 - 55.0
Algeria	40,000,000	45.0	35.0 - 55.0	45.0 - 55.0
Algeria	40,000,000	45.0	35.0 - 55.0	45.0 - 55.0
Algeria	40,000,000	45.0	35.0 - 55.0	45.0 - 55.0
Algeria	40,000,000	45.0	35.0 - 55.0	45.0 - 55.0
Algeria	40,000,000	45.0	35.0 - 55.0	45.0 - 55.0
Algeria	40,000,000	45.0	35.0 - 55.0	45.0 - 55.0
Algeria	40,000,000	45.0	35.0 - 55.0	45.0 - 55.0

The full document is also available on the [TacklingPovertyNZ website resources page](#).


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**TacklingPovertyNZ Workshop**  
Handout Two: NZDEIP2013 Index of Deprivation

Singh, N. (2014, May 15). "Where are NZ's most deprived areas?" New Zealand Herald. Retrieved March 24, 2020 from <http://www.stuff.co.nz/nz/news/nz-deip-2013-1224682>



The full document is also available on the [TacklingPovertyNZ website resources page](#).

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**TacklingPovertyNZ Workshop**  
Handout Three: Social Investment Insights

Excerpt from Statistics New Zealand and New Zealand Treasury. (2020). Social Investment Insights. Retrieved March 24, 2020 from <https://30mapps.stats.govt.nz/>

**Children and youth at higher risk of poor outcomes**

This work is part of the Treasury's commitment to higher living standards and to an inclusive society where all New Zealanders can participate. The tool provides information about New Zealand children (aged 0 to 14) and youth (aged 15 to 24) at higher risk of poor future outcomes.

**What does the preliminary analysis show us?**

This analysis tells us about children aged 14 and under, and youth aged 15 to 24, who are at higher risk of poor outcomes later in life. It identifies indicators that are associated with higher risk of poor future outcomes, shows the likelihood of these outcomes occurring, and identifies some of the costs associated with these outcomes.

**1. Children at risk: Four key risk indicators**

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


1. Having a CIV finding of abuse or neglect (8% of children)
2. Being mostly supported by benefits since birth (15% of children)
3. Having a parent with a prison or community sentence (17% of children)
4. Having a mother with no formal qualifications (10% of children)

Children who have these indicators are more likely to leave school with no qualifications, to spend time on benefit, and to receive a prison or community sentence. The greater the number of indicators a child has, the more likely this will happen. Children aged 0 to 5 and aged 6 to 14 are represented separately, according to whether they have two or more risk indicators, three or more risk indicators, or all four risk indicators.

**2. Youth at risk: Ten target populations**

As children get older the information we have about them gets richer and more complex. As such, it's not possible to pick a few risk indicators that predict poor

The full document is also available on the [TacklingPovertyNZ website resources page](#).

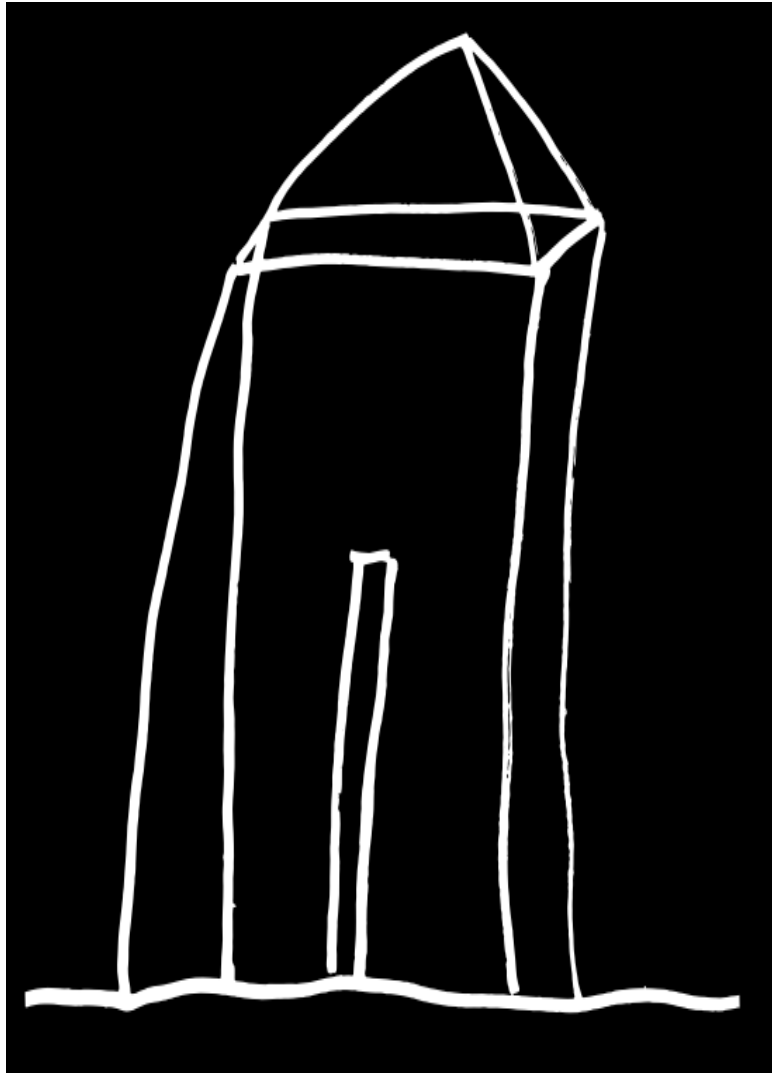
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# 2. Participants from the 2015 *TacklingPovertyNZ* Workshop

Ali Bunge, Felix Drissner-Devine, Monique Francois,  
Anna-Marei Kurei, Zoe Pushon, Caroline Simmonds and Nathan Williams



# Introduction

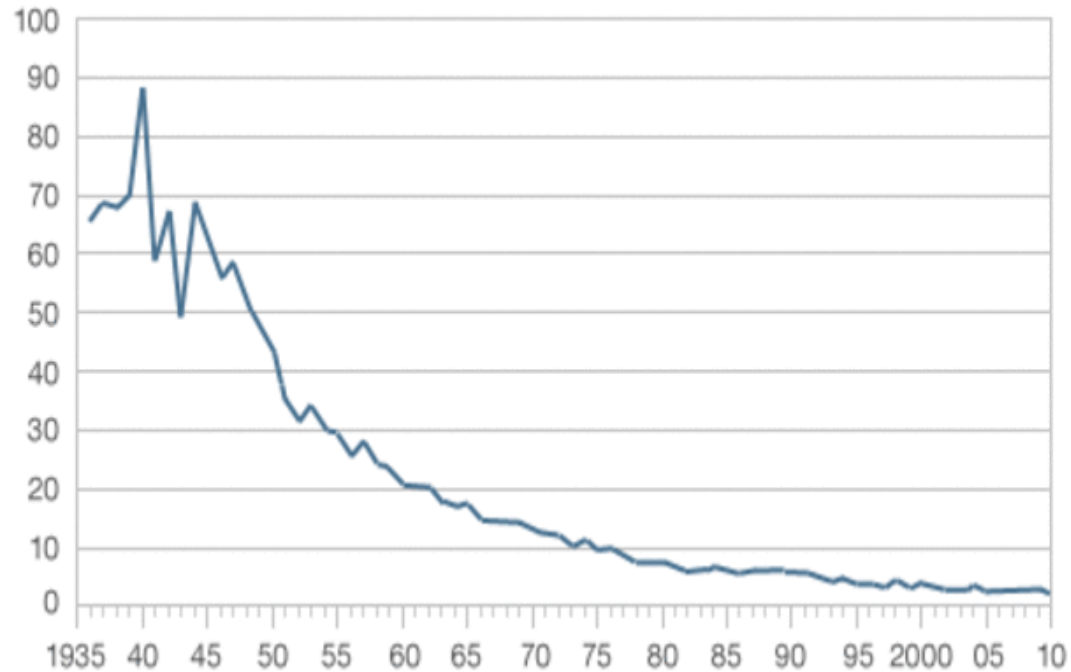


# Community



# Community

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



Source: Statistics Finland

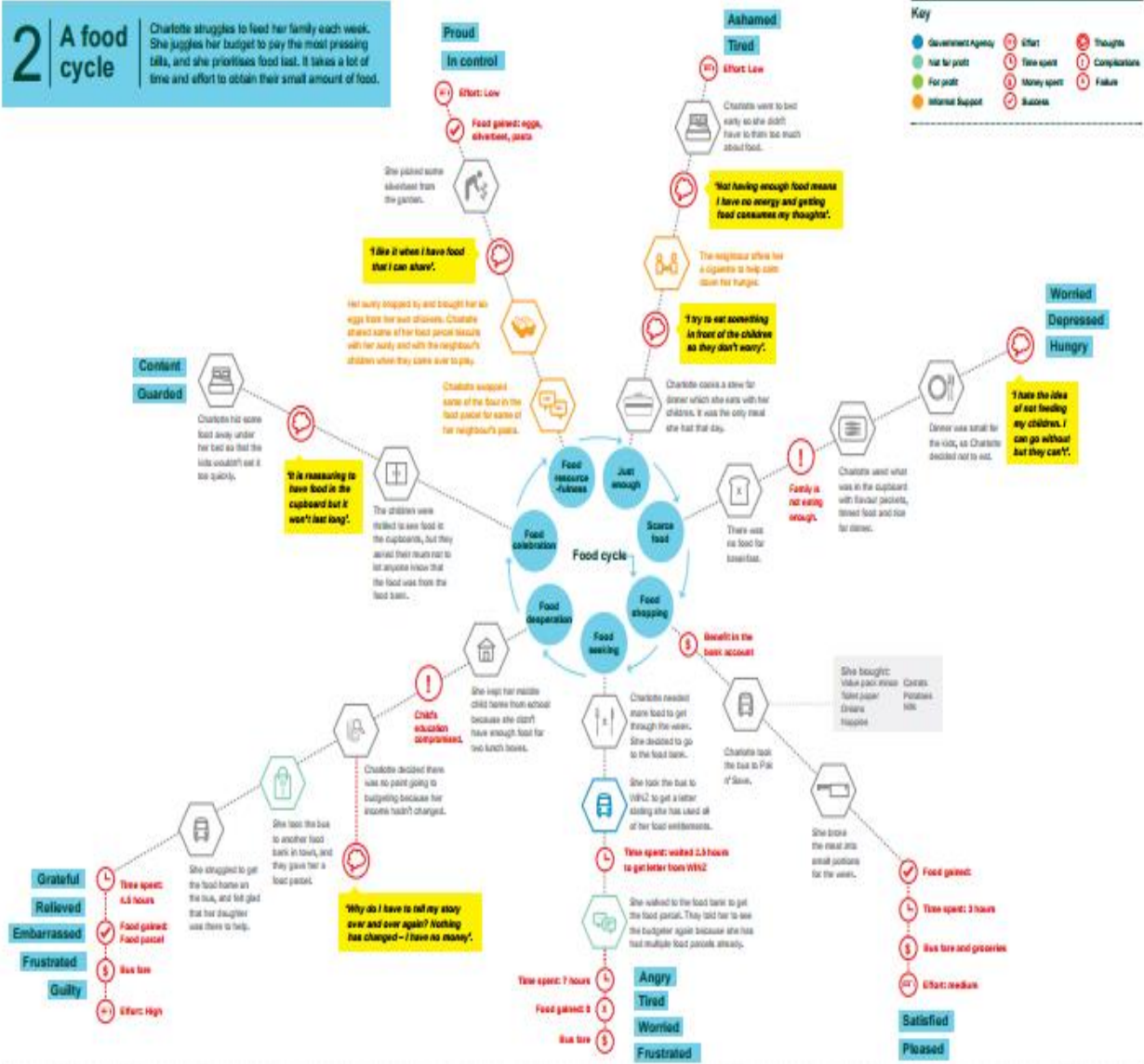
# Social Services





# 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

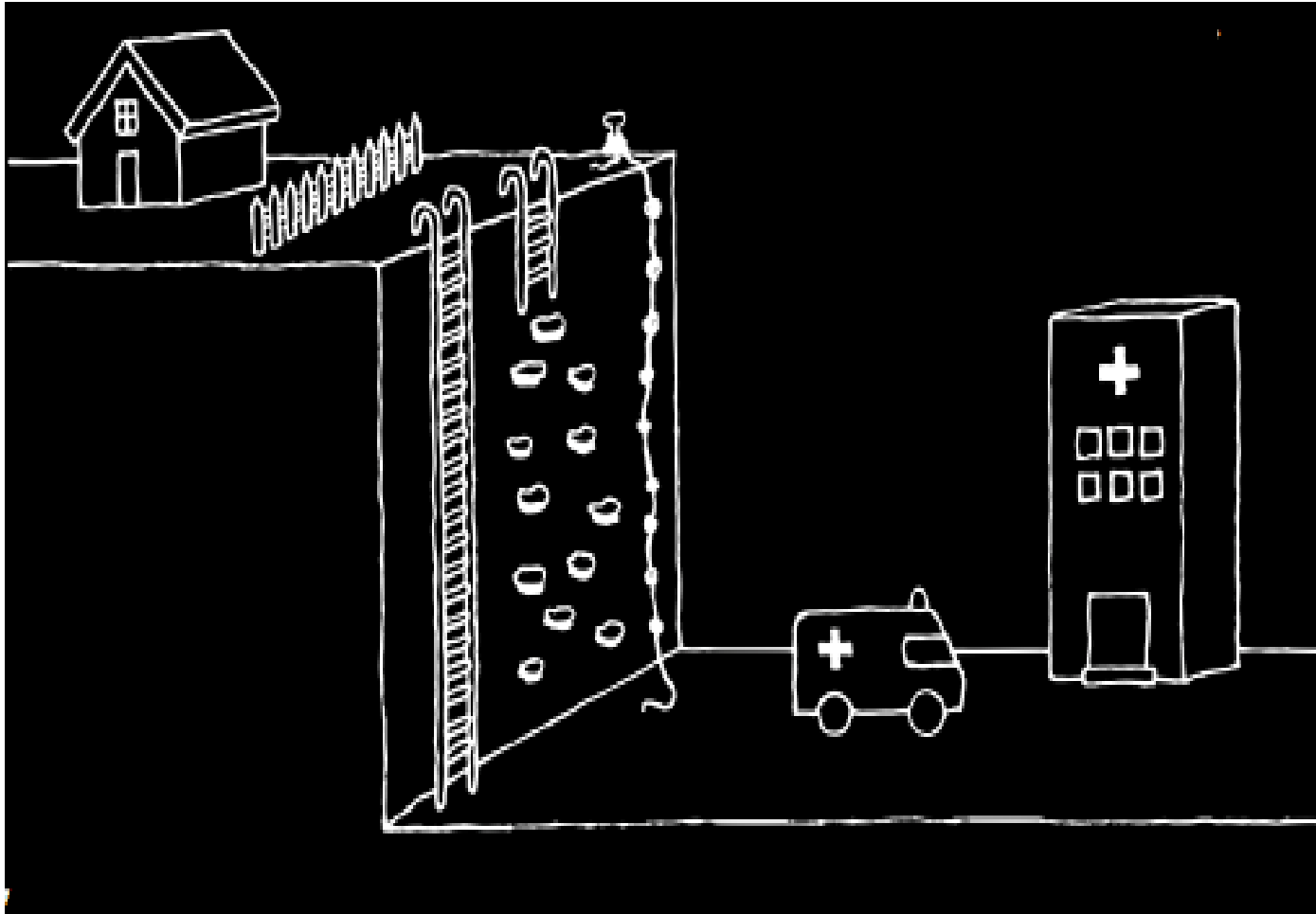
BENEFITS CAUSE  
PEOPLE TO BECOME  
DEPENDENT ON THE  
= SYSTEM =

Just...  
get a  
JOB!



Workshop Finale, 9 December 2015, Parliament, New Zealand

# Five Myths About Poverty in New Zealand



# Employment



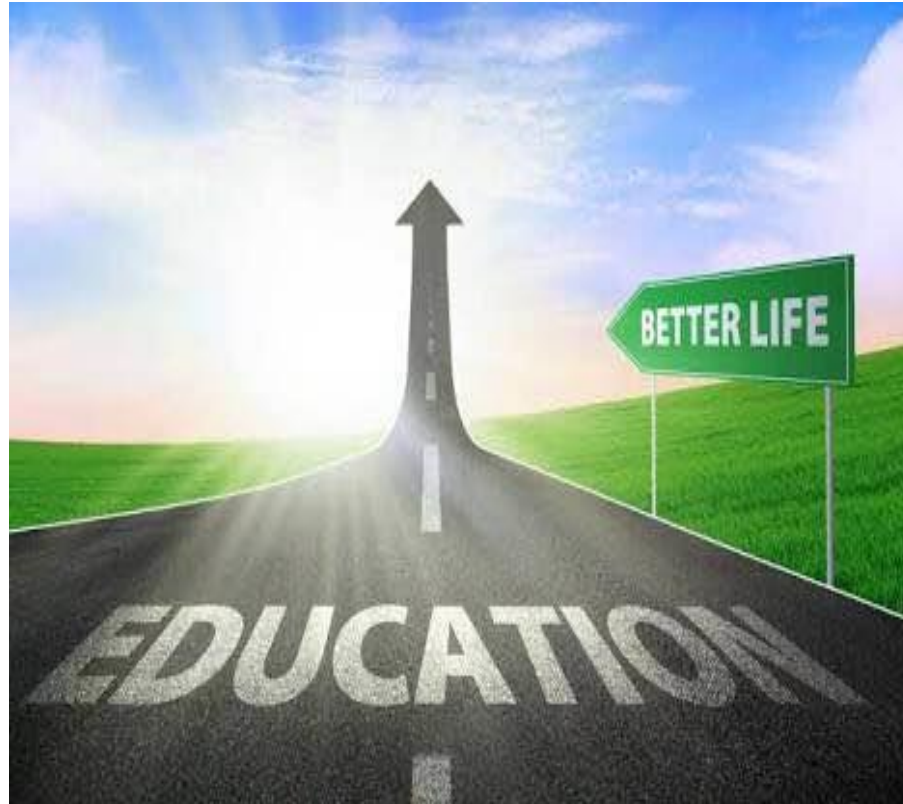
# Employment



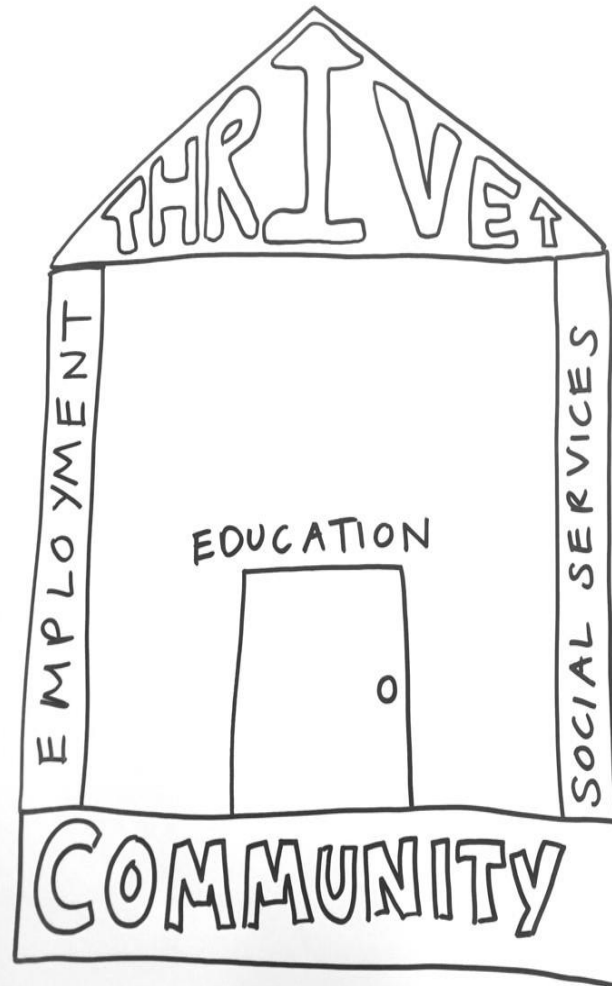
# Education



# Education



# Conclusion





# 3.1 Dr Girol Karacaoglu

Chief Economist, New Zealand Treasury



# 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

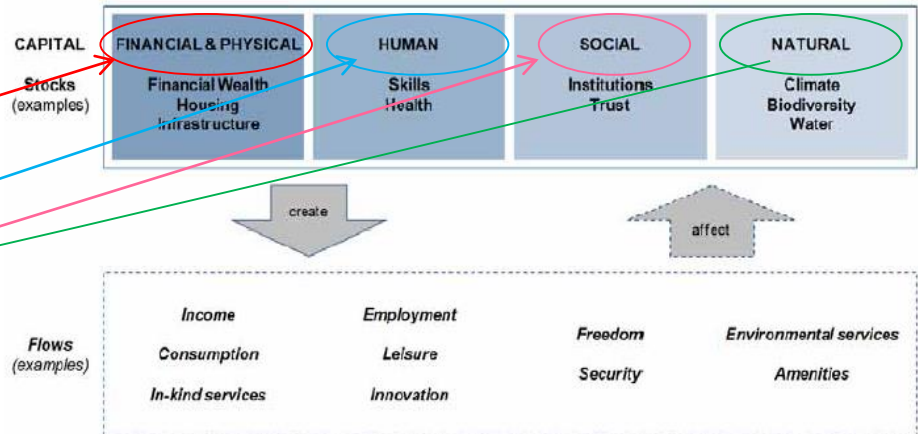
### Individual well-being

-  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

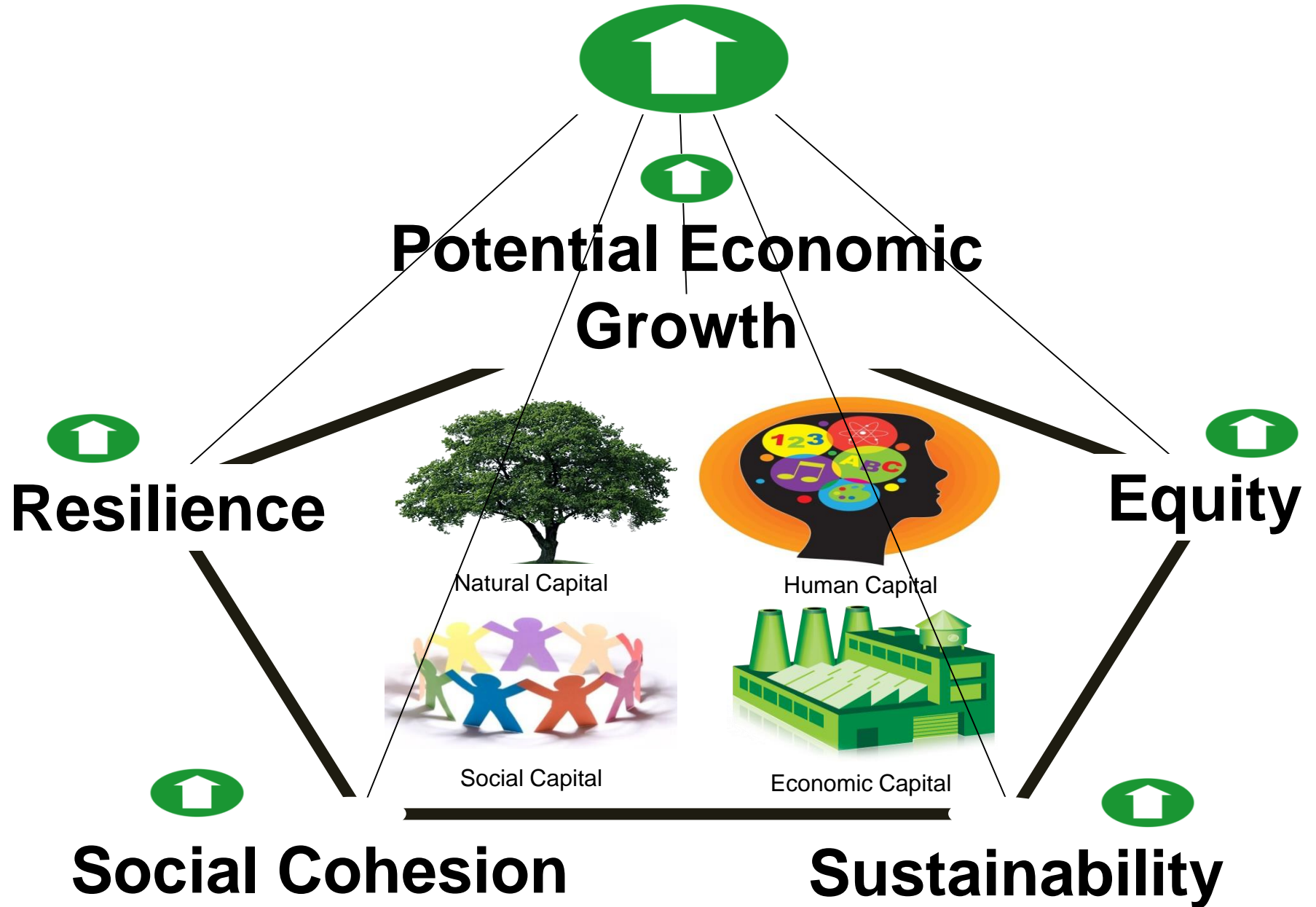
### Treasury's Living Standards Framework



## Sustainability of well-being over time

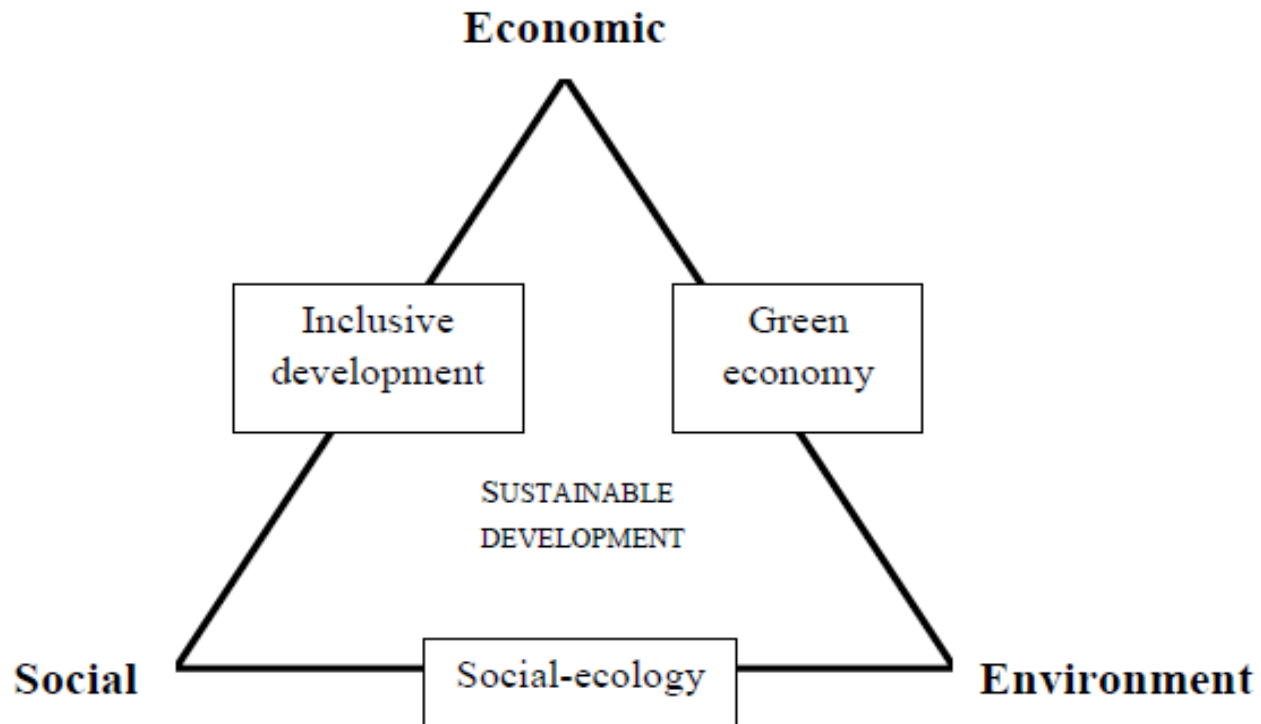
- Natural capital
- Economic capital
- Human capital
- Social capital

# 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”)].

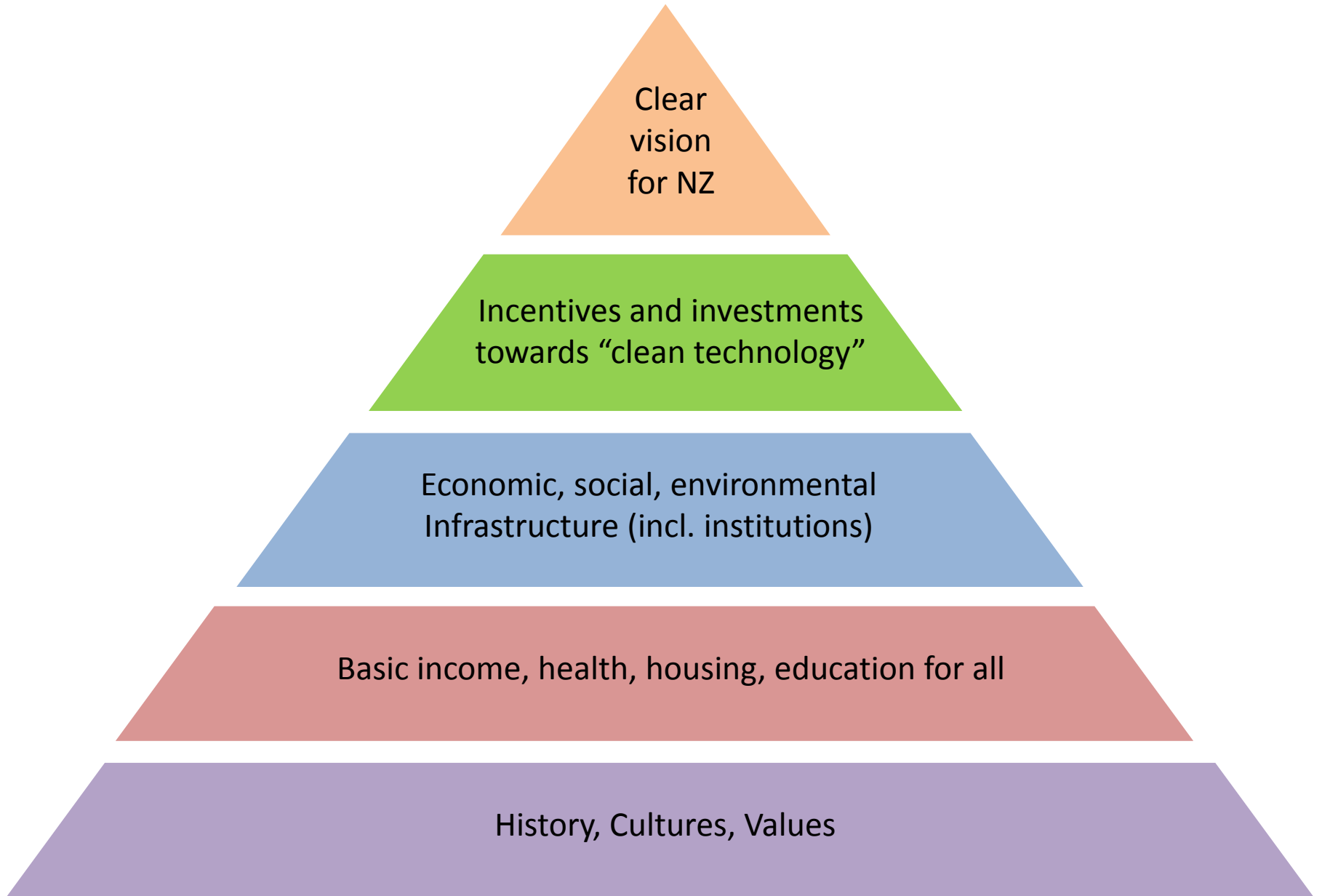
# Policy Framing (continued)

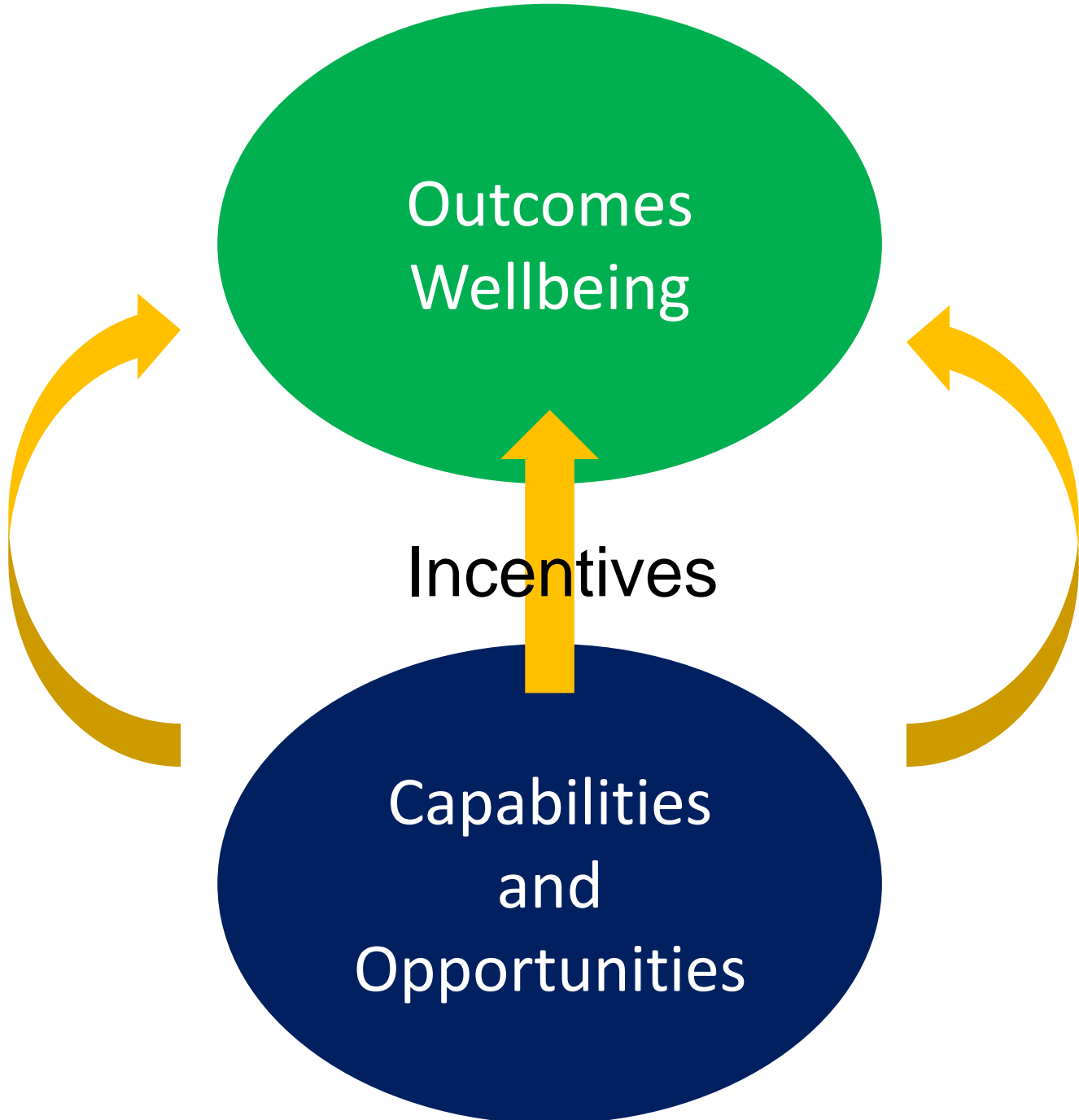
- This is not to deny the existence of critical levels for all ecosystems – environmental, social and economic – these are complementary in nature.
- Moving from the quantitative notion of the limits to growth based on the scarcity of natural resources (or natural capital stocks), to the criticality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



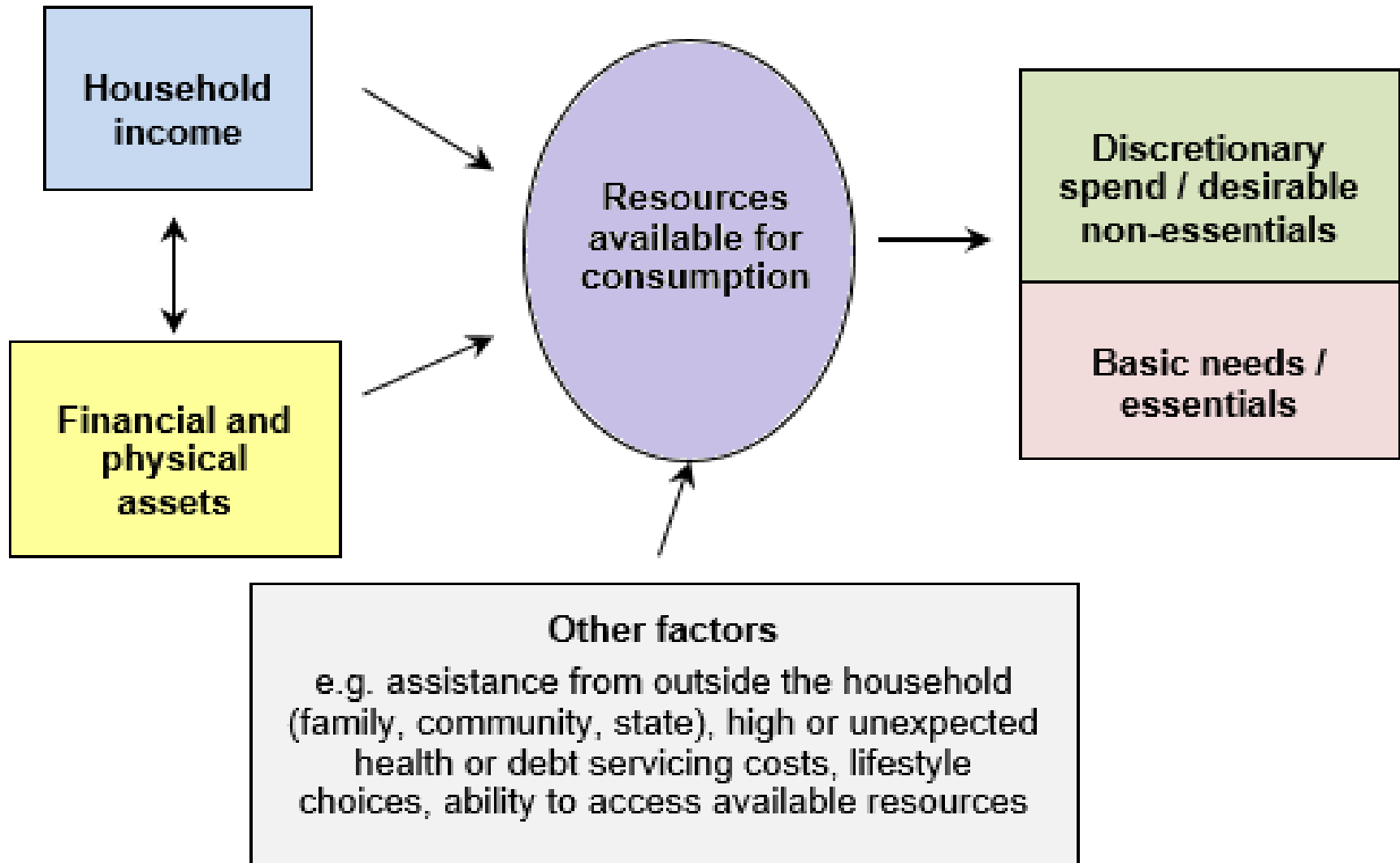


Outcomes  
Wellbeing

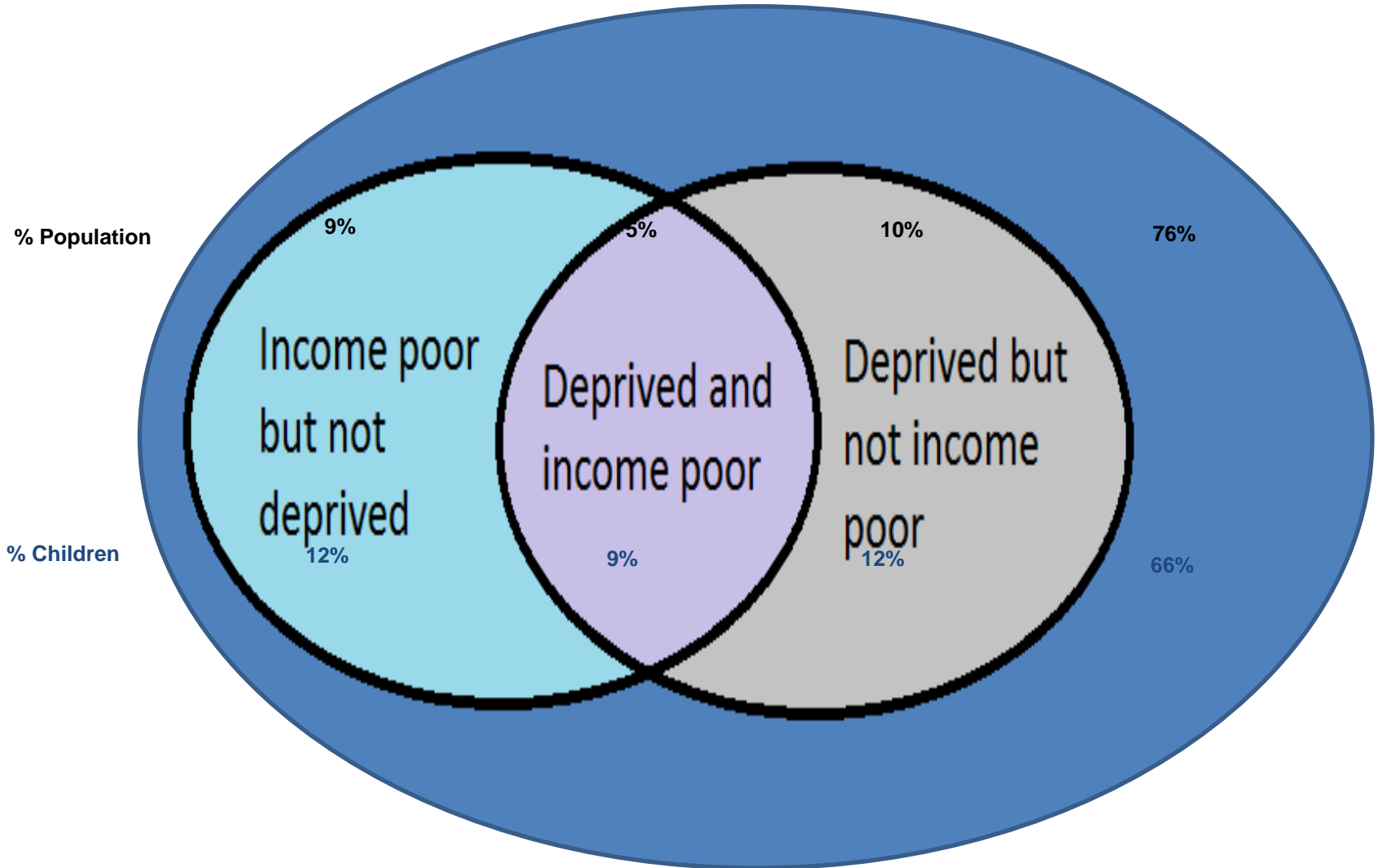
Incentives

Capabilities  
and  
Opportunities

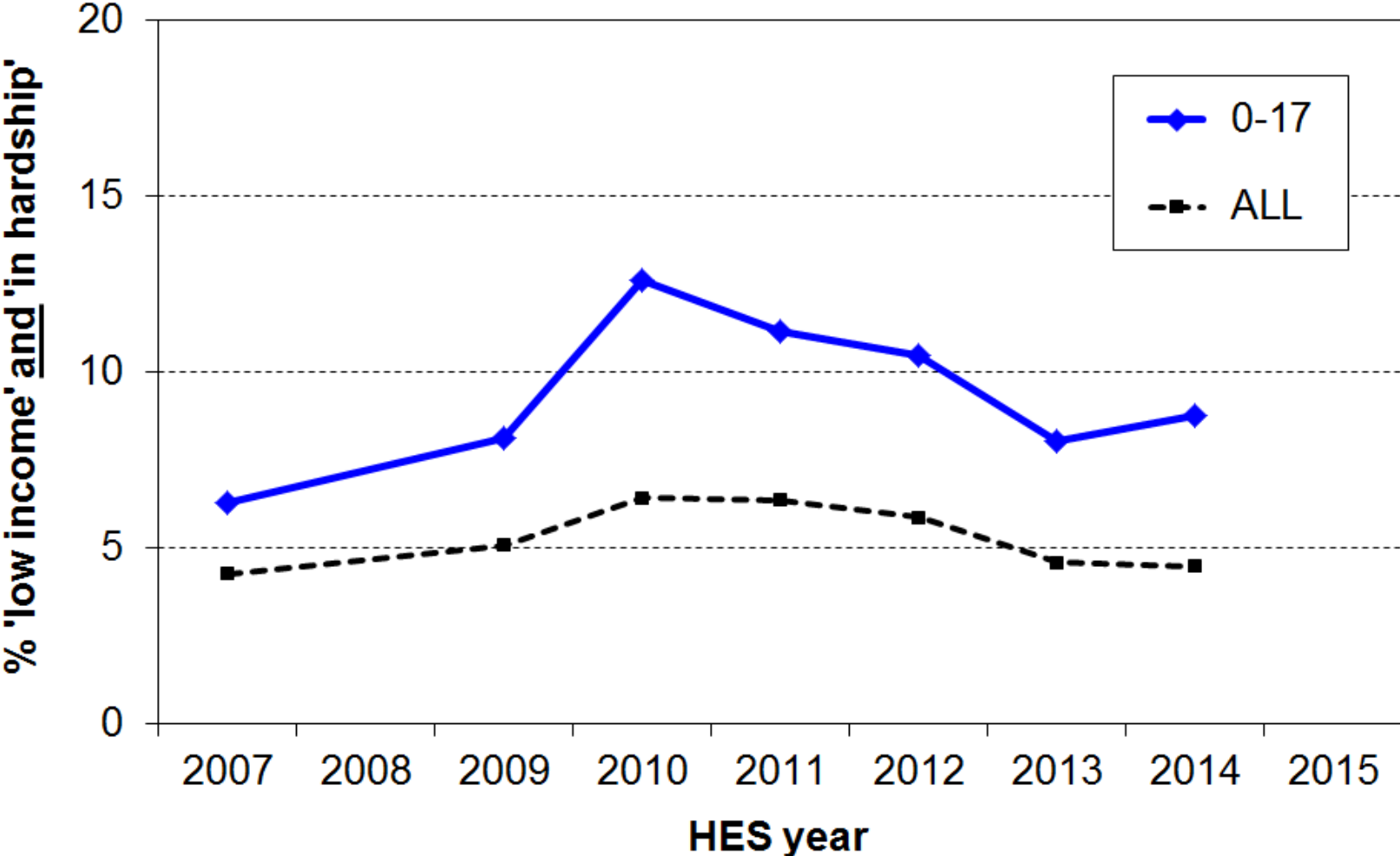
# Description of Poverty in NZ



# 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**

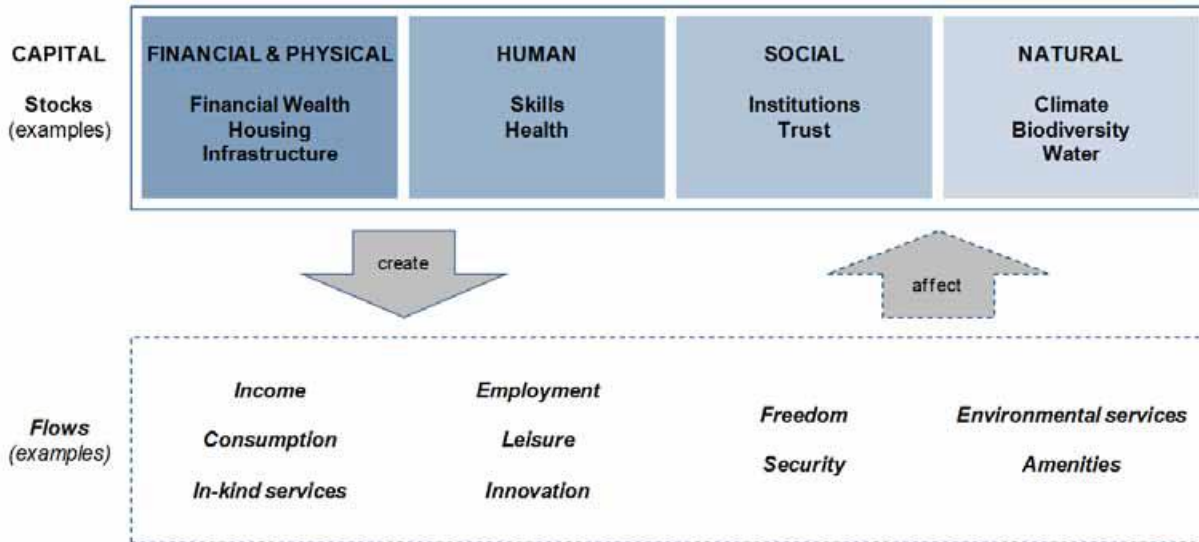
Continued strengthening of international connections and 'behind the border' policy settings.

**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.

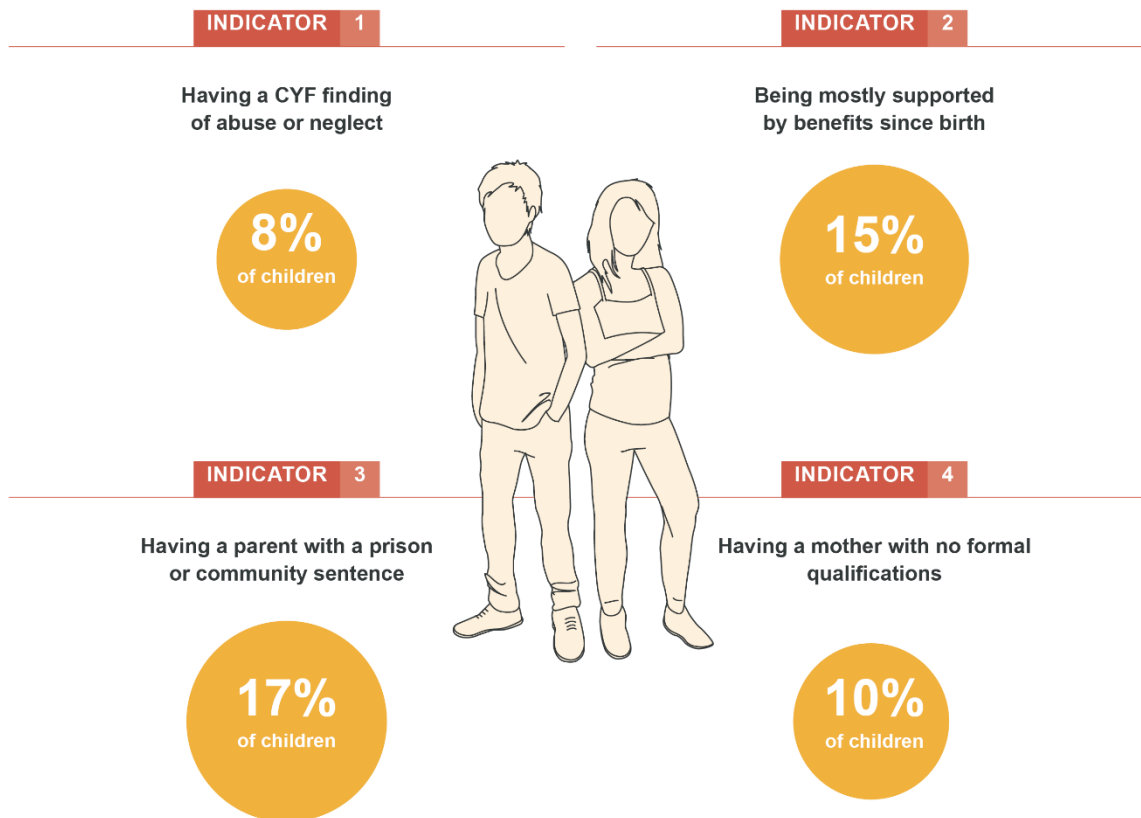
# Ideal Picture

- 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

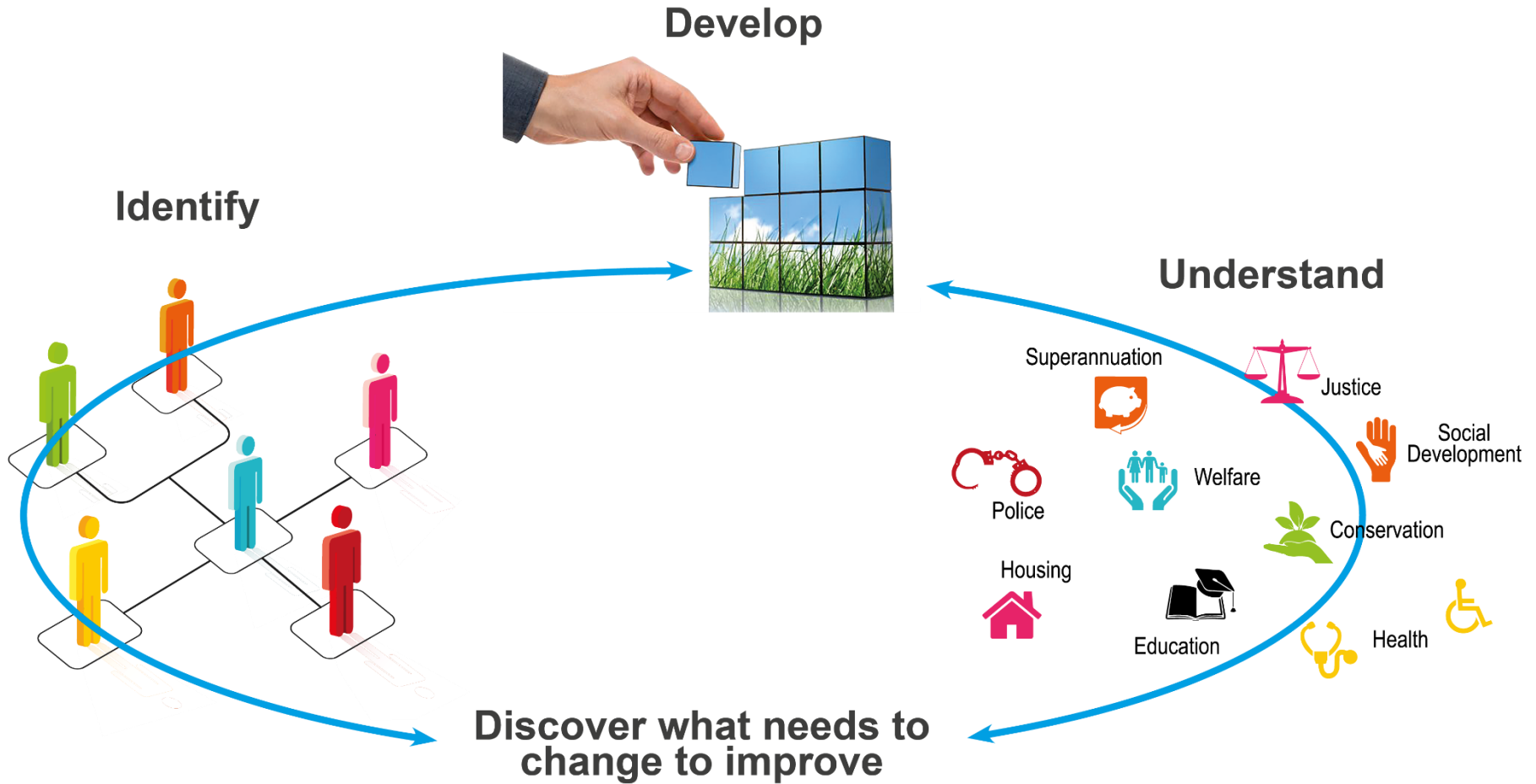
## Four key indicators of high risk - Children aged 0 to 14

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 Dr Carwyn Jones

Senior Lecturer, Faculty of Law, Victoria University of Wellington



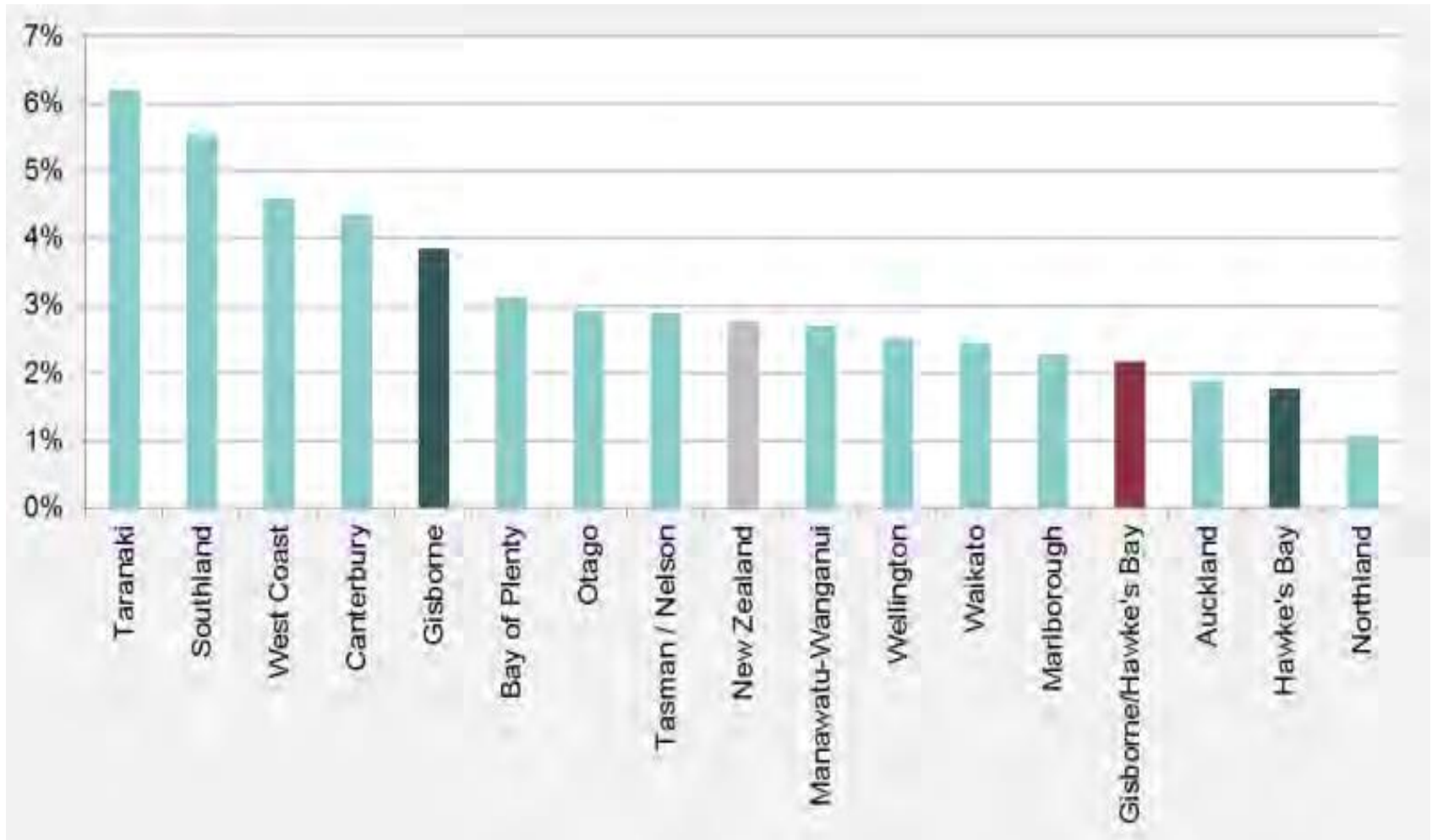
# Social and Economic Revitalisation

The Role of Treaty of Waitangi Settlements



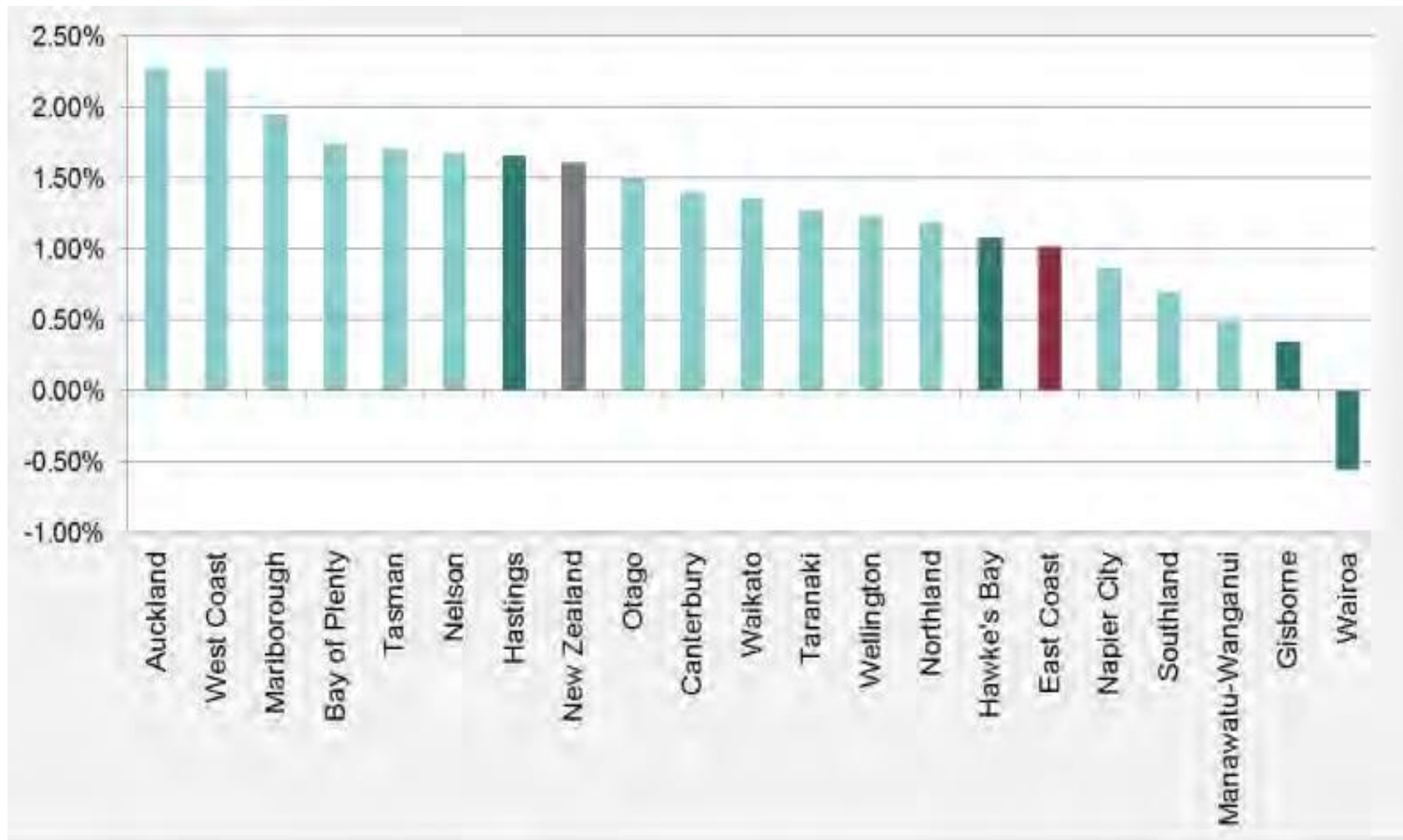
Wairoa town beside the Wairoa River where it meets the Pacific Ocean.

**Figure 12. Regional GDP per capita (nominal) growth, 2007-2013**



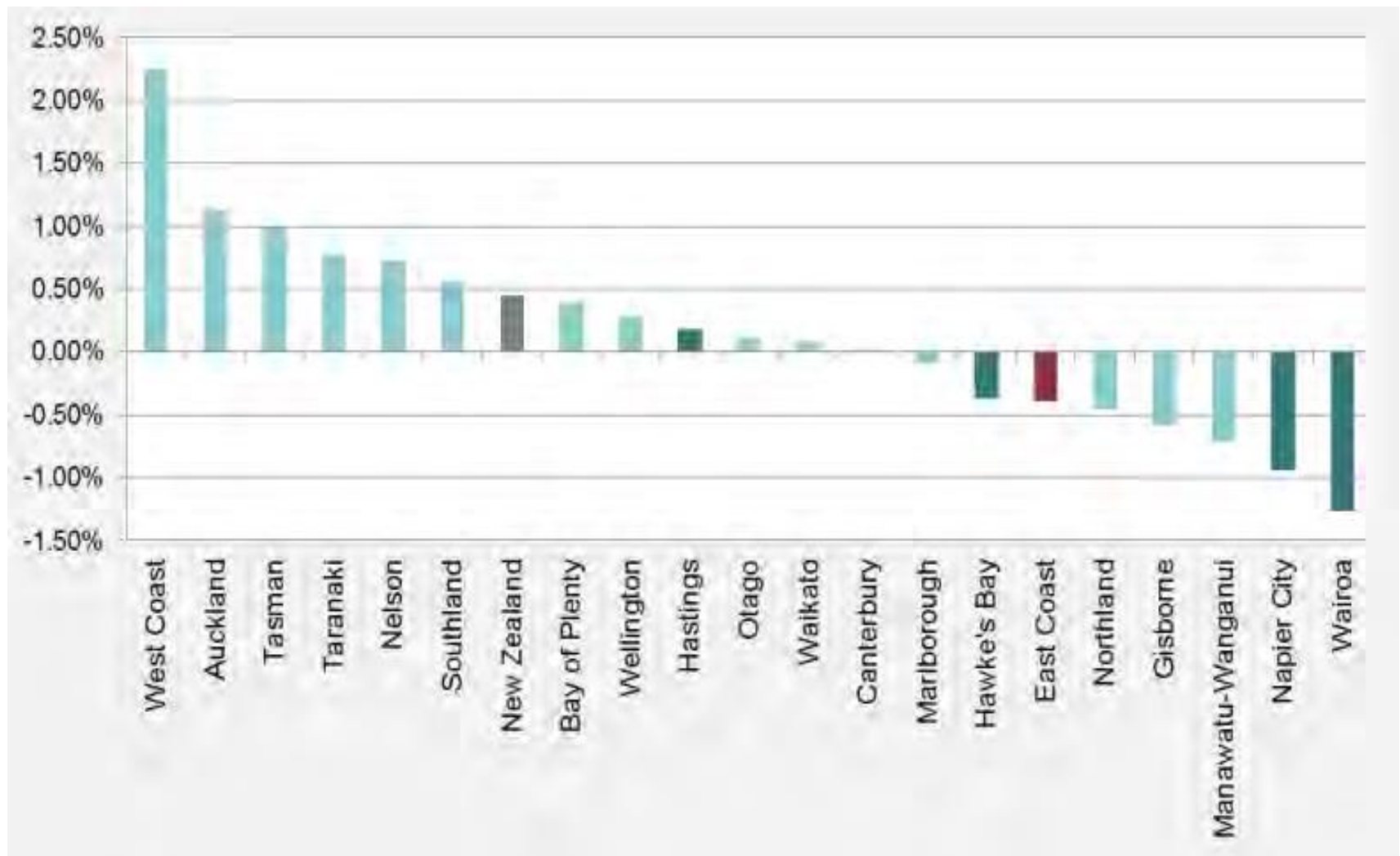
Source: Statistics New Zealand regional GDP series

# Figure 19. Growth in employment 2002-2012



Source: Infometrics regional database

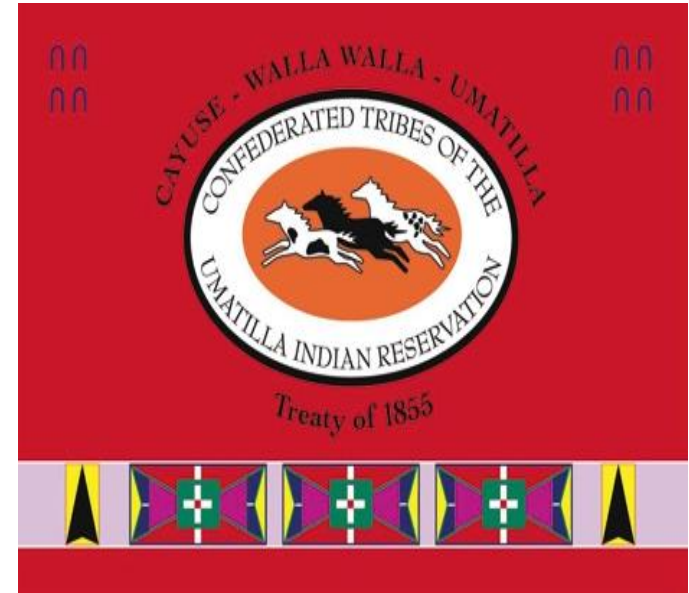
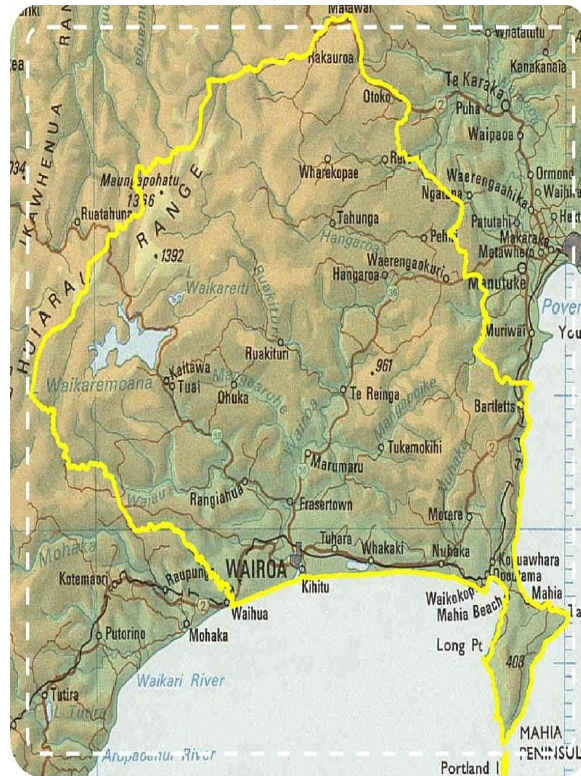
**Figure 20. Growth in employment 2007-2012**



Source: Infometrics regional database

# Self-determination and pathways out of poverty

- Recognising both inequality and difference
- Mechanisms in Treaty settlements
- Lessons from elsewhere



# 3.3 Virginia Brind

Group Manager Planning, Funding and Population at  
Hauora Tairāwhiti





# Poverty in New Zealand from a health perspective

# By poverty I mean...

- Material deprivation and income - hunger, food, housing insecurity
- Impact on social inclusion, individual. Family/whanau and community well-being
- Reduced opportunities, fewer resources to break out of vicious cycle

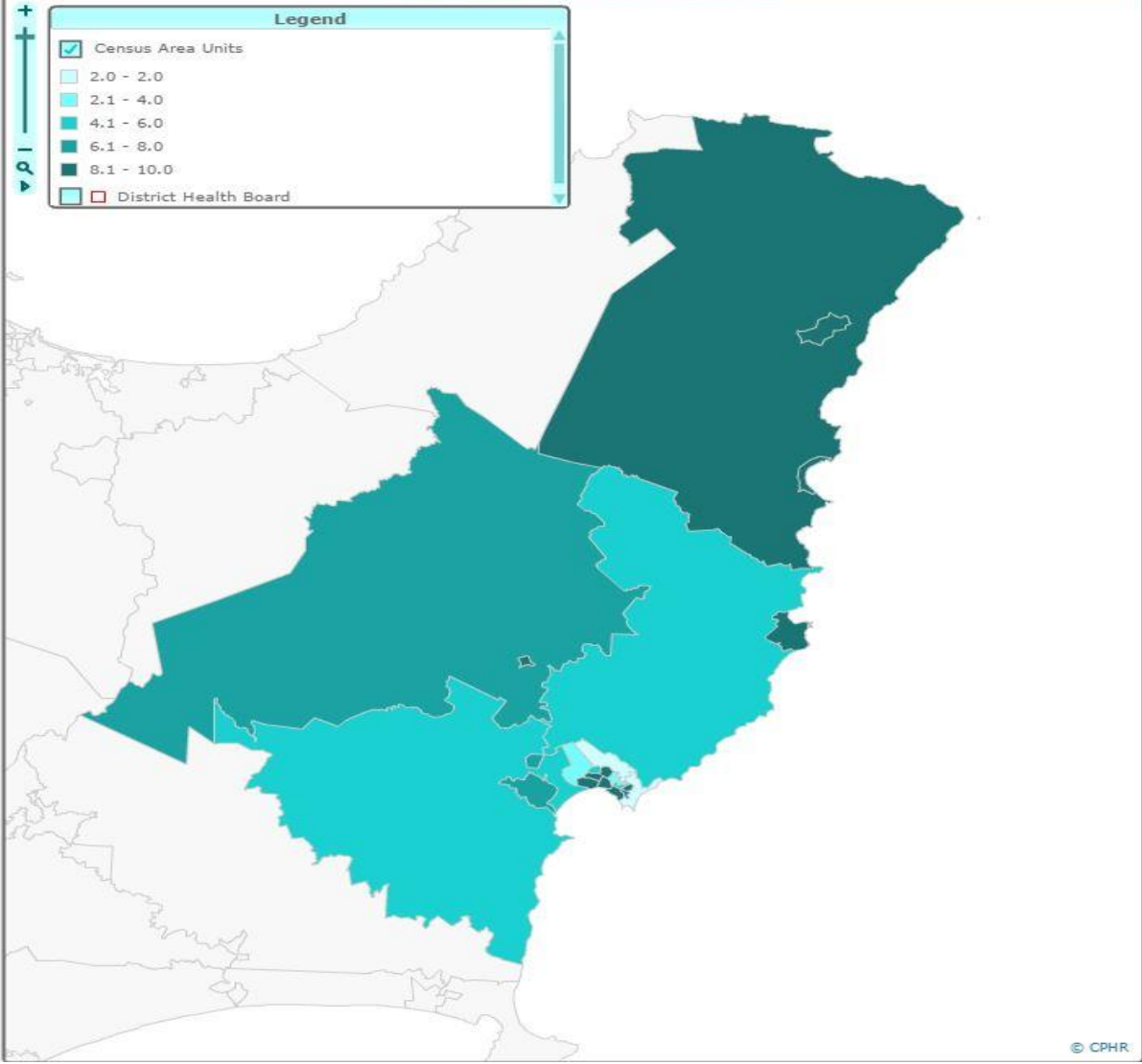
*There can only be one conclusion*

- Multi-faceted causal factors = multi-faceted approach to solutions

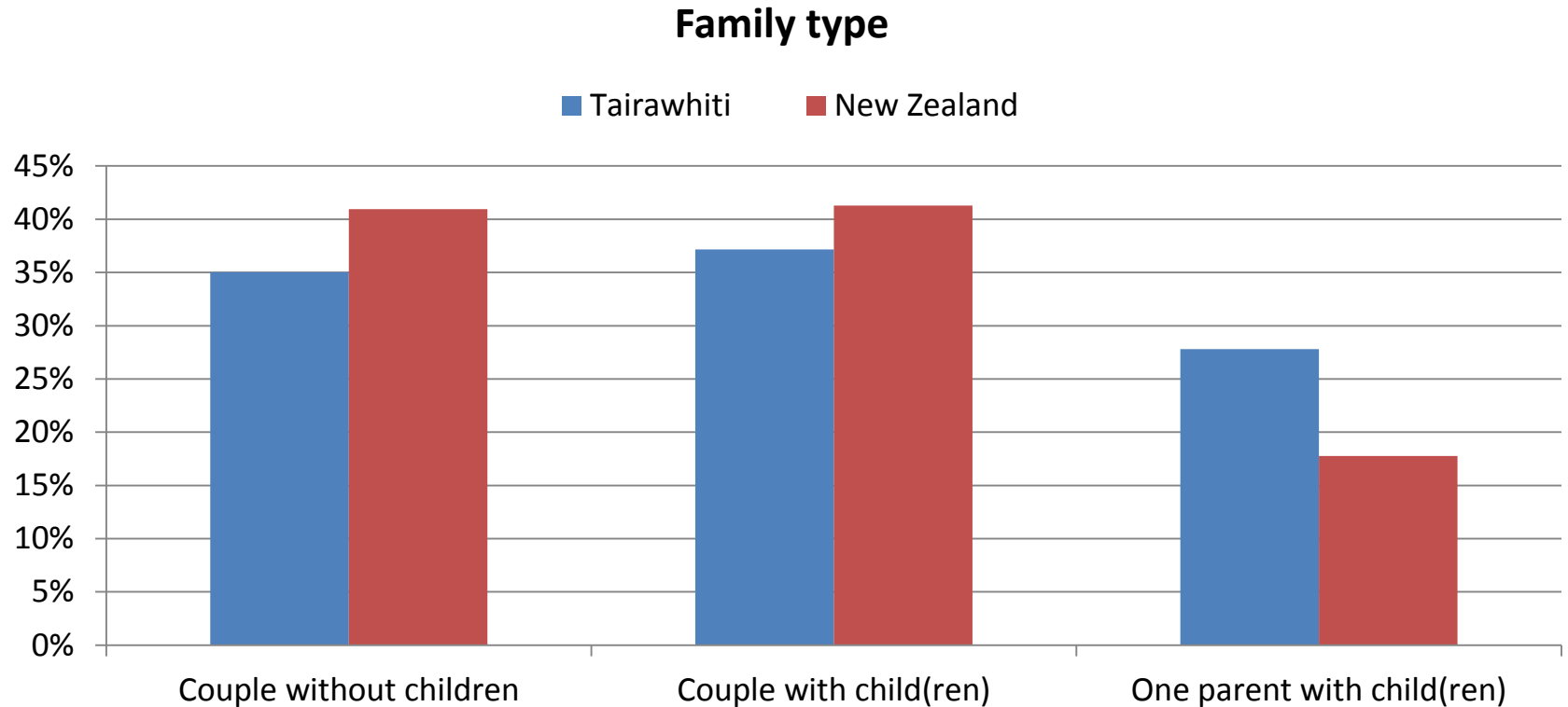
# Poverty - health impacts..

- Poor health outcomes
- Reduced life expectancy
- Increased psychological and emotional stress
- Increase in preventable diseases, injuries, disability and death
- Inequities of access to and utilisation of health services in a timely manner

NZ Deprivation Index 2013 by Area Unit

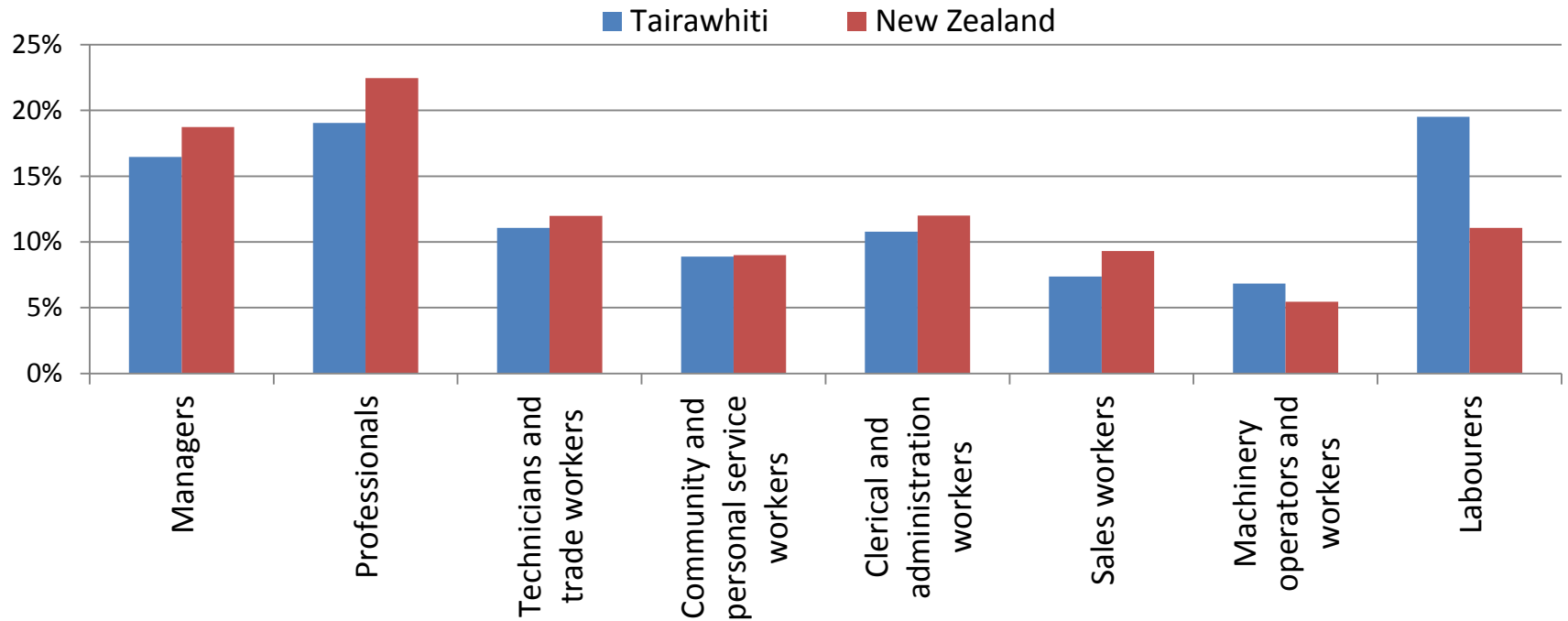


# Family type in Tairāwhiti

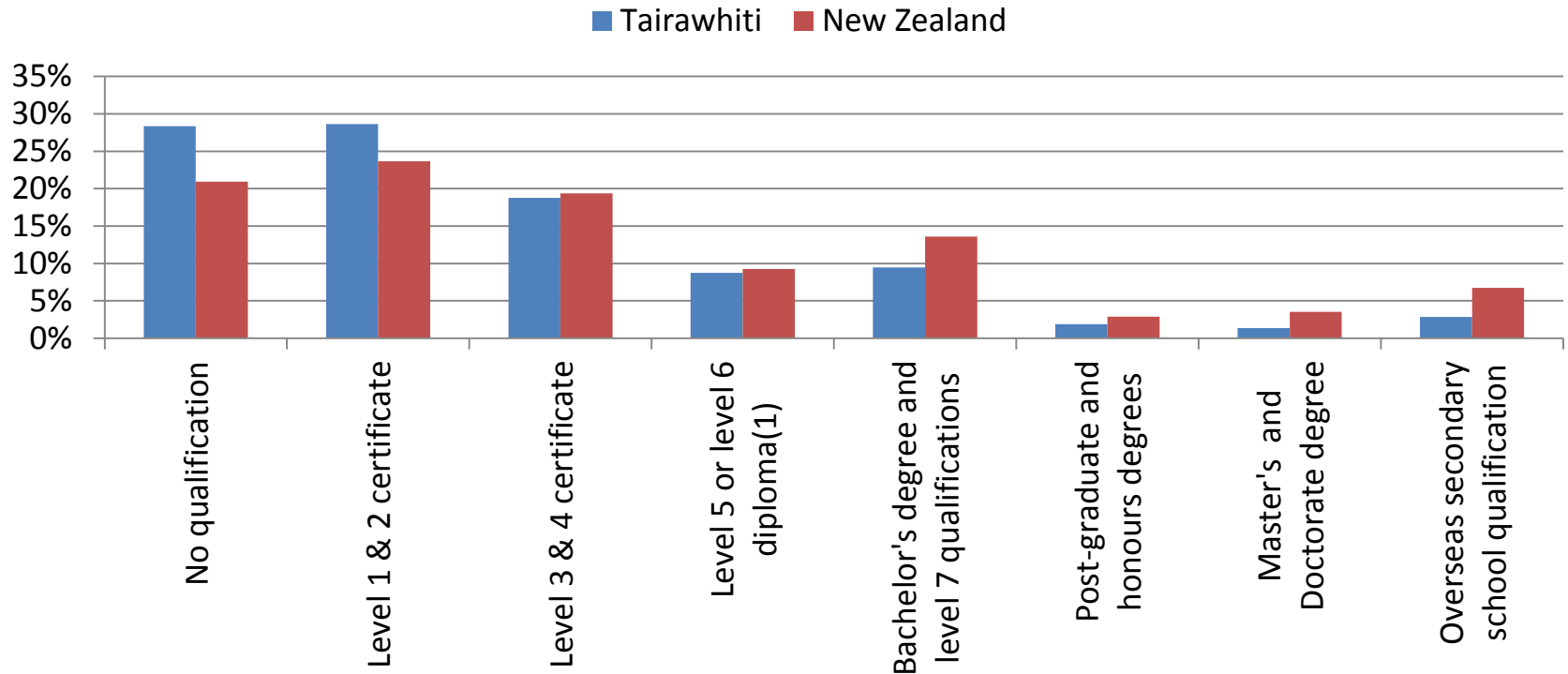


# Employment by occupation

Occupation of employed people in Tairawhiti and New Zealand



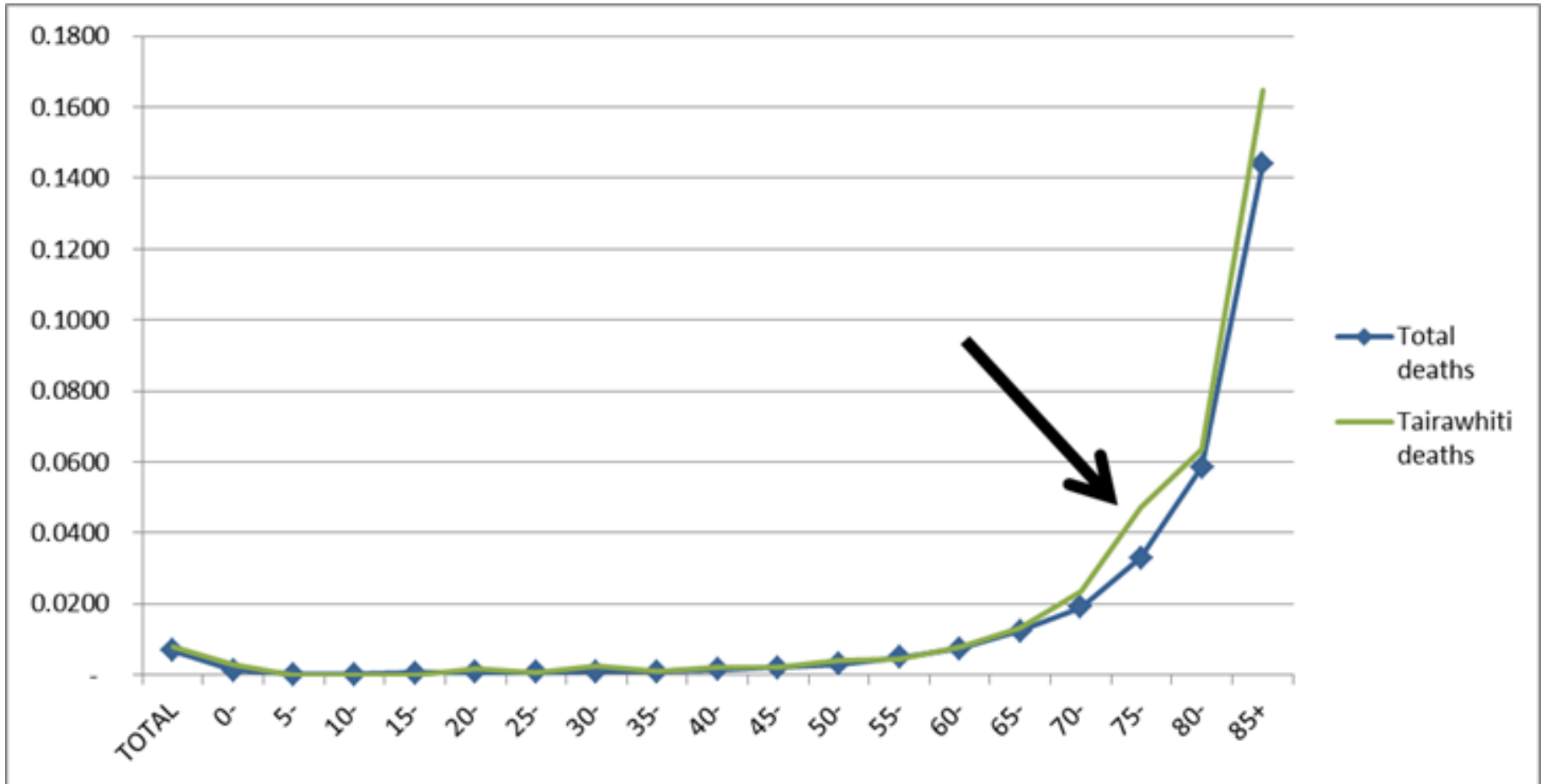
# Highest qualification



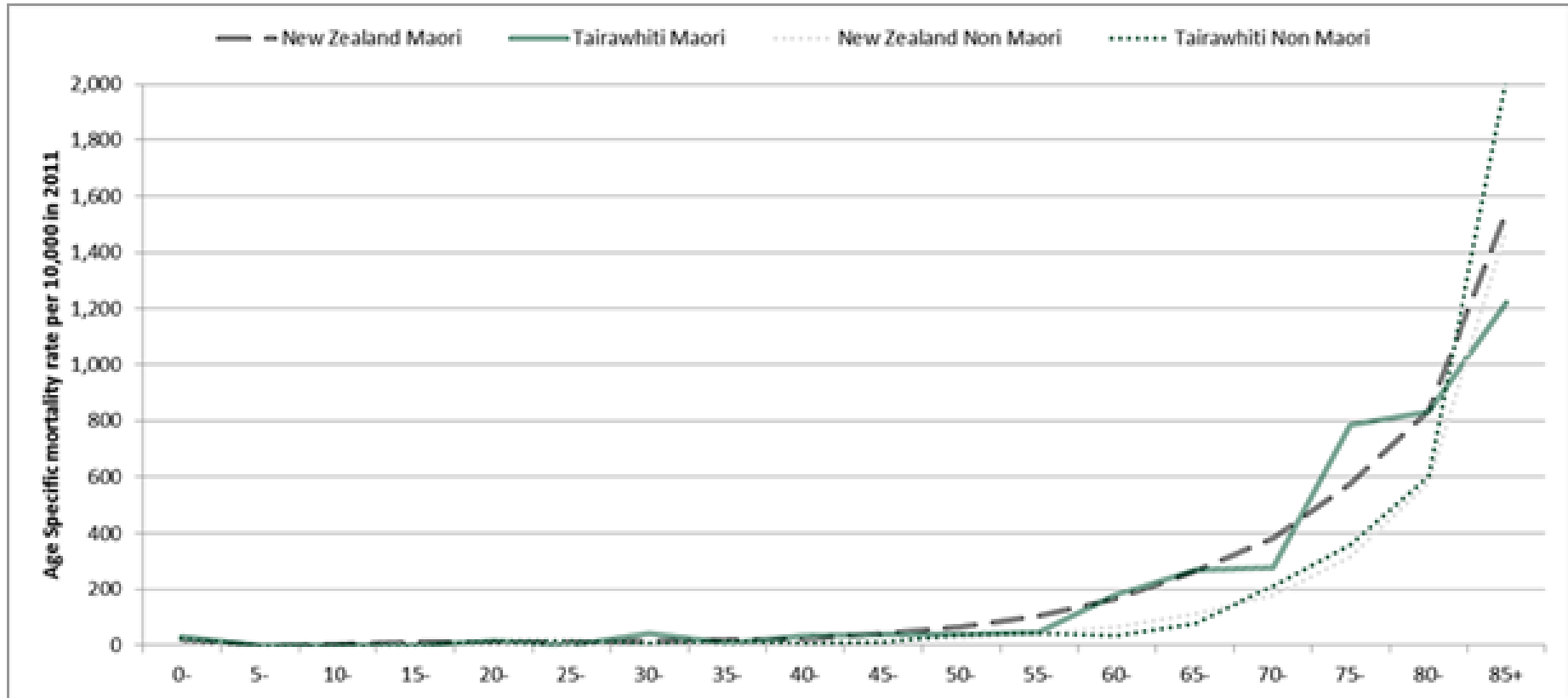
**NOW LETS LOOK AT OUR TAIRĀWHITI  
PICTURE FROM A HEALTH PERSPECTIVE**



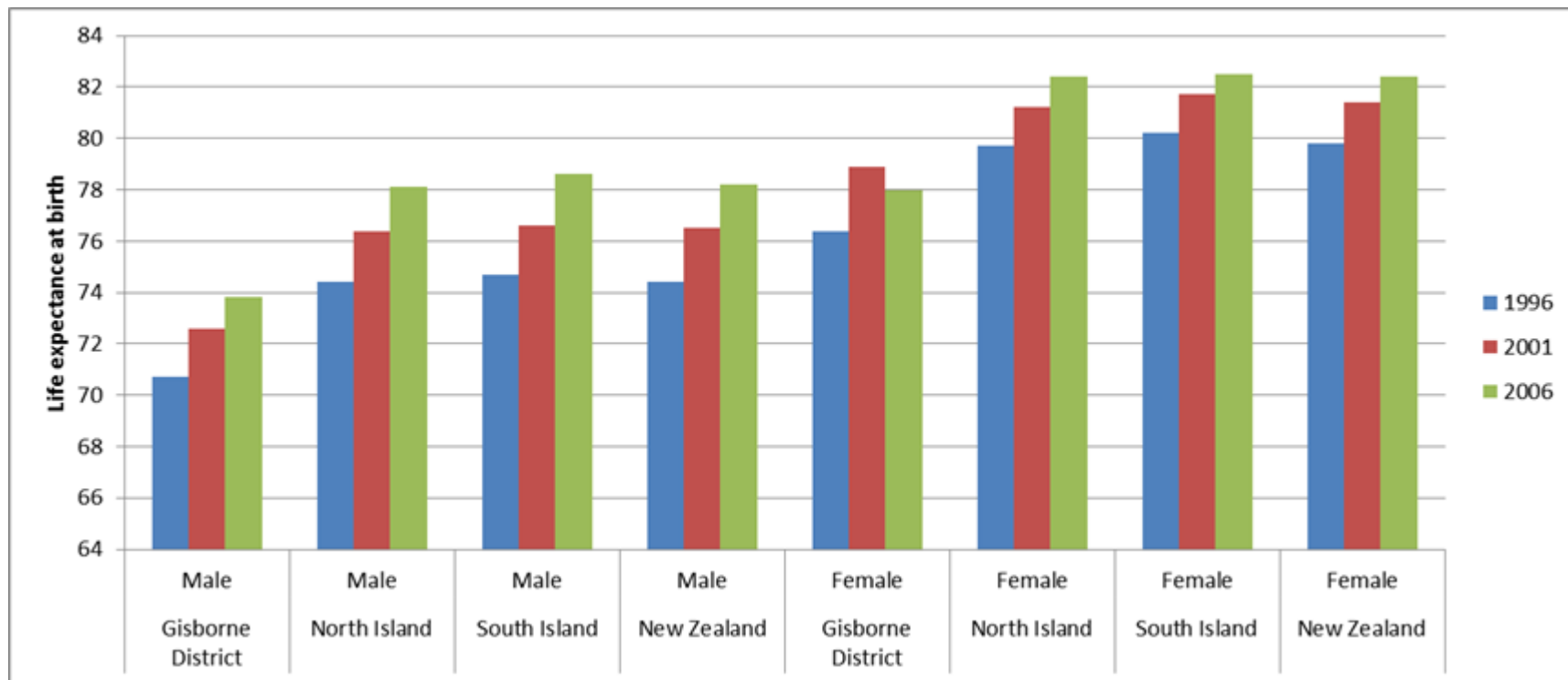
# Death Rate x Age (1)



# Death rate by age (11)

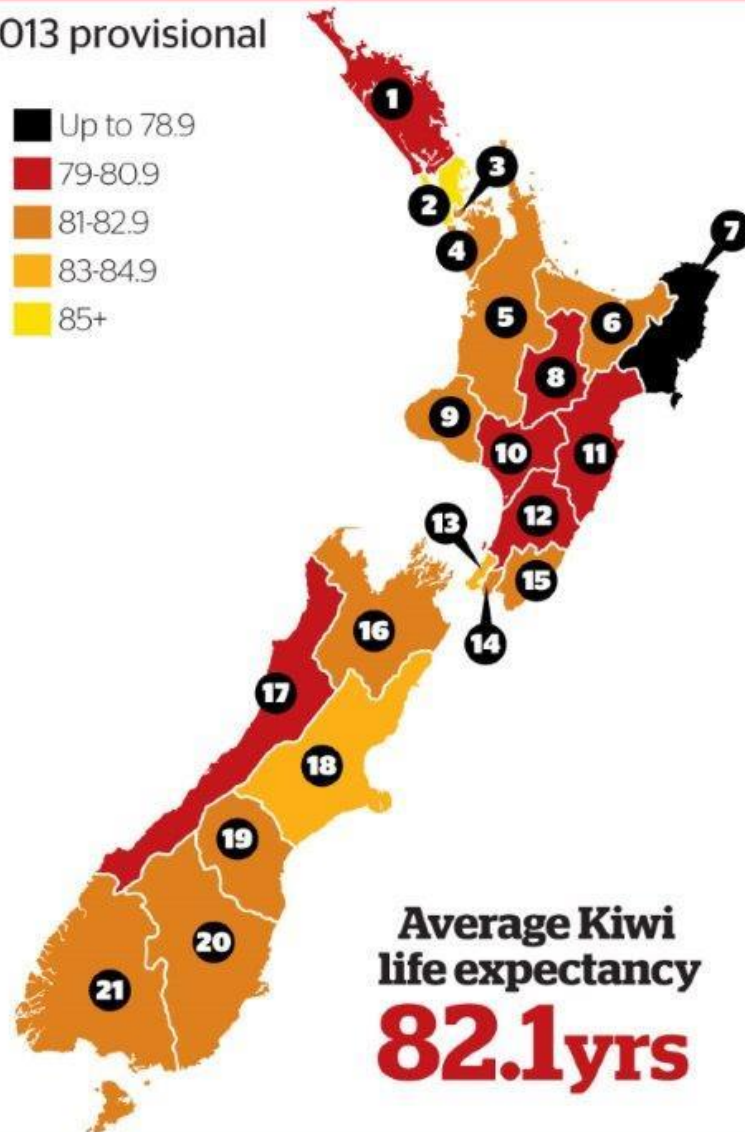


# Life expectancy at birth



# Life expectancy by DHB

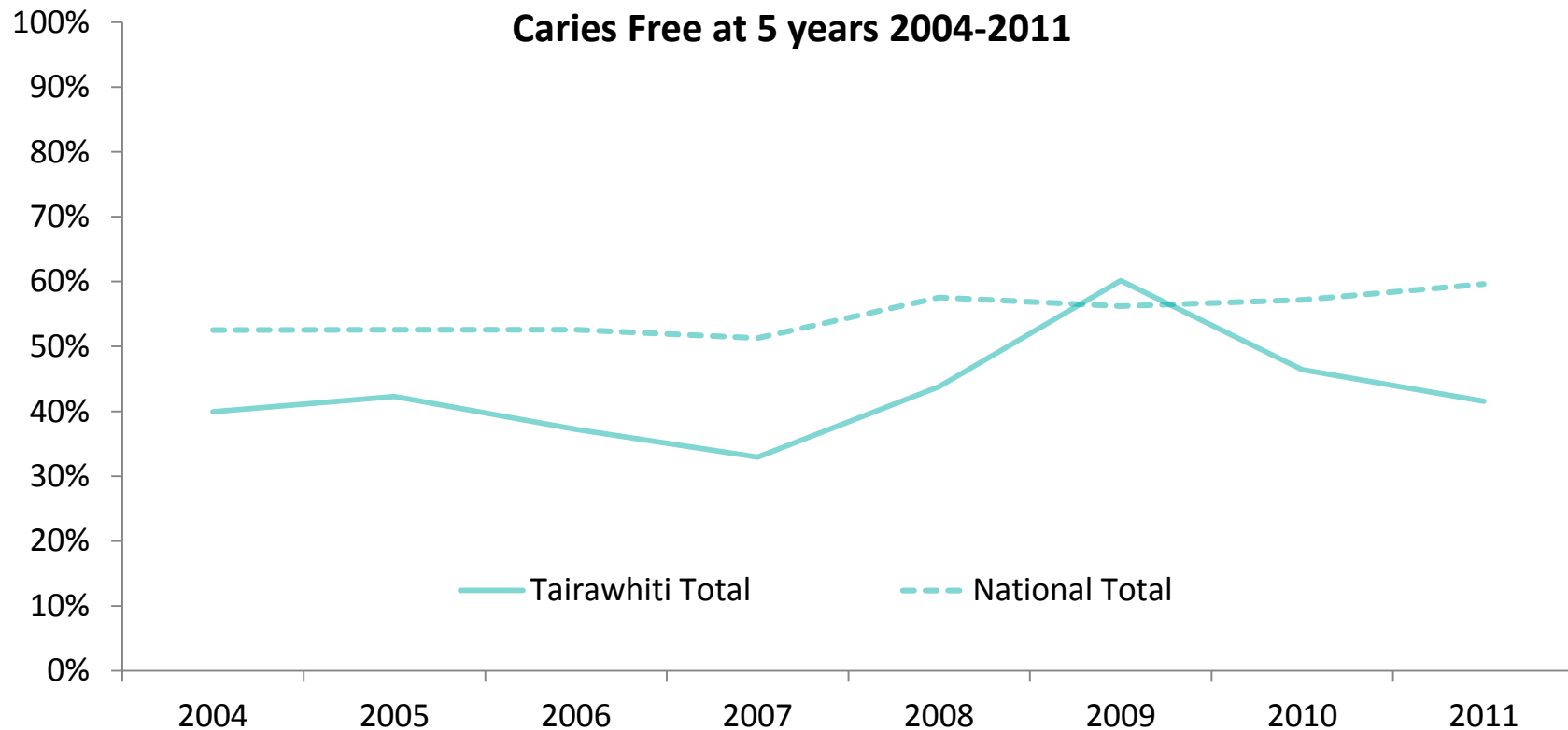
2013 provisional



Average Kiwi  
life expectancy  
**82.1yrs**

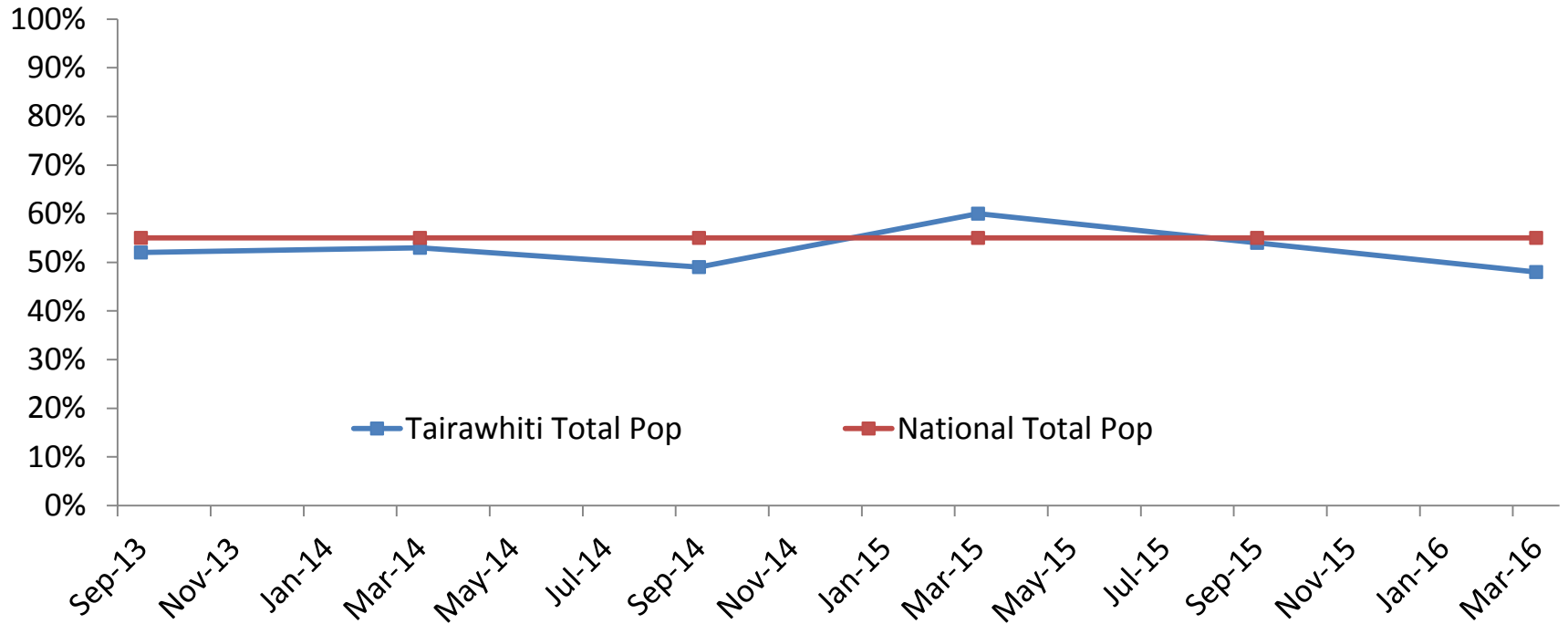
1	Northland	<b>79.6yrs</b>
2	Waitemata	<b>85.1yrs</b>
3	Auckland	<b>82.7yrs</b>
4	C Manukau	<b>81.5yrs</b>
5	Waikato	<b>81.3yrs</b>
6	Bay of Plenty	<b>81.7yrs</b>
7	Tairāwhiti	<b>78yrs</b>
8	Lakes	<b>79.5yrs</b>
9	Taranaki	<b>81.8yrs</b>
10	Whanganui	<b>80.7yrs</b>
11	Hawke's Bay	<b>80.8yrs</b>
12	Mid Central	<b>80.8yrs</b>
13	Capital & Coast	<b>83yrs</b>
14	Hutt	<b>81.6yrs</b>
15	Wairarapa	<b>81yrs</b>
16	Nelson and Marlborough	<b>82.3yrs</b>
17	West Coast	<b>79.4yrs</b>
18	Canterbury	<b>83.1yrs</b>
19	S Canterbury	<b>81.7yrs</b>
20	Otago	<b>82.1yrs</b>
21	Southland	<b>81.6yrs</b>

# Our children's oral health at 5 years



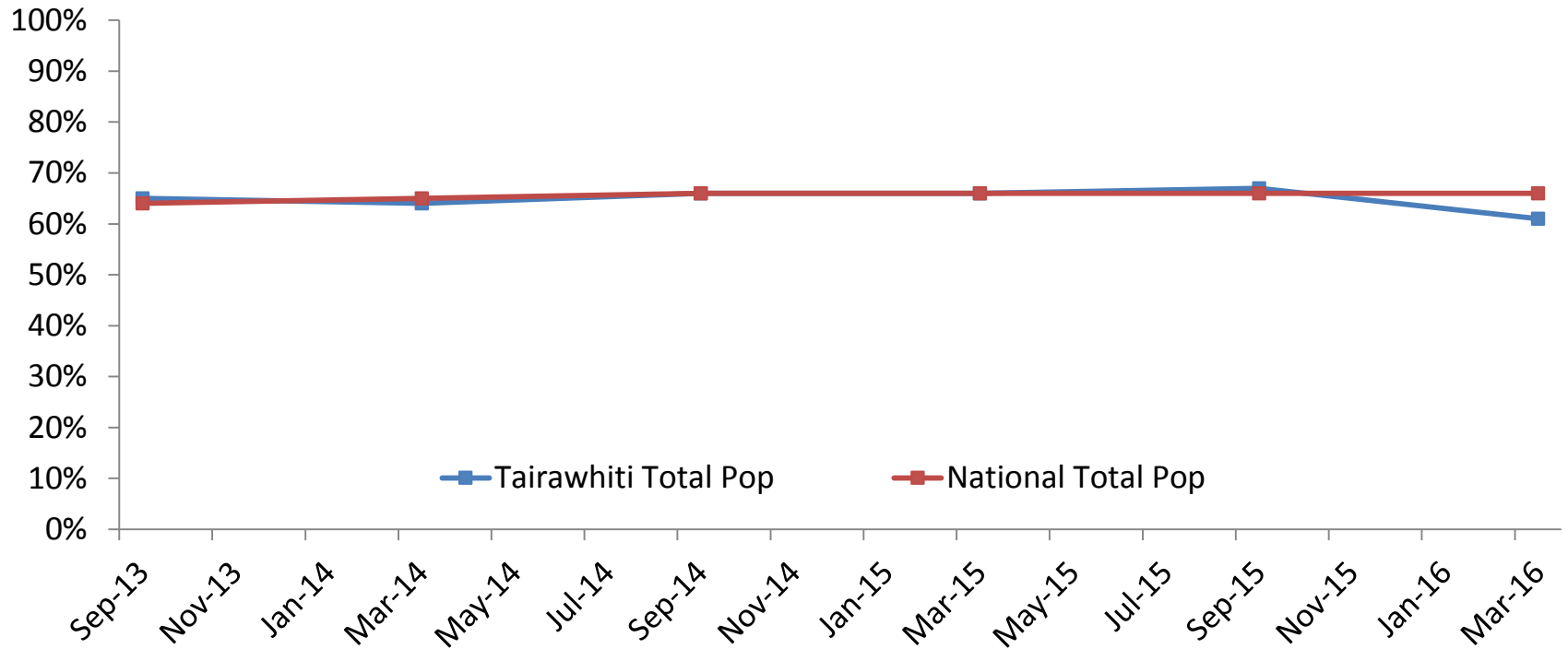
# Breastfeeding rates- 3months

Breastfeeding rates at 3 months

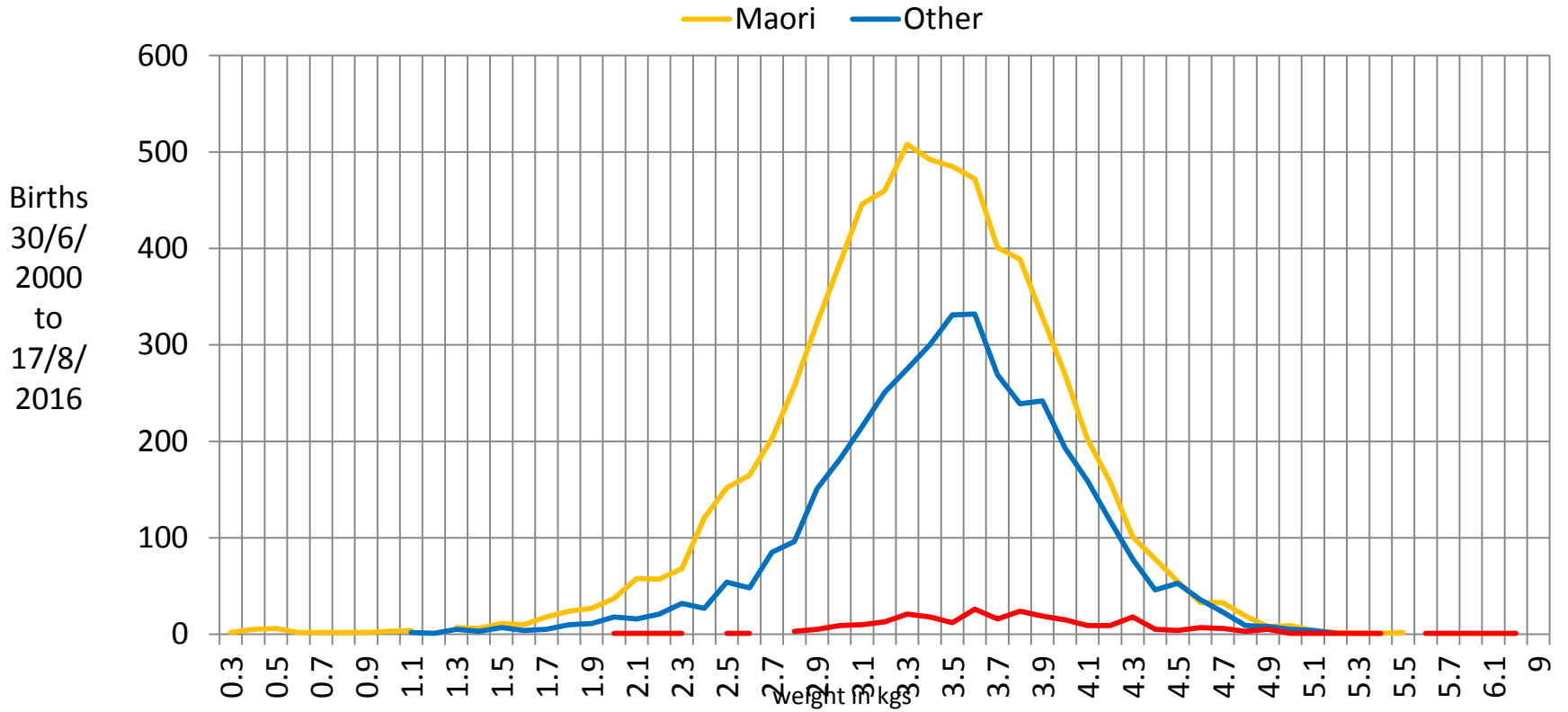


# Breast feeding – 6 months

## Breastfeeding Rates at 6 Months

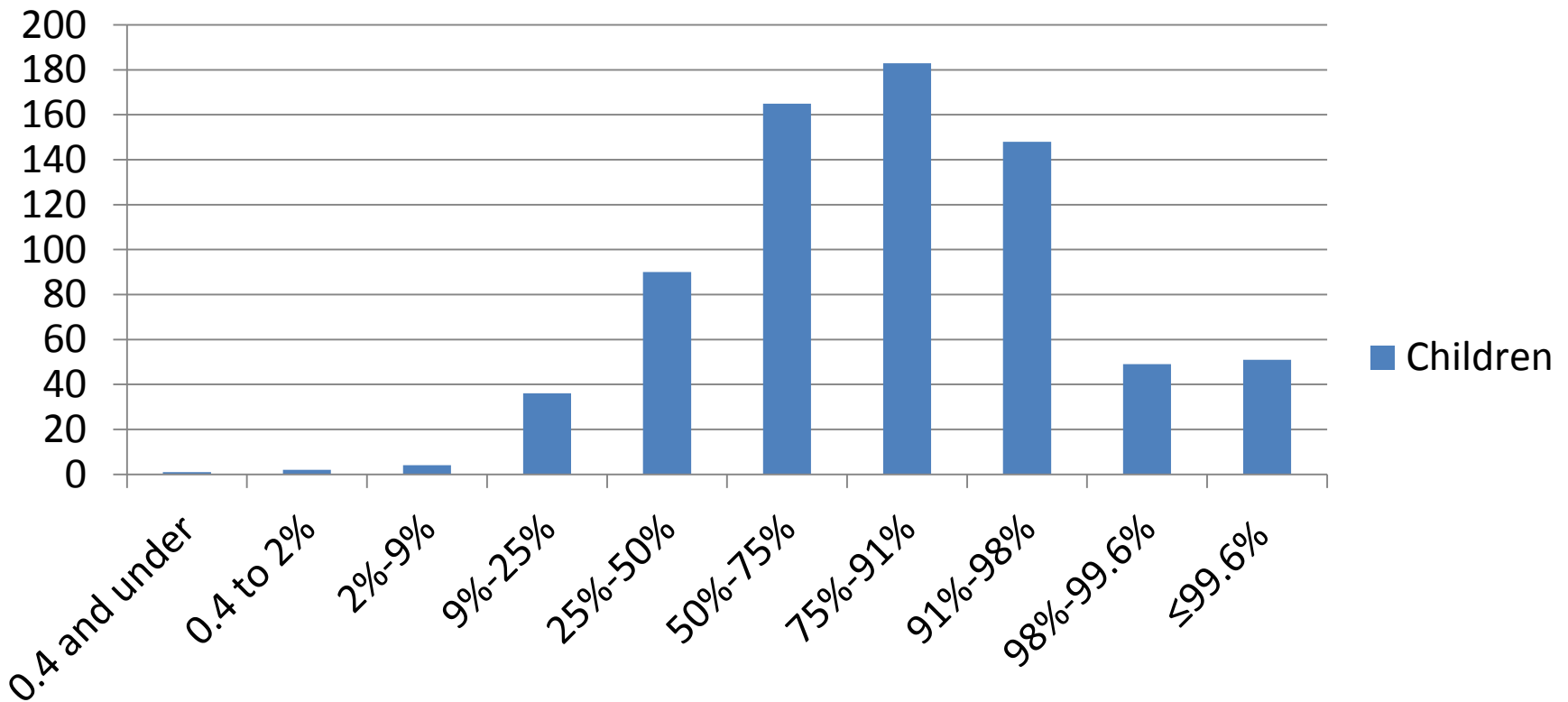


# Birth weights



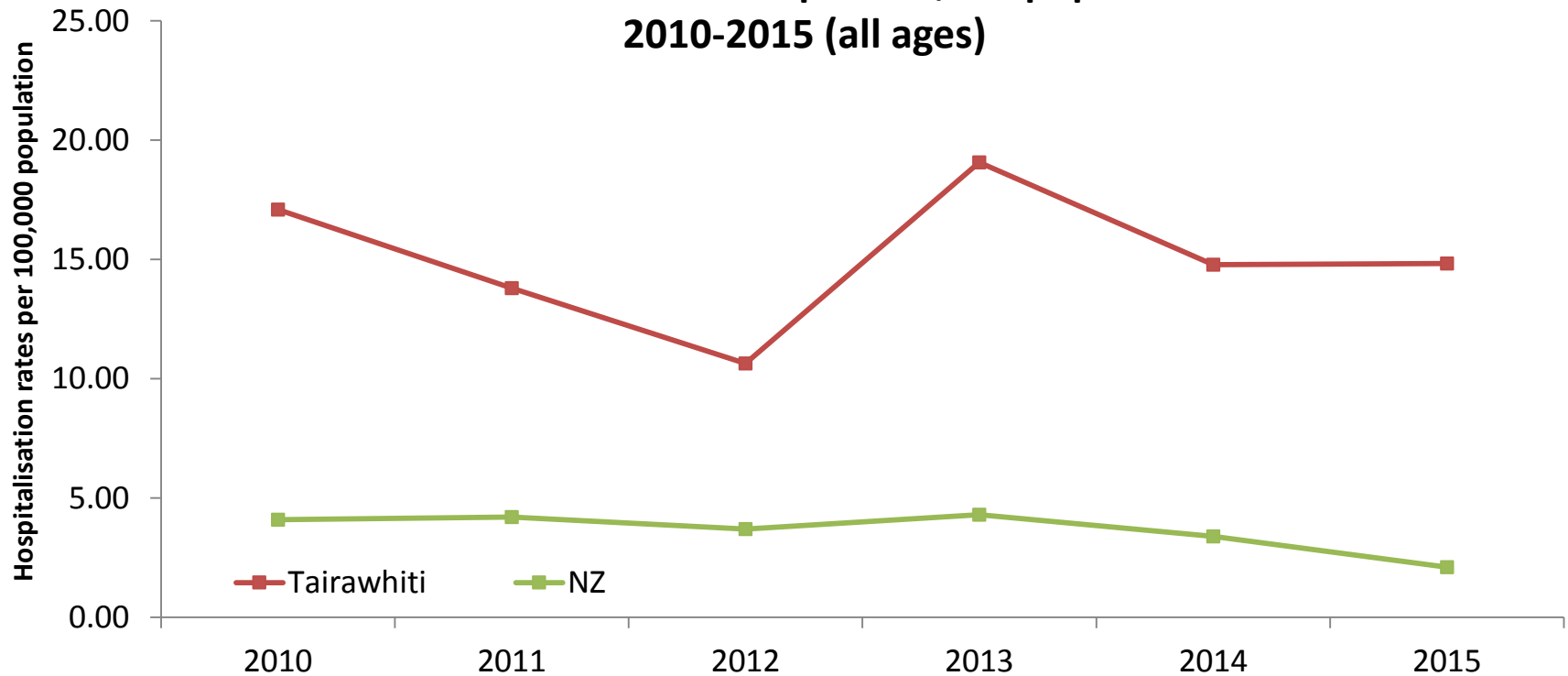


# Childhood healthy weight



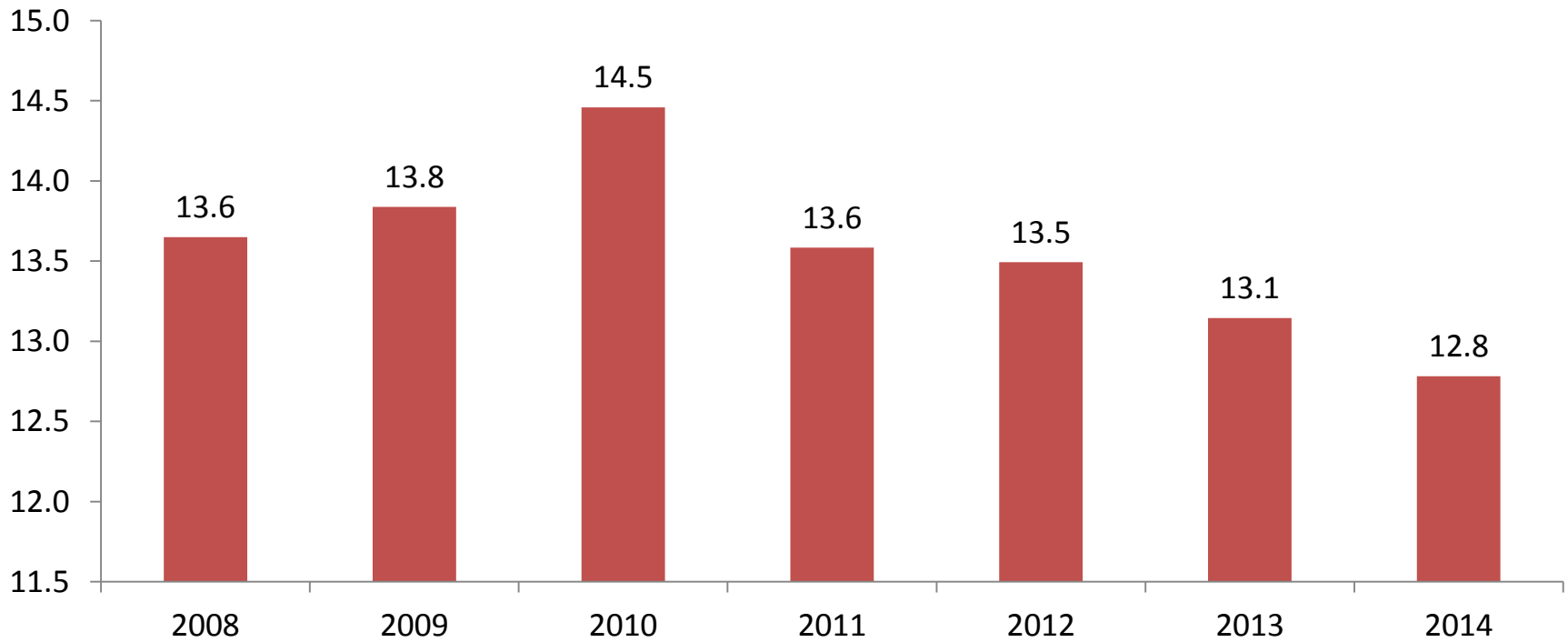
# Rheumatic fever

**Rheumatic Fever rates per 100,000 population  
2010-2015 (all ages)**

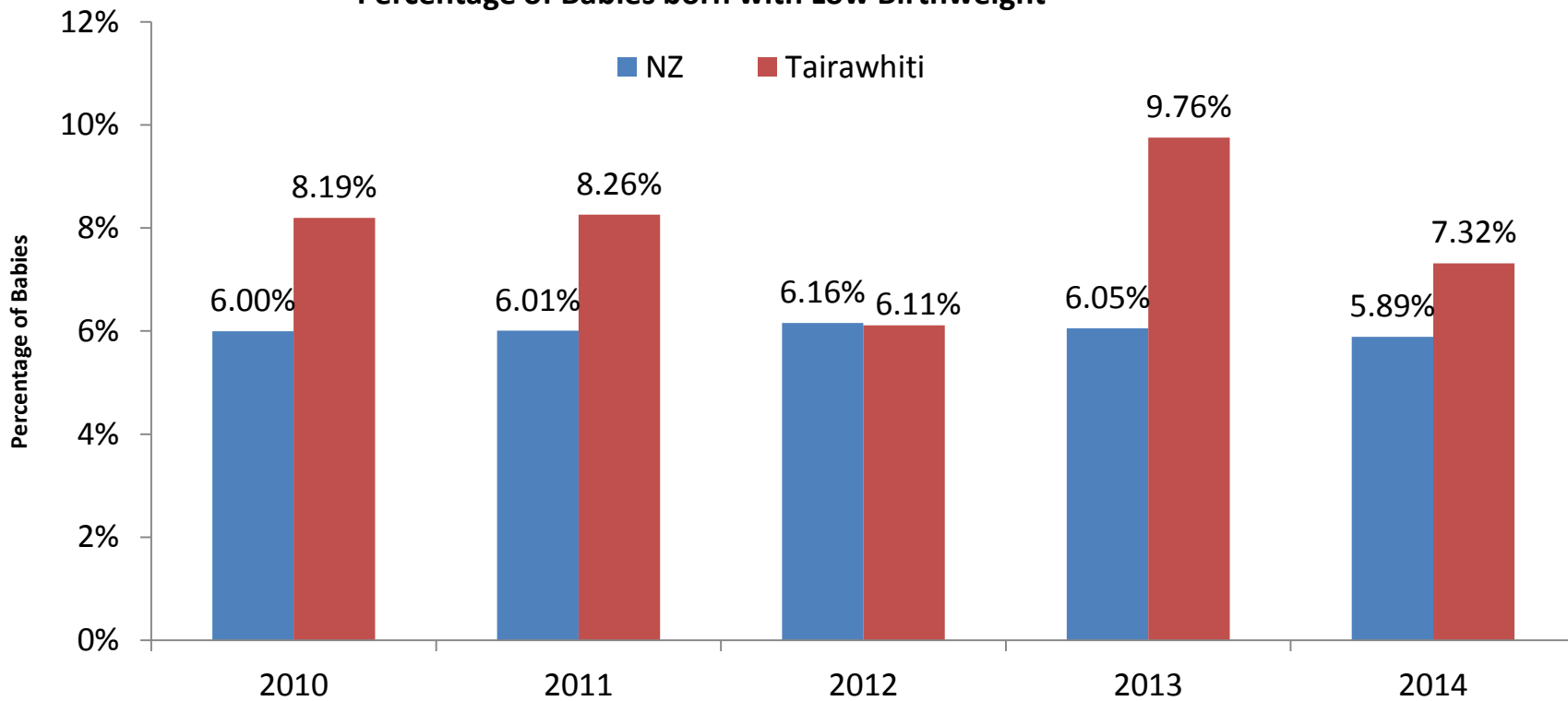


# Tobacco and impacts

## Smoking 2 weeks after Birth

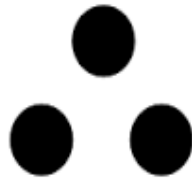


### Percentage of Babies born with Low Birthweight

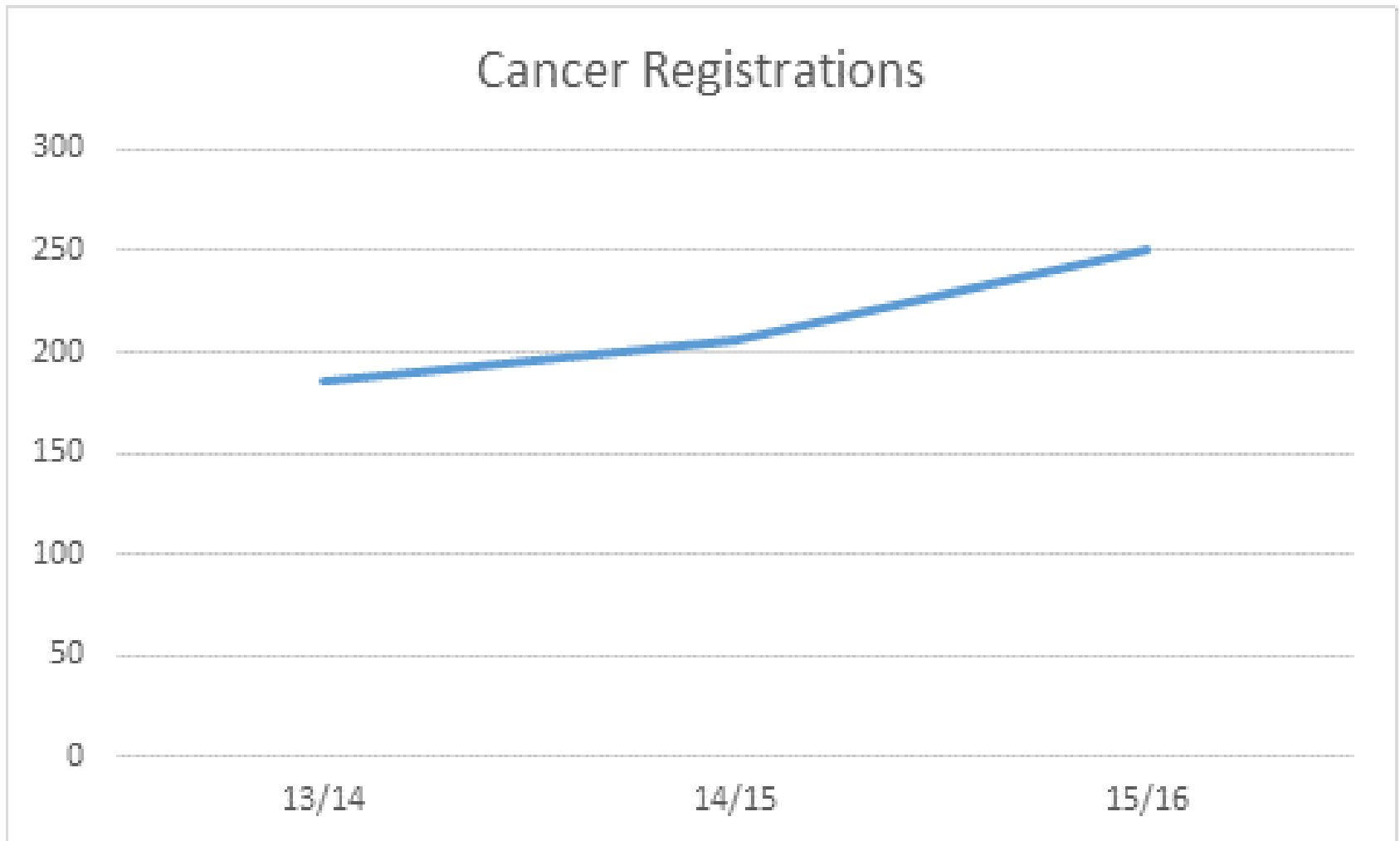


- Worst

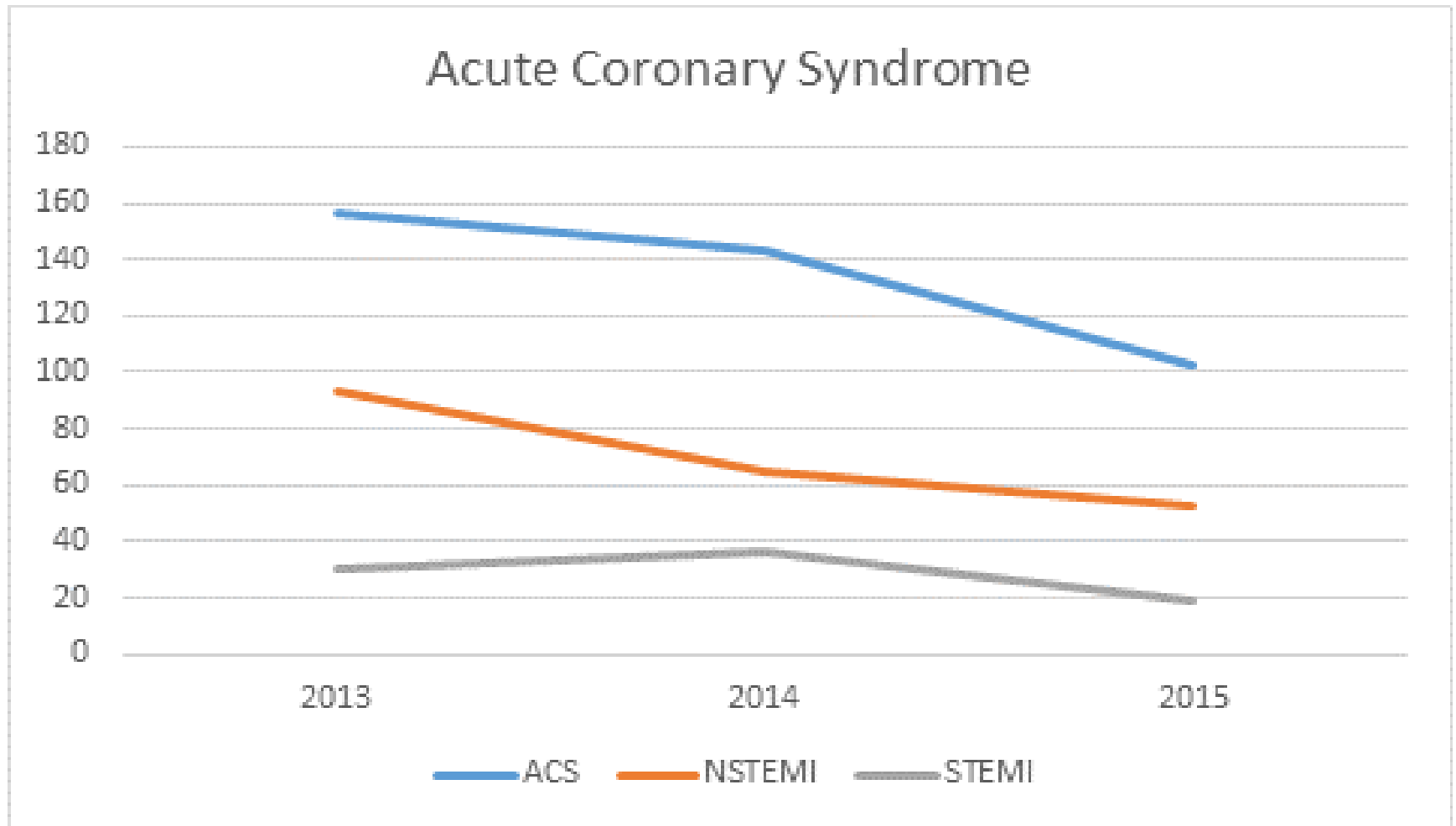
- Best



# Health making a difference



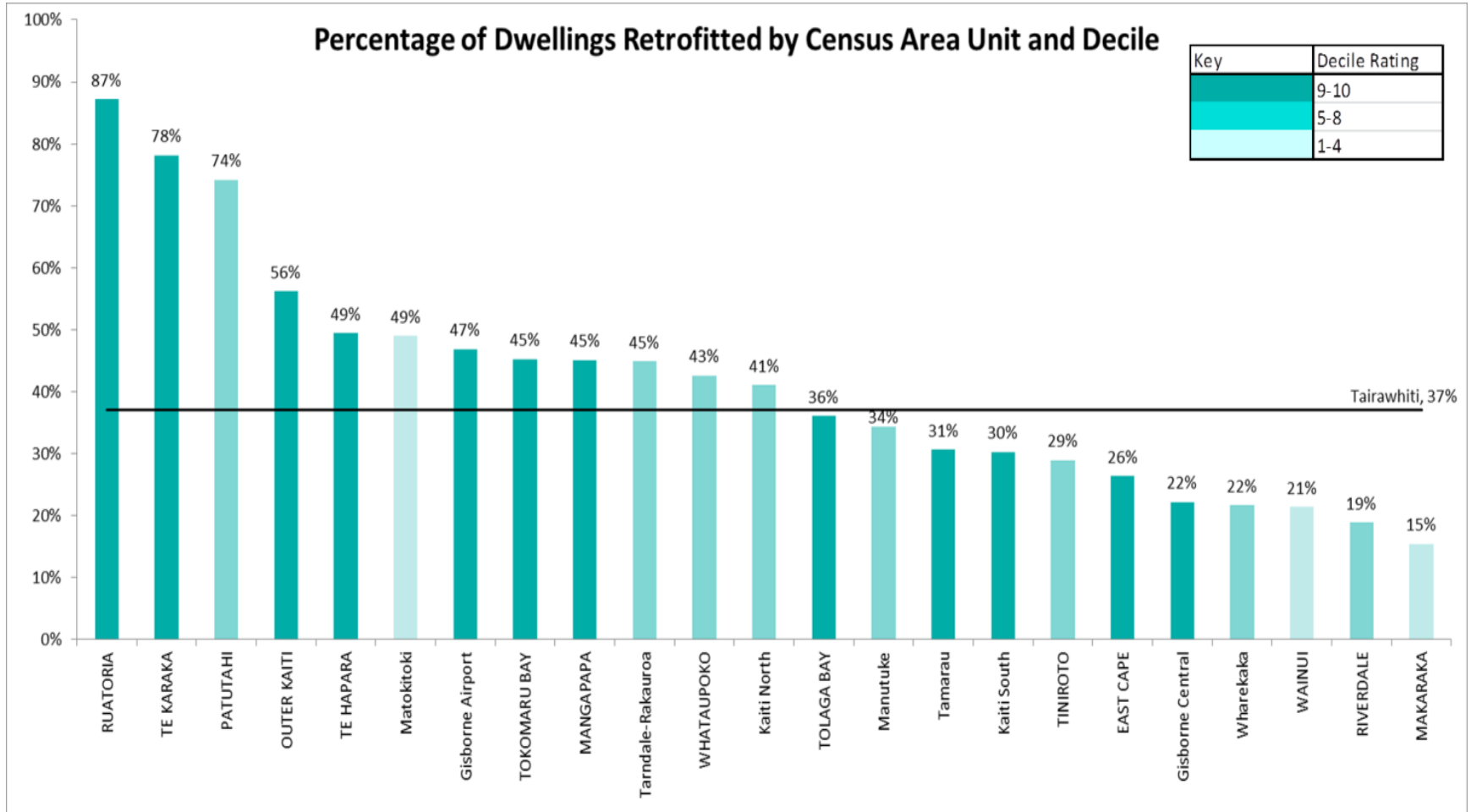
# Health making a difference







# Housing and retrofitting



**HrPAH Rates per 1000 people by Census Area Units  
with highest rates of retrofitting**



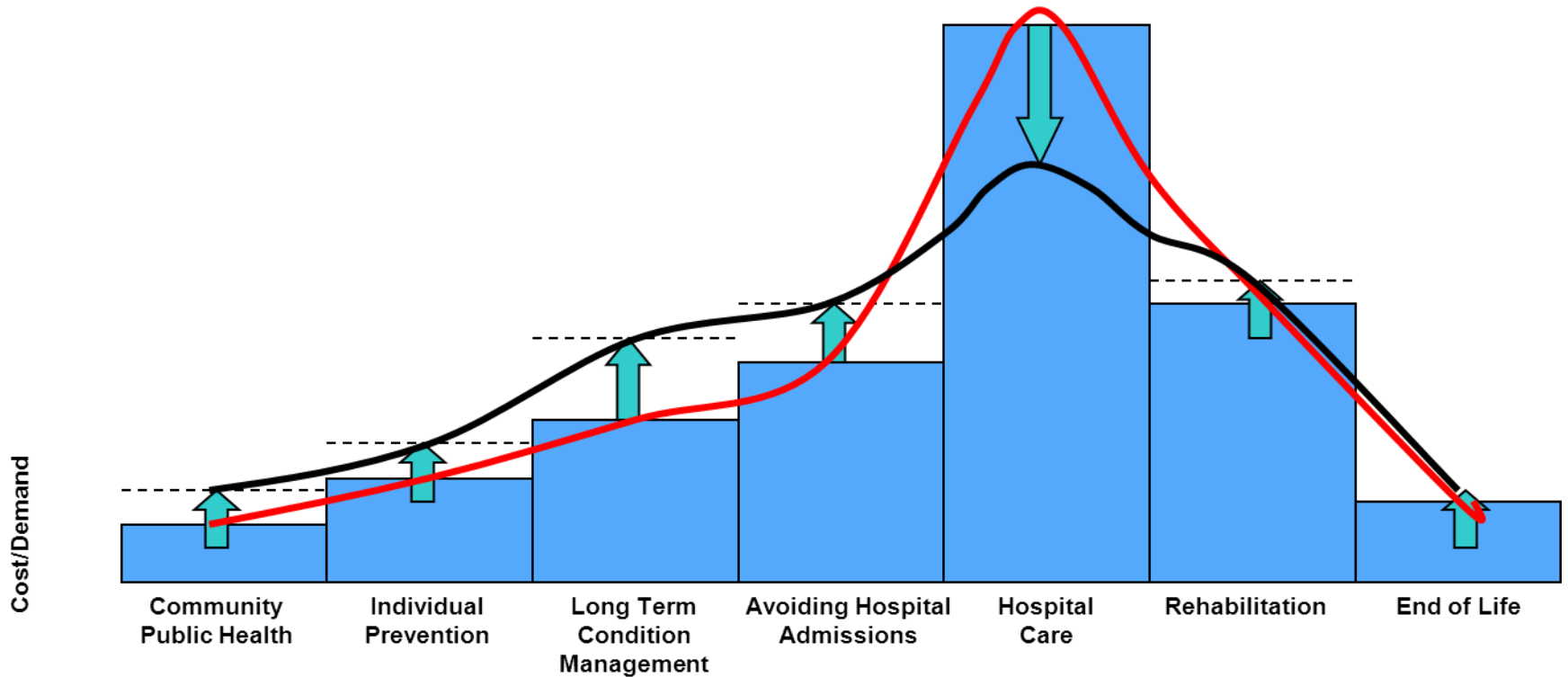
# Community engagement, community involvement

- Tinorangatiratanga
- People at the centre
- Outcomes focused
- Whatever it takes

# Whānau Ora



# Changing models of care



# Board Strategic Direction



## Strategic and Enabling Pillars

### Join

Patient, family/whanau centred care.

**Outcomes:**  
Philosophy of “What matters to you” drives all services.

Whanau Ora approaches.

### Know

Excellent Iwi/community, family/whanau knowledge and engagement.

**Outcomes:**  
Knowledgeable communities, families/whanau and people.

Whanau networks are active.

### Shape

Working with community relationships to change health for good.

**Outcomes:**  
Collaborative connected Tairawhiti. Shared vision for a healthy Tairawhiti.

### Vision

Building a “will do” culture as the way we do things around here.

**Outcomes:**  
Positive culture and environment. Adaptability. Flexibility.

### Connect

Enabling good health and well-being through technology.

**Outcomes:**  
Connected Tairawhiti. Information shared across all. Data equals intelligent information.

# Hauora Tairāwhiti

- Our vision
  - Whaia te Hauora I roto I te Kotahitanga
  - A Healthier Tairāwhiti by Working Together
- Our values
  - Whakarangatira –enrich
  - Awhi – support
  - Kotahitanga – togetherness
  - Aroha- compassion

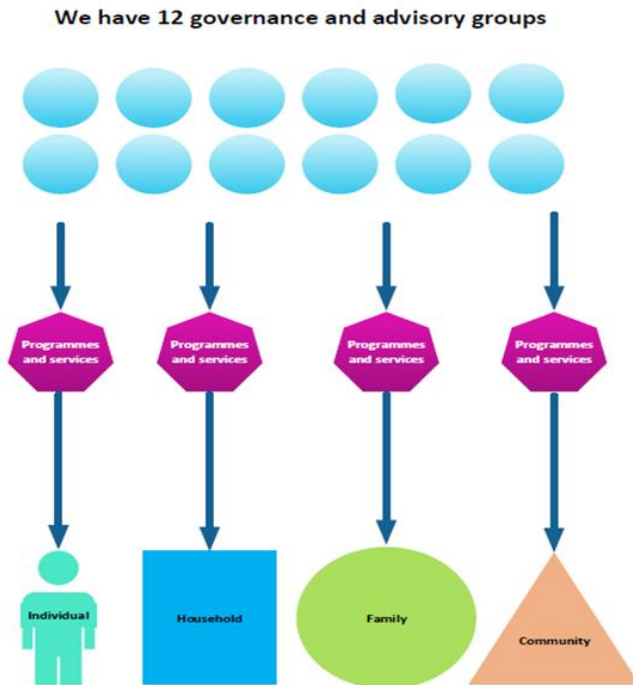
# Turning words into action - E Tipu E Rea

E TIPU E REA OUTCOME FRAMEWORK (0 – 6 YEARS)																											
Quality of life Aspiration for our kids	Tamariki Ora – Thriving Children																										
	Targets & Proxy Indicators																										
The markers that give us hope that we are on track	Health Determinants								Risk & Protective Factors								Social Indicators										
	Breastfeeding rates	Areas in Oral health	Obesity rates	Immunisation Rates	Healthy Birth Rates	SUDI Rates	Wellchild Checks	ASH Rates	Service Utilisation	Maternal Mental Health	Medicine / Tx adherence	Rheumatic Fever	GP Utilisation	Alcohol & Drug rates	Abuse Rates	Smoking Rates (Hapu Rates)	Sexual Health	Family Violence	Health Literacy	Nutrition	Physical exercise	Service Utilisation	Suicide	Housing Affordability	Participation In ECE	Overcrowding	Cultural & Identity
Performance Measures																											
What do we need to do on the ground everyday	Structural Measures					Process Measures					Outcome Measures					Patient Experience											
	Assesses the features of a care setting, including facilities, competencies, personnel and/or policies related to care delivery.					Process measures are used to determine the extent to which providers consistently give patients specific services that are consistent with recommended guidelines for care. e.g. <ul style="list-style-type: none"> <li>Hapu Mama's registered with LMC within 12 weeks</li> <li>New Born registered with GP and WCP</li> <li>B4 School Checks</li> </ul>					Evaluates patient health as a result of the care received.					Provides feedback on patients experiences of care.											



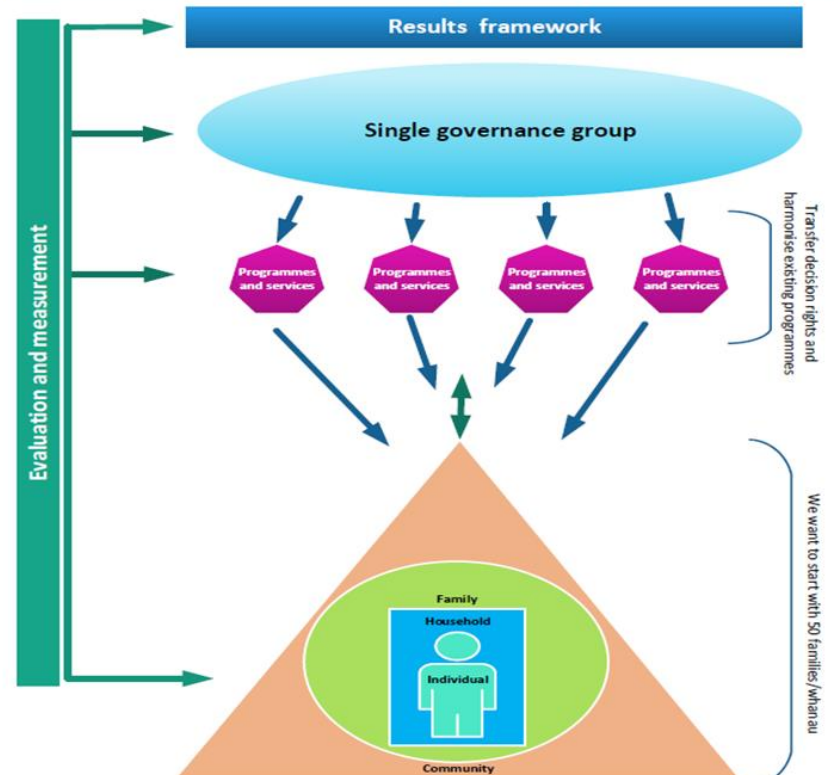
# Tairāwhiti Social Investment proposal

## What we have now



At the moment we have 12 different governance and advisory groups, overseeing programmes and services that are all being delivered to the same people independently. All the governance groups and programmes have different goals and don't work together.

## Cleaning up the mess



What we want is to be able to work together more efficiently, to combine our resources and work with a person, their household, their extended family/whanau and their community to address the causes of the whole range of problems. Families/whanau will help to decide what services provided to them should look like.

# healthy families

East Cape



# Yes – there is the Tairāwhiti way

- Ruia initiative
- Tairāwhiti prisoners reintegration
- Social sector trial
- Children's Team
- Youth employment
- Whangaia Ngā Pā Harakeke ( in its infancy)
- Tackling childhood obesity (in its infancy)
- Housing (in its infancy)



# Our future is our children therefore our focus

Yeah- but what exactly?

- Intensified cross sector support to ensure the best and healthiest start to life
- Partnerships with iwi, employers, Education, WINZ to support employment and readiness for employment
- Enhanced political leadership to enable the Tairāwhiti kaupapa

# 3.4 Leighton Evans

General Manager, Eastland Community Trust





EASTLAND COMMUNITY TRUST  
TACKLING  
POVERTY NZ  
GISBORNE  
MEETING

## Employment

- Supporting others – a collective community solution
- Investing in business – doing our bit

## Education

- Critical enabler – Tairāwhiti the Learning Region





EASTLAND COMMUNITY TRUST  
TACKLING  
POVERTY NZ  
GISBORNE  
MEETING

# 3.5 Linda Coulston

Manager, Tairāwhiti Supergrans





Whanau are  
supported and  
given tools to  
reduce the risk  
of vulnerability

Vulnerable people  
have the skills to  
self-manage and the  
confidence to  
pursue their  
aspirations.

Collective  
Collaboration:  
Locally, looking at the  
real issues and  
collectively addressing  
them.

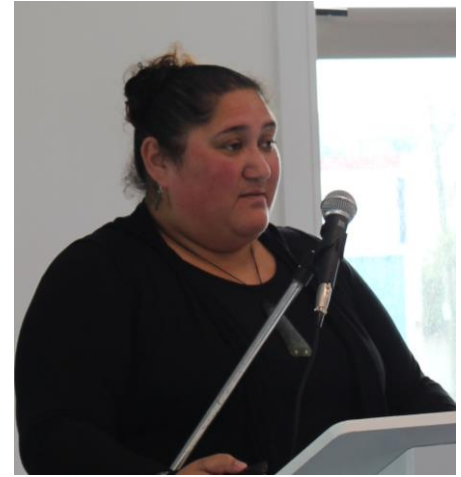
Thank you for listening today.  
Please take a look at our face  
book page SuperGrans  
Tairawhiti or our web page  
which we update on a regular  
basis.

[https://www.facebook.com/TairawhitiSuperGrans  
/?ref=bookmarks](https://www.facebook.com/TairawhitiSuperGrans/?ref=bookmarks)

<http://supergranstairawhiti.nz/>

# 3.6 Annette Toupili

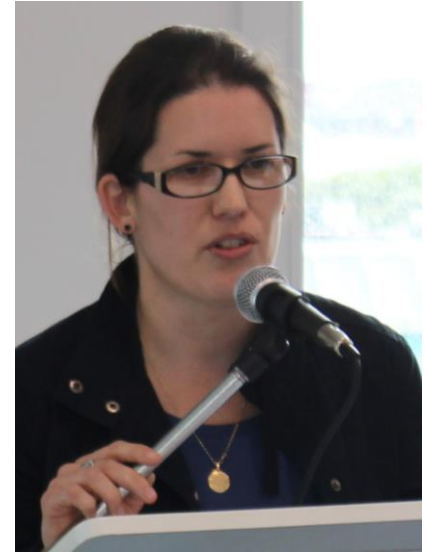
Resident of a Deprivation 10 neighbourhood in Tairāwhiti





# 3.7 Jess Jacobs

Single mother and volunteer, helping the homeless and hungry in Gisborne



# 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.

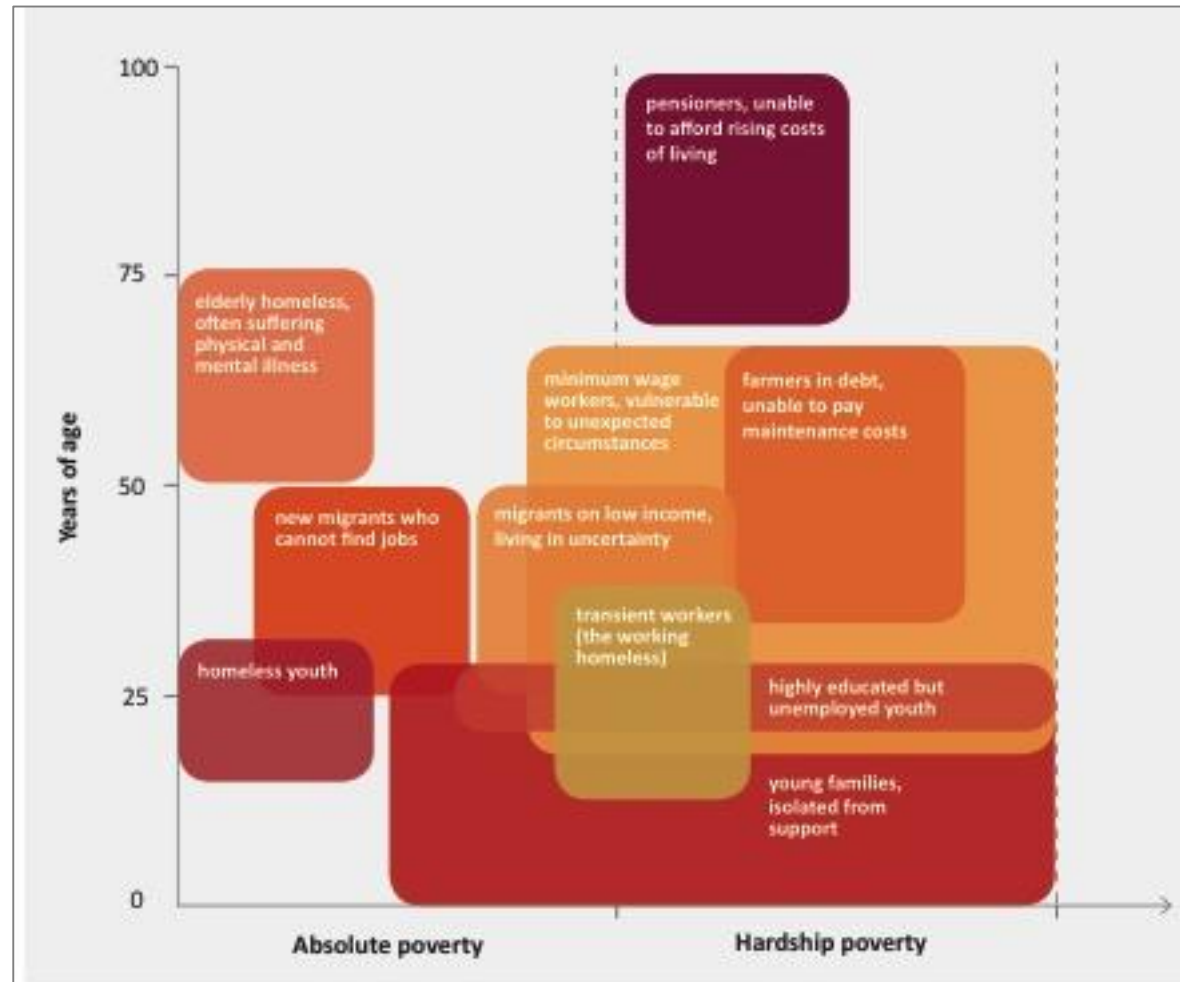
Step 2: Discuss with your group the different demographic groups that are affected by poverty in your area.

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

# 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.

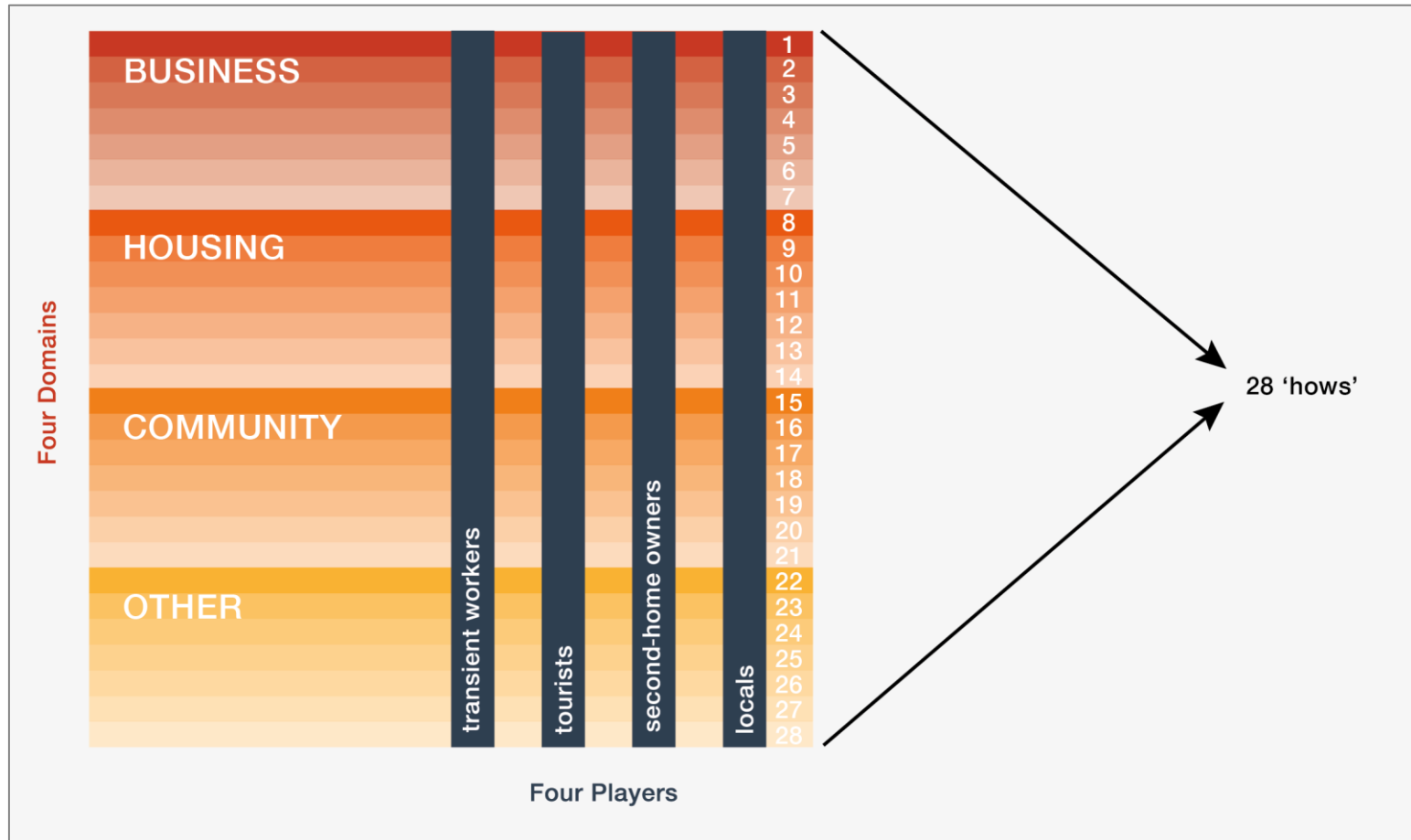
**Ideas and possible actions** (specific ideas from Exercise 2)    **Seven hows**


# 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.

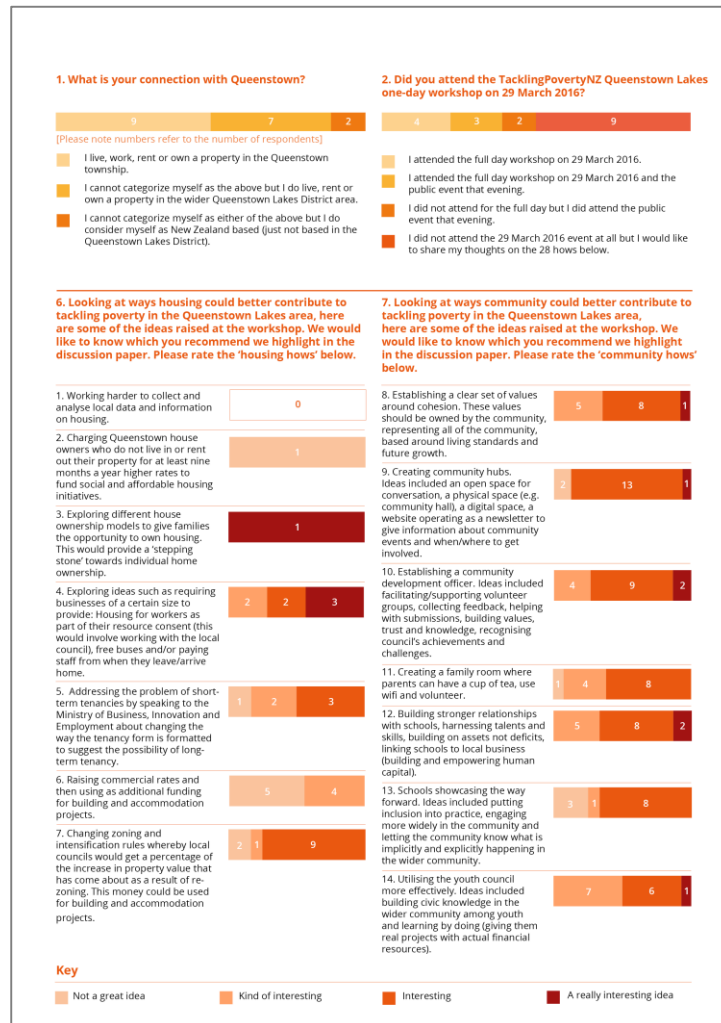
# Queenstown example of '28 hows' by players





# 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 creative, adaptive and agile (antifragility)
To be the best	To be better



## "A place where talent wants to live"

– Sir Paul Callaghan

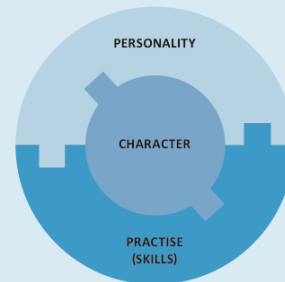
Watch Sir Paul Callaghan's 20 minute video: *StrategyNZ: Mapping our Future workshop: A place where talent wants to live* on our YouTube Channel, 2011

"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."

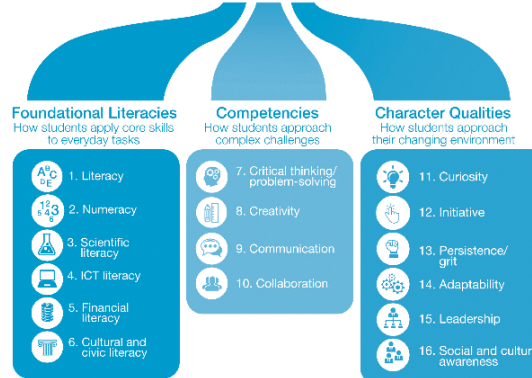
Read *Luminous Moments*, Bridget Williams Books, 2014

## 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

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

8. Map the ecosystem
9. Identify the talent you want
10. Attract international talent
11. Showcase existing talent
12. Showcase hard infrastructure
13. Showcase soft infrastructure
14. Provide an appropriate rewards package

### Retain

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

### Connect

22. Take responsibility for connecting
23. Connect existing talent with a purpose
24. Create twinning opportunities
25. Embrace diaspora
26. Create hubs
27. Create an online presence
28. Manage logistics by aligning people, data, products and services

# Thank you Gisborne

31 August 2016



Use #tacklingpovertynz to join the national conversation

