

New Zealand Community Boards Conference

Friday 12 May

Wendy McGuinness

MCGUINNESS INSTITUTE

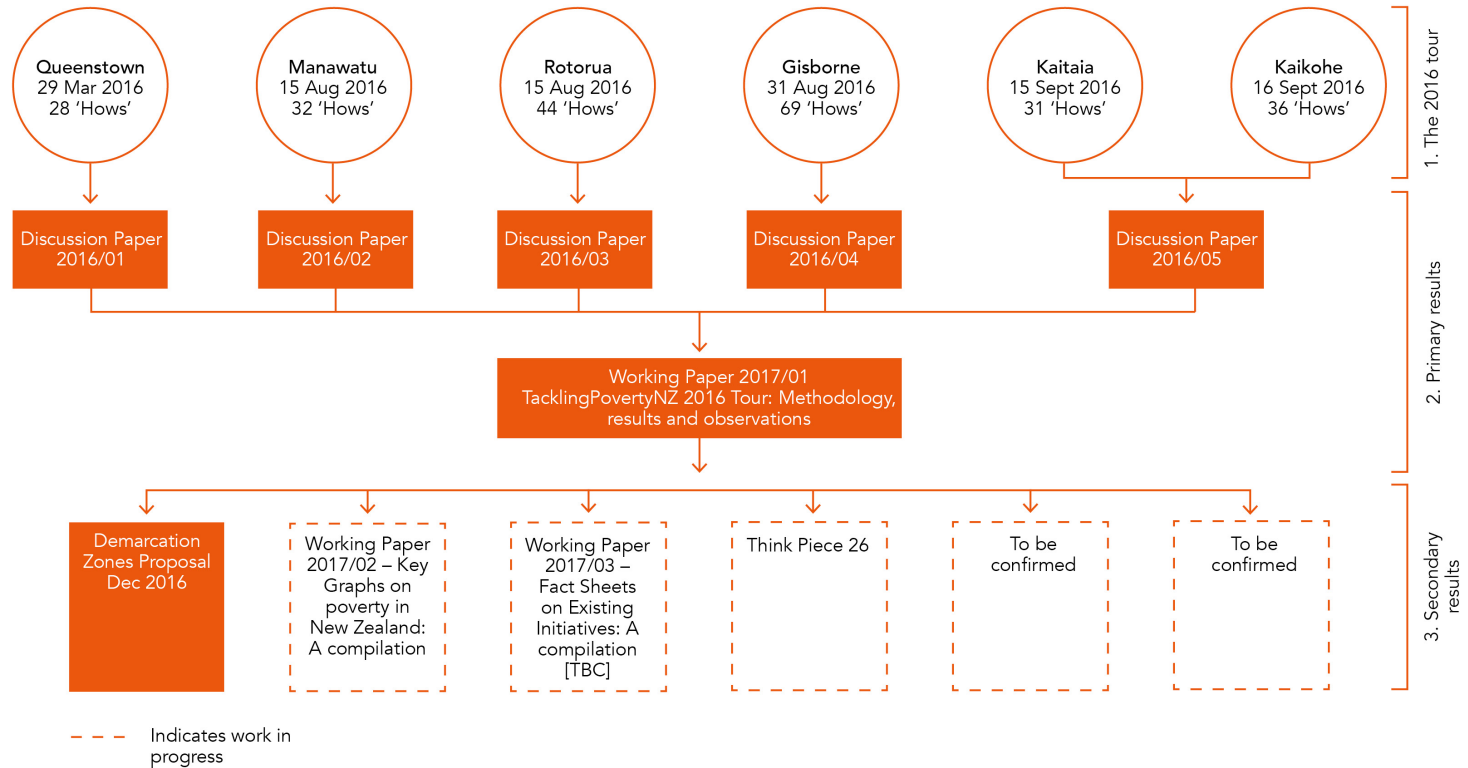
5 minute Quiz

1. Year Alan Turing's famous article "Computing Machinery and Intelligence" was published?
2. Year web had one million websites?
3. Year social media first used?
4. Year Twitter was born?
5. Year urban dwellers become the majority of the global population for the first time?
6. Year Facebook had one billion users in a single day?
7. Year global population estimated to exceed eight billion?

Answers

1. Year Alan Turing's famous article "Computing Machinery and Intelligence" was published? 1950
2. Year web had one million websites? 1995 (one billion in 2014)
3. Year social media first used? 2004
4. Year Twitter was born? 2006
5. Year urban dwellers become the majority of the global population for the first time? 2009
6. Year Facebook had one billion users in a single day? 2015
7. Year global population estimated to exceed eight billion? 2024

2016 tour outputs diagram



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 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.

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 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.

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

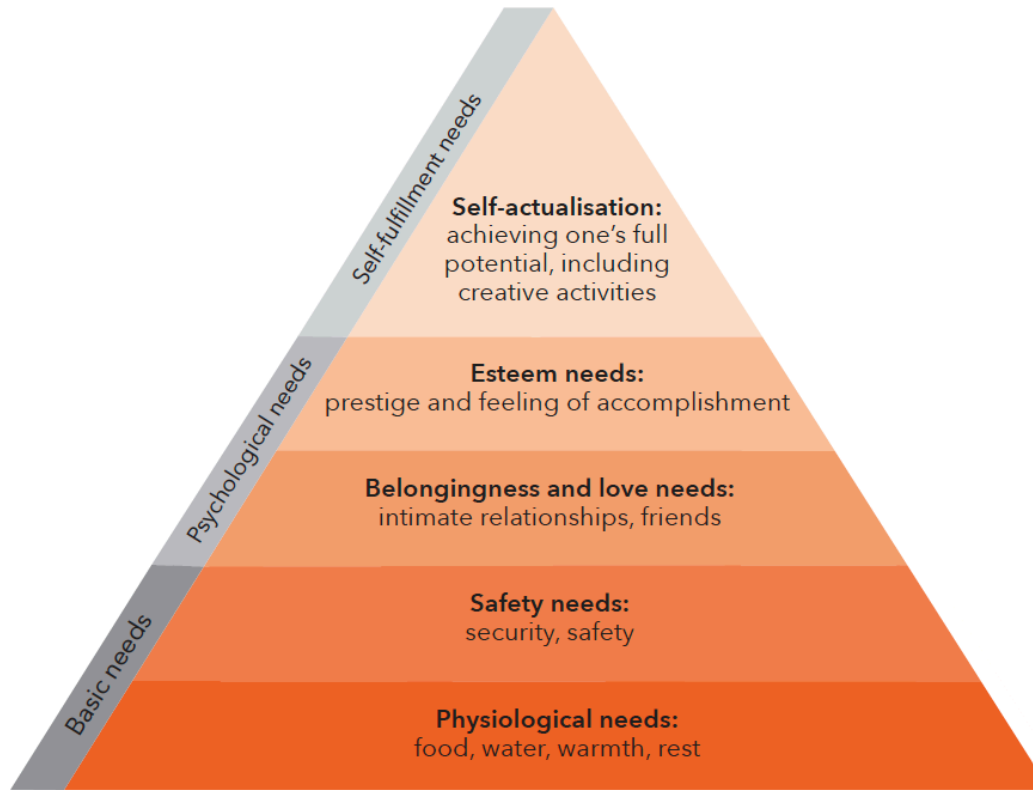
Step 1: Brainstorm with your group possible ways to address the ideas that come under the domain you have chosen. Record your thinking on the left-hand column.

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.

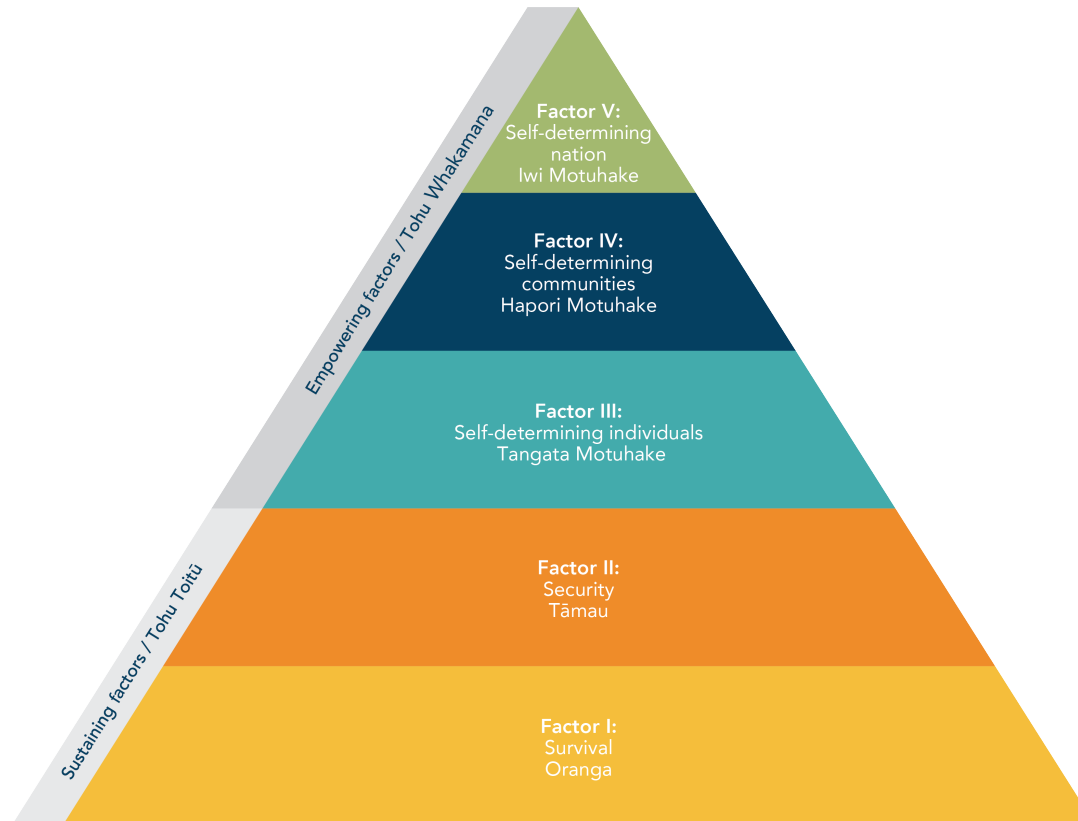
Ideas and possible actions (specific ideas from Exercise 2). Seven hows

TacklingPovertyNZ

Maslow's hierarchy of needs



Sustaining and Empowering Factors Framework

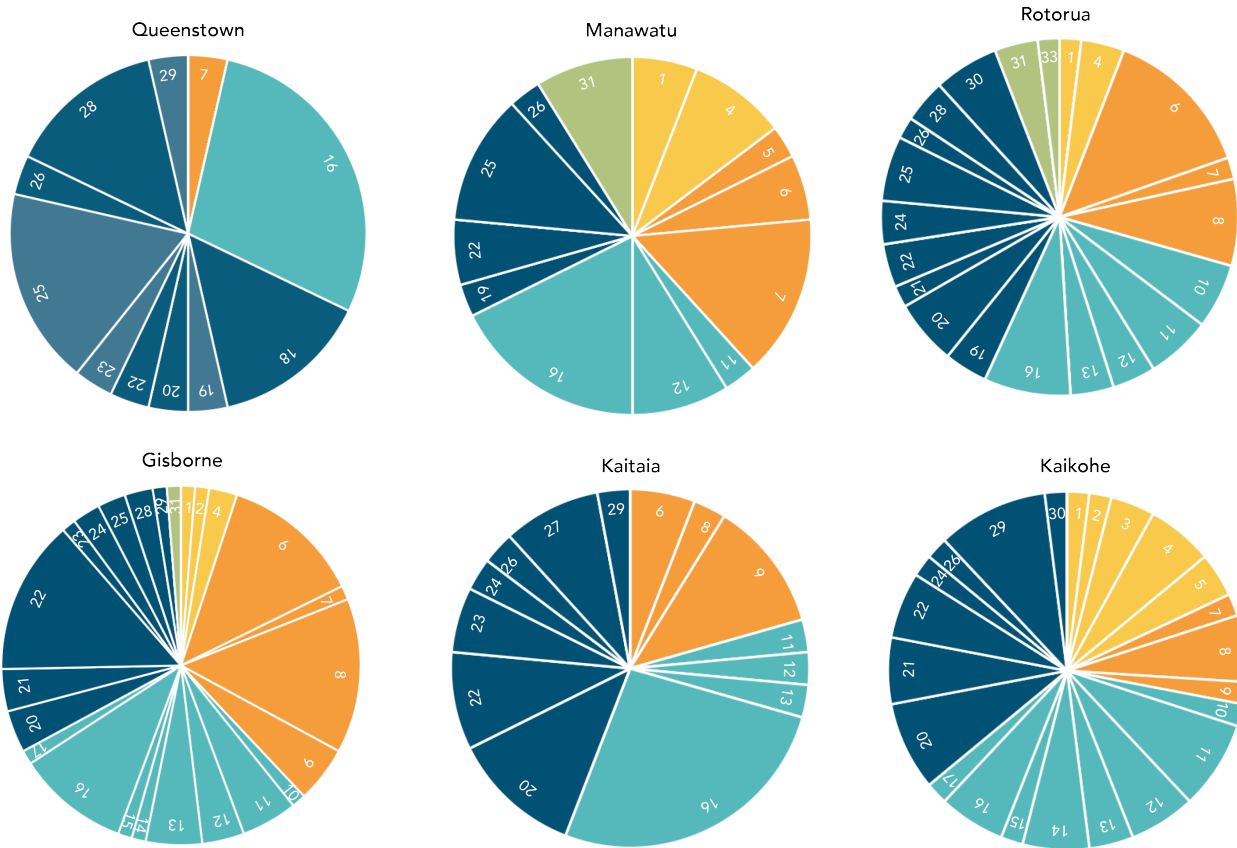


33 sub-factors

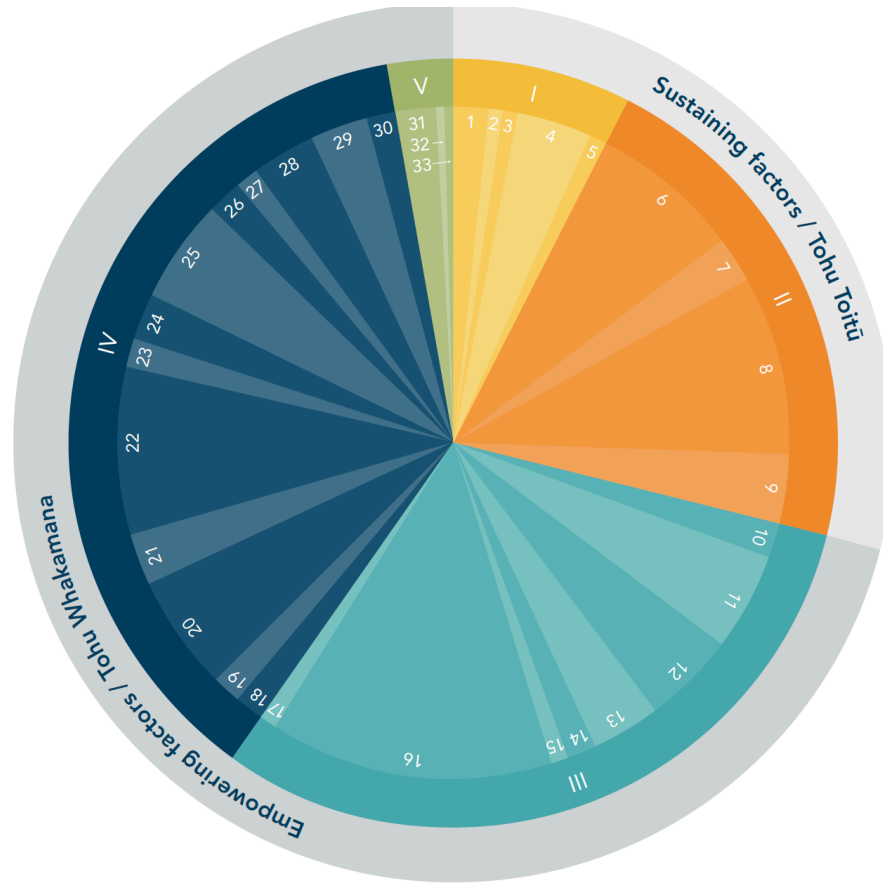
Sustaining Factors / Tohu Kaupapa	Factor I: Survival / Ka Morehu Providing emergency products and services for survival.
	1. Food
	2. Clothing and shoes
	3. Bedding
	4. Shelter (emergency housing)
	5. Accessibility
	Factor II: Security / Ka Mau Providing a sense of short-term security.
	6. Security of income
	7. Security of place (social housing)
	8. Security of health
9. Security of transport and technolog	

Empowering Factors / Tohu Motuhake	Factor III: Self-determining individuals / Ka Tu Au Providing skills and tools for individuals to live the life they want.
	10. Employment literacy
	11. Education literacy
	12. Health literacy
	13. Financial literacy
	14. Transportation literacy
	15. Technological literacy
	16. Civic literacy
	17. Housing literacy
	Factor IV: Self-determining communities / Ka Rongo Au Providing social infrastructure to meet specific community needs.
	18. Resource allocation
	19. Community decision making
	20. Curriculum, teachers and students
	21. Harmful products and services
	22. Social infrastructure
	23. Community projects
	24. Medical services
	25. Home ownership, rentals and shared housing (affordable housing)
	26. Culture of care
	27. Grandparents raising grandchildren
	28. Financial assistance and tax systems
	29. Local economy
	30. Explore innovative ways to package debt
	Factor V: Self-determining nation / Ka Awatea Au Providing a strategic approach that optimises both public good and economic enterprise.
	31. Central government strategy to tackle poverty
	32. Mental health services review
	33. Think Tank: Te Kopai Tuatahi – The first footsteps

A regional perspective



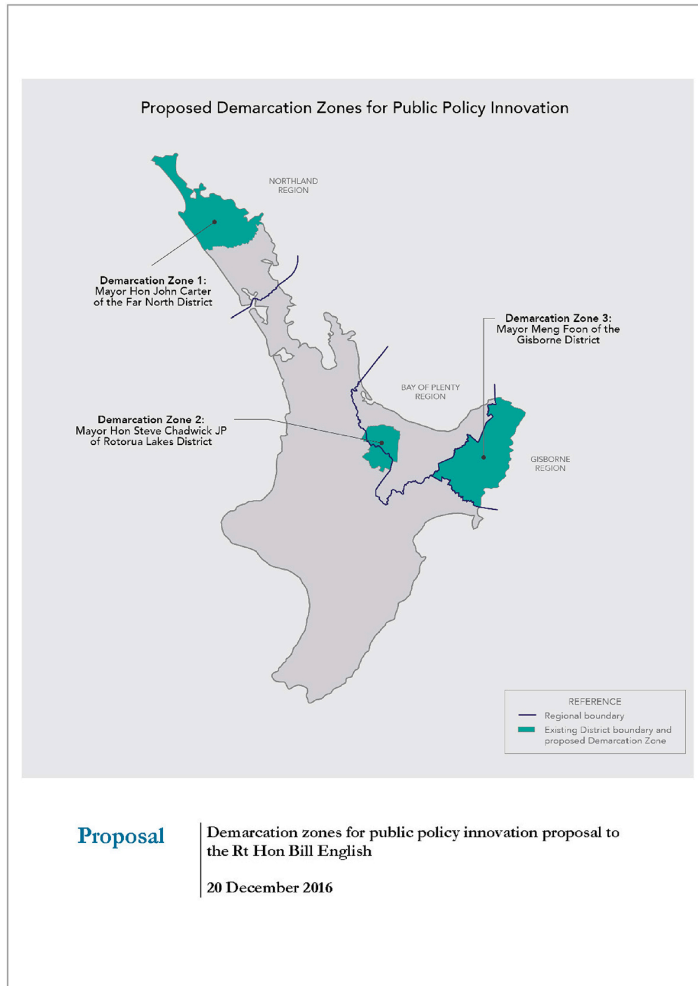
An overview of the 2016 TacklingPovertyNZ tour



Key differences between the sustaining and empowering factors

Key differences	Sustaining factors / Tohu Toitū	Empowering factors / Tohu Whakamana
Factors	<p>Factor 1: Survival Providing emergency products and services for survival.</p> <p>Factor 2: Security Providing a sense of short-term security.</p>	<p>Factor 3: Self-determining individuals Providing skills and tools for individuals to live the life they want.</p> <p>Factor 4: Self-determining communities Providing social infrastructure to meet specific community needs.</p> <p>Factor 5: Self-determining nation Providing a strategic approach that optimises both public good and economic enterprise.</p>
Goal	To move individuals quickly from the sustaining stage into the empowering stage.	To retain an individual in the empowering stage for as long as they need.
Time taken	Short-term (days or weeks)	Long-term (years or decades)
Process type	Production line (i.e. logistics and checklists)	Individual approach (i.e. a unique package of needs fit for each individual)
Level of expertise required by the giver and the receiver	Low (must be centralised) Although requires knowledge on how to navigate the system	High (must be decentralised) Requires listening and sorting out what is needed over the long term
Costs to provider	Expensive in terms of resources	Expensive in terms of human capital
Administration	Complex There are many components but the goal is to simplify the system and deal with a large number of individuals efficiently.	Complicated There is a high level of difficulty due to the diverse and unique range each individual has and how best they might be delivered.
Risks	<p>That the system over-supplies to some and under-supplies to others due to a lack of coordination.</p> <p>Some individuals become institutionalised or dependent.</p> <p>Ill-intentioned people take advantage of individuals in this space (e.g. loan sharks, drug dealers and perpetrators of intimidation or sexual abuse).</p>	<p>That the system over-supplies to some and under-supplies to others due to a lack of coordination.</p> <p>Some suppliers provide out-of-date information.</p> <p>Some suppliers may not be motivated to solve problems.</p> <p>There are no checks and balances or measures to evaluate what works and what does not.</p>

Demarcation Zones Proposal



Demarcation Zones for Public Policy Innovation FAQ

As at 16 February 2017

A: INTRODUCTION

1. What is a demarcation zone?
2. How close are the demarcation zones to being implemented?
3. Has this been tried before in New Zealand?
4. What are the benefits and risks for New Zealand?
5. Why have these three zones been selected?
6. How does the demarcation zone proposal fit with the social investment approach?

B: GOVERNANCE AND ACCOUNTABILITY

7. What are the relationships of accountability and reporting?
8. What will the role of government departments be?
9. What will it cost to implement and operate over time?
10. Will all public sector funding be devolved to the zones?
11. What is the difference between Whānau Ora and demarcation zones?
12. What will happen to pre-existing programmes operating in these zones?

C: BACKGROUND

13. Where did the idea come from?
14. What were the main findings of the 2016 tour?
15. Who funded the 2016 tour?

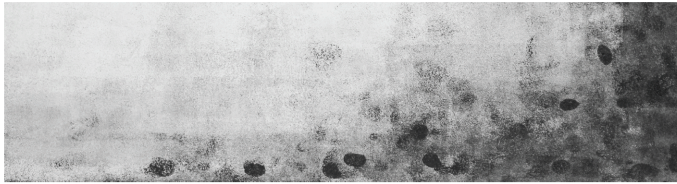
D: ABOUT THE MCGUINNESS INSTITUTE

16. What is the McGuinness Institute?
17. How do I contact the Institute?

Think Piece 26

Doing something about poverty in New Zealand

Think Piece 26: May 2017



Shades of grey, Radford 2010



Conal Smith

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

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

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

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

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

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

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

HOW TO THINK ABOUT POVERTY IN NEW ZEALAND

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

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

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

Thank you