

Welcome

Workshop to explore options for a civics strategy for New Zealand

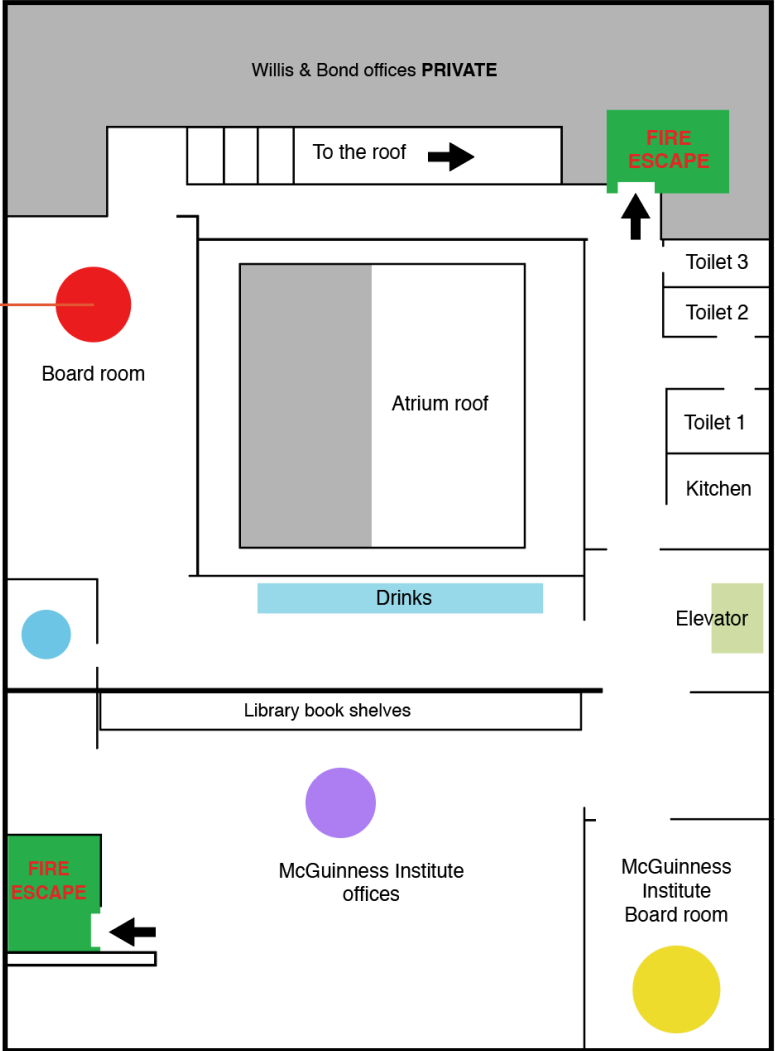


Wednesday, 17 May 2017

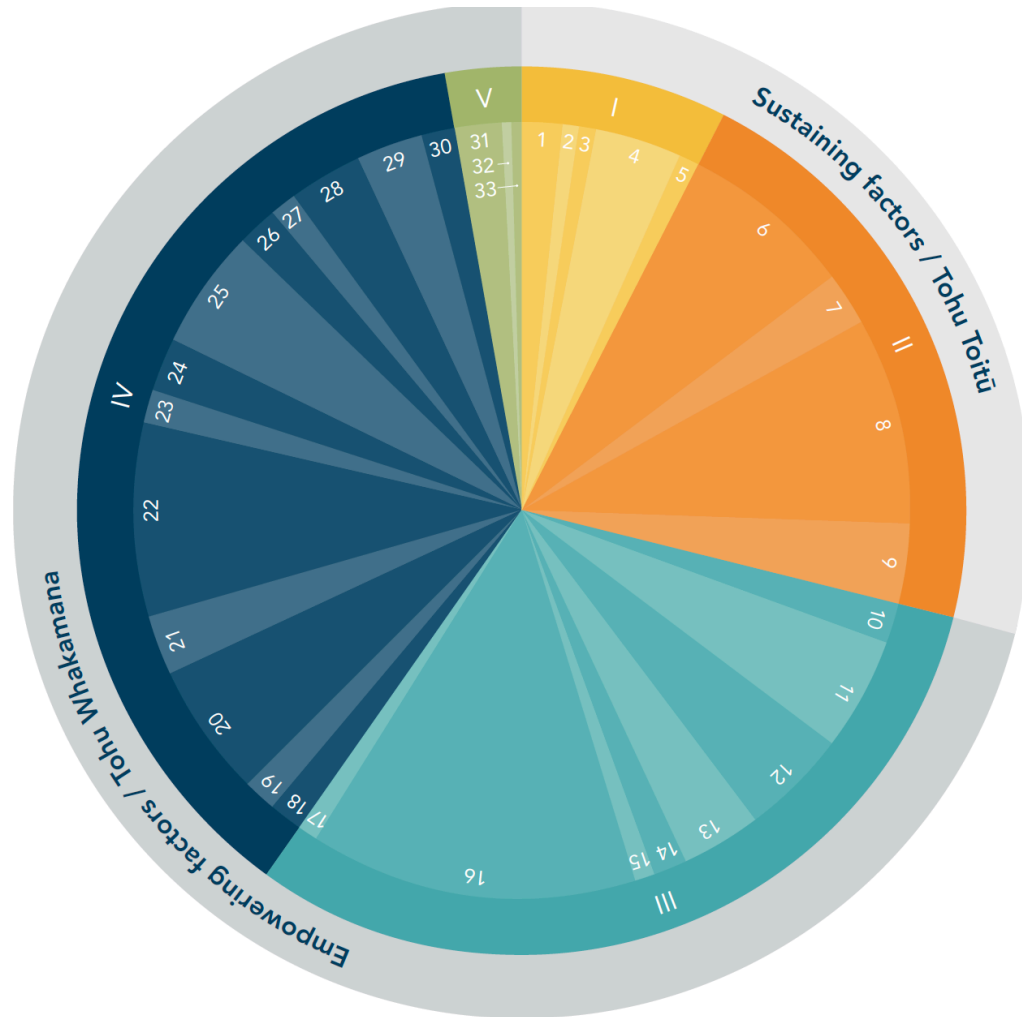
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TacklingPovertyNZ 2016 Tour



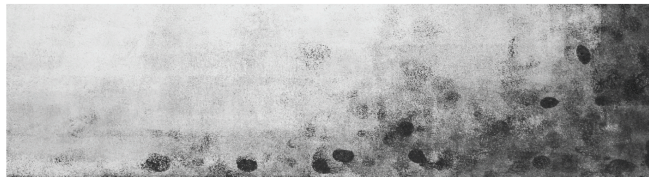
Sustaining Factors / Tohu Kaupapa	Factor I: Survival / Ka Morehu Providing emergency products and services for survival.
	1. Food
	2. Clothing and shoes
	3. Bedding
	4. Shelter (emergency housing)
	5. Accessibility
	Factor II: Security / Ka Mau Providing a sense of short-term security.
	6. Security of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



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

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Think Piece 26

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.



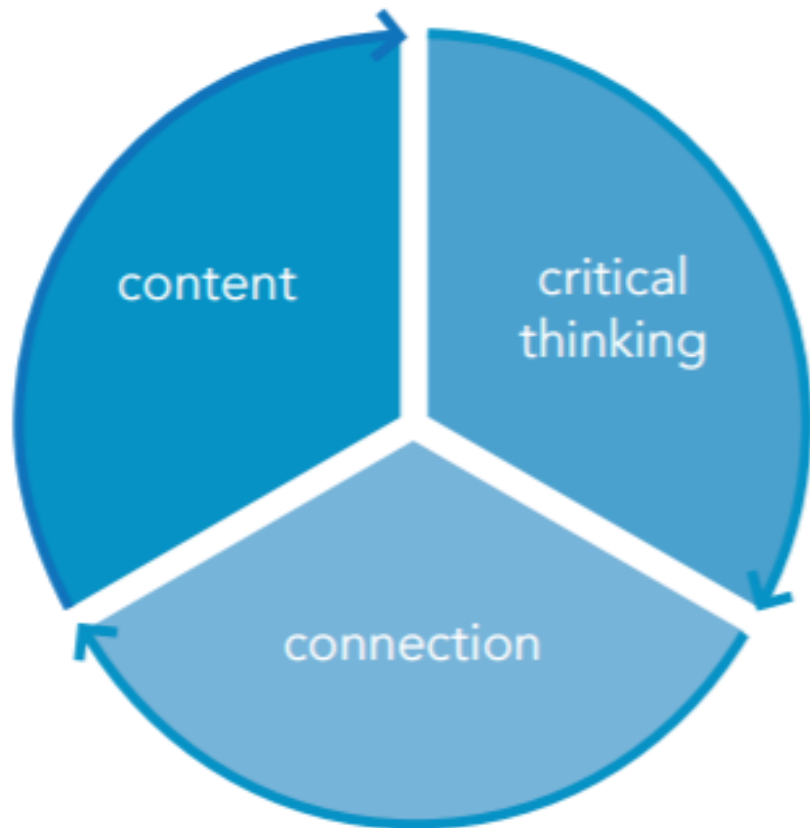
Three reasons why New Zealand needs civics and citizenship education

There are three drivers that, unless attended to, will in time, undermine the quality of our democracy.

1. Loss of a common platform for public discourse
2. Lack of knowledge and interest about how democracy works
3. Lack of consistency on what constitutes civics and citizenship education (CCE)



A framework for civics and citizenship education



- *Content* refers to information about civics and citizenship, or “academic” knowledge;
- *Critical thinking* is the ability to critically assess and process news and information;
- *Connection* is the application of the above to problems in the world and everyday life.

Adapted from Gault & Kriebel (2016)

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Three questions for today

1. Is there a case for change in the way civics programmes are being delivered in schools and communities?
2. If so, what needs to be different?
3. If so, who needs to do what in order to achieve a successful outcome?



Thank you!



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