

History (and Future) of Foresight in Aotearoa New Zealand

Local Government Futures Workshop
Wednesday 27 October 2021



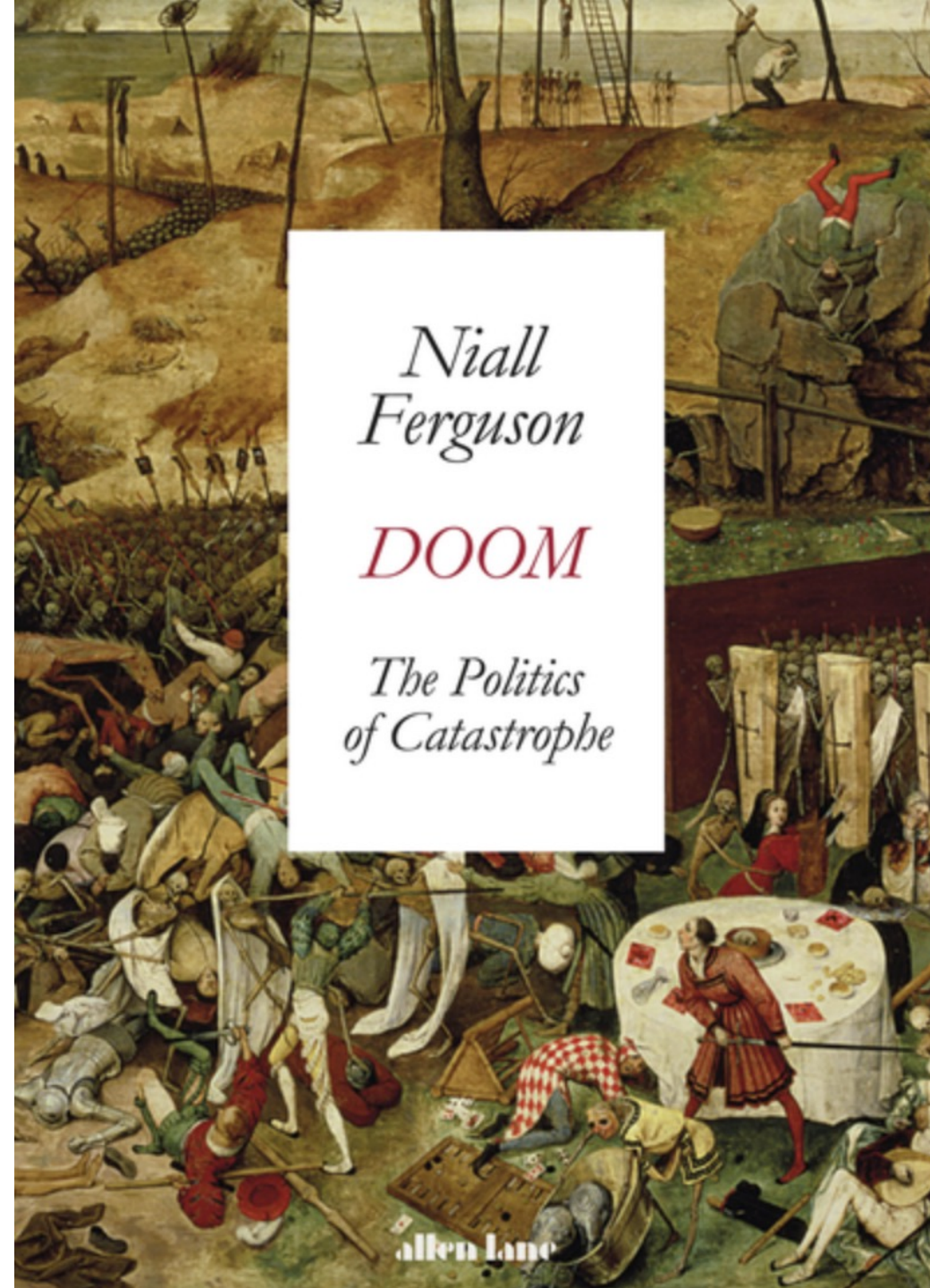
1.0 Why Scenarios?

History, broadly conceived, is the **interaction of natural and man-made complexity**. It would be very remarkable if this process resulted in predictable patterns.

Even a relatively simple man-made edifice such as a bridge can fail from deterioration [etc]...

If it is hard for an engineer to foresee when a bridge may “go critical”, then how much more difficult is it to anticipate the collapse of a large political structure?’

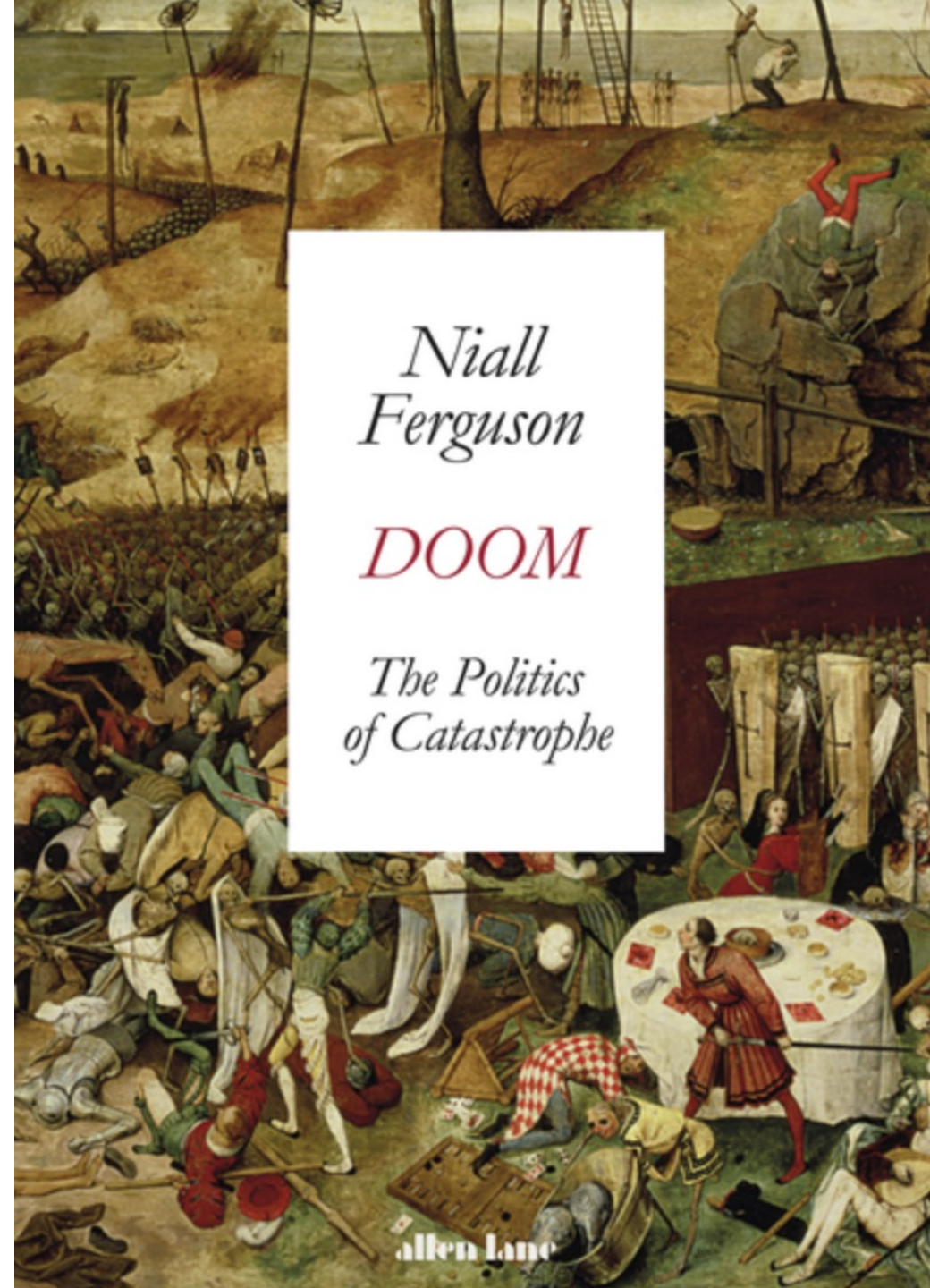
Niall Ferguson (2021, p. 79)



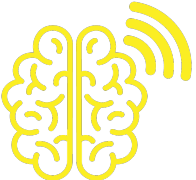
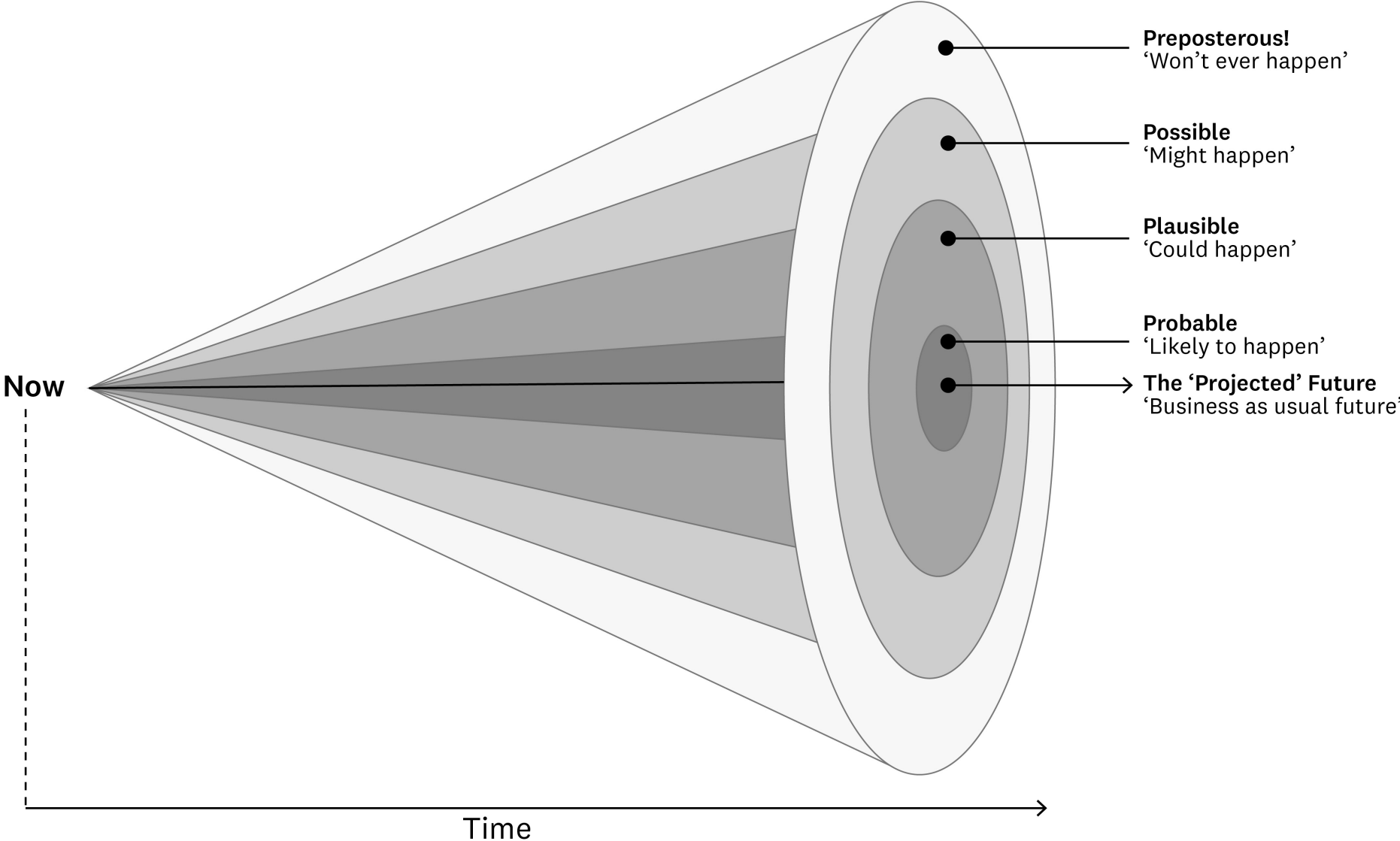
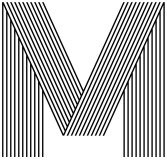
Remarkably, Vesuvius did not produce the most destructive eruption of the Roman era: **that was the Hatepe eruption of Mount Taupō, on New Zealand's North Island, in around 232.**

Major volcanic eruptions... differ from other forms of geographical disasters, earthquakes, in that they have global impacts on the earth's climate... [they inject millions of tons] of sulfate aerosol into the stratosphere.... However, volcanic eruptions do more than kill those close to them. [All major eruptions had significant climatic consequences and hence agricultural and nutritional consequences... resulting in cold summers, drought, poor harvests and famine... severe winters, constant fog and respiratory problems.]

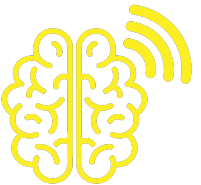
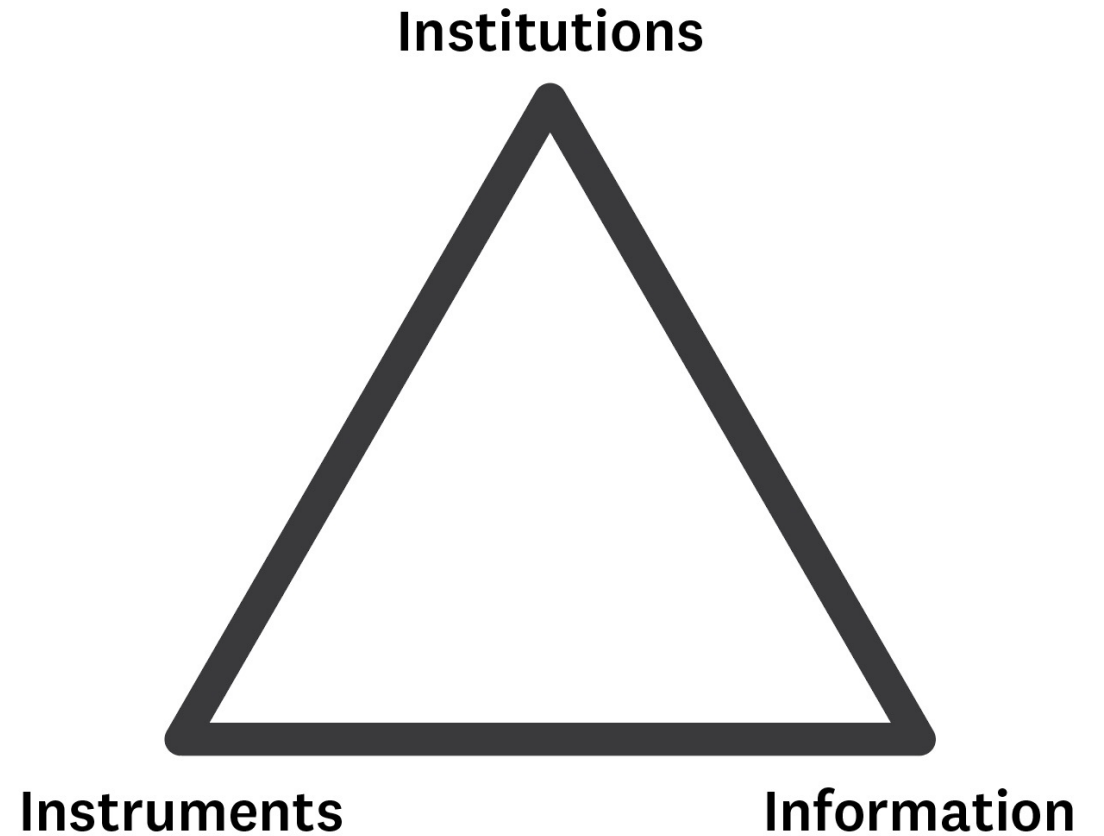
Niall Ferguson (2021, pp. 83-85)



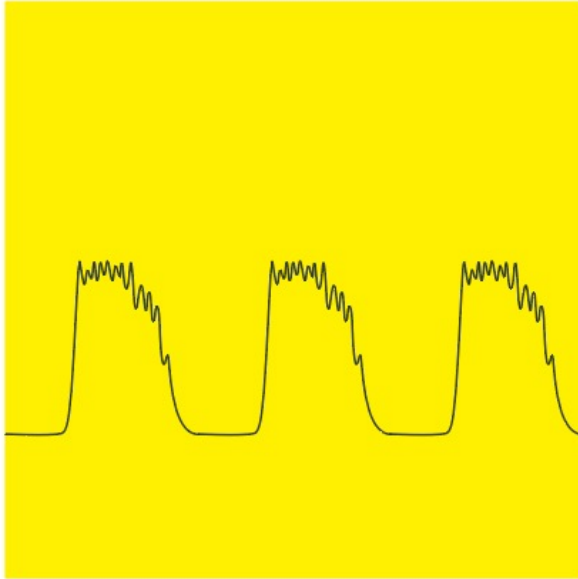
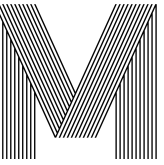
Foresight: The cone of plausibility



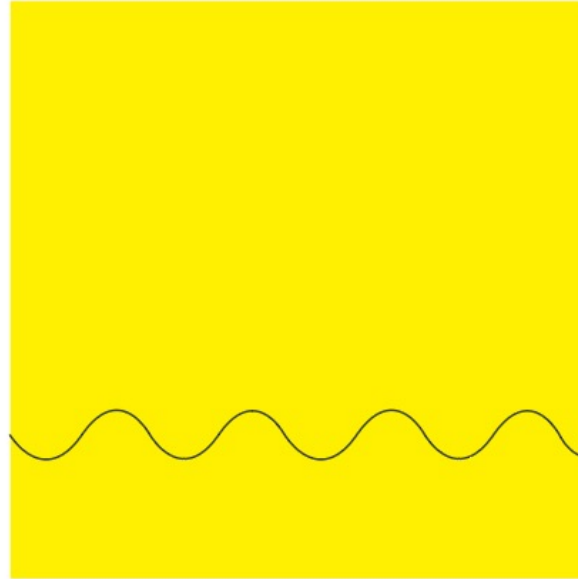
Foresight: Two types of analytical thinking



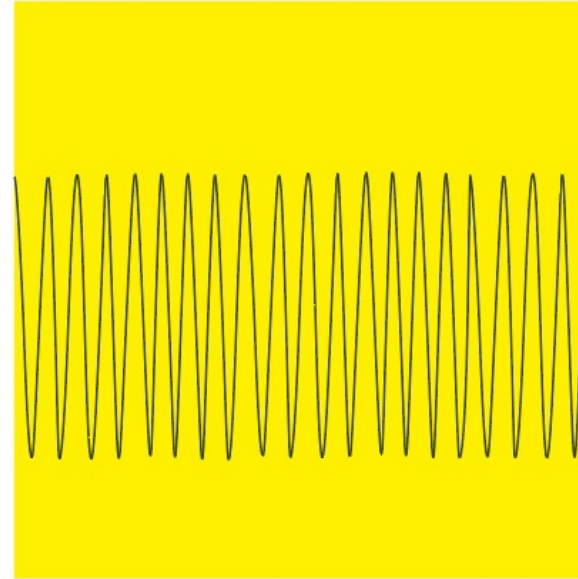
Three crises – Three different types of noise



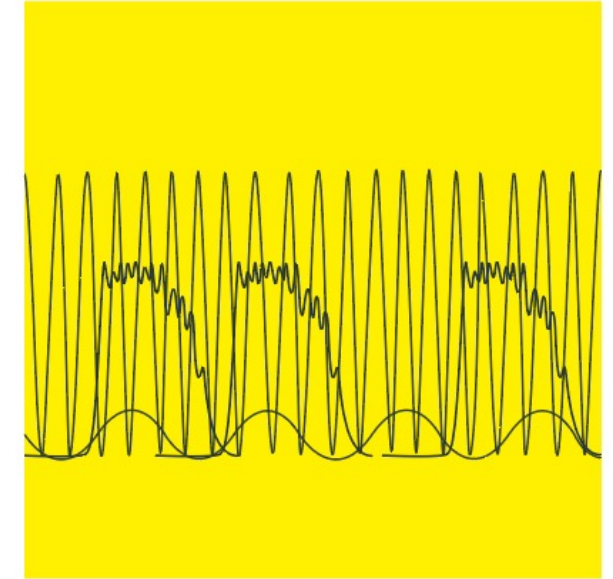
Pandemic crisis
Intermittent noise



Biodiversity crisis
Low-frequency noise



Climate crisis
Continuous noise



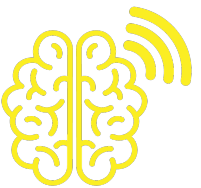
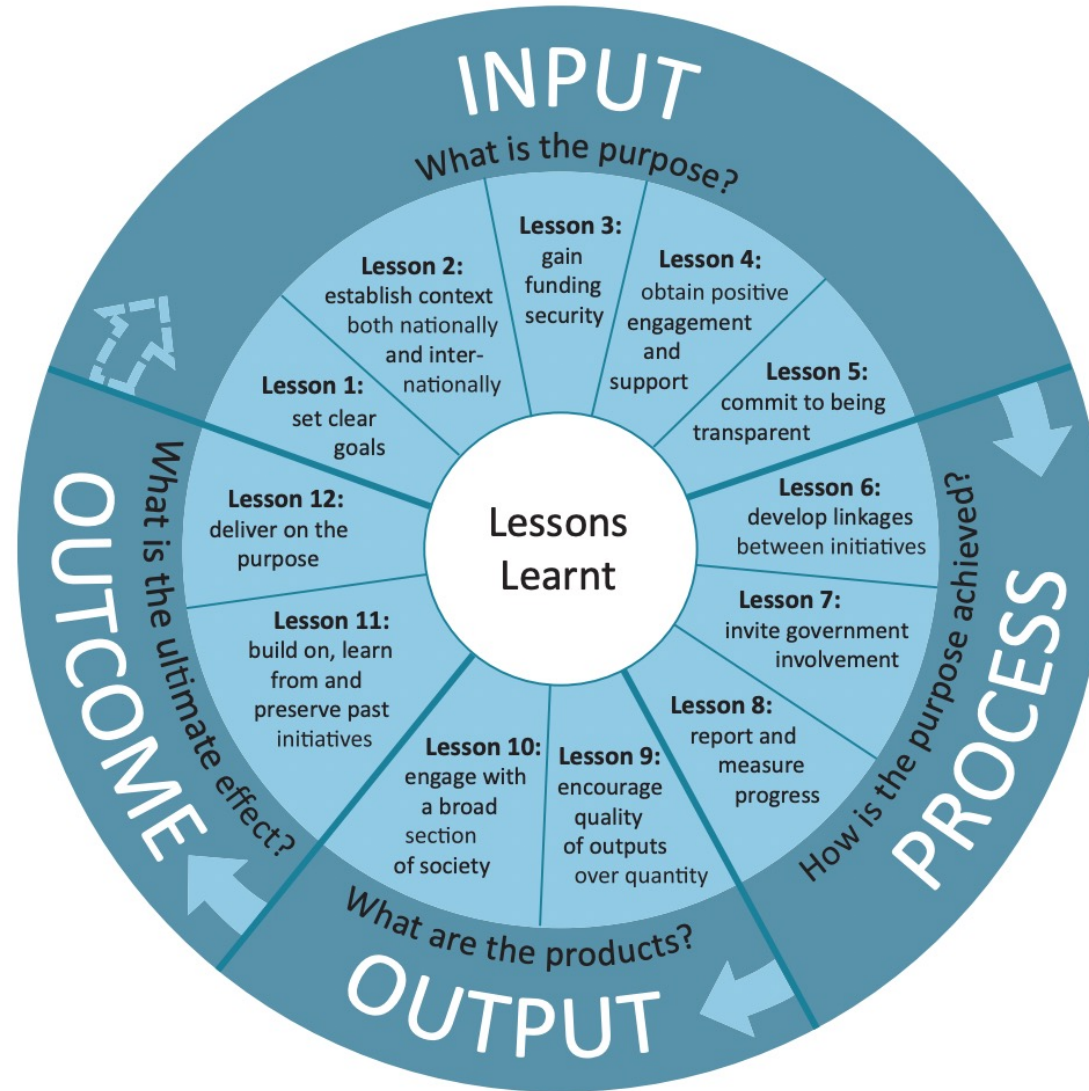
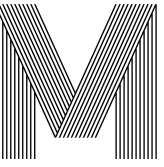
Three crises
A noisy world

2.0 The Past: A History of Future-thinking Initiatives in New Zealand, 1936–2010

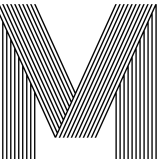


4.	Analysis of Eighteen Initiatives	17
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4.2	The Commission for the Future, 1976–1982	20
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4.16	A Measurable Goal for New Zealand, 2008–ongoing	57
4.17	Job Summit, 2009–ongoing	58
4.18	New Zealand Entrepreneurial Summit, 2009	62

Four-step model for planning future-thinking initiatives



Foresight in Aotearoa New Zealand since 1976



1976

Commission for the Future &
New Zealand Planning Council established

1982

Commission for the Future
disestablished (after six years)

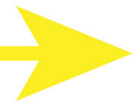
1992

Crown Research Institutes established
(Crown Research Institute Act 1992)

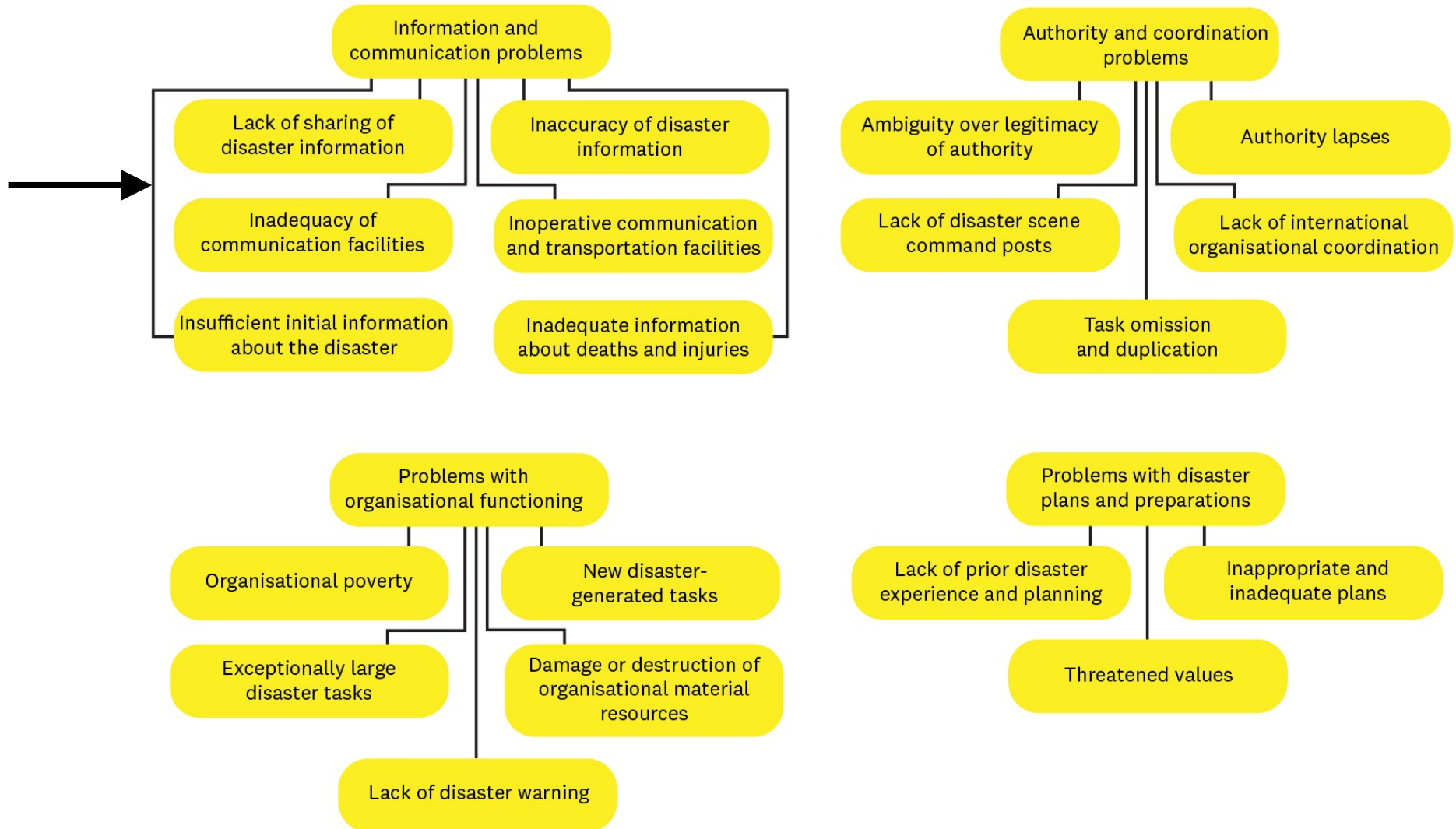
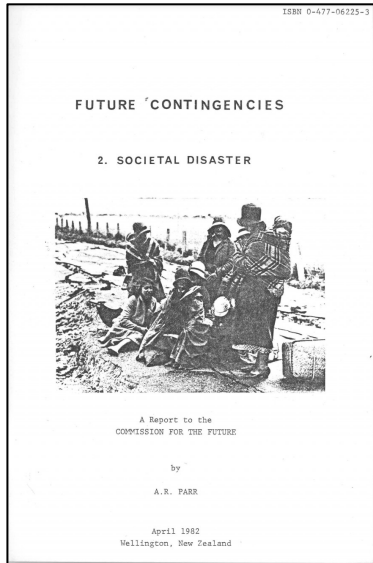
1991

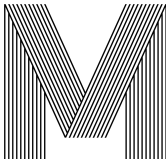
New Zealand Planning Council
disestablished (after nine years)

Today




1982 Commission for the Future 'Future Contingencies'





3.0. The Long-term Insights Briefings (the Briefings)

948 *New Zealand Planning* 1977, No. 76



ANALYSIS

Title	14. Work programme of Council
1. Short Title	15. Work programme of Commission
2. Interpretation	
3. Act to bind the Crown	

PART I
NEW ZEALAND PLANNING COUNCIL

4. Establishment of New Zealand Planning Council	PART IV GENERAL PROVISIONS RELATING TO COUNCIL AND COMMISSION
5. Functions and powers of Council	16. Temporary Chairman of Council or Commission
6. Membership of Council	17. Deputies of official members
7. Terms of office of members of Council	18. Extraordinary vacancies
	19. Meetings
	20. Committees

PART II
COMMISSION FOR THE FUTURE

8. Establishment of Commission for the Future	21. Remuneration and expenses of members of Council, Commission, and committees
9. Functions of Commission	22. Officers and employees of Council and Commission
10. Membership of Commission	23. State Services Act 1962 amended
11. Term of office of members of Commission	24. Employment of experts
	25. Superannuation or retiring allowances

PART III
RELATIONSHIPS BETWEEN COUNCIL AND COMMISSION

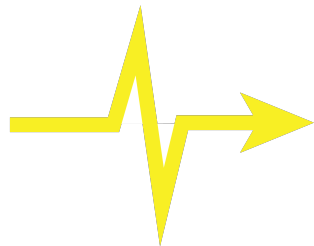
12. Co-ordination of activities	26. Annual reports
13. Work programmes generally	27. Money to be appropriated by Parliament for purposes of this Act
	28. Members not personally liable

1977, No. 76


An Act to make better provision for national planning in New Zealand by establishing a New Zealand Planning Council and a Commission for the Future

[1 December 1977]

BE IT ENACTED by the General Assembly of New Zealand in Parliament assembled, and by the authority of the same, as follows:



Reprint
as at 1 December 2020



Crown Research Institutes Act 1992

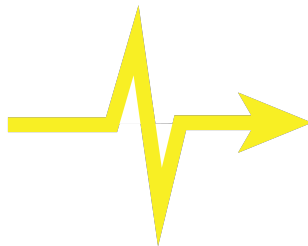
Public Act 1992 No 47
Date of assent 15 June 1992
Commencement see section 1(2)

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10A Application of Crown Entities Act 2004 to Crown Research Institutes	8

Note
Changes authorised by subpart 2 of Part 2 of the Legislation Act 2012 have been made in this official reprint.
Note 4 at the end of this reprint provides a list of the amendments incorporated.
This Act is administered by the Ministry of Business, Innovation, and Employment.

1



Reprint
as at 1 July 2021



Public Service Act 2020

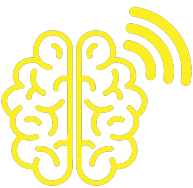
Public Act 2020 No 40
Date of assent 6 August 2020
Commencement see section 2

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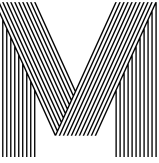
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Note
Changes authorised by subpart 2 of Part 2 of the Legislation Act 2012 have been made in this official reprint.
Note 4 at the end of this reprint provides a list of the amendments incorporated.
This Act is administered by the Public Service Commission.

1



The Long-term Insights Briefings



Long-term insights briefings

8 Long-term insights briefings


- (1) A chief executive of a department must give a long-term insights briefing to the appropriate Minister at least once every 3 years and must do so independently of Ministers.
- (2) The purpose of a briefing is to make available into the public domain—
 - (a) information about medium- and long-term trends, risks, and opportunities that affect or may affect New Zealand and New Zealand society;
 - (b) information and impartial analysis, including policy options for responding to matters in the categories referred to in paragraph (a).
- (3) A briefing may set out the strengths and weaknesses of policy options but without indicating a preference for a particular policy option.
- (4) The subject matter must be selected by a chief executive taking into account—
 - (a) the purpose of the briefing; and
 - (b) the matters in the categories in subclause (2)(a) that the chief executive considers are particularly relevant to the functions of their department.
- (5) Two or more chief executives may give a joint briefing that meets the requirements of this clause for each of the departments covered by the briefing.
- (6) Any agency in the State services may contribute to a briefing by a department or departments on subject matter relevant to the operation of their agency.
- (7) The Minister must present a copy of a briefing to the House of Representatives as soon as is reasonably practicable after receiving it.

Australian Government Clean Energy Regulator

9 Public consultation

- (1) A chief executive must undertake public consultation on—
 - (a) the subject matter to be included in a long-term insights briefing; and
 - (b) a draft of the briefing.
- (2) A chief executive must take into account any feedback received from public consultation when finalising the briefing.

Reprint
as at 1 July 2021



Public Service Act 2020
Public Act 2020 No 40
Date of assent 6 August 2020
Commencement see section 2

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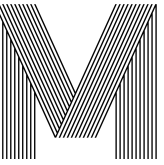
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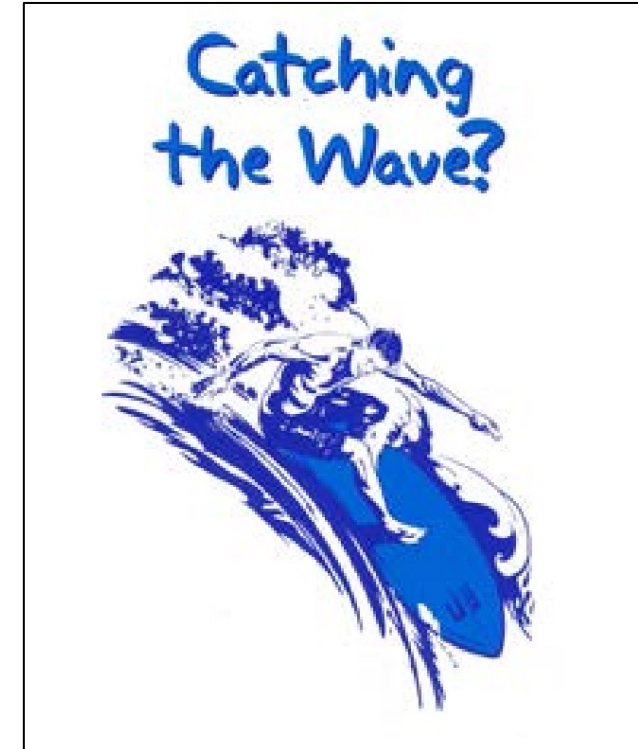
The *Catching the Knowledge Wave*



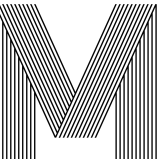
‘It is a chance to look with fresh eyes at the kind of society we want to create in a world where knowledge is replacing the old sources of wealth and power as the driving force in the world’s most successful societies ...

Most New Zealanders yearn for a nation which is confident, progressive, more prosperous, tolerant, and which cares for its people ... They seek a society capable of sustaining its First World status with well educated, innovative citizens who choose to stay in New Zealand because it is the best possible place to be.’

Prime Minister Helen Clark (2001)



14+ Local Councils prepared and published scenarios



Auckland Council	Auckland region climate change projections and impacts	2020	Climate change adaptation	Medium	34-, 74-, 89-years (2040, 2090, 2100) (p. 18)	Yes	Yes (NIWA)	Regional	Public
Bay of Plenty Regional Council	Climate change projections and impacts for the Bay of Plenty Region	2019	Climate change adaptation	Medium	34-, 74-, 84-years (2040, 2090, 2100) (p. 11)	Yes	Yes (NIWA)	Regional	Public
Environment Canterbury	Climate change projections for the Canterbury Region	2020	Climate change adaptation	Medium	34-, 74-, 84-years (2040, 2090, 2100) (p. 9)	Yes	Yes (NIWA)	Regional	Public
Environment Southland, Gore District Council, Invercargill City Council, and Southland District Council	Southland climate change impact assessment	2018	Climate change adaptation	Medium	34-, 74-years (2040, 2090) (p. 9)	Yes	Yes (NIWA)	Regional	Public
Greater Wellington Regional Council	Climate change and variability - Wellington Region	2017	Climate change adaptation	Medium	34-, 74-, 84-years (2040, 2090, 2100) (p. 13)	Yes	Yes (NIWA)	Regional	Public
Greater Wellington Regional Council	Wellington Region climate change extremes and implications	2019	Climate change adaptation	Medium	34-, 74-years (2040, 2090) (p. 13)	Yes	Yes (NIWA)	Regional	Public
Gisborne District Council and Hawke's Bay	Climate change projections and impacts for Taiarāwhiti	2020	Climate change adaptation	Medium	34-, 74-, 84-years (2040, 2090, 2100) (p. 14)	Yes	Yes (NIWA)	Regional	Public
Horizons Regional Council	Climate Change and Variability - Horizons Region	2016	Climate change adaptation	Medium	34-, 74-, 84-years (2040, 2090, 2100) (p. 8)	Yes	Yes (NIWA)	Regional	Public
Horizons Regional Council	Climate change implications for the Manawatu-Whanganui Region	2019	Climate change adaptation	Medium	34-, 74-years (2040, 2090) (p. 12)	Yes	Yes (NIWA)	Regional	Public
Marlborough District Council	Climate change projections and impacts for Marlborough	2021	Climate change adaptation	Medium	34-, 74-, 84-years (2040, 2090, 2100) (p. 9)	Yes	Yes (NIWA)	Regional	Public
Northland Regional Council	Climate Change Projections and Implications for Northland	2016	Climate change adaptation	Medium	34-, 74-, 84-years (2040, 2090, 2100) (p. 11)	Yes	Yes (NIWA)	Regional	Public
Otago Regional Council	Climate change projections for the Otago Region	2019	Climate change adaptation	Medium	34-, 74-, 84-years (2040, 2090, 2100) (p. 8)	Yes	Yes (NIWA)	Regional	Public
Tasman District Council	Climate Change and Variability - Tasman District	2015	Climate change adaptation	Medium	34-, 74-, 84-years (2040, 2090, 2100) (p. 7)	Yes	Yes (NIWA)	Regional	Public
Tasman District Council	Climate change projections for Tasman and impacts on agricultural systems	2019	Climate change adaptation	Medium	34-, 74-years (2040, 2090) (p. 7)	Yes	Yes (NIWA)	Regional	Public

Table 2 The Essence of the Four Scenarios

	The world does manage its strengths, weaknesses, opportunities and threats	The world does not manage its strengths, weaknesses, opportunities and threats
New Zealand does manage its strengths, weaknesses, opportunities and threats	<p>Scenario 1: Power to the People Concepts such as global unity and balance are no longer myths. Intolerance is a thing of the past, as diverse cultures coexist peacefully, all partaking in one global community. Sustainability, once a determined lifestyle choice, is now the norm. The climate change and peak oil crises are under control as the world embraces innovative, sustainable technologies and systems. The New Zealand public is educated, diverse and informed, choosing to stay in New Zealand where infrastructure is of an excellent standard and the lifestyle is unmatched. The burning question for New Zealanders in 2058 is: How do we maintain peace and prosperity?</p>	<p>Scenario 2: An Island Paradise – but Back to the Jungle Everyone wants a piece of what we have got, and despite our desirable lifestyle, there is increasing tension with the outside world that requires constant management. To stand up to this pressure, New Zealand has cultivated a resilient national identity and robust infrastructure, and has been among the first countries to make some tough decisions. There is particular pressure on our resources and immigration policy, and as we fend off those countries once considered to be superpowers, we look for allies in countries that are similarly positioned. The burning question for New Zealanders in 2058 is: How do we protect what we have?</p>
New Zealand does not manage its strengths, weaknesses, opportunities and threats	<p>Scenario 3: Missed the Global Bus Our isolation is more pronounced than ever, as we lag behind politically, economically and in the management of our resources and environment. To make up for these shortfalls, our government grasps at unsuccessful 'quick fixes', fuelling rather than rectifying the nation's downward spiral. Corruption, diminished cultural identity, an increase in slums and local terrorism have forced many educated New Zealanders elsewhere. The burning questions for New Zealanders in 2058 are: What happened? What can we do?</p>	<p>Scenario 4: All Over Rover It is the end of the world as we know it. As each country embarks on a policy that is characterised by short-term goals designed to meet the self-interest of a few, the only international interaction is conflict-based and is fuelled by fear, an arms race and nuclear proliferation. As climate change, resource shortages, biodiversity depletion, population growth and inequality escalate, these global problems spiral out of control. The burning question for New Zealanders in 2058 is: Do we have another 50 years?</p>



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Part 3 Hazards and risks

10 Hazards and risks to be managed at national level

- (1) This Part states the hazards and risks to be managed at the national level and this plan identifies the CDEM necessary at the national level to manage those hazards and risks.
- (2) The following hazards, either singularly or in combination, have the potential to cause emergencies that may require co-ordination or management at the national level:
 - (a) earthquakes:
 - (b) volcanic hazards:
 - (c) landslides:
 - (d) tsunamis:
 - (e) coastal hazards (including coastal erosion, storm surges, and large swells):
 - (f) floods:
 - (g) severe winds:
 - (h) snow:
 - (i) droughts:
 - (j) wild fires and urban fires:
 - (k) animal pests and diseases:
 - (l) plant pests and diseases:
 - (m) infectious human disease pandemics (including water-borne illnesses):
 - (n) infrastructure failure:
 - (o) hazardous substance incidents:
 - (p) major transport accidents:
 - (q) food safety incidents (for example, accidental or deliberate contamination of food):
 - (r) terrorism.
- (3) This plan may be used to address the consequences of an emergency arising from any hazard.
- (4) Understanding of the risks associated with specific hazards and event **scenarios** is based on assessments undertaken by CDEM Groups, agencies, and the science and research sector.

Local Government Act 2002 Order a commercial print

- Warning: [Some amendments have not yet been incorporated](#)
- Section 256 corrected on 26 October 2021 under section 25(1)(j)(ii) of the Legislation Act 2012.
- with **search matches highlighted**

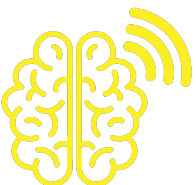
Search within this Act scenario

By sections View whole (2.4MB) Versions and amendments Print/Download PDF [2.1MB]

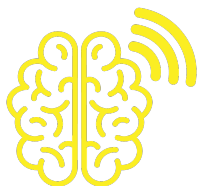
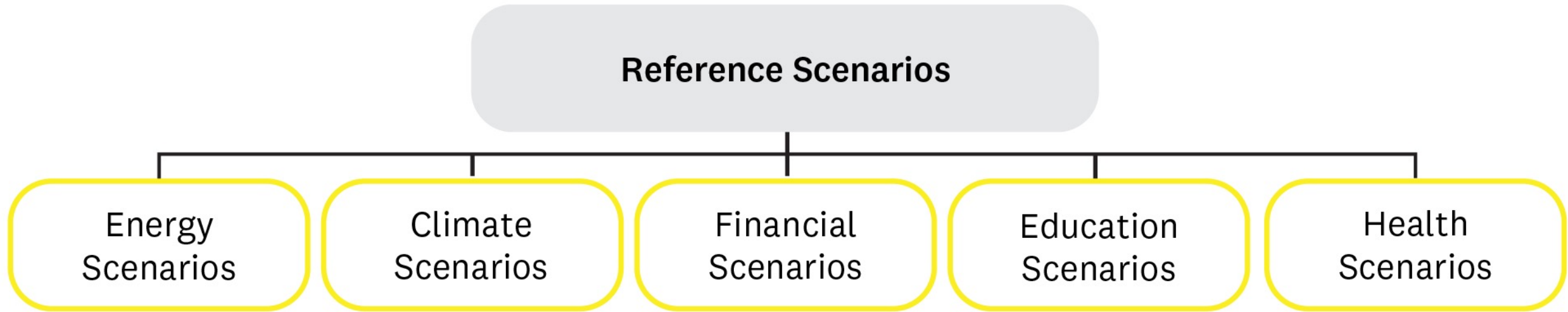
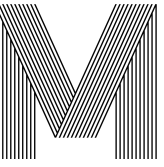
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101B Infrastructure strategy

- (1) A local authority must, as part of its long-term plan, prepare and adopt an infrastructure strategy for a period of at least 30 consecutive financial years.
- (2) The purpose of the infrastructure strategy is to—
 - (a) identify significant infrastructure issues for the local authority over the period covered by the strategy; and
 - (b) identify the principal options for managing those issues and the implications of those options.
- (3) The infrastructure strategy must outline how the local authority intends to manage its infrastructure assets, taking into account the need to—
 - (a) renew or replace existing assets; and
 - (b) respond to growth or decline in the demand for services reliant on those assets; and
 - (c) allow for planned increases or decreases in levels of service provided through those assets; and
 - (d) maintain or improve public health and environmental outcomes or mitigate adverse effects on them; and
 - (e) provide for the resilience of infrastructure assets by identifying and managing risks relating to natural hazards and by making appropriate financial provision for those risks.
- (4) The infrastructure strategy must outline the most likely **scenario** for the management of the local authority's infrastructure assets over the period of the strategy and, in that context, must—
 - (a) show indicative estimates of the projected capital and operating expenditure associated with the management of those assets—



Goal: To create a New Zealand Reference Scenarios framework

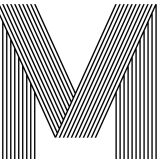


Key Questions:

1. Why does local government exist in 2050?
2. What does it do (and not do) in 2050?
3. How does it deliver what it does in 2050?
4. What legitimises its power 2050?
5. How does it support Te Tiriti in 2050?
6. How will it work with ministers and central government in 2050?
7. How is it funded in 2050?



Project: TacklingPovertyNZ



February 2017
 Working Paper 2017/01
TacklingPovertyNZ
 2016 Tour:
 Methodology,
 results and
 observations

MCGUINNESS INSTITUTE



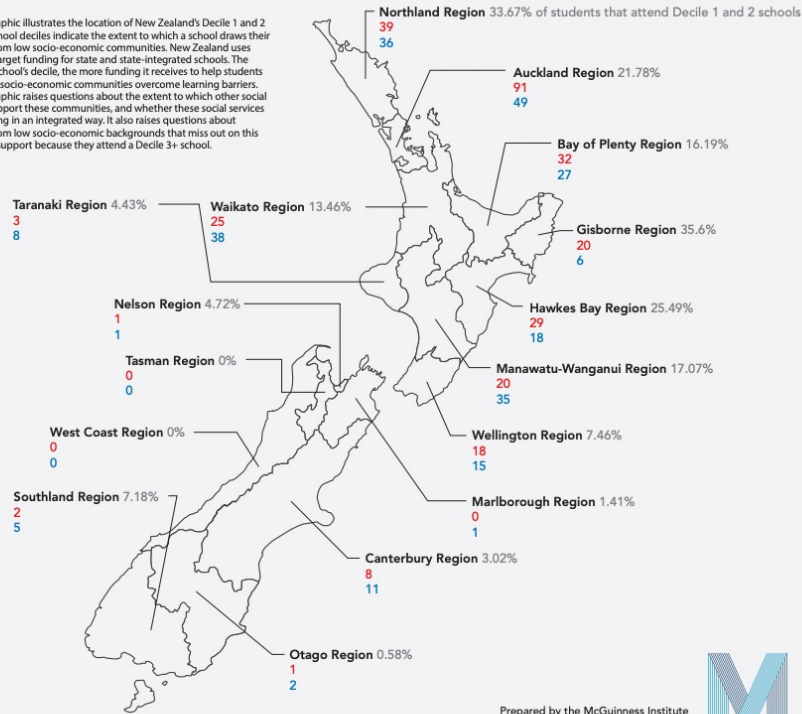
A regional perspective of the talking tour 2016/ He tirohanga a rohe o te haerenga kōrero 2016



Sustaining factors / Tohu Toitū	Factor I: Survival / Oranga Providing emergency products and services for survival.	
	1. Food	[5]*
	2. Clothing and shoes	[2]
	3. Bedding	[2]
	4. Shelter (emergency housing)	[10]
5. Accessibility	[2]	
Factor II: Security / Tāmau Providing a sense of short-term security.	6. Security of income	[20]
	7. Security of place (social housing)	[6]
	8. Security of health	[24]
	9. Security of transport and technology	[9]
Factor III: Self-determining individuals / Tangata Motuhake Providing skills and tools for individuals to live the life they want.	10. Employment literacy	[5]
	11. Education literacy	[13]
	12. Health literacy	[12]
	13. Financial literacy	[9]
	14. Transportation literacy	[4]
	15. Technological literacy	[2]
	16. Civic literacy	[38]
	17. Housing literacy	[2]
Factor IV: Self-determining communities / Hapori Motuhake Providing social infrastructure to meet specific community needs.	18. Resource allocation	[4]
	19. Community decision making	[4]
	20. Curriculum, teachers and students	[15]
	21. Harmful products and services	[7]
	22. Social infrastructure	[22]
	23. Community projects	[4]
	24. Medical services	[6]
	25. Home ownership, rentals and shared housing (affordable housing)	[14]
	26. Culture of care	[5]
	27. Grandparents raising grandchildren	[3]
Factor V: Self-determining nation / Iwi Motuhake Providing a strategic approach that optimises both public good and economic enterprise.	28. Financial assistance and tax systems	[8]
	29. Local economy	[8]
	30. Explore innovative ways to package debt	[4]
	31. Central government strategy to tackle poverty	[5]
	32. Mental health services review	[1]
	33. Think Tank: takahanga tuatahi – The first footsteps	[1]
Empowering factors / Tohu Whakamana		

Decile 1 and 2 schools by region

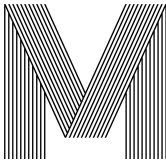
This infographic illustrates the location of New Zealand's Decile 1 and 2 schools. School deciles indicate the extent to which a school draws their students from low socio-economic communities. New Zealand uses deciles to target funding for state and state-integrated schools. The lower the school's decile, the more funding it receives to help students from lower socio-economic communities overcome learning barriers. This infographic raises questions about the extent to which other social services support these communities, and whether these social services are operating in an integrated way. It also raises questions about students from low socio-economic backgrounds that miss out on this additional support because they attend a Decile 3+ school.



Prepared by the McGuinness Institute as at 30 January 2017.

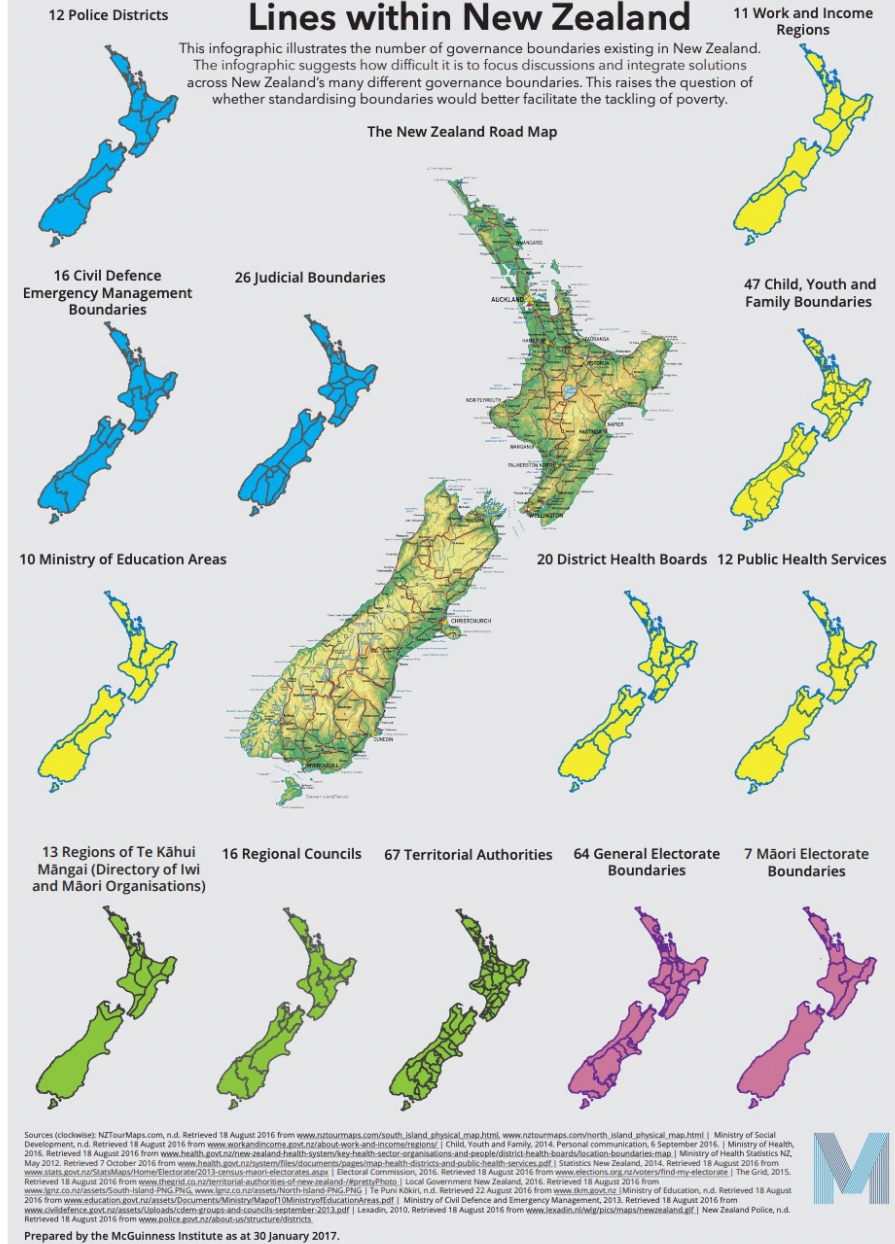
Regions	Schools		Students					
	Number of decile 1 schools in the region	Number of decile 2 schools in the region	Number of decile 1 and 2 schools in the region	Number of decile 1 and 2 schools in the region*	Decile 1 and 2 schools as a percentage of all decile schools in the region	Number of students in decile 1 to 10 schools in the region	Number of students in decile 1 to 10 schools in the region*	Decile 1 and 2 students as a percentage of all decile students in the region#
Auckland Region	91	49	140	518	27.03%	54832	260969	21.78%
Bay of Plenty Region	32	27	59	160	36.88%	8441	52123	16.19%
Canterbury Region	8	11	19	289	6.57%	2765	91455	3.02%
Chatham Island County	0	0	0	3	0%	0	70	0%
Gisborne Region	20	6	26	51	50.98%	3318	9319	35.6%
Hawkes Bay Region	29	18	47	126	37.30%	7501	29423	25.49%
Manawatu-Wanganui Region	20	35	55	202	27.23%	6649	38957	17.07%
Marlborough Region	0	1	1	30	3.33%	94	6662	1.41%
Nelson Region	1	1	2	23	8.70%	407	8615	4.72%
Northland Region	39	36	75	147	51.02%	9761	28992	33.67%
Otago Region	1	2	3	144	2.08%	182	31308	0.58%
Southland Region	2	5	7	85	8.24%	1184	16479	7.18%
Taranaki Region	3	8	11	94	11.70%	892	20134	4.43%
Tasman Region	0	0	0	35	0%	0	7943	0%
Waikato Region	25	38	63	305	20.66%	10304	76527	13.46%
Wellington Region	18	15	33	246	13.41%	5981	80126	7.46%
West Coast Region	0	0	0	35	0%	0	4555	0%
Total	289	252	541	2493	21.70%	114311	763657	14.97%

*Please note, in this infographic we have excluded 11,485 students who attend the 44 schools which are not allocated a decile 1 to 10 (referred to in the source table as decile 99). We have also excluded Westmount School and its 1673 students because it has multiple campuses throughout New Zealand.
Please note, this infographic includes schools that are composite (Years 1-15), contributing, correspondence school, full primary, intermediate, restricted composite (Year 7-10), secondary (Year 9-15), special school and teen parent unit.
Source for infographic text: Ministry of Education, 13 September 2016. School deciles. Retrieved 17 November 2016 from www.education.govt.nz/school/turning-a-school/resourcing/operational-funding/school-decile-ratings/
Source for infographic data: Ministry of Education, 1 July 2015. Number of Students by School as at 1 July 2015. Retrieved 31 October 2016 from www.educationcounts.govt.nz/statistics/schooling/student-numbers/5028



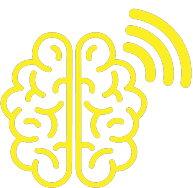
Lines within New Zealand

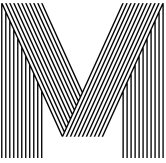
This infographic illustrates the number of governance boundaries existing in New Zealand. The infographic suggests how difficult it is to focus discussions and integrate solutions across New Zealand's many different governance boundaries. This raises the question of whether standardising boundaries would better facilitate the tackling of poverty.



Source: (clockwise) NZTourMaps.com, n.d. Retrieved 18 August 2016 from www.nztourmaps.com/south_island_physical_map.html; www.nztourmaps.com/north_island_physical_map.html | Ministry of Social Development, n.d. Retrieved 18 August 2016 from www.workandincome.govt.nz/about-work-and-income/regions/; | Child, Youth and Family, 2014. Personal communication, 6 September 2016. | Ministry of Health Statistics NZ, May 2012. Retrieved 7 October 2016 from [www.health.govt.nz/system/health-sector-organisations-and-people/district-health-boards/district-health-boards-map](http://www.health.govt.nz/system/health-sector-organisations-and-people/district-health-boards/district-health-boards/district-health-boards-map); | Statistics New Zealand, 2014. Retrieved 18 August 2016 from www.stats.govt.nz/Sites/Maps/Inter/Electorate/2013-census-maori-electorates.aspx | Electoral Commission, 2016. Retrieved 18 August 2016 from www.elections.org.nz/inter/find-my-electorate | The Grid, 2015. Retrieved 18 August 2016 from www.thegrid.co.nz/inter/territorial-authorities-of-new-zealand/#territorial | Local Government New Zealand, 2016. Retrieved 18 August 2016 from www.lgnz.co.nz/assets/Uploads/Map-PNG; www.lgnz.co.nz/assets/North_Island-PNG | Te Puni Kōkiri, n.d. Retrieved 22 August 2016 from www.tepuni.govt.nz/ | Ministry of Education, n.d. Retrieved 18 August 2016 from www.education.govt.nz/assets/Documents/Ministry/Maps/10MinistryofEducationAssets.pdf | Ministry of Civil Defence and Emergency Management, 2013. Retrieved 18 August 2016 from www.civildefence.govt.nz/assets/Uploads/cdem-strucps-and-councils-september-2013.pdf | Lexwin, 2010. Retrieved 18 August 2016 from www.lexwin.nz/ps/mas/mas.html | New Zealand Police, n.d. Retrieved 18 August 2016 from www.police.govt.nz/about-sd/structure/districts/

Prepared by the McGuinness Institute as at 30 January 2017.





Proceedings of The Civics and Media Project

A report on the three workshops held in 2015
May 2016



Future Focus: RNZ's John Campbell in conversation with five intermediate school pupils about their expectations for civil society in 2030 – Luc Tallon, Ishanitta Chaudhuri, Louis Rozas, Mia Stewart and Kenya Santamaría (see page 5).

Highlights from a conversation with five intermediate school pupils

Luc Tallon

'I do find some of the news [on television] depressing but I am also interested and I want to know what is going on in the world.'

'I think we need the views of everybody and what they want to change.'

'We need to get the world to stop cutting down trees because without trees we don't have oxygen.'

Ishanitta Chaudhuri

'I think we need to make different ways of having energy and electricity, like wind and water and not much fossil fuels, and take more care of the environment.'

'Think about what you are doing before you do something.'

'The environment ... if I become a politician I can help that.'

Louis Rozas

'Someone needs to step up and say we have a problem and we need to fix it. If someone does step up then other people will step up and eventually it will be a unified world.'

'I see myself participating because that is how a democratic society works, and I also see myself being informed. And I would also like to bring about change for a better society.'

Mia Stewart

'I think they should have a day when everyone cleans up and you're not allowed to drive cars, you can only use public transport.'

'I think we need to take care of the poor and homeless people instead of just rich people, because they don't have a voice.'

'Be more open-minded about different people, not everyone is the same and maybe if you see a bit of rubbish you should pick it up and try and help the world.'

Kenya Santamaría

'[Television news] is kind of scary ... I don't watch it because I avoid those things.'

'I see myself as a wildlife photographer of endangered species to promote awareness that they are becoming endangered, and to convince people to actually do something about it instead of just letting it happen.'

'We need to shape the world so that it is more recent and with more current systems that can understand it.'

The Civics and Media Wellness Report

Level of Societal Consciousness

Alert Drowsy Lethargic Stuporous Coma

Core Body Systems

Civics

Public engagement (strong / weak / none)
Civil rights (unobstructed / slow / blocked)
Civil responsibilities recognised (daily / weekly / sometimes / never)
Understands how government works (strong / weak / none)

Media / Fourth Estate

Freedom of information (unobstructed / slow / blocked)
Trust pulse (strong / weak / none)
Diversity of voices (well represented / under represented / null)

Public Sector

Civic participation (unobstructed / slow / blocked)
Public awareness (strong / weak / none)
Community engagement (well represented / under represented / null)
Leaders held to account (daily / weekly / sometimes / never)

Government

Leaders held to account (daily / weekly / sometimes / never)
Transparency (strong / weak / none)
Scrutiny (daily / weekly / sometimes / never)

Information & Education

Educational opportunities (unobstructed / slow / blocked)
Civic education (strong / weak / none)
Access to accurate information (unobstructed / slow / blocked)

Court & Justice

Justice seen to be served (daily / weekly / sometimes / never)

THANK YOU

Workshop 1

Host
Dr Michael Macaulay
Victoria University of Wellington

Speakers
Professor John Burrows OC
Dr Gavin Ellis
Peter Griffin
Professor Brad Jackson
Dr Karl Lofgren
Paul Satterley
Marcus Stickleby
Paul Thompson
Dr Peter Thompson
Scott Usher

Participants
Sandra Cubitt
Michael Daus
Yvonne Davids
Martin Dumant
William Earl
Madeline Foreman
Penny Gault
David Henderson
Chris Hubscher
Dolores Janosevski
Sarah Kerfin
Hayden Kerr
Todd Kriebele
Katherine Kuehn
Miriam Lips
Andrea Milligan
Wilma Milano
Suzanne Morton
Lary Pier
Colin Pascoe
Robert Paden
Jan Rivers
Rachel Roberts
Jeremy Rose
Hannah Steane-Mitchell
Sarah Tebbie
Anastasia Turnbull
Jane Wrightson

John Campbell
Ishanitta Chaudhuri
Brent Courts
Dr Gavin Ellis
Professor Annie Golden
Sandra Grey
Sir Bob Harvey
Carol Hirschfeld
Bronwyn Houston
Mark Jennings
Deanna Johnson
Todd Kriebele
Associate Professor
Bernadette Luciano
Ryan Mearns
Dr Claire Meehan
Associate Professor
Carol Mutch
Louis Rozas
Kenya Santamaría
Mia Stewart
Luc Tallon
Dr Paul Tallon

Claudia Rozas
Adrian Schoone
Nick Serpe
Heleen Sissons
Alexis Silvine
Paul Smith
Julie Star
Chloe Svarbrick
Jennifer Tabbie
Myles Thomas
Dr Peter Thompson
Melinda Webber
Jane Wrightson

Workshop 3
Hosts
Peter Griffin
Royal Society of New Zealand
Wendy McGuinness, McGuinness Institute

Participants
Rob Allen
Tim Bace
Graeme Ball
Felicity Barnes
Rachel Beryman
Mark Boyd
Anush Chaudhuri
Alex Clark
Paul Doyle
Martin Dumant
Penny Gault
Anna Giddard
Luke Goode
Peter Griffin
Richie Hardcore
Shawn Handy
Sally Hett
Matthew Horrocks
Felau Iosefo
Jay Marlowe
Jonathan Mason
Judy McGregor
Matt McGregor
Wendy McGuinness
Jonathan Milne
Nick Mutch
Laura O'Connell Rapira
Dr Thomas Owen
Maria Penasu
Martin Pereweles
Katherine Rees
John Roughan

Speakers
Hannah Bartlett
Terry Burnett
Jeremy Todd
Dr Gavin Ellis
Louise Green
Peter Griffin
Sun Jeong
Dr Ceryn Jones
Todd Kriebele
Wendy McGuinness
Sylvia Neesen
Dana Dr Claudia Orange
Tara Ross
Dr Helen Sissons
Dr Peter Thompson
Dr Siouasia Wiles
Jane Wrightson

Workshop 2
Host
Dr Gavin Ellis, University of Auckland

Speakers
Dr Maria Amoudin
Hannah Bartlett

Kristy Farquharson
Madeline Foreman
Penny Gault
Laura Goodall
Sally Hett
Key Jones
John Kerr
Mary Major
Erica Mather
Anne McGuinness
Lachlan McGuinness
Jessie McKenzie
Dr Victoria Metcalf
Alison Nevill
Stephan Olsen
Rebecca Palmer
Dr Roger Ruddle
Jan Rivers
Matthew Roberts
Hannah Steane-Mitchell
Marcus Stickleby
Todd Tebbie
Sarah Tebbie
John Terra
Alastair Thompson
Margaret Thompson
Paul Thompson
Jeremy Todd
Anastasia Turnbull
Morgan Watkins
Callum Webb
Bernie Whelan
Murry Wu

Workshop 3
Speakers
Hannah Bartlett
Terry Burnett
Jeremy Todd
Dr Gavin Ellis
Louise Green
Peter Griffin
Sun Jeong
Dr Ceryn Jones
Todd Kriebele
Wendy McGuinness
Sylvia Neesen
Dana Dr Claudia Orange
Tara Ross
Dr Helen Sissons
Dr Peter Thompson
Dr Siouasia Wiles
Jane Wrightson

The Civics and Media Project is an initiative of Victoria University of Wellington, the University of Auckland, NZ On Air, the Royal Society of New Zealand, the McGuinness Institute and the Ministry for Culture and Heritage. Visit the website to learn more and view speakers presentations.

Steering group organisations

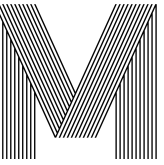


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Project: ClimateChangeNZ



Working Paper 2021/06 –
Reviewing TCFD
information in 2017–2020
Annual Reports of
NZSX-listed companies

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Appendix 1:
NZSX-listed 2020 Annual Reports –
Dedicated section

**Air New Zealand
Annual Report 2020**

CLIMATE-RELATED DISCLOSURES

Taskforce on Climate-related Financial Disclosures (TCFD)
Air New Zealand committed to supporting the TCFD in 2016. For the 2020 financial year, the following disclosures summarise how Air New Zealand aligns with TCFD recommendations.

Governance of Climate-related Risks and Opportunities
The Board is ultimately responsible for the Company's response to the risks and opportunities presented by climate-related issues. Board oversight is through the Audit and Risk Committee, which oversees key risks including climate change.

Board's oversight of climate-related risks and opportunities
The Committee meets quarterly and, amongst other things, considers updates and assurance on management of strategic risks. The Board is updated following each Committee meeting. Matters meeting Board-level consideration are highlighted or dealt with in standalone Board agenda items. Strategic climate-related risks are also considered by the Board as part of the Company's Enterprise Risk Management Framework and its Group Risk Profile. Where applicable, climate risk also forms part of the Board's evaluation of material projects and capital investments.

Management's role in assessing and managing climate-related risks and opportunities
Management has day-to-day responsibility for identifying and managing climate-related risks and opportunities. Climate-related risks are identified through the Company's divisional risk registers. Climate-related workstreams are the responsibility of the full Executive team, the Executive Climate Committee (ECC) and the Sustainability Team. Management focus is given to risk identification, ensuring consistency in approach and that the climate-related activities are adequately resourced (for example, fuel monitoring/reporting, carbon reduction programme, offsetting, regulatory compliance). The ECC reports key issues to the Audit and Risk Committee.

Environmental sustainability is affirmed as a business principle within the Company's Code of Conduct and its Supplier Code of Conduct, which set expectations of employees and of those the Company does business with.

Strategy
Air New Zealand has identified the impact of climate change as one of its top strategic risks. These risks (and opportunities) manifest as either:
- physical risks which are those risks arising from changes in the regional and global climate and the consequential impacts and events. These may include acute physical damage from variations in weather patterns (for example severe storms, coastal total flooding, drought) or chronic impacts (for example sea level rise and temperature increase) or
- transitional risks which are those risks related to the transition to a lower carbon economy. These include the impact of policy, legal, technological, reputational or market measures associated with climate change.

Physical risks
Short, medium and long-term physical risks (both acute and chronic) to the Company include:
- in the short-term, higher rainfall and storm frequency and intensity, and, in the long-term, sea level rise and hydrological intrusion causing network disruptions and loss of income to airports as well as other aviation support facilities, critical infrastructure, and supply chains;
- increase in the frequency of extreme weather events affecting flight dynamics and operational planning requirements.

Ultimately, extreme weather frequency and intensity may cause sustained operational disruption and network growth limitations, which may adversely impact Air New Zealand's cost base, future revenue, customer experience and reputation.

Transitional risks
The most likely and impactful transitional effects for the Company include:
- increased regulatory constraints associated with carbon emissions, resulting in higher operating costs. These in turn can impact revenue outcomes. Air New Zealand is cognisant of potential threats and opportunities arising from policy measures and is equipped across different jurisdictions;
- Changing demand for discretionary air travel due to individuals or businesses seeking to reduce their carbon footprint. This can also create opportunities for the most carbon-efficient airlines to enhance their competitive advantage.

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‘Ultimately, extreme weather frequency and intensity may cause sustained operational disruption and network growth limitations, which may adversely impact Air New Zealand’s cost base, future revenue, customer experience and reputation.’



Thank you.

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