TacklingPovertyNZ 2016 Tour: Methodology, results and observations

MCGUINNESS INSTITUTE
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TACKLING
POVERTY NZ

Working Paper 2017/01

TacklingPovertyNZ 2016 Tour: Methodology, results and observations

February 2017

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Appendices

1.0 Introduction

Given that five months have passed since the final workshop, we felt it was timely to summarise our processes and describe our initial insights. This working paper outlines the purpose and processes of the 2016 *TacklingPovertyNZ* tour (the methodology) and chronicles what we heard from the participants who attended each workshop (the results). The paper concludes by providing the Institute's initial thoughts on tackling poverty (our observations). This includes the creation of a new framework for tackling poverty (what we have called the *Sustaining and Empowering Factors Framework*).

We hope that this research helps to improve our collective knowledge of poverty and acts as a call to action – not just to tackle poverty but to eradicate poverty and improve economic and social outcomes for all. Poverty is everyone's problem, and we have the best resource to counter it – 4.8 million New Zealanders. However, in order to do this, we need to move from asking questions of 'why' to questions of 'how'. This paper aims to contribute to the latter.

Our approach to the workshop tour was not intended to be prescriptive, but rather intended to help gather ideas on how to tackle poverty. We were not sure what to expect but we wanted to invite feedback from participants along the way and report what we heard. To this end, we created a post-workshop survey to provide participants with a mechanism to shape their ideas after the workshops. We were also keen for participants, through the workshop process, to meet others with similar goals and ideas. It was hoped they might work together in their communities to bring about change, and that publishing the list of ideas collected during the tour might also inspire others (including those in other parts of New Zealand) to try out new or proven ideas.

Section 2.0 outlines the workshop methodology. It describes the communities we visited, the purpose of the tour, our initial attempts to define poverty, the assumptions we made, the outputs we hoped to produce, the approach, the workshop method, and all the limitations of which we are aware. The process was evolutionary; we aimed to learn and adapt in response to the locations we visited, bringing the lessons learnt from one workshop to the next. We especially want to thank Queenstown Lakes District Council for hosting the first workshop and providing valuable feedback, which formed the foundations for the rest of the tour.

Section 3.0 collates the raw information contributed by participants. This section, as much as is possible, excludes the McGuinness Institute's observations and opinions. We endeavoured to keep this section evidence-based, focusing on what we heard and then trying to make sense of this in terms of analysing the domains (the topics participants decided to discuss in their groups towards the end of each workshop) and analysing the resulting 240 'hows' (suggestions for how to tackle poverty generated in each workshop).

Section 4.0 summarises our thinking in terms of what we heard, saw and felt. In this section we discuss the three Es (employment, education and empowerment) and propose a new theory on how to tackle poverty, which we have called the *Sustaining and Empowering Factors Framework*. We close by discussing the idea of creating three demarcation zones. Demarcation zones are geographical areas that have been delegated certain governance powers, creating a space for developing innovative policy. The zones aim to improve outcomes for citizens through the integration of public products and services. The idea is that the zones not only benefit the community in which they exist, but that successful policy initiatives can be adapted and benefits replicated around the country.

We have also provided background material in the appendices, as listed on the contents page.[1] These resources include workshop exercises and outputs the Institute has produced using the 'hows' developed by the participants. This material will clarify the methodology of the tour, as well as presenting and re-grouping the ideas discussed.

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1 Appendices, 6, 7, 9 and 10 are infographics that can also be found on the Institute's website – www.mcguinnessinstitute.org.

2.0 Methodology

2.1 Background

TacklingPovertyNZ is an initiative that began as a three-day policy workshop run by the McGuinness Institute in collaboration with the New Zealand Treasury in December 2015. This workshop saw 36 New Zealanders between the ages of 18 and 25 come together to articulate a youth perspective on the issue of poverty in New Zealand and how we might, as a country, go about tackling it.

One of the observations made by participants at the 2015 workshop was that poverty in New Zealand is too complex an issue to be resolved with a one-size-fits-all solution. Instead solutions must be developed and implemented at a local level, as poverty has vastly differing characteristics for people in different areas of New Zealand.

Locations for the 2016 tour were determined based on interest from local councils after the 2015 workshop. As a result, workshops were organised in Queenstown, Manawatu, Rotorua, Gisborne, Kaitaia and Kaikohe (see Figure 1 below). Mayor Hon John Carter of the Far North District believed that one workshop would not recognise the diversity of the Far North's communities, so two workshops were organised in this district.

Figure 1: Map of the *TacklingPovertyNZ* 2016 one-day workshop tour

TacklingPovertyNZ 2016 tour dates

Kaitaia (Far North)
Thursday, 15 September 2016
Te Ahu, Cnr Matthews Ave & South Rd, Kaitaia

Kaikohe (Far North)
Friday, 16 September 2016
Kaikohe Memorial Hall, Memorial Avenue, Kaikohe

Rotorua
Friday, 19 August 2016
Concert Chamber, Sir Howard Morrison Performing Arts Centre, 1170 Fenton Street, Rotorua

Manawatu
Monday, 15 August 2016
Manfeild Suites, 59 South Street, Feilding

Gisborne
Wednesday, 31 August 2016
Waikanae Surf Lifesaving Club, Grey Street, Gisborne

Queenstown
Tuesday, 29 March 2016
Queenstown Memorial Centre, 1 Memorial St, Queenstown

2.2 Purpose

The purpose of the *TacklingPovertyNZ* 2016 one-day workshop tour was to build and share ideas on how to tackle poverty in five districts. We asked participants at the workshops to develop specific, actionable suggestions on how to address poverty in their area. We took a blank-canvas approach, chronicling dialogue rather than prescribing outcomes. Our primary task was to listen and then document the 'hows' voiced by the community. The narratives we heard on tour will continue to guide our work programme.

The purpose of this working paper is threefold: to explain the thinking behind the one-day workshop tour (the methodology), to document the 'hows' collected along the way (the results; see the lists in Appendices 3 and 4) and to explain our interpretation of the 'hows' we heard (the observations).

The Institute's aim is to help eliminate poverty in New Zealand. In doing so, we hope to contribute to the United Nations' Sustainable Development Goal 1 to 'end poverty in all its forms everywhere'. We intend to do this by

- connecting like-minded people in communities;

- sharing proven, effective ways of tackling poverty;

- encouraging innovative ways of tackling poverty and supporting the testing of these ideas in local communities;

- facilitating collaboration and networking between service providers, businesses, communities, individuals, NGOs, and local and national government;

- analysing and publishing the lists of the 'hows' generated by workshop participants;

- inviting feedback from the communities as well as other interested parties; and

- contributing to a national conversation about how to tackle poverty in New Zealand.

2.3 Defining poverty

The first obstacle in any discussion around poverty is the question of how to define it. Most established definitions of poverty fall short because they place too much emphasis on income. These definitions fail to adequately consider some of the less tangible human needs that constitute a dignified life, such as opportunity, culture, love and self-esteem.

Productive dialogue around poverty needs to begin with a shared understanding of what poverty is. To this end, we used two established definitions of poverty: 'absolute poverty' as defined by the United Nations Education, Scientific and Cultural Organisation (UNESCO) and 'hardship' 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 (UNESCO, n.d.).

- 'Hardship' poverty is when an individual is constrained by their material circumstances from achieving a minimum 'decent' level of wellbeing (New Zealand Treasury, 2012, p. 3).

For the purposes of these workshops, we found it useful to look at absolute and hardship poverty as one end of a continuum of wellbeing. If absolute poverty represents the extreme and hardship poverty is a step before absolute poverty, then the opposite is a high level of individual and communal wellbeing that is sustainable over the long term (the desirable end of the continuum). This perspective is illustrated in Figure 2.

Figure 2: A continuum of wellbeing

| absolute poverty | hardship poverty |

LOW LEVEL OF WELLBEING
the basic needs of individuals and communities are not met, compounding disadvantages for successive generations

HIGH LEVEL OF WELLBEING
the diverse needs of individuals and communities are met in a way that is sustainable across generations
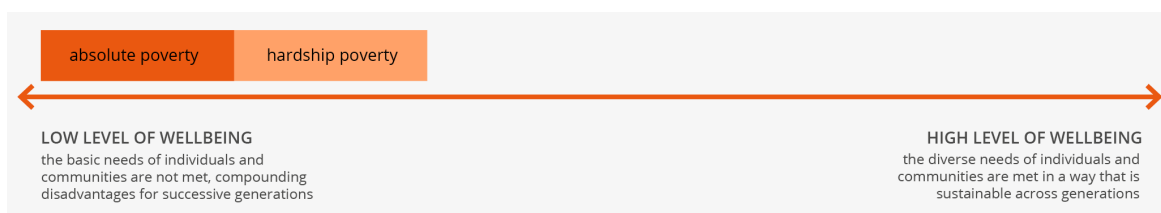
2.4 Assumptions

Throughout the *TacklingPovertyNZ* workshop tour and the post-workshop analysis, the Institute has made a number of assumptions.

The following are the key assumptions driving our analysis:

1. If you ask people how to tackle poverty, they will indirectly point out the failings in the current system and suggest improvements or novel solutions to existing problems.

2. If knowledge lies with people and the tools lie with government, the list of 'hows' we have collected represents the knowledge of the people and illustrates to government how they might use their tools more effectively.

We have also made a number of other assumptions:

3. Poverty does exist in New Zealand and can be tackled.

4. Poverty is a word that means different things to different people.

5. Poverty does not necessarily need to be defined or measured to be tackled.

6. Poverty is often a universal name for a range of symptoms. In much the same way that a fever or rash is a symptom of a virus, poor attendance at school, sicknesses due to poor housing and diet, mental health issues, and incarceration can be symptoms of poverty. Treating symptoms in isolation will not end poverty; a true solution requires a new, integrated approach.

7. The current approach to tackling poverty is not working. Appendix 6 illustrates the significant number of government entities that need to work together to tackle poverty.

8. The statistics show that we have regions of poverty in New Zealand (see Appendix 7).

9. Designing and implementing innovative solutions in small isolated areas is more likely to be successful than trying to develop innovative solutions in large cities (this is based on the observation that businesses tend to develop innovative products and services by bringing together diverse but connected teams). Further, it could be argued that it would be easier to take regional successes to the cities rather than take city successes to the regions.

2.5 Outputs

The tour has led to the creation of a number of resources and papers, and there are more on the way. Below is a list of our significant outputs, many of which can be found on the *TacklingPovertyNZ* website.

1. A discussion paper on each of the areas visited – five in total (published December 2016).

2. *Working paper 2017/01 – TacklingPovertyNZ 2016 Tour: Methodology, results and observations* (this paper, published February 2017). This includes

    A. two infographics (developed during the workshop tour):
       i. *Lines within New Zealand* and
       ii. *Decile 1 and 2 schools by region;*
    B. a list of 'hows' from all six workshops; and
    C. two infographics (developed after the workshop tour):
       i. *A situational overview of the talking tour 2016/He tūāhua o te haerenga kōrero 2016* and
       ii. *A regional perspective of the talking tour 2016/He rohe tirohanga o te haerenga kōrero 2016.*

3. *Working Paper 2017/02 – Key Graphs on Poverty in New Zealand: A compilation*

4. A think piece (to be published mid-2017).

5. A *Project 2058* report on poverty (to be published late 2017/early 2018).

The discussion papers are specific to each area visited, while the working paper presents everything we have learnt on tour, including our analysis of the results. The think piece will illustrate our opinion and what we are thinking about the project going forward, bringing together the broader outcomes. The next step is a more significant report (what the Institute calls a *Project 2058* report), which will include further research on poverty and will be published in late 2017/early 2018.

2.6 Approach

The Institute chose to take one-day workshops to smaller cities and towns because of the importance of exploring local solutions for tackling poverty; local communities and individuals have untapped ideas and information on who is affected and what does and does not work in their region.

The tour was designed to provide a platform for local voices to address poverty by 'holding a microphone' up to voices that may not necessarily be heard in mainstream policy analysis. This tour encouraged open discussion at a community level, while the Institute's function was to facilitate and chronicle the ensuing dialogue.

The Institute wanted to preserve the integrity of the voices heard on tour in the post-workshop outputs. To achieve this, the Institute did not publish the 'hows' developed at each workshop until all six workshops were complete. We also appointed interns to report on group discussions at each workshop.[2] The Institute did not want workshop participants to be influenced by the 'hows' developed at previous workshops, nor the authors of the discussion papers to be swayed by the thinking and experiences of other communities. Our aim was to report the unique voices of the participants who attended each workshop so that we had confidence in the common themes and unique characteristics apparent in each area. Thus, where possible, different Institute staff attended each workshop and authored each of the resulting discussion papers.

2.7 Workshop Method

This section explains the pre-workshop preparation, the actual process used during a one-day workshop and the post-workshop follow-up.

2.7.1 Pre-workshop

The Institute collaborated with local councils to organise the logistics of each workshop, such as the workshop venue and liaisons with local and national speakers. We explain the process briefly below.

Promotion

The Institute and local councils promoted the workshop by using social media and workshop flyers. We also contacted local service providers such as Child, Youth and Family (CYF), local Rotary Clubs and businesses that may have had clients or members interested in attending the workshop. The Institute sent out a press release to national and local media outlets for each workshop.[3] The local councils undertook their own promotion, including sharing the events on their Facebook pages. Facebook was a very effective tool in both Rotorua and Gisborne; conversely, it may explain the low attendance in the Far North, where Internet access is a major challenge.

Registration

The online registration survey was a generic one used throughout the tour, with the exception of the Queenstown workshop, where registrations were managed by Queenstown Lakes District Council. It asked participants for information such as age, connection with the location, background about themselves, what poverty in the region looks like to them, and what they wanted to get out of the workshop. These questions assisted in shaping the workshop programme, provided some background to the people interested in the workshop, and gave insight into the poverty landscape of the region. A few days before each workshop, the Institute emailed a workshop programme to those who had registered. Despite this process, each workshop saw a different number of participants turn up on the day. Extra people were welcome to join and the Institute always ensured there were enough seats and

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2   Workshop interns were sourced from the 36 participants, aged 18 to 25, who attended the 2015 *TacklingPovertyNZ* workshop. The interns were flown to the region by the Institute and backpacker accommodation was generally provided by each council. There were a number of reasons why the workshop interns were important to take on tour. They were the initial instigators of the tour and the Institute needed scribes to report on the deeper conversations taking place around each table. It was also our hope that they would take away a deeper understanding of the issues facing regional New Zealand. Many of the workshop interns had not travelled to these regions and many commented on the amazing people they met and the insights they gained. A deeper understanding of all New Zealanders is an excellent outcome and bodes well for New Zealand's long-term future. The interns' names are listed in the one-day workshop tour summary table in Appendix 1.

3   Press releases can be read on the McGuinness Institute website – www.mcguinnessinstitute.org/press-releases.

tables for unregistered arrivals. We were also advised that we needed to provide a phone number on all flyers and promotional material, as many people did not have access to the Internet. This proved to be correct and over the course of the tour we had 25 people register by phone.

Resources

The Institute used the *TacklingPovertyNZ* website to post exercises, handouts and resources for use on the day. Stationery and resources were either sent to councils prior to the workshop or were brought by Institute staff on the day of the workshop. At the workshop, each participant was given a copy of the worksheets (see Appendix 3) and there was a resource table where participants could take away the resources they found interesting. A large A2 copy of each exercise was made available for the group work and became part of the presentation from the group back to the plenary. These exercises can be seen in the photographs below and overleaf.

Set-up

Each workshop room was set up similarly: speakers were to stand at the front of the room, preferably with a podium and a screen for their slideshow behind them, and tables were to have eight chairs around them (for six participants, one workshop intern to report on the discussion, and a 'hot-seat' for speakers to answer questions and contribute to the discussion).

2.7.2 Workshop

Each of the one-day workshops followed a similar method. The Queenstown workshop on 29 March 2016 was the first and was designed to test the process of running a one-day workshop on tackling poverty in a specific area. The approach proved successful and we are grateful to the former Mayor of Queenstown Vanessa van Uden, council staff, and the broader community for providing such excellent feedback. The structure of the workshop was designed to ensure the focus was on the key outputs – the 'hows' – and that these were developed by participants. The workshops took a flexible approach to allow for regional variation.

At the beginning of the day, participants split into groups of six and were given a colour. A workshop intern was assigned to each group and acted as a note-taker to write down conversations at each table, providing additional information about the group discussions. The workshop interns' notes were then used to provide further context to the 'hows'. These notes are available on request.

A panel of local and national speakers opened each workshop by putting forward a diverse range of evidence and ideas concerning the landscape of poverty in the area. The panel was joined by a small group of representatives from the *TacklingPovertyNZ* 2015 cohort, who presented the booklet produced as the primary output of the original workshop.[4] After listening to both local and national speakers, groups worked on Exercises 1 and 2 (see Appendix 3). Each group then presented their work to the plenary for feedback.

Exercise 1: Maps (the 'who')

Participants worked in groups to visualise poverty as a map based on their personal understandings and information from speakers. The aim of this exercise was to develop a common understanding among participants of the groups in society that are being affected.
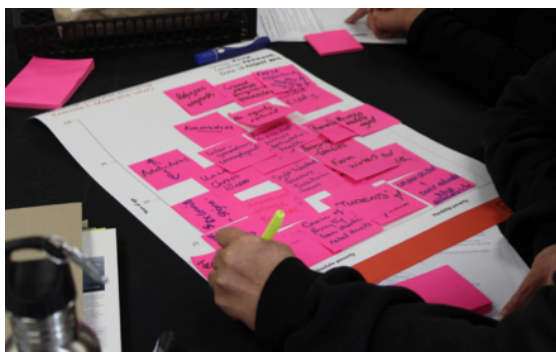
Exercise 1: Participants of the Manawatu workshop mapping the poverty landscape (see Appendix 3).
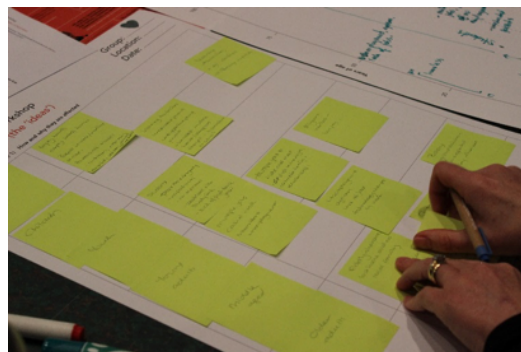
Exercise 2: Participants of the Rotorua workshop organising their ideas into domains (see Appendix 3).

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4   See the *TacklingPovertyNZ* website for more information – www.tacklingpovertynz.org/tacklingpovertynz-booklet.

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

The groups were asked to build on their understandings from Exercise 1 describing why and how poverty affects particular groups. They presented these ideas to the plenary on post-its, which were then placed on the wall.

After completing Exercises 1 and 2 before lunch, key themes and groups were identified (the Institute has called these 'domains') for further discussion in the afternoon. Domains were written up on large pieces of paper and stuck up on the walls of the workshop room. Participants were then given five stickers or 'tokens' that correlated to their group colour. Participants voted by sticking their token on the paper with the domain(s) they considered most significant. Participants could choose whether they used all five tokens to vote for one domain or for different domains. The votes for each domain were then counted. The full list of domains discussed in each area can be found in the workshop summary table in Appendix 1 and analysis of these has been undertaken in Section 3.1.

Participants voting at the Manawatu and Kaitaia workshops.

After the domains had been chosen by the voting process, each table was assigned a domain. Participants selected the domain that they were most interested in pursuing or to which they felt most able to contribute. In some cases, breakaway groups were formed, enabling more in-depth discussion (particularly where groups became too large). Each domain group was then asked to undertake Exercise 3 to determine seven 'hows' that would effect change. There was no set number of domains; for example, in Gisborne there were six domains while in Queenstown there were four.

Exercise 3: Seven ways (the 'how')

Each group was asked to develop at least seven specific, actionable suggestions for how to address poverty. Participants were encouraged to develop as many 'hows' as they could think of. The workshop concluded with members of the wider public joining to listen to participants as they presented their 'hows' back to the plenary.

Please note that participants did not separate into domain groups at the Rotorua and Kaikohe workshops. This was because of numbers; the Rotorua workshop was very large and separating would have been disruptive and the Kaikohe workshop was very small and had time constraints. In both cases it seemed more appropriate for participants to continue working in their existing groups with the option to move around if they wished.
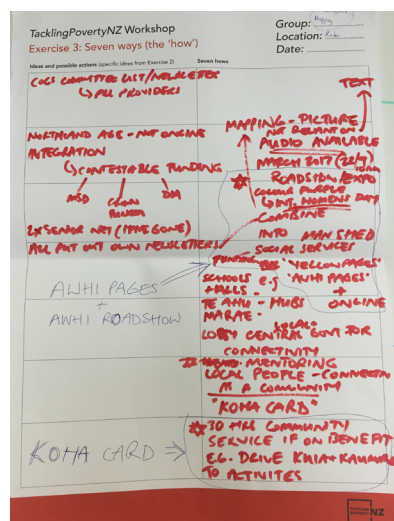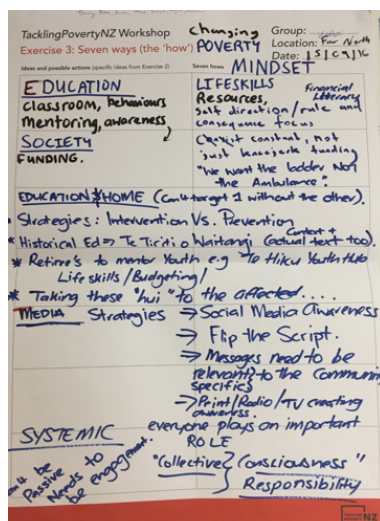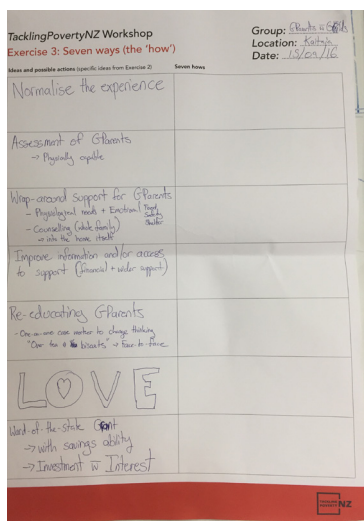
Exercise 3: Groups from the Kaitaia workshop develop their 'hows' (see Appendix 3).

2.7.3 Post-workshop

The post-workshop process was similar for each area visited. Each post-workshop process was managed by a different Institute staff member so that they only dealt with one workshop. Photographs of each Exercise 3 were published on the *TacklingPovertyNZ* website, videos of the speakers were reviewed for editing and published on the Institute's YouTube channel (after being approved by the speaker), the workshop intern notes were collected and read, draft blogs were prepared, and the list of 'hows' was published following the process below.

The list of 'hows'

This involved three evolutions.

Version 1: Photos of Exercise 3 were uploaded on the website under each workshop.

Version 2: Exercise 3 was typed up and edited. 'Hows' that were duplicated across multiple groups within the same workshop were combined and reworded so that they were more action-focused. There were 28 'hows' from Queenstown, 35 'hows' from Manawatu, 81 'hows' from Rotorua, 122 'hows' from Gisborne, 31 'hows' from Kaitaia and 36 'hows' from Kaikohe. The Institute then emailed Version 2 to the speakers and organisers of the workshop for feedback to ensure our edits were correct and reflected the discussion.

Please note that because participants at the Rotorua and Kaikohe workshops did not split into domain groups, the Institute used key themes and groups that we heard at the workshop and grouped the 'hows' under domains after the workshop. In addition, at the Gisborne workshop participants started developing 'hows' in their original groups before separating into domain groups. These initial 'hows' were combined into the domains after the Gisborne workshop.

The workshop interns' notes were used to identify 'hows' that were discussed in groups but were not written into Exercise 3.

Version 3: Once feedback on Version 2 was received, the Institute reworked the 'hows' to ensure that feedback was incorporated, 'hows' were reworded to ensure clarity and direction, and all 'hows' developed at the six workshops were formatted the same, including making sure that each 'how' had a relevant sub-heading. Version 3 of the 'hows' enabled the Institute to ensure that they best reflected discussions at the workshops and summarised regional action points. This process meant that we had 240 'hows' in total: 28 'hows' from Queenstown, 32 'hows' from Manawatu, 44 'hows' from Rotorua, 69 'hows' from Gisborne, 31 'hows' from Kaitaia, and 36 'hows' from Kaikohe.

Post-workshop survey

Version 3 of the relevant 'hows' was then put into a post-workshop survey for each area. The link to the survey was emailed to participants, speakers, key organisers and the mayor of the region. It was also accessible from the *TacklingPovertyNZ* website for anyone to complete. The survey asked respondents to rate each of the 'hows' from 'not a great idea' to 'a really interesting idea', and/or add new 'hows' (that may have been missed or that may have been thought of since the workshop). The questions were voluntary and survey respondents could add comments to their responses if they wanted to expand on their answers. In the interest of gaining a broad overview, the surveys were designed to seek feedback from attendees and non-attendees alike. Therefore, the Institute invited those who received the survey to share the weblink with their friends and whānau. Each survey ran for about three weeks. See Section 3.3 for our summary of the results or see the workshop discussion papers for the full results.

Discussion paper

The results of the surveys guided the resulting discussion papers, which record the main discussion points raised by participants in each region and present the solutions they proposed at the close of the workshops.[5]

2.8 Limitations

Below is a list of all the limitations to the workshops that we are aware of:

Results are representative of five regions, not of high density urban areas

Our research focuses on five regions. Over this time we were asked to undertake further workshops in other regions and in cities. We decided to focus exclusively on the five regions in 2016 so that our research would reflect the specificities of each workshop and region. Although this could be viewed as a limitation of this work, we see it as a strength.

Participants were self-selected and technology access hindered participation

The participants who attended were predominantly motivated by the opportunity to have a conversation about how to tackle poverty in their area. Although the conversations that took place and the 'hows' that were developed are valuable, they are not representative of all those affected by poverty in New Zealand.

To counter the limitation of self-selection, the Institute used the Internet in an attempt to reach a greater number and diversity of participants. The pre- and post-workshop surveys were online, as was much of the marketing, which made use of the McGuinness Institute and *TacklingPovertyNZ* Facebook pages, as well as local council and community pages.

Unfortunately, use of the Internet for marketing and outreach may have had an adverse effect on the diversity of dialogue at all stages of the workshop process. Regions with better Internet access tended to have higher numbers of online registrations, greater attendance at the workshops and higher numbers of post-workshop survey respondents. In an attempt to address this, the Institute did state on flyers that those without Internet access could call the Institute.

Workshops were held during the working week, meaning that those working full time could not easily attend

Although we ensured that the workshop dates and times were made available to the public at least a month before the workshop was to be held, running the workshops on weekdays may have limited who could attend; those with weekday jobs would have had to take the day off work and this is often not an option. The Institute is aware that the audience at the workshops was not necessarily representative of all those in the community who wanted to attend the workshops. Some of the people who did not attend the workshops may have been the voices we needed to hear the most.

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5   All discussion papers can be found on the *TacklingPovertyNZ* website – www.tacklingpovertynz.org/2016-workshops.

To counter this, the Institute invited the public to a final presentation of the workshop findings after work hours. The two exceptions were the Far North and Rotorua workshops, where the final presentations started at 4.30 pm to accommodate attendees needing to travel some distance from the workshop on country roads.

Regional isolation may have been a limiting factor to attendance

This may particularly be the case in Gisborne, Kaitaia and Kaikohe, as driving skills, access to a car and transport infrastructure (such as safe roading) were discussed at all three workshops.

Iwi participation was stronger in some areas than others

This may be because some councils had closer relationships with local iwi. If we were to do this again, we would visit local iwi organisations in person and make sure they felt welcome. Alternatively we could have held a workshop on a marae.

Unique views on how to tackle poverty were not always easy to identify and record

If a 'how' was not identified or merged with another idea in the domain discussions, it could easily be lost. To help counter this, we had the workshop interns in later workshops write up full notes on what they heard. We also used the post-workshop survey to collect any ideas we may have missed or improve the context of the 'how' so that the list best reflected the view of participants.

Reflection was not possible on the day

Giving people time to reflect on complex policy issues is critical. The workshops were very busy and it became apparent that we needed to get reflections after the workshop. This is why the post-workshop survey was instigated. In general the number of responses were low, but those that were completed provided us with valuable insight. If we were to do this again, we would hand out links to participants before they leave the workshop in order to improve response rates.

3.0 Results

There has been a significant amount of information collected from the tour. This section discusses the process of preparing our results from the pre-workshop survey to the post-workshop survey, while Section 4.0 discusses some of the applications of these results. The more reflective observations from the tour will be published later this year.

3.1 Analysing the pre-workshop survey

Although we did not release a pre-workshop survey for Queenstown, it was evident from the workshop that participants wanted to learn whether poverty existed in their community and, if so, in what forms.

Participants at the Manawatu, Rotorua and Gisborne workshops shared a common agenda. Their pre-workshop surveys revealed interest firstly in learning about existing local initiatives, and secondly in developing action points that they could lead as a community. Their workshops acted as forums for them to connect with like-minded people in their area.

Far North participants who completed the pre-workshop survey expressed interest in changing the mind-set of poverty, which they saw as the core of embedded poverty in their community.

3.2 Analysing the 32 'domains'

Across the workshops, participants selected their preferred topic to discuss the impact of poverty on. We called these domains. In the afternoon, they formulated 'hows' to address issues in their chosen domain. Lists of the domains discussed in each region can be found in the summary table of the workshop tour in Appendix 1. Figure 3 illustrates the frequency of discussion on each domain topic.

Figure 3: Frequency of domains across all workshops
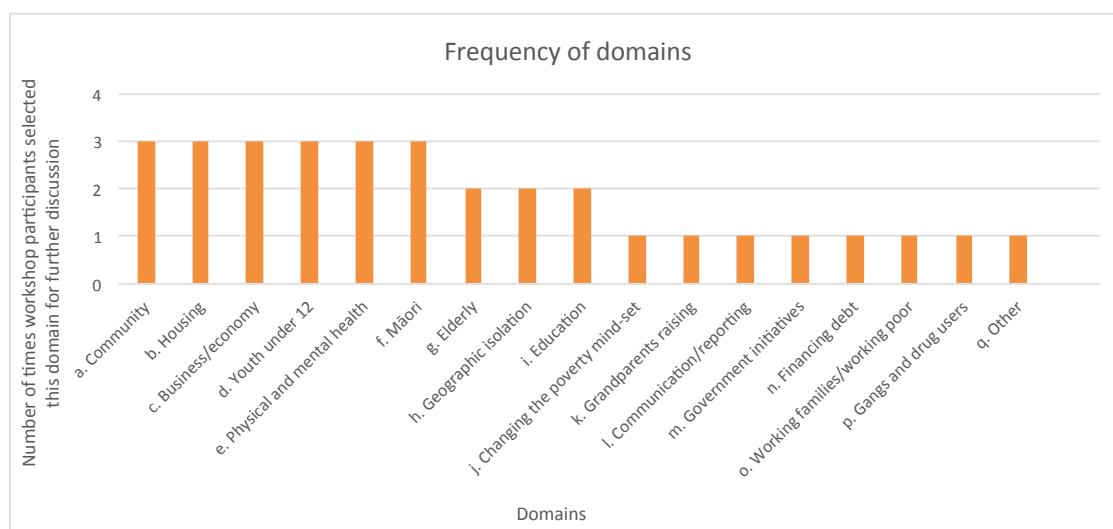
Key findings by domain

a.   Community was a common theme discussed across all workshops but became a domain in Queenstown, Rotorua and Kaikohe.

b.   Housing as a topic of discussion was prevalent in Queenstown, Manawatu and Rotorua, and was discussed more generally throughout the tour. Queenstown was unique in that the discussion there centred on quantity whereas Manawatu and Rotorua focused more on quality.

c.   Business and economy were common topics of discussion in Queenstown, Rotorua and Kaikohe.

d.   Youth under the age of 12 were frequently discussed in Manawatu, Rotorua and Gisborne.

e. Physical and mental health was a common topic in Manawatu, Gisborne and Kaikohe.

f. Those interested in discussing Māori issues came together in Manawatu, Gisborne and Kaitaia. This was felt necessary by participants because poverty is particularly entrenched for Māori in these areas.

g. The elderly became a domain in Manawatu and Gisborne.

h. Geographical isolation was discussed most frequently in the Far North. It was also discussed more broadly in Gisborne, where a discussion took place about the need for improved social infrastructure related to poverty.

i. Education was discussed in terms of life skills and outcomes, not just in terms of schools and academic results.

j. Kaitaia and Kaikohe discussed the need to change the poverty mind-set. This led to a deeper discussion on how to empower communities and families over the long term.

k. Grandparents raising grandchildren appeared as a domain in Kaitaia but was also an issue that received considerable attention in Kaikohe and Rotorua.

l. Communication and reporting on existing initiatives was raised in Kaitaia where people were unsure about what work is already being done.

m. The need for improved and more integrated central government initiatives was specifically discussed in Rotorua.

n. Financing debt only appeared as a domain in Rotorua but concerns around financial literacy were also widely discussed in Gisborne and the Far North.

o. Gisborne was the only region to discuss working families/working poor as a domain, but this was also discussed in the Rotorua workshop.

p. Gisborne was also the only region to discuss ideas on gangs and drug users as a domain, but this was also discussed at the Far North and Rotorua workshops.

q. A catch-all domain called other was used in Queenstown at the first workshop but was avoided in subsequent workshops. In Queenstown, the other domain mostly covered discussions about the impact of tourists on the community.

3.3 Analysing the 240 'hows'

Lists of the 240 'hows' can be found in Appendices 4 (by location) and 5 (by factor). It is important to note that the 'hows' varied in detail and depth but each represents a unique solution to poverty from a particular workshop. Some ideas were raw solutions, while others were developed and expanded into actionable ways to address poverty.

After the six workshops were completed, the Institute wanted to develop a range of different lenses to review the 240 'hows'. We were looking for ways to make sense of the 'hows' and break them into manageable chunks. This section outlines the initial stages of this process. The Institute's observations of the 240 'hows' are outlined in Section 4.0, along with the development process of one of the more effective lenses we used to make sense of the 'hows': the *Sustaining and Empowering Factors Framework*.

The pie charts in Figures 4 and 5 illustrate the number of 'hows' produced and the number of participants that attended each workshop. The number of 'hows' is roughly proportionate to the number of participants; the two largest workshops, Rotorua and Gisborne, produced the most 'hows'. The Institute put more work into condensing the 'hows' from these workshops, as the greater attendance meant some ideas overlapped. The 'hows' from the larger workshops were more difficult to refine; this was particularly the case for Rotorua, where participants did not separate into domain groups but continued working in their original groups. This resulted in 129 'hows', which the Institute regrouped into 44 'hows'. This process can be found in the one-day workshop tour summary table in Appendix 1, where the number of 'hows' in each version is listed.

Figure 4: Number of 'hows' from each workshop

Number of 'hows' from each workshop

28
32
44
69
31
36

■ Queenstown   ■ Manawatu   ■ Rotorua   ■ Gisborne   ■ Kaitaia   ■ Kaikohe
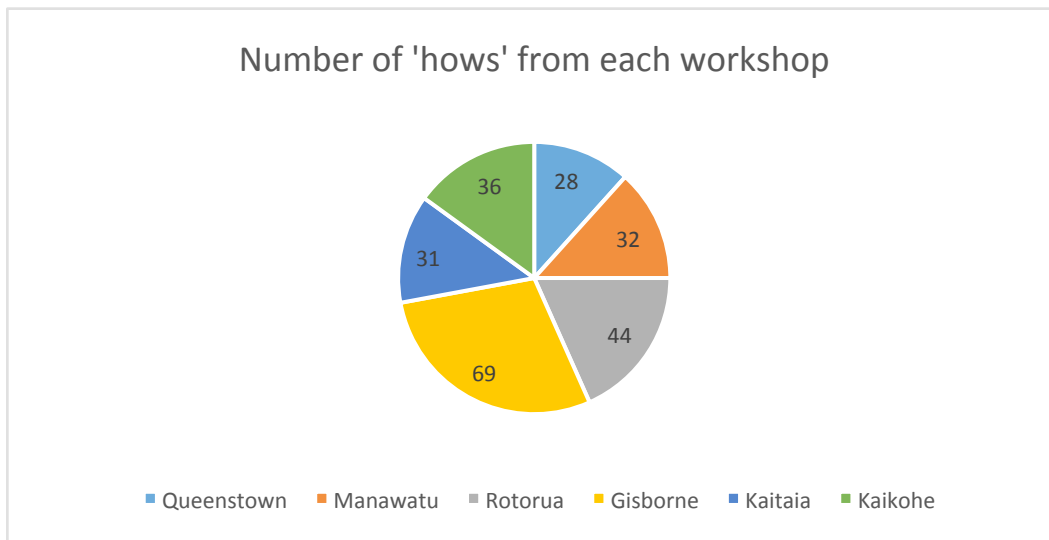
Figure 5: Number of participants from each workshop (approx.)

Number of participants from each workshop (approx.)

60
65
100
75
60
40

■ Queenstown   ■ Manawatu   ■ Rotorua   ■ Gisborne   ■ Kaitaia   ■ Kaikohe
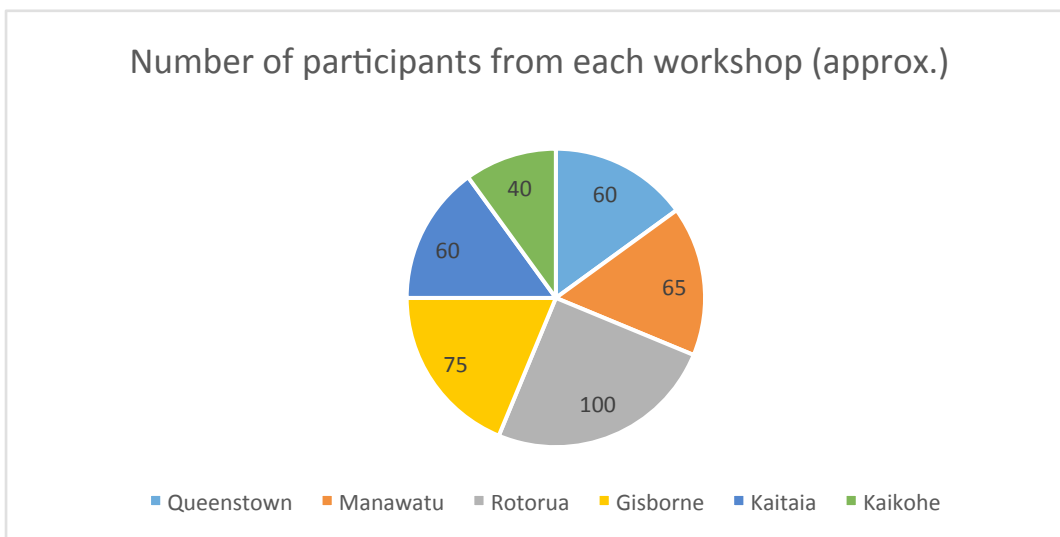
3.4 Analysing the post-workshop survey results

The detailed post-workshop survey results can be found in *TacklingPovertyNZ 2016 Tour: Workshop survey results* and in each of the discussion papers. See Figure 6 for the final number of respondents by region.

Workshop participants, evening presentation attendees and the general public were invited to complete these surveys, which were designed to refine ideas and collect further feedback on the workshop process. Responses varied significantly but, overall, were lower than we had hoped, with the most being 35 from Rotorua compared to two from Kaikohe. Technological issues in a number of areas visited, as well not obtaining email addresses upon registration or being unable to read the email addresses that we did receive may have contributed to this and helps to explain the disparities in attendance and survey response numbers. The number of responses in Rotorua and Kaikohe corresponded with our pre-workshop experience in that Rotorua was relatively Internet savvy, whereas Kaikohe had significant broadband issues.

Figure 6: Number of respondents to the post-workshop survey

Number of respondents to the post-workshop survey

- Queenstown
- Manawatu
- Rotorua
- Gisborne
- Kaitaia
- Kaikohe

(pie chart values: 20, 19, 35, 16, 8, 2)
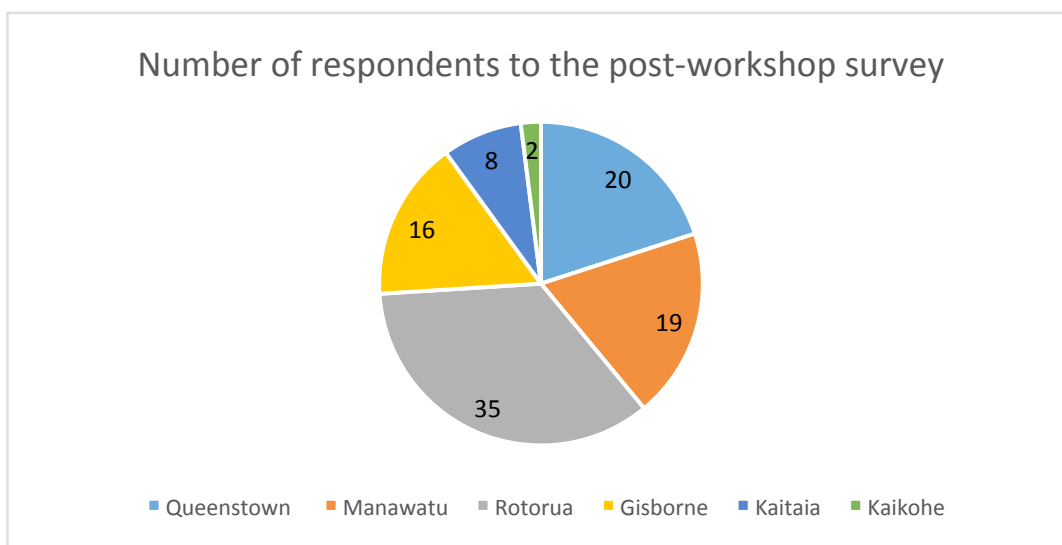
Below we summarise the raw 'hows' that received the most interest from survey respondents. These were further refined and can be found in Appendix 4 in their final form. Where there is a clear consensus around the best idea, we have listed only that idea. Where there is a group of 'hows' that received similarly high levels of support, we have included them all.

Queenstown

· Models: Businesses leading and integrating the values and visions of Queenstown into their business practices. For example, by promoting inclusion, safety, environmental stability, worker rights and responsibilities, and maintaining a beautiful township.

Manawatu

· Emergency housing: Community trusts, MDC and others to investigate the purchase or repurposing of a house to provide emergency housing for Feilding.

· Coordination and collaboration: Bring together all agencies who work with young people to ensure there are no gaps and to reduce cross-overs.

· Improved access to mental health services: Work with the local DHB to create an integrated mental health facility. Educating our community about how to access services.

Rotorua

· Providing community services: A 24-hour Social Care Centre; universal access to health services, counselling, rehabilitation centres and housing; and creating a community hub for social solidarity and to share knowledge between generations in gardening, knitting, and creative and computer skills. This will also build social, mental and health awareness.

· Establishing emergency shelters: A centre for homeless whānau and a homeless night shelter.

· Reforming social housing: Building affordable homes, reviewing accommodation costs, simpler access criteria, compulsory warrants of fitness for housing, and providing housing bonds to working families still struggling due to low paying jobs.

· Implement career evenings: Career evenings for businesses with employment vacancies. Community members have the opportunity to attend a four-step training programme to gain the skills to fit the vacancies. The idea comes from the Ruapehu district where it was successfully trialled and saw a high placement of workers.

Gisborne

· Housing regulations: Reviewing housing regulations to improve housing stock.

· Support and rehabilitation: Ensuring more support is there for those dealing with addictions (e.g. a local drug and alcohol court and a local rehabilitation unit in the Gisborne/Tairāwhiti region).

· Education: Ensuring appropriate drug education is available in the community.

- Supporting existing groups: Supporting community groups that are already established and encouraging groups to collaborate, support each other and scale-up (e.g. Te Ora Hou, -9+ and Tu Tangata).

Kaitaia

- Mobile medical centres: Creating mobile medical centres to go to hard to reach places.

- Hubs on wheels: Creating hubs on wheels to take services to hard to reach places. For example, playgrounds and toys, a library bus, and a pharmacy.

- Intergenerational mentoring: Implementing a programme where retirees mentor youth on life skills such as budgeting, cooking and gardening. For example, Te Hiku Youth Hub.

- Normalising the experience: Normalising the experience of grandparents raising grandchildren by approaching the issues with love and encouragement and letting this understanding show through in the language we use to talk about these situations.

- Post-education employment: Establishing community-led hubs that link education providers and potential employers with the community. This would facilitate networking and encourage a coordinated approach to addressing problems of local employment after education.

Kaikohe

- Regulating money 'loan sharks': Regulating money 'loan sharks' to stop them preying on the vulnerable.

- Removing gambling facilities: Closing down gambling facilities like the 'pokies' in Kaikohe.

- Rural bus services: Implementing rural bus services between rural communities and main towns to allow access to services such as medical appointments.

- Driving lessons: Teaching driving in schools so that students can get their licence. This will help combat geographic isolation and reduce the rate of behind-the-wheel offences.

4.0 Observations

The following observations discuss and respond directly to the results outlined in Section 3.0. Broader analysis of the findings and observations from the tour will appear in a think piece in mid-2017 and a full report in late 2017/early 2018.

Providing social infrastructure is a role of local and regional government, and central government must ensure the correct policy settings are in place to align resources and optimise goals. Future investments into communities affected by poverty must be made more carefully in order to cater to the complexities and distinct challenges of each community. By recognising the differences within our communities, as well as the commonalities, we are better placed not just to tackle poverty but to eradicate it, thereby improving economic and social outcomes for all.

Narratives of poverty often revert to discussions about a lack of individual wealth or income. They do not generally discuss the impact of poverty on families and communities, nor do they reveal what success looks and feels like for different people and groups. Workshop participants shared their ideas on how they would tackle poverty and connect individuals, families and communities with their dreams and ambitions. This led to the development of what we have called the *Sustaining and Empowering Factors Framework*.

4.1 The evolution of the Sustaining and Empowering Factors Framework

We looked at a number of ways to simply and articulately represent the 'hows' we heard on tour. We looked at organising them in categories such as age or social service; however, these did not seem to fully reflect the conversations we heard. We heard not just a strong desire to tackle poverty but a desire to eliminate poverty entirely. Therefore we need two strategies: a strategy to help people get out of poverty and a strategy to enable people to stay out of poverty. The participants were not just talking about short-term survival and security; they wanted to find durable ways to enable people to escape the cycle of poverty.

33 Sub-factors

In the process of reviewing the 'hows', we identified 33 sub-factors (listed in Table 1). The sub-factors are terms we have created to align with the voices we heard on tour and enable us to analyse the 'hows'. As well as creating a framework for analysis, the 33 sub-factors form a checklist that can be used by communities and individuals to identify which sub-factors they need to work on. The checklist describes each of the sub-factors in more detail and is included as Appendix 8 of this paper.

Table 1: The five factors and 33 sub-factors (an extract from *A situational overview of the talking tour 2016/ He tūāhua 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]

Empowering factors / Tohu Whakamana		
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]
28.	Financial assistance and tax systems	[8]
29.	Local economy	[8]
30.	Explore innovative ways to package debt	[4]
Factor V: Self-determining nation / Iwi Motuhake Providing a strategic approach that optimises both public good and economic enterprise.		
31.	Central government strategy to tackle poverty	[5]
32.	Mental health services review	[1]
33.	Think Tank: takahanga tuatahi – The first footsteps	[1]

* Note: The number in the right-hand column in Table 1 refers to the number of 'hows' that relate directly to one of the 33 sub-factors. As some 'hows' are applicable to more than one sub-factor, the numbers in brackets add up to 276.

Maslow's hierarchy of needs

In analysis of the 33 sub-factors we had organised the 'hows' into, we were reminded of the psychological theory of Abraham Maslow's hierarchy of needs.[6] Maslow's hierarchy of needs explores how individual needs motivate our behaviour (see Figure 7). We could see that a number of the sub-factors directly corresponded with the bottom two tiers of Maslow's hierarchy. However, participants on the tour also considered collective needs and discussed many of the 'hows' in terms of the role of family, community and the nation. In our view, they were introducing another dimension to the self-fulfillment needs of Maslow's hierarchy.

Figure 7: Maslow's hierarchy of needs

Self-actualisation: achieving one's full potential, including creative activities

Esteem needs: prestige and feeling of accomplishment

Belongingness and love needs: intimate relationships, friends

Safety needs: security, safety

Physiological needs: food, water, warmth, rest

Self-fulfillment needs

Psychological needs

Basic needs
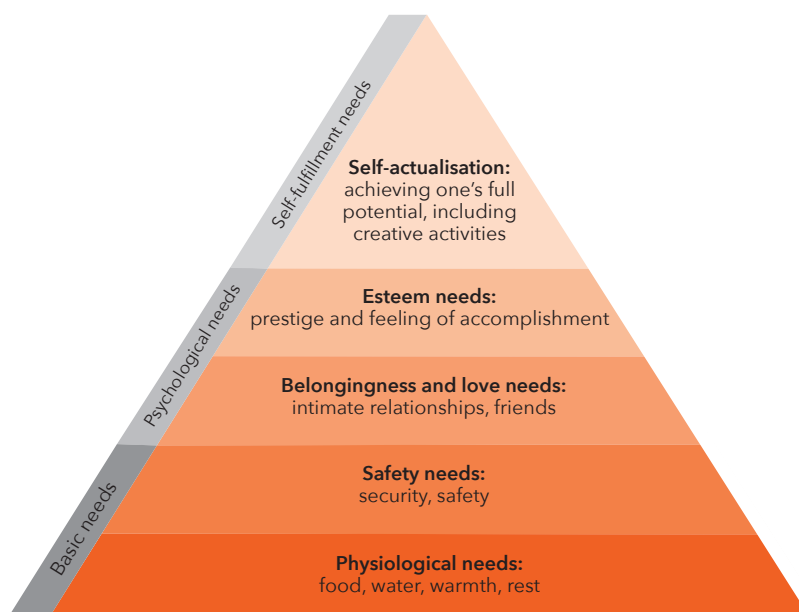
Herzberg's motivation-hygeine theory

This is where we drew a connection between the conversations we heard on the tour and Frederick Herzberg's psychological motivation-hygeine theory.[7] Herzberg developed the motivation-hygeine theory as a way of understanding employee satisfaction. His theory resonates because the two factors he describes – factors for 'hygiene' (i.e. job status and pay) and factors for motivation (i.e. the nature of the work and recognition for the work done) – were not just opposite but distinct from each other. Herzberg thus argued that, to improve employee satisfaction, an employer needs to adopt a two-staged process. Firstly the employer needs to eliminate the dissatisfaction employees are experiencing and then the employer needs to help them find satisfaction; eliminating dissatisfaction does not, on its own, create satisfaction. Crucial to this is the concept of a two-staged process in which the stages are separate but both necessary for producing the desired outcome.

The two psychological theories came together in the *Sustaining and Empowering Factors Framework*, which divided the hierarchy of five factors into sustaining and empowering factors and illustrates the two-staged process necessary for addressing poverty. The first stage of the process is to get people out of poverty (achieved by an adequate and efficient supply of sustaining factors). The second stage requires empowering factors to enable people to remain poverty-free for the rest of their lives. It is important to acknowledge that eliminating the need for sustaining factors does not eliminate the need for empowering factors.

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6   Abraham Maslow's hierarchy of needs was first published in 1943; it is a motivational theory in psychology comprising a five tier model of human needs, often depicted as hierarchical levels within a pyramid. He argues that our most basic need is for physical survival, and this will be the first thing that motivates our behaviour. Once that level is fulfilled, the next level up is what motivates us, and so on. See www.simplypsychology.org/maslow.html.

7   Frederick Herzberg's two-factor, or hygiene-motivation, theory was first published in The Motivation to Work in 1959. He concluded that employees have two sets of needs; lower-level needs as an animal (to avoid pain and deprivation) and higher level needs as a human being (to grow psychologically). This model enabled Herzberg to conclude that the opposite of satisfaction is no satisfaction while the opposite of dissatisfaction is no dissatisfaction. See www.mindtools.com/pages/article/herzberg-motivators-hygiene-factors.htm.

At this point, we were also able to add the dimension of collective needs to Maslow's self-fulfillment tier with the self-determining communities and self-determining nation factors in our framework (see Figure 8 below). In dividing the 240 'hows' to correspond with the sustaining and empowering factors, if a 'how' related to both a sustaining and an empowering factor, the 'how' was placed into the sustaining factor category. This will skew the research results in favour of the sustaining factors.

Figure 8: The *Sustaining and Empowering Factors Framework*
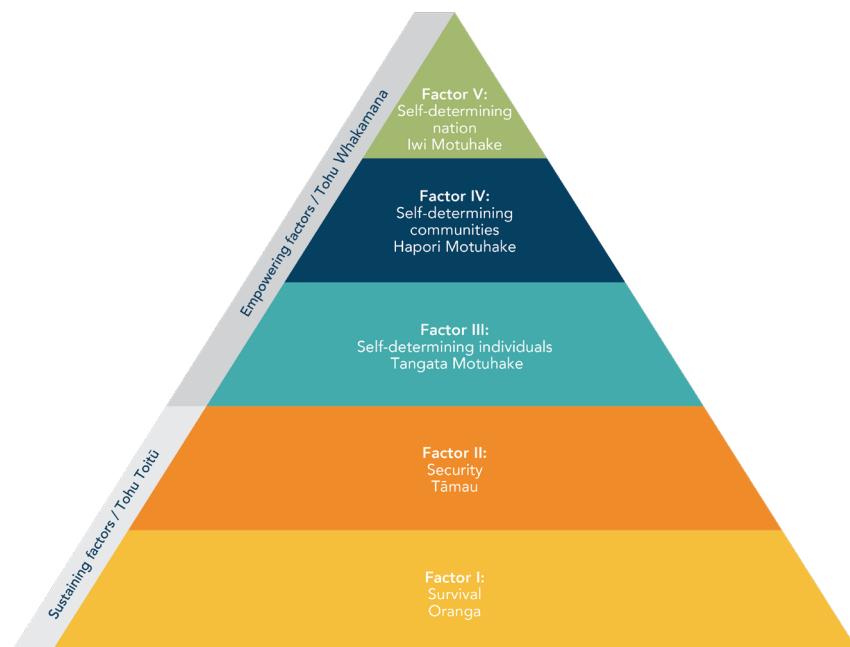
Sustaining and empowering factors

Sustaining factors relate to an individual's short-term survival and security needs. The aim is to deliver essential products and services to the right people at the right time to quickly move them from the sustaining stage into the empowering stage. The range of products and services are quite small in number and can be standardised and even centralised – see Table 2 overleaf for examples. In most cases, the provider does not require a lot of expertise to deliver these products and services (although obvious exceptions are people like doctors). What they need from government is (i) quality control over a standard set of products and services and (ii) general knowledge about how the system operates. This means the provider can also match the person in poverty to the services that can help them.

Empowering factors relate to the empowerment of an individual, community or nation. They are the factors that help people to stay out of poverty. To move a person out of poverty and keep them out of poverty requires a relationship to be developed over a long period of time. The individual needs secure employment, personalised care and guidance, and providers need to have both time and a high level of expertise (i.e. in their specialist area and in how to navigate the system). Unlike sustaining factors, empowering factors cannot be managed centrally, as empowering factors are unique for each individual.

The *Sustaining and Empowering Factors Framework* suggests there are two distinct but complementary ways to tackle poverty – both are necessary, but they demand different processes and management systems to bring about change. Table 2 illustrates the different processes required to deliver on the factors. For example, sustaining factors are expensive in terms of resources whereas empowering factors are expensive in terms of human capital.

Table 2: Key differences between the sustaining and empowering factors (an extract from *A situational overview of the talking tour 2016/ He tūāhua o te haerenga kōrero 2016*)

Key differences	Sustaining factors / Tohu Toitū	Empowering factors / Tohu Whakamana
Factors	Factor 1: Survival Providing emergency products and services for survival. Factor 2: Security Providing a sense of short-term security.	Factor 3: Self-determining individuals Providing skills and tools for individuals to live the life they want. Factor 4: Self-determining communities Providing social infrastructure to meet specific community needs. Factor 5: Self-determining nation Providing a strategic approach that optimises both public good and economic enterprise.
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	That the system over-supplies to some and under-supplies to others due to a lack of coordination. Some individuals become institutionalised or dependent. Ill-intentioned people take advantage of individuals in this space (e.g. loan sharks, drug dealers and perpetrators of intimidation or sexual abuse).	That the system over-supplies to some and under-supplies to others due to a lack of coordination. Some suppliers provide out-of-date information. Some suppliers may not be motivated to solve problems. There are no checks and balances or measures to evaluate what works and what does not.

4.2 The workshop results in totality

Figure 9 gives an overall perspective of the 'hows' from the tour in totality. The colours of the segments in each pie chart correspond to the five factors, while the numbers (1–33) refer to the sub-factors. The results of the workshops highlight where central government should focus:

1. Standardising delivery of sustaining factors nationally. Top-ranked sustaining sub-factors from the tour (in order) include:

    Sub-factor 8. Security of health [24]
    Sub-factor 6. Security of income [20]
    Sub-factor 4. Shelter (emergency housing) [10][8]
    Sub-factor 9. Security of transport and technology [9]

2. Supporting communities to deliver empowering factors locally. Top-ranked empowering sub-factors from the tour (in order) include:

    Sub-factor 16. Civic literacy [38]
    Sub-factor 22. Social infrastructure [22]
    Sub-factor 20. Curriculum, teachers and students [15]
    Sub-factor 25. Home ownership, rentals and shared housing (affordable housing) [14]
    Sub-factor 11. Education literacy [13]
    Sub-factor 12. Health literacy [12]
    Sub-factor 13. Financial literacy [9]

Note: [x] refers to the number of 'hows' developed at the workshops that relate to that sub-factor. For the full list of sub-factors see Appendix 9.

Figure 9: Total 'hows' by sub-factor (an extract from A *situational overview of the talking tour 2016/ He tūāhua o te haerenga kōrero 2016*)
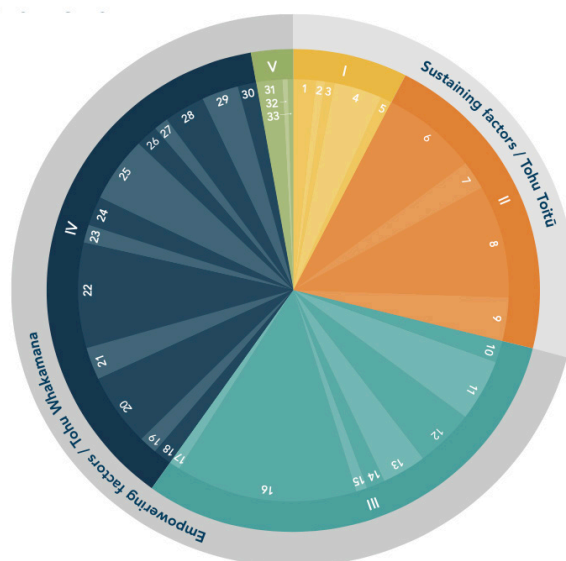
4.3 The workshop results for each community

Figure 9 can then be broken down into the six pie charts in Figure 10 overleaf, which aim to represent the 'hows' from each area in a way that is easy to read, understand and compare. The size of each segment represents the number of 'hows' developed in each community for that factor and sub-factor.

As Figure 10 shows where each community would like action to be focused, the sustaining and empowering factors will need to be addressed differently in each area. (See the tables in Appendix 10 for more detail on the individual communities). The factors with the most 'hows' are listed in order below each pie chart.

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8   Given that emergency housing was a frequently raised issue in the workshops and has been in the press recently (e.g. the Cross-Party Homelessness Inquiry, see www.homelessnessinquiry.co.nz), an emergency housing checklist is included as Appendix 11.

Figure 10: Workshop 'hows' by sub-factor (an extract from *A regional perspective of the talking tour 2016/ He tirohanga a rohe o te haerenga kōrero 2016*)

Queenstown
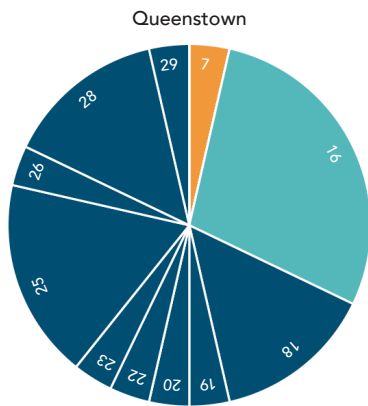
16. Civic literacy
25. Home ownership, rentals and shared housing (affordable housing)
18. Resource allocation
28. Financial assistance and tax systems

Manawatu
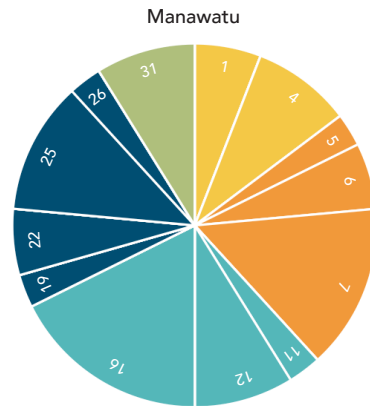
16. Civic literacy
7. Security of place (social housing)
25. Home ownership, rentals and shared housing (affordable housing)

Rotorua

6. Security of income
8. Security of health
16. Civic literacy

Gisborne
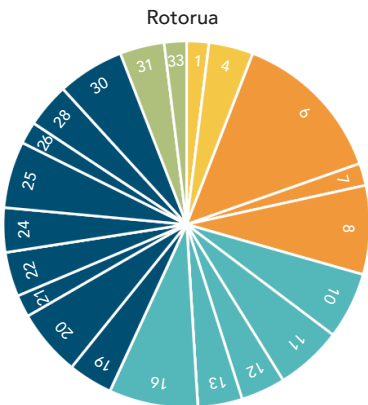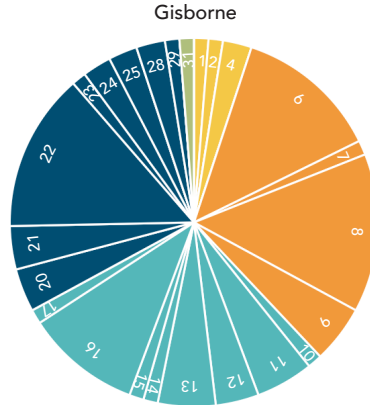
22. Social infrastructure
6. Security of income
8. Security of health
16. Civic literacy

Kaitaia
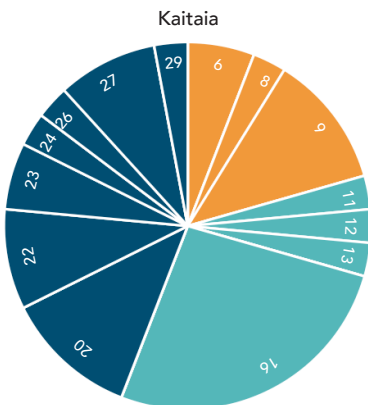
16. Civic literacy
9. Security of transport and technology
23. Community projects

Kaikohe
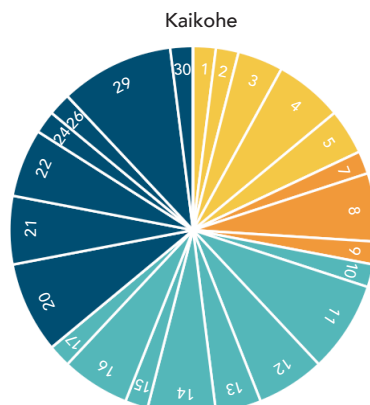
29. Local economy
20. Curriculum, teachers and students
11. Education literacy

Figure 10 reveals differences between communities, particularly when looking more in-depth at the sub-factors of each area. For example:

· Participants at the Queenstown workshop overwhelmingly identified empowering factors such as resource allocation and financial assistance as the most prominent challenges facing their community.

· Participants at the Manawatu and Gisborne workshops acknowledged empowering factors and sustaining factors, such as health and income security, in equally high regard.

· Although security factors were considered to be undersupplied in all areas, Kaitaia identified security of transport and technology (Sub-factor 9) as their main short-term security dilemma. This was true to a lesser extent in Gisborne and Kaikohe, whereas Manawatu and Queenstown need more security of place through social housing (Sub-factor 7).

· Although Kaitaia and Kaikohe are just over an hour apart by car and both identified sustaining factors as an integral part of their communities, they have very different needs.

· Participants in Kaikohe specifically identified that basic survival needs such as food, bedding and shelter were of crucial importance.

· By contrast, Kaitaia, like Queenstown, has very little need for survival factors (illustrated by the yellow segments). This resonated with what we were told in Kaitaia, such as there being over 40 providers on the main street dealing with basic needs (e.g. food, clothing, bedding etc.).

· Gisborne, Manawatu and Rotorua were the only areas visited to include Factor V: Self-determining nation (illustrated by the green segments). Many effective initiatives are already in place in these communities, so the inclusion of this factor was arguably a call to central government to contribute to their efforts in a significant and timely manner.

The concluding results of the tour were incredibly diverse and at times starkly contrasting. Of the five areas visited on the tour, none exhibited an understanding of poverty in their communities that was directly akin to the others. In a similar vein, every community identified an array of challenges and concerns unique to their local area. The results highlighted two of our assumptions underpinning the tour: that poverty does not need to be universally defined or measured in order to be tackled, and that one size does not fit all in terms of solutions to poverty. The comparisons demonstrate that, while communities may share a common desire to eliminate poverty, it is important to differentiate and understand the unique complexities that each area must tackle.

From travelling the country, it was clear that experiences of poverty exist on a continuum. At one end is Queenstown, which is just beginning to see the first signs of poverty and is wondering what this is and what it means going forward. The other end of the continuum is the Far North, where the 'hows' were discussed in terms of embedded poverty and were accompanied by less hope of finding a way out of it. In between were the areas of Manawatu, Rotorua and Gisborne. These communities, through discussing the 'hows', revealed a shared understanding of poverty and in some cases provided a very clear strategy for how they are going about tackling it.

Preparing the pie chart for each workshop illustrated the differences between communities, again emphasising the importance of developing community solutions. Communities that have their sustaining factors met require empowering factors to bring about durable change. Otherwise, investing energy and resources in sustaining factors without attending to empowering factors is likely to lead to people slipping back into poverty; we need to invest differently to provide for the needs of people in poverty more efficiently and effectively.

As a general outcome of the tour, the *Sustaining and Empowering Factors Framework* can be applied by communities as a stocktake to measure performance over time. Some communities may have an over-supply or repetition of some factors and a complete under-supply in others. From this, potential solutions can be recognised and the first steps taken towards addressing poverty by matching supply with demand.

4.4 The three Es of employment, education and empowerment

The *Sustaining and Empowering Factors Framework* was partly inspired by a conversation with acting Chief Executive Officer of the Far North District Council, Colin Dale. He advocated for the three Es of employment, education and empowerment. We were particularly interested in his choice of the word 'empowerment', indicating that employment and education on their own are not enough to tackle poverty. It was noticeable on tour that employment was discussed in terms of wellbeing, and education was discussed in terms of the skills needed to navigate systems rather than just as the pursuit of wealth or qualifications.

Below we outline the depth and nuance behind commonly simplified solutions for poverty.

Employment is often recognised as the solution, but a job is not enough.

- **The working poor exist.** Many people are not able to pay for day-to-day expenses with just one job. Many who attended the workshops made this clear. One person literally ran in to tell us this, while another said she could only attend as she was on ACC with a bad leg injury. Two or more jobs are becoming a necessity due to increasing housing prices and living costs. It is not enough to be employed; you have to be employed by a company that pays a living wage and provides enough hours.

- **Distance between home and work matters.** It is not uncommon that the poorest in society are pushed to the outskirts of cities where transportation costs are high and the associated lack of infrastructure further damages their quality of life. When economic shocks occur, mortgages, rents and transport costs often spike upwards, further disadvantaging those living a long way from work. This is particularly relevant in areas where owning a car and paying for petrol is the only way to commute to a job.

- **Large employers have too much influence over community outcomes.** Many regions have one employer or industry that dominates the employment market (e.g. forestry). Large employers arguably have more influence over community outcomes but less motivation to engage with the community. One participant described these employers as 'helicopter employers': those who do not live locally but profit from the resources of the land without sufficiently contributing to the wealth of the community. They can bring in prospective employees from outside the community, meaning that local residents miss job opportunities and employers have less incentive to build ongoing relationships and careers with the locals.

- **Cyclical unemployment is common in some regions.** For example, Queenstown has high seasonal employment levels, causing significant unemployment when there are fewer tourists passing through. This leads to people either having to leave the region in spring and autumn, or being under immense pressure to find any job in order to get by.

- **Many locals want to stay in the region.** The question then becomes 'what skills, resources, and role models do these communities need to bring about change on their own terms?' Importantly, a new narrative is emerging – from one of job and benefit entitlement to one of entrepreneurship and self-reliance. In some communities, people are simply working around the job market to find new ways to contribute and support each other and to avoid having to relocate out of the region.

- **High quality transport infrastructure is part of the solution.** We heard a lot about the negative aspects of isolated communities and the need for those communities to have good roads, safe cars and qualified drivers. This contributes to the desire for driving licences to be part of secondary school education in these regions.

- **Employment regulations and conditions are an obstacle for young people.** The system needs to be flexible in order to give young people a second chance. One participant said that 'we are snuffing out the fire far too early – we need to find ways to empower and build young people up'. Internships and apprenticeships will be key to building robust, empowered communities by giving young people the opportunity to gain experience and qualifications in their chosen industries.

- **Future technologies are likely to build further divisions between communities, creating areas of poverty in New Zealand.** Increasingly, automation and artificial intelligence (AI) are reducing the number of jobs available in many sectors. It is inevitable that this will result in displacement, especially in less populated areas. We need to be planning for this now.

Education, narrowly interpreted, is not the silver bullet.

· **Youth are being forced to leave the regions for further education.** Travel and accommodation are expensive and student loans place a significant burden of debt on young people and their families.

· **Careers advisors are few and far between and do not always have up-to-date information.** There were a number of cases where students had a career planned for the future but, upon graduating secondary school, discovered they had not studied the correct courses in order to pursue that career through tertiary education. Further, careers advisors are often more concerned with traditional careers, leaving young people and their families poorly informed. This tendency is currently doing a disservice to communities and must be addressed.

· **Principals have too much power in local regions.** In some communities, principals and teachers are seen primarily as authority figures. Their authority and influence can be detrimental. Siblings and families may be negatively impacted within the school's community if a family member has a 'bad name'.

· **Life skills are not taught in enough depth.** Participants talked about life skills and the many types of literacies needed to navigate life, such as the ability to manage finances. Financial literacy was just one form of literacy our young people raised during discussions as a way of empowering their communities. A holistic approach is required to shift the national curriculum to include life skills and, most importantly, to connect young New Zealanders to their dreams and ambitions.

· **Significant barriers exist for parents navigating the education system.** Providing education in the traditional sense is not enough. We found that it was not only education for the child that was required; education for the parents, the whānau and the community mattered equally.

· **Pressure by gangs to stop attending secondary school.** We heard examples of situations in the Far North and Gisborne where it was extremely difficult for Year 9 and 10 boys to finish their education due to pressures to go straight into gangs.

· **Lack of planning by communities to retain talent.** Concerns were raised throughout the tour that students who do leave their regions and complete tertiary education do not have jobs to come back to. This leads to a high number of people being overskilled for the jobs that are on offer to them in the regions, which can result in unemployment.

Empowerment is what keeps people out of poverty.

· **Civic literacy was widely discussed.** The need for more education on the role of government, the purpose of taxation, and the rights of people in New Zealand were brought up many times throughout the tour.

· **Poverty without aroha is difficult to bear, poverty with aroha is bearable.** It became apparent that many participants had grown up in poverty but did not recognise it as such at the time. This was because the community that they lived in worked together to help each other in times of hardship, finding ways of making it bearable.

· **Concern over the establishment and name of the Ministry for Vulnerable Children.** Many disliked the term 'vulnerable children' as it creates stigma. The importance of labels was especially noted in relation to contributing to a poverty mind-set.

· **Whānau are critical.** While on tour we frequently heard of family members stepping in to help an auntie, a brother or a grandmother, going out of their way to intercede on a family's behalf.

· **Poor health and poor wealth go hand in hand.** Poverty both leads to and results from poor health. Health issues that result from poverty are often not complex to resolve; it may be as simple as having more than one set of sheets, a washing machine, or a dry home. However, health issues that lead to poverty can be much more difficult to deal with. Complex and chronic mental health issues such as social isolation, anxiety and depression require specific help from counsellors and other professionals. These services tend not to be readily available in many rural areas and there are often deep stigmas attached to those who seek them.

· **Poverty puts pressure on people's mental health.** The link between mental health and poverty was discussed a great deal. There was a significant awareness that they feed each other. The challenge is to enable individuals and communities to be aware of and manage their own mental health. This is particularly relevant for young people, who are more likely to respond to stress and/or depression by taking their own lives.

- **Health issues are intertwined with education.** The correlation between health and education came through very strongly and there were calls for more early monitoring and support of young children and for parents to learn how to manage a temperature and dress and sanitise sores. It was suggested that sanitary products be provided for free at intermediate and secondary schools and GST on them be removed. We heard of students not attending school because they did not have the necessary sanitary products. Bringing back Plunket books for 0- to 18-year-olds as a central record of health issues (ideally online) was discussed. There were particular concerns raised in the Far North about the spread of preventable diseases such as MRSA (Methicillin-resistant *Staphylococcus aureus*). In Rotorua, the need for doctors to visit kindergartens was discussed. Further, there were discussions about parents having difficulties getting children to the doctor (issues of access) and, if they did get there, not being able to pay for the prescription (we were told that, although there is a subsidy, it is owned and controlled by the specific chemist. As these children and parents move around, they need to pay for the prescription). We were also told that some parents did not understand or could not read or administer medicines as required.

- **Social workers did not generally engage with the tour.** This may have been because they were uncomfortable or they did not see the tour as important or useful. Those who did attend did not mix widely. However, Rotorua was the exception where social workers participated and in many cases led the discussions.

- **Providing breakfasts in schools can undermine parents.** It might make the provider feel less guilty but does not necessarily empower the recipients. One mother spoke about how the fact that her children needed to go to school to get breakfast was embarrassing – she would much prefer to be given the food so she could put it on her table for her children every morning.

- **Grandparents cannot raise their grandchildren indefinitely.** In some communities grandparents have fully taken over from the parent, with all the financial implications of this. In some cases grandparents are unaware of the transferability of benefits that the child's parents still receive, which should be spent on the child's needs. Questions were raised as to what will happen when grandparents get too old to raise their grandchildren and need additional support as they enter their late 70s and 80s.

- **Making people feel safe by providing accessible and appropriate emergency housing.** This came up particularly in Manawatu and Rotorua.

- **Empowerment was the overarching concept.** This concept was often discussed directly or indirectly by participants on both an individual and community level. Via the 'hows', participants articulated what they are missing in their communities. Empowerment can be improved through policy settings, but the real change needs to happen on an individual level in local communities. Empowerment should be seen as the biggest and most important goal. From empowerment will come education, health and employment.

- **Poverty cannot be resolved with symptom-based solutions.** We will not eradicate poverty by addressing issues such as poor mental health or homelessness in isolation. We need to address these issues from a place of empowerment, and give people in poverty the option to make informed choices.

4.5 Two observations

Observation 1: Central government should redesign and improve systems to cater for the sustaining factors.

- The solution is to simplify and standardise systems to make them easier to navigate. Systems should replicate frameworks that deliver high quality products and services to all. For example, Boeing, My Food Bag, the tax system and the lunch box system in Mumbai.[9]

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9 Mumbai's dabbawallas pick up and deliver more than 350,000 home cooked lunches per day to office workers across the megacity. The localised efficiency and accuracy of the dabbawalla system has been hailed by business and design schools worldwide. See www.worksthatwork.com/1/dabbawallas.

Observation 2: Central government should explore new ways to enable local communities to manage the empowering factors.

· The distinction between how people are moved out of poverty and how people are kept out of poverty was a key finding. It is time to try new ways to tackle poverty and improve wellbeing; the current central government approach is not working as well as it should.

4.6 Next steps

The Institute will continue this work throughout 2017, looking to share our findings across the country. See Figure 11 for the work programme for 2017. It is important that the Institute honours the ideas heard throughout the 2016 tour by continuing to share them with our communities.

· On 21 December 2016 we sent a proposal on demarcation zones to the Rt Hon Bill English.[10]

· During January and February 2017 we have been publishing approved videos of each speaker presentation on our YouTube channel.

· In March 2017 we will send an invitation to all MPs to meet to discuss this working paper.

· From April 2017 we will return to the six areas visited to present this working paper and gather further feedback.

· In May 2017 we will attend the Community Boards Conference in Methven, where we will share the findings from the tour. We may also undertake a survey of New Zealand mayors and regional chairs.

· The Institute also has invitations to undertake other workshops in 2017 and we are looking into these proposals.

· We will publish *Working Paper 2017/02 – Key Graphs on Poverty in New Zealand: A compilation*, which will bring together a broader landscape of academic research on poverty. This paper outlines indicators and measures of progress that can be revisited.

· We intend to publish a think piece about the tour which will explore key policy ideas. These ideas may develop into additional proposals late in 2017.

Figure 11: Diagram of *TacklingPovertyNZ* outputs

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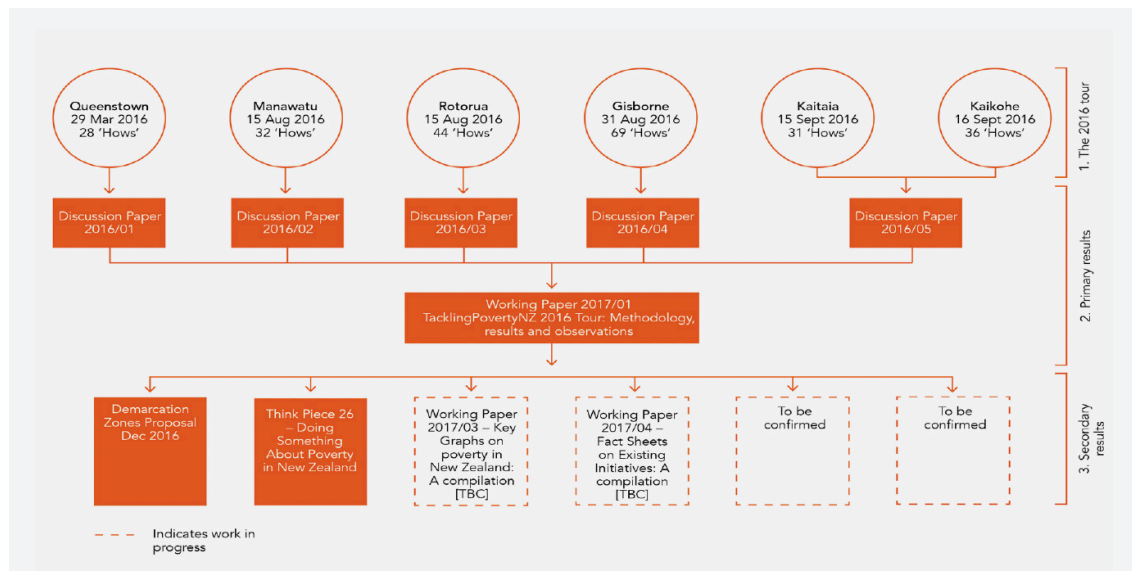
10 Demarcation zones are one of the key strategic ideas generated by the tour. We have proposed establishing three zones to be situated in the Far North, Rotorua and Gisborne districts, led respectively by Mayor Hon John Carter, Mayor Hon Steve Chadwick and Mayor Meng Foon. The zones would be delegated certain governance powers to connect local knowledge and decision making with experimental tools and national resources. The zones would aim to bring about real change in each unique community. The proposal can be found on the *TacklingPovertyNZ* website – www.tacklingpovertynz.org/publications.

Appendix 1: TacklingPovertyNZ 2016 one-day workshop tour summary table

Pre-workshop	Queenstown	Manawatu	Rotorua
1. Supporters	Queenstown Lakes District Council, Catalyst Trust, The Rees Hotel and Deco Backpackers	Manawatu District Council	Rotorua Lakes Council
2. Council staff	Marie Day (workshop manager)	Dr Richard Templer (CEO) Maria Brenssell (workshop manager)	Rosemary Viskovic (workshop manager) Niki Carling Heather Pearson
3. Pre-workshop survey results summarised	The pre-workshop survey was an addition to the process after the Queenstown workshop. What we understood was that as a major tourism centre in New Zealand, Queenstown has a unique experience of and perspective on poverty. Former mayor Vanessa van Uden explained that the pressures of growth in the area have created an 'underbelly of poverty'. While the rest of the world sees Queenstown's veneer of luxury, locals are expressing an increasingly urgent need to look past this at the less marketable reality.	Participants sought to better understand what poverty looks like in Manawatu and to learn how individuals and the community can help alleviate the problem. Participants also saw the need for better community collaboration and networking between local social agencies. Ideas about innovating the system and promoting strength-based or community development approaches were also put forward, especially by listening to those in poverty, engaging with community leaders, and creating better connections between communities, agencies, and local and central government. Number of respondents: 61	Participants wanted to meet other like-minded people and build a better picture of what poverty looks like in Rotorua. They also sought community connections between agencies, services, leaders, and individuals to understand what support is currently available and where gaps need to be filled. Participants saw the need to create innovate community-led initiatives but also wanted to explore programmes occurring in other New Zealand regions, nationally and internationally. Participants also put forward the idea that Rotorua needs to be part of the national conversation and that participants need to provide ideas and possible recommendations for tackling issues at both local and national level. Number of respondents: 89
4. Number of service providers in the area*	37	72	118

* Number of NGO and government service providers in the area as at www.familyservices.govt.nz/directory/ 25/11/2016. Please note this is only representative of the quantity, not the quality of service provided.

Gisborne	Far North – Kaitaia	Far North – Kaikohe
Gisborne District Council	Far North District Council Northland Regional Council	Far North District Council Northland Regional Council
Elke Thompson (workshop manager) Staci Hare	Colin Dale (acting CEO) Ana Mules (workshop manager) Aya Morris Adele Thomson	Colin Dale (acting CEO) Ana Mules (workshop manager) Aya Morris Adele Thomson
Participants sought to connect with other people in the community who are committed to listening to experiences, sharing ideas and creating strategies for tackling poverty in Tairāwhiti. They also wanted to better understand how they could help improve the problem. Participants wanted to recognise who in the community is experiencing poverty, and determine the difference between those living in poverty and those for whom poverty is a consequence of addiction and habits. Participants also sought to enhance existing connections, streamline information and get better access to local data. Participants wanted to create both short-term and long-term integrated, pragmatic, locally-grown solutions, that can influence central and local government policies. These solutions were to have milestones and commitment from cross-agency community groups to oversee and support their implementation. Number of respondents: 56	Participants wanted to understand what is currently being done in Kaitaia and the Far North, and determine where Kaitaia is currently at to create a base-line. Participants also suggested that the workshop would help facilitate networking with like-minded people who want to take action, learn more about the situation, and help get people out of poverty, both as individuals and as a community. They also wanted to create sustainable local solutions to not only help alleviate poverty but also change the mind-set of those in poverty and create a sense of hope and light at the end of the tunnel. Number of respondents: 25	Participants wanted to get more information about poverty in the region and what services are available, while also creating unity, encouraging acceptance and building a more connected community. They also saw the need for better connection between agencies and the community to understand what is currently being done, what is working, where the gaps are and what resources the community has to work with going forward. Respondents also sought to create shared long-term goals to drive action and change, and understand their roles as both individuals and as members of the community. Participants saw communication between the community and businesses as vital to ensure that there was commitment from key drivers of change. Kaikohe respondents also asserted that participants from the workshop should understand their untapped strength – they are key in identifying the core issues and developing solutions as a community. Number of respondents: 25
98	42	26

Workshop	Queenstown	Manawatu	Rotorua
5. Participants (approx.)	One day workshop attendance Registered: 33 Registered on the day: 19 Not registered: 8 Total: 60	One day workshop attendance Registered: 42 Registered on the day: 4 Not registered: 19 Total: 65	One day workshop attendance Registered: 83 Registered on the day: 10 Not registered: 7 Total: 100
6. National speakers	**Dr Girol Karacaoglu** (former Chief Economist, New Zealand Treasury) **Dame Diane Robertson** (Chair of the Data Futures Working Group) **Jennifer Weber** (Chief Education Officer, Baby Box Co., Canada)	**Dr Girol Karacaoglu** (former Chief Economist, New Zealand Treasury) **Dame Diane Robertson** (Chair of the Data Futures Working Group)	**Dr Girol Karacaoglu** (former Chief Economist, New Zealand Treasury) **Dame Diane Robertson** (Chair of the Data Futures Working Group)
7. Local speakers	**Mayor Vanessa van Uden** **Hine Marchand** (Community Ministries worker, Salvation Army, Queenstown) **Niki Mason** (Happiness House, Queenstown)	**Mayor Margaret Kouvelis** **Dectective Senior Sergeant Natasha Allan** (National Co-ordinator for Child Protection, Police National Headquarters) **Nigel Allan** (Chair of Te Manawa Family Services) **Michelle Cameron** (Principal of James Cook School) **Kathryn Cook** (Chief Executive of MidCentral District Health Board) **Amanda Oldfield** (Care Link Community Trust Coordinator)	**Mayor Hon Steve Chadwick JP** **Potaua Biasiny-Tule** (Te Tatau o Te Arawa) **Judge Louis Bidois** **Laurie Watt** (Paearahi, Te Arawa Whānau Ora)
8. Tackling-PovertyNZ 2015 participants (workshop interns)	Ali Bunge Monique Francois Eden Iati Elizabeth Maddison Caitlin Papuni-McLellan Regan Thwaites	Felix Drissner-Devine Elaina Lauaki-Vea Maddie Little Caitlin Papuni-McLellan	Ali Bunge Anna-Marei Kurei Elaina Lauaki-Vea Caitlin Papuni-McLellan Caroline Simmonds Nathan Williams Xindi Zhang
9. McGuinness Institute staff	Sally Hett Sophie Peat Annie McGuinness Lachlan McGuinness	Freya Tearney Ashley Brown	Sun Jeong
10. Audience (approx.)#	Finale presentation Registered: 24 Attended: 36	Finale presentation Registered: 26 Attended: 20	Finale presentation Registered: 58 Attended: 21
11. Domains (self-selected by participants)	A: Business B: Housing C: Community D: Other	A: Housing B: Youth/under 5s C: Health and wellbeing D: Māori E: Elderly	A: Housing B: Youth C: Community D: Financing debt E: Business F: Government initiatives
12. 'Hows' developed	Version 1: 34 Version 2: 28 Version 3 (final): 28	Version 1: 57 Version 2: 35 Version 3 (final): 32	Version 1: 129 Version 2: 81 Version 3 (final): 44
13. High-level observations from participants	Participants observed that the first signs of poverty were starting to become apparent to the community. Four key groups that interact with poverty in different ways were identified: transient workers, tourists, second-home owners and locals.	Participants observed that there is considerable wealth in the community as well as considerable poverty, which meant that poverty is not well understood by the wider community. It is difficult to bring about change without a shared understanding of the challenges.	Participants observed that they collectively had a good understanding of the nature and impact of poverty on the community and how to tackle it. Participants were interested in taking action, as they already knew what the problems were and how to solve them.

In addition to final participants we decided it was important that we created a place and time for those who could not attend the workshop during the day to attend in the evening (after the workshop). This mean that participants had an audience to present their ideas to and invite feedback from.

Gisborne	Far North – Kaitaia	Far North – Kaikohe
One day workshop attendance Registered: 43 Registered on the day: 19 Not registered: 13 Total: 75	One day workshop attendance Registered: 19 Registered on the day: 10 Not registered: 31 Total: 60	One day workshop attendance Registered: 20 Registered on the day: 6 Not registered: 14 Total: 40
Dr Girol Karacaoglu (former Chief Economist, New Zealand Treasury) **Dr Carwyn Jones** (Senior Lecturer, Faculty of Law, Victoria University of Wellington)	**Dr Girol Karacaoglu** (former Chief Economist, New Zealand Treasury)	**Dr Girol Karacaoglu** (former Chief Economist, New Zealand Treasury)
Mayor Meng Foon **Virginia Brind** (Group Manager of Planning, Funding and Population Health at Hauora Tairāwhiti) **Linda Coulston** (Manager of SuperGrans Tairāwhiti Trust) **Leighton Evans** (General Manager of the Eastland Community Trust) **Jess Jacobs** (single mother and volunteer helping the homeless and hungry in Gisborne) **Annette Toupili** (Te Ora Hou)	**Mayor Hon John Carter** **Blair Kapa-Peters** (Kiwi Advocacy Kaimahi for Te Rarawa and member of the Far North District Youth Council) **Deidre Otene** (General Manager of The MOKO Foundation) **Ebba Raikes** (member of the Far North District Youth Council and registered nurse)	**Mayor Hon John Carter** **Mark Anderson** (Chair of the Kaikohe Business Association) **Jim Luders** (Principal of Northland College) **Deputy Mayor Tania McInnes** (Far North District Council) **Deidre Otene** (General Manager of The MOKO Foundation) **Kelly Yakas** (manager of a number of community-based initiatives)
Ali Bunge Felix Drissner-Devine Monique Francois Anna-Marei Kurei Zoe Pushon Caroline Simmonds Nathan Williams	Matthew Bastion Lisa Jagoe Alexander Jones Apurva Kasture Tara Officer Brad Olsen	Matthew Bastion Lisa Jagoe Alexander Jones Apurva Kasture Tara Officer Brad Olsen
Freya Tearney Annie McGuinness Lachlan McGuinness	Sally Hett Freya Tearney Ashley Brown Eleanor Merton	Sally Hett Freya Tearney Ashley Brown Eleanor Merton
Finale presentation Registered: 36 Attended: 33	Finale presentation Registered: 17 Attended: 14	Finale presentation Registered: 15 Attended: 30
A: Working families/working poor B: Gangs and drug users C: Children under 12 D: Health and mental health E: Elderly F: Māori	A: Geographic isolation B: Changing the poverty mind-set C: Education D: Māori E: Grandparents raising grandchildren F: Communication and mapping	A: Economy B: Social services and community C: Rural isolation D: Education E: Health
Version 1: 122 Version 2: 122 Version 3 (final): 69	Version 1: 42 Version 2: 31 Version 3 (final): 31	Version 1: 29 Version 2: 36 Version 3 (final): 36
Participants observed that there were many small initiatives working towards trying to alleviate poverty for particular parts of the community, but these were often not well-known in the wider community. Many participants came at poverty from very different perspectives and at times had conflicting suggestions of how to bring about change.	Participants were highly aware of the presence of poverty in their communities. They were tired of the frequent studies of the situation by outsiders: often researchers and policy-analysts came to the community to analyse the situation, but were never heard from again. Participants talked about how embedded the mind-set of poverty was, and how many people did not have any faith or hope that things would change. Whatever happens next must be followed through and delivered upon.	Participants were highly aware of the presence of poverty in their communities. They observed that some of the issues of deeply embedded poverty stemmed from isolation and disconnection between the community and local businesses. Participants talked about the need to have a hui at a marae in order to ensure the whole community felt invited to take part in the dialogue.

Queenstown – Tuesday, 29 March

Manawatu – Monday, 15 August

Rotorua – Friday, 19 August

Gisborne – Wednesday, 31 August

Kaitaia – Thursday, 15 September
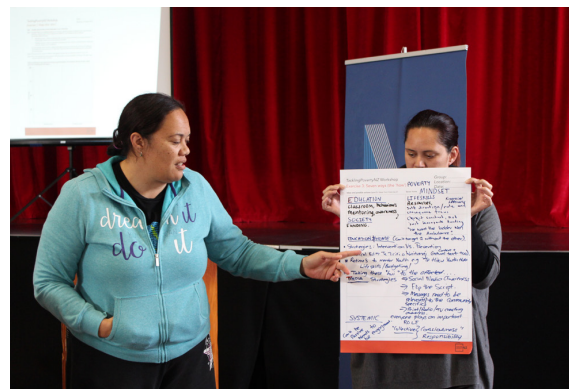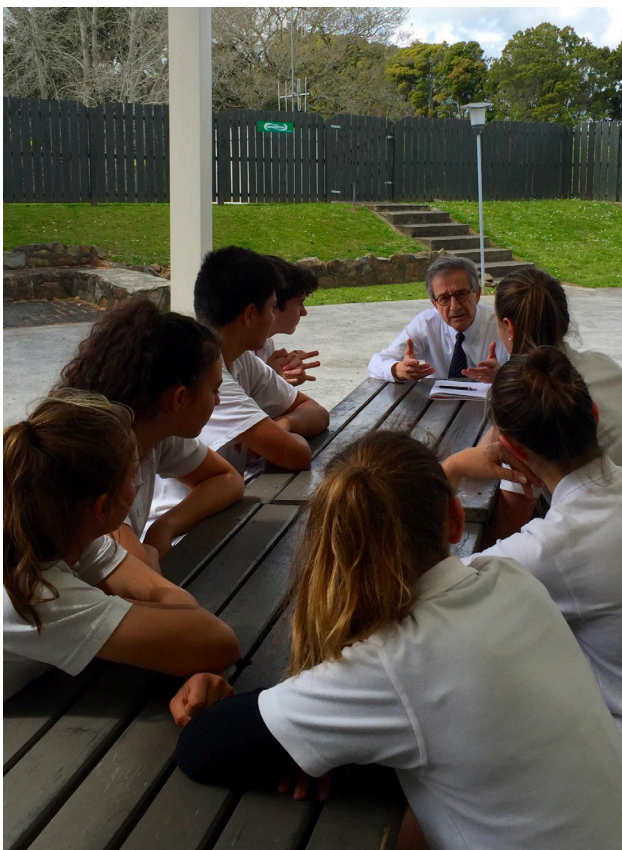
Kaikohe – Friday, 16 September

TacklingPovertyNZ Workshop

Name: ....

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.

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.

TacklingPovertyNZ Workshop

Name: ....

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.

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

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 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'**

Ideas and possible actions	Seven 'hows'

Location	¡How'	Factors I to V	Type of sub-factor
Gisborne	Creating a 'sharing meal' system.	Factor I: Survival	1. Food
Gisborne	Encouraging community governance to reduce bureaucracy (e.g. a community washing machine could be installed at a school, allowing support for struggling families).	Factor I: Survival	2. Clothing and shoes
Gisborne	Creating affordable emergency housing (e.g. through transportable shipping containers).	Factor I: Survival	4. Shelter (*emergency housing*)
Gisborne	Improving re-integration after prison sentences, particularly for women. i.) Job opportunities – Increasing job opportunities by ensuring social enterprises provide jobs to those who mainstream employers might not consider. ii.) Housing – Increasing access to quality housing, including creating a bank of emergency accommodation, supported housing for those in need, and halfway houses for people coming out of prison.	Factor I: Survival	4. Shelter (*emergency housing*)
Gisborne	Implementing ongoing local funding for working families and working poor.	Factor II: Security	6. Security of income
Gisborne	Creating a dress-up shop to provide professional clothes for those without clothes, such as for a job interview.	Factor II: Security	6. Security of income
Gisborne	Increasing paid parental leave.	Factor II: Security	6. Security of income
Gisborne	Creating: a smooth pay system; an income to cover the essentials; and increased holiday pay to help seasonal workers in the off-season. This could be a WINZ system (e.g. seasonal workers could volunteer over the off-season but would be paid by WINZ).	Factor II: Security	6. Security of income
Gisborne	Implementing a lower tax-rate for employers who offer employees a living wage and redundancy packages.	Factor II: Security	6. Security of income
Gisborne	Increasing the minimum wage.	Factor II: Security	6. Security of income
Gisborne	Consulting stakeholders to develop a plan which ensures availability of skilled seasonal workers and implements targeted training for Tairawhiti region. This would also increase job security because jobs would reflect demand (e.g. through looking at local industries such as forestry and horticulture).	Factor II: Security	6. Security of income
Gisborne	Removing stand-down period in jobs. (From Work and Income New Zealand: 'A stand down is a period, of up to a maximum of two weeks, where the client cannot receive a benefit payment.' Source: http://www.workandincome.govt.nz/about-work-and-income/our-services/what-is-a-stand-down.html)	Factor II: Security	6. Security of income
Gisborne	Putting people back on marae under the PEP scheme (Project Employment Programme) – designed to provide fully tax-funded jobs and short-term jobs for those at risk of long-term unemployment.	Factor II: Security	6. Security of income
Gisborne	Creating home-help jobs with extended hours. This service will create jobs in the community while also providing prolonged support for the elderly.	Factor II: Security	6. Security of income, 8. Security of health and 22. Social infrastructure
Gisborne	Reviewing housing regulations to improve housing stock.	Factor II: Security	7. Security of place (*social housing*)
Gisborne	Ensuring more support is there for those dealing with addictions (e.g. a local drug and alcohol court and a local rehabilitation unit in the Gisborne/Tairawhiti region).	Factor II: Security	8. Security of health
Gisborne	Creating and implementing an emergency police contact or panic button for elderly, and encouraging GPs to know who their elderly patients are and who is living alone.	Factor II: Security	8. Security of health
Gisborne	Improving service delivery for hard to access groups such as homeless or mentally ill (e.g. through innovation, social media, building relationships not just delivering services and by listening not directing).	Factor II: Security	8. Security of health
Gisborne	Creating a mobile health clinic.	Factor II: Security	8. Security of health
Gisborne	Improving access to therapy and counselling for homeless.	Factor II: Security	8. Security of health
Gisborne	Improving antenatal care.	Factor II: Security	8. Security of health
Gisborne	Creating a Plunket booklet for the elderly; a simplified, universal booklet for elderly to inform them of where to go for help.	Factor II: Security	8. Security of health
Gisborne	Raising awareness of abused elderly (e.g. advertisements on television, radio and newspapers).	Factor II: Security	8. Security of health
Gisborne	Reviewing and potentially increasing funding and resources for the elderly (e.g. through lowering medical and prescription costs, reviewing the 'living pension', creating a superannuation scheme like Australia's, and eliminating rate penalties and GST for 65+ year-olds).	Factor II: Security	8. Security of health
Gisborne	Encouraging more interaction between the young and elderly (e.g. through elderly teaching young people life skills and young people teaching elderly technological skills; by integrating retirement homes and nurseries; encouraging single mums to volunteer with the elderly; creating a space for elderly to read to the blind and teach young people how to read; and implementing an 'adopt a Grandparent service').	Factor II: Security	8. Security of health and 22. Social infrastructure
Gisborne	Bringing the Hub to the community instead of the community to the Hub.	Factor II: Security	9. Security of transport and technology
Gisborne	Encouraging whanaungatanga (relationship, kinship, sense of family connection) (e.g. getting a ride to town with neighbours, getting neighbours to do your shopping, or having a Saturday driving service).	Factor II: Security	9. Security of transport and technology
Gisborne	Encouraging employers to provide transport for employees to and from work.	Factor II: Security	9. Security of transport and technology
Gisborne	Encouraging SuperGrans to create a 'Superbus' which facilitates transportation for elderly.	Factor II: Security	9. Security of transport and technology
Gisborne	Re-teaching life skills and educating families so that all can contribute (e.g. through a family mentor).	Factor III: Self-determining individuals	10. Employment literacy, 11. Education literacy, 12. Health literacy, 13. Financial literacy, 14. Transportation literacy, 15. Technological literacy, 16. Civic literacy and 17. Housing literacy
Gisborne	Keeping youth engaged in learning for longer by creating more modern trade apprenticeships, encouraging outdoor education programmes and supporting initiatives such as CACTUS (Combined Adolescent Challenge Training Unit Support).	Factor III: Self-determining individuals	11. Education literacy
Gisborne	Creating programmes that combat loneliness and encourage elderly to live interactive and active lifestyles (e.g. implementing a programme where elderly can interact with animals and creating walking, swimming and tai chi groups).	Factor III: Self-determining individuals	12. Health literacy
Gisborne	Ensuring appropriate drug education is available in the community.	Factor III: Self-determining individuals	12. Health literacy
Gisborne	Creating incentives to save and encouraging financial literacy by creating short-term saving schemes to help with budgeting (e.g. Christmas Clubs or saving for car registration).	Factor III: Self-determining individuals	13. Financial literacy
Gisborne	Ensuring financial training is a part of any job so that employees learn financial literacy.	Factor III: Self-determining individuals	13. Financial literacy
Gisborne	Encouraging employees and employers to contribute to KiwiSaver.	Factor III: Self-determining individuals	13. Financial literacy
Gisborne	Encouraging Pacific Islanders to seek help both within and outside the Pacific Island Community, and encouraging employers to provide information about support services and networks available to the Pacific Island community.	Factor III: Self-determining individuals	16. Civic literacy
Gisborne	Supporting community groups that are already established and encouraging groups to collaborate, support each other and scale-up (e.g. Te Ora Hou, -9+ and Tu Tangata).	Factor III: Self-determining individuals	16. Civic literacy
Gisborne	Healing for Tairawhiti cultural oppression by 2019, by: restoring mana; unveiling the truth of Māori history in Tairawhiti; restoring identity; restoring indigenous healing; restoring connectedness; and embracing traditional practices.	Factor III: Self-determining individuals	16. Civic literacy
Gisborne	Addressing lost identities and rethinking what being Māori means, by creating a sense of belonging through cultural education. Drugs, alcohol and gangs are not who Māori are.	Factor III: Self-determining individuals	16. Civic literacy
Gisborne	Correcting the institutionalised racism of colonisation that results in the over-representation of Māori in negative statistics (e.g. Māori incarceration, Māori mortality rates, more medical tests conducted for non-Māori).	Factor III: Self-determining individuals	16. Civic literacy

Location	'How'	Factors I to V	Type of sub-factor
Gisborne	Increasing effective engagement with whanau, and ensuring Māori-to-Māori are in conversation rather than just Māori-to-non-Māori, especially in the implementation of any 'hows'.	Factor III: Self-determining individuals	16. Civic literacy
Gisborne	Ensuring children and families have access to information about education.	Factor III: Self-determining individuals	11. Education literacy
Gisborne	Strengthening family relationships and role modelling 'better ways' to interact as a family. This should include 'teaching parents how to teach.'	Factor III: Self-determining individuals	11. Education literacy
Gisborne	Creating a youth centre/safe zone for children.	Factor III: Self-determining individuals	16. Civic literacy
Gisborne	Encouraging more Māori male primary school teachers.	Factor IV: Self-determining communities	20. Curriculum, teachers and students
Gisborne	Having earlier intervention and support for struggling students by building trusting relationships between people and providers.	Factor IV: Self-determining communities	20. Curriculum, teachers and students
Gisborne	Making systems adaptable to individual needs by implementing a strength-based educational system and updating the delivery of that system for 2017 and the long-term.	Factor IV: Self-determining communities	20. Curriculum, teachers and students
Gisborne	Taking fluoride out of the water in Gisborne.	Factor IV: Self-determining communities	21. Harmful products and services
Gisborne	Taxing sugar to discourage unhealthy eating.	Factor IV: Self-determining communities	21. Harmful products and services
Gisborne	Reviewing access to alcohol licencing.	Factor IV: Self-determining communities	21. Harmful products and services
Gisborne	Improving prescription drug management.	Factor IV: Self-determining communities	22. Social infrastructure
Gisborne	Creating a local rehabilitation centre, which would include meeting rooms, specialists and car parking.	Factor IV: Self-determining communities	22. Social infrastructure
Gisborne	Creating support homes for those with mental illness.	Factor IV: Self-determining communities	22. Social infrastructure
Gisborne	Accepting the scale of the problems, especially by the community at large.	Factor IV: Self-determining communities	22. Social infrastructure
Gisborne	Improving access to, and affordability of, early childhood education (ECE) by identifying children who are not attending childcare, checking in with parents and caregivers and asking why the 20 hours free early childhood education and care scheme is not being used and then addressing these needs.	Factor IV: Self-determining communities	22. Social infrastructure
Gisborne	Listening to the experience of gang whanau and involving whanau – from the beginning to the end – and letting them set goals.	Factor IV: Self-determining communities	22. Social infrastructure
Gisborne	Drawing upon the Norwegian prison model of local prisons to decrease impact on whanau.	Factor IV: Self-determining communities	22. Social infrastructure
Gisborne	Creating a one-stop shop where services collaborate to share information (potentially though a database) but also ensure confidentially. This integrated approach would assist in removing structural and institutionalised poverty and would put a stop to siloed support systems.	Factor IV: Self-determining communities	22. Social infrastructure
Gisborne	Reviewing current services and bringing services directly to gang families and wananga, and ensure they are whanau-led (e.g. Ruia Sisters in Red and Notorious).	Factor IV: Self-determining communities	22. Social infrastructure
Gisborne	Initiating a Maara Kai programme – the Te Puni Kōkiri Maara Kai Programme provides financial assistance to community groups wanting to set up sustainable community garden projects, such as fruit forests.	Factor IV: Self-determining communities	23. Community projects
Gisborne	Ensuring service providers change the way they engage with patients by asking 'what matters to you', not 'what's the matter with you', improving responsive services by removing judgement, and encouraging tolerance and empathy by building trust and understanding.	Factor IV: Self-determining communities	24. Medical services
Gisborne	Increasing accountability of health professionals and service providers and facilitate the possibility of retraining.	Factor IV: Self-determining communities	24. Medical services
Gisborne	Building more Kaumātua Flats (Kaumātua flats are available for people who are 65 years and over). Building these houses will create jobs and also provide housing for elderly.	Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)
Gisborne	Celebrating success and encouraging collective living arrangements (e.g. through the '20 houses' model – build 20 units in one area so that nannies, papas, 'empty nesters', young parents, and whanau are not isolated).	Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)
Gisborne	Innovating the current financial system by reducing or removing GST on essential items (e.g. sanitary), cutting dishonour charges for lower income families, and providing access to low-interest loans.	Factor IV: Self-determining communities	28. Financial assistance and tax systems
Gisborne	Setting up a Seasonal Workers Union.	Factor IV: Self-determining communities	28. Financial assistance and tax systems
Gisborne	Promoting awareness of small business centre grants.	Factor IV: Self-determining communities	29. Local economy
Gisborne	Implementing an external review of the mental health system and mental health services. This review would ensure that the right people are in the right roles, that staff have the appropriate workload and pay, and could potentially increase funding for mental health. A review would also ensure central government acknowledge the need for change.	Factor V: Self-determining nation	32. Mental health services review
Kaikohe	Ensuring the benefit follows the child rather than the parents. This will ensure extra support in situations such as grandparents raising grandchildren and children who are constantly on the move from one family member to the next.	Factor I: Survival	1. Food, 2. Clothing and shoes, 3. Bedding, 4. Shelter *(emergency housing)* and 5. Accessibility
Kaikohe	Prioritising the improvement of living conditions to stop the spread of preventable diseases such as MRSA (Methicillin-resistant Staphylococcus aureus). This would also improve the rates at which developmental milestones are reached for children under five.	Factor I: Survival	3. Bedding and 4. Shelter *(emergency housing)*
Kaikohe	Increasing the availability of emergency housing.	Factor I: Survival	4. Shelter *(emergency housing)*
Kaikohe	Implementing rural bus services between rural communities and main towns to allow access to services such as medical appointments.	Factor I: Survival	5. Accessibility
Kaikohe	Increasing the size of the police force to enable around the clock availability in the local area.	Factor II: Security	7. Security of place (*social housing*)
Kaikohe	Establishing mobile GP centres in high schools to facilitate greater access for those who may only travel to town for school.	Factor II: Security	8. Security of health
Kaikohe	Increasing the availability of mental health support and counselling.	Factor II: Security	8. Security of health
Kaikohe	Providing special support for the elderly and those with age related illnesses.	Factor II: Security	8. Security of health
Kaikohe	Securing funding to enable WINZ to supply petrol vouchers for those whose movements are restricted by their location and ability to buy petrol.	Factor II: Security	9. Security of transport and technology
Kaikohe	Implementing a mentoring system for those who are struggling in the existing education system.	Factor III: Self-determining individuals	11. Education literacy
Kaikohe	Ensuring that teachers are diverse enough to engage and provide strong role models for their students who are in the process of developing their own identities and may also have one or more parent absent from their lives. This will reduce the creation of 'educational refugees' – students who drop out when transitioning from primary to secondary or from secondary to tertiary education.	Factor III: Self-determining individuals	11. Education literacy
Kaikohe	Adopting a long-term, holistic approach to education that encompasses all levels and ages, including in-home education and life skills such as gardening and managing personal or household finances, as well as more formal education.	Factor III: Self-determining individuals	11. Education literacy, 12. Health Literacy and 13. Financial literacy

Location	'How'	Factors I to V	Type of sub-factor
Kaikohe	Creating education programmes about living healthy lifestyles, to reduce the risk of health problems such as diabetes.	Factor III: Self-determining individuals	12. Health literacy
Kaikohe	Providing free car registration for those on the benefit.	Factor III: Self-determining individuals	14. Transportation literacy
Kaikohe	Encouraging grassroots community collaboration with networks of likeminded agencies and groups to ensure that local solutions are driven by community members. This will improve resilience and sharing about how to work within constraints.	Factor III: Self-determining individuals	16. Civic literacy
Kaikohe	Changing the education system to better address culture, spirituality and morality to strengthen a person's wairua (spirit/soul). This will encourage a love of learning and produce creative, critical thinkers and innovators.	Factor III: Self-determining individuals	16. Civic literacy
Kaikohe	Providing pastoral care for prisoners on parole to aid their reintegration and reduce the chances of reoffending.	Factor III: Self-determining individuals	10. Employment literacy, 11. Education literacy, 12. Health literacy, 13. Financial literacy, 14. Transportation literacy, 15. Technological literacy, 16. Civic literacy and 17. Housing literacy
Kaikohe	Teaching driving in schools so that students can get their license. This will help combat geographic isolation and reduce the rate of 'behind the wheel' offences.	Factor III: Self-determining individuals	14. Transportation literacy
Kaikohe	Using research to understand what forms of education are effective for the community in order to build and develop existing models. For example, research the value of peer education. This is a way of working with available resources to achieve education reform.	Factor IV: Self-determining communities	20. Curriculum, teachers and students
Kaikohe	Increasing participation in early childhood education to strengthen family and community ties, providing one-on-one personal connections and creating networks of support. This is modelled in Te Kohekohe, which benefits from a focus on the positive and a hands-off approach by the Ministry of Education.	Factor IV: Self-determining communities	20. Curriculum, teachers and students
Kaikohe	Educating teachers about the power of labelling their students and ensuring that they value the potential of their students regardless of those students' backgrounds. This will help combat the erosion of self-esteem and resulting problems including mental health issues like depression and suicide, addiction problems and involvement in the criminal justice system.	Factor IV: Self-determining communities	20. Curriculum, teachers and students
Kaikohe	Increasing accountability in the teaching profession to ensure that teachers are evaluated based on the visible outcomes in the lives of their students, rather than just focusing on test scores of questionable relevance.	Factor IV: Self-determining communities	20. Curriculum, teachers and students
Kaikohe	Closing down gambling facilities like the pokies in Kaikohe.	Factor IV: Self-determining communities	21. Harmful products and services
Kaikohe	Making alcohol unavailable in Kaikohe by closing down liquor stores in the area.	Factor IV: Self-determining communities	21. Harmful products and services
Kaikohe	Regulating money 'loan sharks' to stop them preying on the vulnerable.	Factor IV: Self-determining communities	21. Harmful products and services
Kaikohe	Improving the quality of the existing roading network in the Far North and evaluating the possibility of expanding it.	Factor IV: Self-determining communities	22. Social infrastructure
Kaikohe	Changing the culture of social services from a contest approach to one of cooperation and shared goals. This could be achieved by decentralising WINZ and other agencies of importance to allow the sharing of information between professionals, and improve connectivity and accessibility.	Factor IV: Self-determining communities	22. Social infrastructure
Kaikohe	Creating an initiative within social services that increases connectivity between providers and consumers so that risk indicators can be identified and acted upon from birth and throughout an individual's adult life.	Factor IV: Self-determining communities	22. Social infrastructure
Kaikohe	Normalising in-home visits by health professionals to reduce the impact of rural isolation and remove barriers to receiving adequate health care.	Factor IV: Self-determining communities	24. Medical services
Kaikohe	Encouraging door knocking and meetings between neighbours in local communities to facilitate connections and meaningful relationships. Social gatherings could be held at marae or clubrooms.	Factor IV: Self-determining communities	26. Culture of care
Kaikohe	Increasing community ownership of the local economy by buying from local businesses, promoting local business ownership and through cooperative banking.	Factor IV: Self-determining communities	29. Local economy
Kaikohe	Forming collective buying arrangements in the community to overcome price increases in the area. Models for this system exist in Italy and Cuba and involve a group of buyers who prioritise people and the environment in their purchasing decisions.	Factor IV: Self-determining communities	29. Local economy
Kaikohe	Exploring the potentials of natural resource innovation to grow the local economy while also reinforcing shared values of environmentalism and appreciation for the land.	Factor IV: Self-determining communities	29. Local economy
Kaikohe	Developing older areas of town to stop money leaving the area and going to larger centres, and to reduce the presence of empty buildings which in turn contribute to the poverty mind-set of the town.	Factor IV: Self-determining communities	29. Local economy
Kaikohe	Ensuring stronger regulations for 'big business' by empowering the local council to stand up to 'big business' (such as The Warehouse and other businesses on the Australia/NZ Stockmarket) by imposing stronger regulations, possibly based on the size of the floor plan for the proposed business. The operation of 'big business' in the local community needs to be on the town's terms.	Factor IV: Self-determining communities	29. Local economy
Kaikohe	Exploring innovative ways to package debt such as mortgages, higher-purchase agreements, cash loans, car costs and student loans. This will help break cycles of debt and generational benefit reliance.	Factor IV: Self-determining communities	30. Debt consolidation
Kaitaia	Creating a ward of the state grant (a grant for someone who is placed under the protection of a legal guardian) which has long-term savings potential. For example, the state could invest money on behalf of the person which then generates interest, the money could then be taken out by the person when they are an adult.	Factor II: Security	6. Security of income
Kaitaia	Establishing community-led hubs that link education providers and potential employers with the community. This will facilitate networking and encourage a coordinated approach to addressing problems of local employment after education.	Factor II: Security	6. Security of income and 29. Local economy
Kaitaia	Encouraging the community and health professionals to use e-health services to allow isolated people to make use of digital solutions. For example, enabling the communication of patient data between different healthcare professionals and allowing both the requesting of diagnostic tests and treatments and receiving the results to be done electronically.	Factor II: Security	8. Security of health
Kaitaia	Creating hubs on wheels to take services to hard to reach places. For example playgrounds and toys, a library bus and a pharmacy.	Factor II: Security	9. Security of transport and technology
Kaitaia	Approaching internet and telecommunication providers such as Spark, Vodafone and Chorus to better resource and connect the Far North.	Factor II: Security	9. Security of transport and technology
Kaitaia	Reinstating the community and landline phones that were removed based on the assumption that everyone was using mobiles, despite the lack of mobile coverage.	Factor II: Security	9. Security of transport and technology
Kaitaia	Creating internet hubs with satellite broadband to serve and be run by the community (for example in schools, marae, halls). This would allow people to Skype into multiple appointments.	Factor II: Security	9. Security of transport and technology
Kaitaia	Shifting the focus of education to value vocational skills and apprenticeships. This will ensure that education is relevant for jobs that are available in rural communities. For example, including practical secondary standards and courses in areas such as welding.	Factor III: Self-determining individuals	11. Education literacy
Kaitaia	Implementing a programme where retirees mentor youth on life skills such as budgeting, cooking and gardening. For example Te Hiku Youth Hub.	Factor III: Self-determining individuals	12. Health literacy and 13. Financial literacy

Location	'How'	Factors I to V	Type of sub-factor
Kaitaia	Introducing a mentoring system between local people to connect them as a community. For example using Te Ahu Centre, hubs, and marae as meeting points.	Factor III: Self-determining individuals	16. Civic literacy
Kaitaia	Focussing on engaging the community, and inspiring collective consciousness and responsibility to create systemic change. We need the strong community leaders/movers and shakers to lead community engagement.	Factor III: Self-determining individuals	16. Civic literacy
Kaitaia	Improving historical education, particularly around Te Tiriti o Waitangi, including context around the Treaty and the actual text of the document.	Factor III: Self-determining individuals	16. Civic literacy
Kaitaia	Improving civic education by including Tino Rangitiratanga narratives in the school curriculum. This would help our people find a voice and a purpose, and would also develop Māori leadership to get our people at the table with the decision-makers.	Factor III: Self-determining individuals	16. Civic literacy
Kaitaia	Making Te Reo and the history of Aotearoa compulsory in teacher training so that educators can pass on a respectful understanding of Māori culture.	Factor III: Self-determining individuals	16. Civic literacy
Kaitaia	Changing the drinking and party culture in the Far North and encouraging people to connect back to their Māori culture.	Factor III: Self-determining individuals	16. Civic literacy
Kaitaia	Implementing media strategies to cover aspects such as social media awareness. This will ensure that messages are specific and relevant to the community and will create awareness with print media, radio, and TV.	Factor III: Self-determining individuals	16. Civic literacy
Kaitaia	Changing the perception of Māoridom by adopting a Māori lens and starting a Mātauranga Māori revival. This would improve knowledge of areas such as the Wai 262 claim and wānanga (cultral traditions and tribal lore).	Factor III: Self-determining individuals	16. Civic literacy
Kaitaia	Ensuring that research about the Far North is conducted by locals in Kaitaia, and is useful for local communities.	Factor III: Self-determining individuals	16. Civic literacy
Kaitaia	Making education self-directed and self-ruled, with a focus on consequences and outcomes, by teaching life skills, financial literacy, positive classroom behaviours and mentoring.	Factor IV: Self-determining communities	20. Curriculum, teachers and students
Kaitaia	Moving away from a supply and demand model of tertiary education by incentivising tertiary institutions to function in both urban centres and rural locations. For example i) By making tertiary education hubs which partner with larger, more-established institutions – these would be essentially smaller versions of university and would rely on access to internet more than in-person staff, and ii) By sourcing government funding to write-off debt for tertiary educators who choose to work in rural areas.	Factor IV: Self-determining communities	20. Curriculum, teachers and students
Kaitaia	Targeting education in the home, with both student and caregiver, to enable prevention rather than intervention.	Factor IV: Self-determining communities	20. Curriculum, teachers and students
Kaitaia	Creating a role for a coordinator to provide pastoral care for students transitioning from rural to urban education. These support staff would come from rural communities, so they are better able to understand the needs and culture of rural students.	Factor IV: Self-determining communities	20. Curriculum, teachers and students
Kaitaia	Using school buses as public transport during school hours.	Factor IV: Self-determining communities	22. Social infrastructure
Kaitaia	Collating and developing a directory of social services that are available, and presenting this in the 'Awhi pages', which would be given to locals and be accessible online.	Factor IV: Self-determining communities	22. Social infrastructure
Kaitaia	Taking hui out to those who are most severely affected and disenfranchised to gather their perspectives about solutions relevant to them.	Factor IV: Self-determining communities	22. Social infrastructure and 23. Community projects
Kaitaia	Ensuring funding to the community is constant rather than sporadic.	Factor IV: Self-determining communities	23. Community projects
Kaitaia	Creating mobile medical centres to go to hard to reach places.	Factor IV: Self-determining communities	24. Medical services
Kaitaia	Creating a Koha card to record 30 hours community service required from those on a benefit. For example driving kuia and kaumatua to activities to give back to the community.	Factor IV: Self-determining communities	26. Culture of care
Kaitaia	Normalising the experience of grandparents raising grandchildren by approaching the issues with love and encouragement and letting this understanding show through in the language we use to talk about these situations.	Factor IV: Self-determining communities	27. Grandparents raising grandchildren
Kaitaia	Providing grandparents with information and re-educating them about available support services, the current education system and the needs of children. For example through using one-on-one case workers and face-to-face meetings.	Factor IV: Self-determining communities	27. Grandparents raising grandchildren
Kaitaia	Providing wraparound support by assessing the capability of grandparents to ensure that they receive assistance appropriate to their needs, whether that is physical, emotional or financial. For example i) ensuring access to transport services for a grandparent who cannot drive, and ii) providing counselling services to a grandparent who needs emotional support and also making this available to their family.	Factor IV: Self-determining communities	27. Grandparents raising grandchildren
Manawatu	Supporting Iwi in their quest for equity. Hosting and provision of food at community events.	Factor I: Survival	1. Food
Manawatu	Encouraging food gardening education in schools, community gardens and food tables.	Factor I: Survival	1. Food, 12. Health literacy
Manawatu	Investigating the purchase or repurposing of a house to provide Emergency Housing for Feilding by Community Trusts, MDC and others.	Factor I: Survival	4. Shelter (*emergency housing*)
Manawatu	Ensuring community trusts and MDC investigate options for transitional housing.	Factor I: Survival	4. Shelter (*emergency housing*)
Manawatu	Identifying a champion to work with central government agencies and local community groups to co-ordinate support services for the homeless.	Factor I: Survival	4. Shelter (*emergency housing*)
Manawatu	Linking local op-shops with health centres, provide clothing education and advice.	Factor II: Security	6. Security of income and 8. Security of health
Manawatu	Getting the McGuinness Institute to review the policy settings for the existing accommodation supplement to determine if it could be improved.	Factor II: Security	7. Security of place (*social housing*)
Manawatu	Consulting with community about minimum standards for all accommodation not just rentals.	Factor II: Security	7. Security of place (*social housing*)
Manawatu	Lobbying for free healthcare and dental care (this should be means tested).	Factor II: Security	8. Security of health
Manawatu	Developing a central list of people who can help develop end of life plans.	Factor II: Security	8. Security of health
Manawatu	Implementing students/elderly mentoring at schools, churches, clubs and the library.	Factor II: Security	8. Security of health
Manawatu	Identifying skill-based work identified for elderly, community networks and pets.	Factor II: Security	8. Security of health
Manawatu	Connecting mentoring programmes with schools to ensure support for at risk students.	Factor III: Self-determining individuals	11. Education literacy
Manawatu	Working with DHB to create an integrated mental health facility. Educating our community about how to access services.	Factor III: Self-determining individuals	12. Health literacy
Manawatu	Increasing the number of visits from Plunket (or similar) from 8 to 20 and teaching parenting skills.	Factor III: Self-determining individuals	12. Health literacy
Manawatu	Creating a community index at information centre of: clubs, volunteers, services. Possibly also deliver online.	Factor III: Self-determining individuals	16. Civic literacy
Manawatu	Creating community connectedness through public facilities (library, centres, WiFi).	Factor III: Self-determining individuals	16. Civic literacy
Manawatu	Solving Māori problems by being Māori, strengthen community connections.	Factor III: Self-determining individuals	16. Civic literacy
Manawatu	Consulting, communicating and reflecting in the context of the audience.	Factor III: Self-determining individuals	16. Civic literacy
Manawatu	Ensuring current government support mechanisms are known to all Manawatu healthcare providers. Investigate third party contributions to reduce costs.	Factor III: Self-determining individuals	16. Civic literacy
Manawatu	Ensuring those who work with Māori understand and observe Tikanga.	Factor III: Self-determining individuals	16. Civic literacy

Location	'How'	Factors I to V	Type of sub-factor
Manawatu	Ensuring solutions are sustainable by using whanaungatanga, manaakitanga, tikanga, aroha, whakapapa and te reo.	Factor IV: Self-determining communities	19. Community decision making
Manawatu	Working with Horizons on their public transport strategy. Encourage shared vehicles, scooter access and driving services.	Factor IV: Self-determining communities	22. Social infrastructure
Manawatu	Linking public services together to ensure a wrap-around service is provided.	Factor IV: Self-determining communities	22. Social infrastructure
Manawatu	Identifying best building providers and practice in Manawatu.	Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)
Manawatu	Budgeting services, community options for housing, lobby for shared housing not resulting in a drop in benefits.	Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)
Manawatu	Lobbying via LGNZ for legislation to be changed to allow local government to partner with others in social housing.	Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)
Manawatu	Taking a strength-based approach to assessing capabilities. Ensure social housing is constructed and renovated to be accessible (especially for those with disabilities).	Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)
Manawatu	Approaching all poverty situations with aroha. Remove the stigma and the blame and allow healing.	Factor IV: Self-determining communities	26. Culture of care
Manawatu	Creating community plans to help refugees, immigrantsm and prisoners.	Factor V: Self-determining nation	31. Central government strategy to tackle poverty
Manawatu	Bringing together all agencies who work with young people to ensure there are no gaps and reduce cross-overs.	Factor V: Self-determining nation	31. Central government strategy to tackle poverty
Manawatu	Working with central government to track children's wellbeing from birth to adulthood.	Factor V: Self-determining nation	31. Central government strategy to tackle poverty
Queenstown	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.	Factor II: Security	7. Security of place (*social housing*)
Queenstown	Ensuring schools showcase the way forward. Ideas included putting inclusion into practice, engaging more widely in the community and letting the community know what is implicitly and explicitly happening in the wider community.	Factor III: Self-determining individuals	16. Civic literacy
Queenstown	Creating a family room where parents can have a cup of tea, use WiFi and volunteer.	Factor III: Self-determining individuals	16. Civic literacy
Queenstown	Establishing a clear set of values around cohesion. These values should be owned by the community, representing all of the community, based around living standards and future growth.	Factor III: Self-determining individuals	16. Civic literacy
Queenstown	Utilising the youth council more effectively. Ideas included building civic knowledge in the wider community among youth and learning by doing (giving them real projects with actual financial resources).	Factor III: Self-determining individuals	16. Civic literacy
Queenstown	Ensuring businesses lead and integrate their values and visions of Queenstown into their business practices. For example, promoting inclusion, safety, environmental stability, worker rights and responsibilities and maintaining a beautiful township).	Factor III: Self-determining individuals	16. Civic literacy
Queenstown	Ensuring employees know their rights and responsibilities (e.g. better communication and/or union representation).	Factor III: Self-determining individuals	16. Civic literacy
Queenstown	Providing comprehensive guidance under the Health and Safety Act 2016. For example, outlining how a 'Person Conducting a Business or Undertaking (PCBU)' in Queenstown Lakes might best provide a 'primary duty of care' to staff members.	Factor III: Self-determining individuals	16. Civic literacy
Queenstown	Independently assessing businesses for treatment of employees in poverty. Are there poor employers in QLD and who are they? For example, the council could review employees experiences, have a complaints system easily accessible, blind visits etc.	Factor III: Self-determining individuals	16. Civic literacy
Queenstown	Improving gatekeeping by immigration. Ideas included improving airport security, assurance that visitors have funds on arrival to leave, provide proof of income and health support (i.e. health insurance rather than use New Zealand ACC).	Factor IV: Self-determining communities	18. Resource allocation
Queenstown	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.	Factor IV: Self-determining communities	18. Resource allocation
Queenstown	Providing a fast track legal process for small misdemeanours. Currently people are required to stay in Queenstown for months (often reliant on charitable services). This leads to such services not being available to New Zealanders who need these services.	Factor IV: Self-determining communities	18. Resource allocation
Queenstown	Reviewing temporary visa conditions so that visitors entering New Zealand are not relying on charitable services (e.g. food, clothing and accommodation), medical services (e.g. ACC) or jobs to pay for flights home.	Factor IV: Self-determining communities	18. Resource allocation
Queenstown	Exploring the idea of creating a new form of money through a Queenstown Lakes trading CARD. This could use cryptography to secure the transactions and to control the creation of new monetary units through social exchanges.	Factor IV: Self-determining communities	19. Community decision making
Queenstown	Building stronger relationships with schools, harnessing talents and skills, building on assets not deficits, linking schools to local business (building and empowering human capital).	Factor IV: Self-determining communities	20. Curriculum, teachers and students
Queenstown	Creating community hubs. Ideas included an open space for conversation, a physical space (e.g. community hall), a digital space, a website operating as a newsletter to give information about community events and when/where to get involved.	Factor IV: Self-determining communities	22. Social infrastructure
Queenstown	Building business and community relations. Ideas include sponsorship of community events and volunteer groups, training days, interactions with schools, apprenticeships and other gateways into businesses.	Factor IV: Self-determining communities	23. Community projects
Queenstown	Raising commercial rates and then using as additional funding for building and accommodation projects.	Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)
Queenstown	Working harder to collect and analyse local data and information on housing.	Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)
Queenstown	Exploring different house ownership models to give families the opportunity to own housing. This would provide a 'stepping stone' towards individual home ownership.	Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)
Queenstown	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 paying staff from when they leave/arrive home.	Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)
Queenstown	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.	Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)
Queenstown	Establishing a community development officer. Ideas included facilitating/supporting volunteer groups, collecting feedback, helping with submissions, building values, trust and knowledge, recognising council's achievements and challenges.	Factor IV: Self-determining communities	26. Culture of care
Queenstown	Creating a tax levy on the profits of established firms, which will then be distributed to help fund their chosen community goal such as housing, transportation, education or social services.	Factor IV: Self-determining communities	28. Financial assistance and tax systems
Queenstown	Establishing a levy or targeted tax on the tourism industry, in order to fund and provide the necessary infrastructure to support the area as a tourist destination – something Queenstown relies on.	Factor IV: Self-determining communities	28. Financial assistance and tax systems
Queenstown	Generating comparative data on social services and health costs in Queenstown.	Factor IV: Self-determining communities	28. Financial assistance and tax systems

Location	'How'	Factors I to V	Type of sub-factor
Queenstown	Investigating ACC claims in the QLD area to ensure tax generated funds are used by those who pay ACC (not for tourists with private insurance). There was uncertainty as to the extent of the loophole and also concerns over unequal GP costs.	Factor IV: Self-determining communities	28. Financial assistance and tax systems
Queenstown	Developing unique measures of success or failure to be considered for Queenstown as a tourism hub.	Factor IV: Self-determining communities	29. Local economy
Rotorua	Replacing the flowers in roundabouts with fruit and vegetables; providing free kai for kids distributed from the local community centres (not from within the school gates); and campaigning to love food, hate waste.	Factor I: Survival	1. Food
Rotorua	Creating a Centre for Homeless Whanau and a homeless night shelter.	Factor I: Survival	4. Shelter *(emergency housing)*
Rotorua	Allocating the empty houses in the region to families waiting on the Housing NZ waitlist (which is currently a three-year wait). Funding will be necessary to get some of these houses up to a living standard. This should come from Housing NZ.	Factor I: Survival	4. Shelter *(emergency housing)*
Rotorua	Providing a temporary address for people to start the benefit process.	Factor II: Security	6. Security of income
Rotorua	Creating volunteering initiatives which enables the unemployed to volunteer (for a certain number of hours) in return for receiving things such as financial support to get photo ID taken or to buy a suit and tie; and establish a Daytime Educational Drop In Centre to provide clear pathways for whanau who want help and retraining.	Factor II: Security	6. Security of income
Rotorua	Providing rehab grants for offenders who spent time in prison and community detention centres. The grant does not have to be in the form of money but could aid integration with support programmes, which could provide work and living skills training.	Factor II: Security	6. Security of income
Rotorua	Increasing the hourly rate to a minimum of $18 per hour; and community specific benefit entitlement to cover living costs.	Factor II: Security	6. Security of income
Rotorua	Careers evenings for businesses with employment vacancies. Community members have the opportunity to attend a four-step training programme to gain the skills to fit the vacancies. The idea comes from Ruapehu, where it was successfully trialled and saw a high placement of workers.	Factor II: Security	6. Security of income and 10. Employment literacy
Rotorua	Providing a subsidy to encourage businesses to hire people on the benefit (instead of overseas labourers). Redirecting government benefits towards subsidising a long-term solution will allow workers to enter the workforce to gain skills, confidence and ability to support their families.	Factor II: Security	6. Security of income and 10. Employment literacy
Rotorua	Changing the way employment contracts are done.	Factor II: Security	6. Security of income and 10. Employment literacy
Rotorua	Building affordable homes; reviewing accommodation costs; easier criteria for access; compulsory warrants of fitness for housing; and providing housing bonds to working families still struggling due to low paying jobs.	Factor II: Security	7. Security of place (social housing) and 25. Home ownership, rentals and shared housing (*affordable housing*)
Rotorua	Support in the home long term; consistent support for workers; and support for those with identified needs (culturally appropriate services).	Factor II: Security	8. Security of health
Rotorua	Providing a universal caregiver wage.	Factor II: Security	8. Security of health
Rotorua	Pick elderly up and take them to hui meetings; visit them in their homes; and involve them with rangatahi e.g. reading buddy or schools adopting grandparents.	Factor II: Security	8. Security of health
Rotorua	Providing free legal advice for the elderly.	Factor II: Security	8. Security of health
Rotorua	Changing the way we teach in schools from theory to practical 'hands on' learning; having smaller teacher/student ratios in classrooms; working with whānau; and having teacher aides and social workers at all school.	Factor III: Self-determining individuals	11. Education literacy
Rotorua	Changing how we motivate youth by having inspiring kaumatua mentors in schools; having adults who listen; learning styles catered to – aiming to create students who love to learn; providing youth courses for all students that focus on building individual strengths; and ensuring local funding for scholarships.	Factor III: Self-determining individuals	11. Education literacy
Rotorua	Teaching Te Arawa, Te Reo (Whakapapa), employment skills, addiction education and life skills (cooking, life planning, budgeting, gardening, sewing, emotional and financial literacy); teaching the values of education, community, healthy relationships, self and family; teaching real life stories (e.g. talks from recovered drug and alcohol addicts, drink driving outcomes and pregnancy (including fetal alcohol syndrome) outcomes).	Factor III: Self-determining individuals	11. Education literacy, 12. Health Literacy and 13. Financial literacy
Rotorua	Showing parents how to actively love their children; and registering and working to become a UNICEF NZ Child Friendly City.	Factor III: Self-determining individuals	12. Health literacy
Rotorua	Councils to notify the community of upcoming events and services by contributing to school/community newsletters and websites and improving their website for easy access to information.	Factor III: Self-determining individuals	16. Civic literacy
Rotorua	Showcasing through social marketing, good examples of initiatives that are working in the community.	Factor III: Self-determining individuals	16. Civic literacy
Rotorua	Encouraging socially responsible businesses (good corporate citizens): Employment/training opportunities; commitment to employing local people; and businesses adopting a local community centre.	Factor III: Self-determining individuals	16. Civic literacy
Rotorua	Ensuring key directory services are on social media pages for easy access.	Factor III: Self-determining individuals	16. Civic literacy
Rotorua	Making it compulsory for social service providers to let clients know what they are entitled to. We need easy access to services that work for the people.	Factor III: Self-determining individuals	13. Financial literacy
Rotorua	The ability to reflect, understand and identify beliefs; move away from the 'one size fits all way of thinking'; and establish a collective together, creating good relationships.	Factor IV: Self-determining communities	19. Community decision making
Rotorua	Allowing communities to make decisions about how to allocate funds; funding initiatives for community and iwi; creating independent evaluations of local social services to make sure that the impacts/KPIs are met; and funding for medical, police and community services specific to Rotorua due to visitor pressures on services.	Factor IV: Self-determining communities	19. Community decision making
Rotorua	Promoting boarding schools for teenage years.	Factor IV: Self-determining communities	20. Curriculum, teachers and students
Rotorua	Ensuring schools reflect the reality of their communities by making it easier for parents to afford what's needed. For example, allowing canvas shoes from Kmart ($4) instead of leather shoes from The Warehouse ($20).	Factor IV: Self-determining communities	20. Curriculum, teachers and students
Rotorua	Providing agency support and empowerment for solo parents (focusing on strength based services and fathering programmes); providing a minimum five-day stay in hospital for new mums to help them on their journey to motherhood; providing additional government funding to District Health Boards to ensure everyone has support for first 1000 days of a child's life (valuing the role of mother and father); providing free childcare for all pre-schoolers, not just subsidized; establishing a universal caregiver allowance; ensuring needs assessed disability and carer support; and providing residential respite for carer's children.	Factor IV: Self-determining communities	20. Curriculum, teachers and students and 25. Medical services
Rotorua	Getting rid of all liquor and lotto shops in poor areas.	Factor IV: Self-determining communities	21. Harmful products and services
Rotorua	A 24-hour Social Care Centre; universal access to health services, counselling, rehabilitation centres and housing; and creating a community hub for social solidarity and to share knowledge between generations in gardening, knitting, creative and computer skills. This will also build social, mental and health awareness.	Factor IV: Self-determining communities	22. Social infrastructure
Rotorua	Breaking barriers to extend service providers restrictions.	Factor IV: Self-determining communities	22. Social infrastructure
Rotorua	Introducing better processes within the ACC department to make it easier for disabled people.	Factor IV: Self-determining communities	24. Medical services

Location	'How'	Factors I to V	Type of sub-factor
Rotorua	Papakainga – as a long-term accommodation option. (Papakainga is a form of housing development which occurs on multiply-owned Maori or ancestral land. Traditionally, the literal meaning of Papakainga housing is, 'a nurturing place to return to').	Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)
Rotorua	Telling HNZ to step up and stop selling houses.	Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)
Rotorua	Changing the stigma of poverty by creating a culture that cares for our most vulnerable. Being in poverty doesn't mean you're uneducated or not contributing to your community.	Factor IV: Self-determining communities	26. Culture of care
Rotorua	Changing the WINZ financial assistance process to be more informed, have background checks on who they support, pay to assist clients and do follow ups on their service.	Factor IV: Self-determining communities	28. Financial assistance and tax systems
Rotorua	Reforming the tax system.	Factor IV: Self-determining communities	28. Financial assistance and tax systems
Rotorua	Capping debt.	Factor IV: Self-determining communities	30. Debt consolidation
Rotorua	Revisiting laws for students to protect them from the burden of debt and providing interest-free loans.	Factor IV: Self-determining communities	30. Debt consolidation
Rotorua	Establishing more regulations around money lending and our financial system.	Factor IV: Self-determining communities	30. Debt consolidation
Rotorua	Creating a Central Government Strategy: targeting poverty – *2025 NZ poverty free* – where implementation and information is fed at the local and regional level.	Factor V: Self-determining nation	31. Central government strategy to tackle poverty
Rotorua	Creating government policies that value and support kin care.	Factor V: Self-determining nation	31. Central government strategy to tackle poverty
Rotorua	Establishing Te Kopai Tuatahi – The first footsteps: A think tank to continue the work and ideas that have been discussed. This would get funding for research, with the findings accessible to all.	Factor V: Self-determining nation	33. Think Tank: Te Kopai Tuatahi – The first footsteps

Factors I to V	Type of sub-factor	'How'	Location
Factor I: Survival	1. Food	Creating a 'sharing meal' system.	Gisborne
Factor I: Survival	1. Food	Supporting Iwi in their quest for equity. Hosting and provision of food at community events.	Manawatu
Factor I: Survival	1. Food	Replacing the flowers in roundabouts with fruit and vegetables; providing free kai for kids distributed from the local community centres (not from within the school gates); and campaigning to love food, hate waste.	Rotorua
Factor I: Survival	1. Food, 12. Health literacy	Encouraging food gardening education in schools, community gardens and food tables.	Manawatu
Factor I: Survival	1. Food, 2. Clothing and shoes, 3. Bedding, 4. Shelter *(emergency housing)* and 5. Accessibility	Ensuring the benefit follows the child rather than the parents. This will provide extra support in situations such as grandparents raising grandchildren and children who are constantly on the move from one family member to the next.	Kaikohe
Factor I: Survival	2. Clothing and shoes	Encouraging community governance to reduce bureaucracy (e.g. a community washing machine could be installed at a school, allowing support for struggling families).	Gisborne
Factor I: Survival	3. Bedding and 4. Shelter *(emergency housing)*	Prioritising the improvement of living conditions to stop the spread of preventable diseases such as MRSA (Methicillin-resistant Staphylococcus aureus). This would also improve the rates at which developmental milestones are reached for children under five.	Kaikohe
Factor I: Survival	4. Shelter *(emergency housing)*	Creating affordable emergency housing (e.g. through transportable shipping containers).	Gisborne
Factor I: Survival	4. Shelter *(emergency housing)*	Improving re-integration after prison sentences, particularly for women. i.) Job opportunities – Increasing job opportunities by ensuring social enterprises provide jobs to those who mainstream employers might not consider. ii.) Housing – Increasing access to quality housing, including creating a bank of emergency accommodation, supported housing for those in need, and halfway houses for people coming out of prison.	Gisborne
Factor I: Survival	4. Shelter *(emergency housing)*	Increasing the availability of emergency housing.	Kaikohe
Factor I: Survival	4. Shelter *(emergency housing)*	Investigating the purchase or repurposing of a house to provide Emergency Housing for Feilding by Community Trusts, MDC and others.	Manawatu
Factor I: Survival	4. Shelter *(emergency housing)*	Ensuring community trusts and MDC investigate options for transitional housing.	Manawatu
Factor I: Survival	4. Shelter *(emergency housing)*	Identifying a champion to work with central government agencies and local community groups to co-ordinate support services for the homeless.	Manawatu
Factor I: Survival	4. Shelter *(emergency housing)*	Creating a Centre for Homeless Whanau and a homeless night shelter.	Rotorua
Factor I: Survival	4. Shelter *(emergency housing)*	Allocating the empty houses in the region to families waiting on the Housing NZ waitlist (which is currently a three-year wait). Funding will be necessary to get some of these houses up to a living standard. This should come from Housing NZ.	Rotorua
Factor I: Survival	5. Accessibility	Implementing rural bus services between rural communities and main towns to allow access to services such as medical appointments.	Kaikohe
Factor II: Security	6. Security of income	Implementing ongoing local funding for working families and working poor.	Gisborne
Factor II: Security	6. Security of income	Creating a ward of the state grant (a grant for someone who is placed under the protection of a legal guardian) which has long-term savings potential. For example, the state could invest money on behalf of the person which then generates interest, the money could then be taken out by the person when they are an adult.	Kaitaia
Factor II: Security	6. Security of income	Creating a dress-up shop to provide professional clothes for those without clothes, such as for a job interview.	Gisborne
Factor II: Security	6. Security of income	Increasing paid parental leave.	Gisborne
Factor II: Security	6. Security of income	Creating: a smooth pay system; an income to cover the essentials; and increased holiday pay to help seasonal workers in the off-season. This could be a WINZ system (e.g. seasonal workers could volunteer over the off-season but would be paid by WINZ).	Gisborne
Factor II: Security	6. Security of income	Implementing a lower tax-rate for employers who offer employees a living wage and redundancy packages.	Gisborne
Factor II: Security	6. Security of income	Increasing the minimum wage.	Gisborne
Factor II: Security	6. Security of income	Consulting stakeholders to develop a plan which ensures availability of skilled seasonal workers and implements targeted training for Tairawhiti region. This would also increase job security because jobs would reflect demand (e.g. through looking at local industries such as forestry and horticulture).	Gisborne
Factor II: Security	6. Security of income	Removing stand-down period in jobs. (From Work and Income New Zealand: 'A stand down is a period, of up to a maximum of two weeks, where the client cannot receive a benefit payment.' Source: http://www.workandincome.govt.nz/about-work-and-income/our-services/what-is-a-stand-down.html)	Gisborne
Factor II: Security	6. Security of income	Putting people back on marae under the PEP scheme (Project Employment Programme) – designed to provide fully tax-funded jobs and short-term jobs for those at risk of long-term unemployment.	Gisborne
Factor II: Security	6. Security of income	Providing a temporary address for people to start the benefit process.	Rotorua
Factor II: Security	6. Security of income	Creating volunteering initiatives which enables the unemployed to volunteer (for a certain number of hours) in return for receiving things such as financial support to get photo ID taken or to buy a suit and tie; and establish a Daytime Educational Drop In Centre to provide clear pathways for whanau who want help and retraining.	Rotorua
Factor II: Security	6. Security of income	Providing rehab grants for offenders who spent time in prison and community detention centres. The grant does not have to be in the form of money but could aid integration with support programmes, which could provide work and living skills training.	Rotorua
Factor II: Security	6. Security of income	Increasing the hourly rate to a minimum of $18 per hour; and community specific benefit entitlement to cover living costs.	Rotorua
Factor II: Security	6. Security of income and 10. Employment literacy	Careers evenings for businesses with employment vacancies. Community members have the opportunity to attend a four-step training programme to gain the skills to fit the vacancies. The idea comes from Ruapehu, where it was successfully trialled and saw a high placement of workers.	Rotorua
Factor II: Security	6. Security of income and 10. Employment literacy	Providing a subsidy to encourage businesses to hire people on the benefit (instead of overseas labourers). Redirecting government benefits towards subsidising a long-term solution will allow workers to enter the workforce to gain skills, confidence and ability to support their families.	Rotorua
Factor II: Security	6. Security of income and 10. Employment literacy	Changing the way employment contracts are done.	Rotorua
Factor II: Security	6. Security of income and 29. Local economy	Establishing community-led hubs that link education providers and potential employers with the community. This will facilitate networking and encourage a coordinated approach to addressing problems of local employment after education.	Kaitaia
Factor II: Security	6. Security of income and 8. Security of health	Linking local op-shops with health centres, provide clothing education and advice.	Manawatu
Factor II: Security	6. Security of income, 8. Security of health and 22. Social infrastructure	Creating home-help jobs with extended hours. This service will create jobs in the community while also providing prolonged support for the elderly.	Gisborne
Factor II: Security	7. Security of place *(social housing)*	Reviewing housing regulations to improve housing stock.	Gisborne
Factor II: Security	7. Security of place *(social housing)*	Increasing the size of the police force to enable around the clock availability in the local area.	Kaikohe
Factor II: Security	7. Security of place *(social housing)*	Getting the McGuinness Institute to review the policy settings for the existing accommodation supplement to determine if it could be improved.	Manawatu
Factor II: Security	7. Security of place *(social housing)*	Consulting with community about minimum standards for all accommodation not just rentals.	Manawatu

Factors I to V	Type of sub-factor	'How'	Location
Factor II: Security	7. Security of place (*social housing*)	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.	Queenstown
Factor II: Security	7. Security of place (*social housing*) and 25. Home ownership, rentals and shared housing (*affordable housing*)	Building affordable homes; reviewing accommodation costs; easier criteria for access; compulsory warrants of fitness for housing; and providing housing bonds to working families still struggling due to low paying jobs.	Rotorua
Factor II: Security	8. Security of health	Ensuring more support is there for those dealing with addictions (e.g. a local drug and alcohol court and a local rehabilitation unit in the Gisborne/Tairawhiti region).	Gisborne
Factor II: Security	8. Security of health	Creating and implementing an emergency police contact or panic button for elderly, and encouraging GPs to know who their elderly patients are and who is living alone.	Gisborne
Factor II: Security	8. Security of health	Improving service delivery for hard to access groups such as homeless or mentally ill (e.g. through innovation, social media, building relationships not just delivering services and by listening not directing).	Gisborne
Factor II: Security	8. Security of health	Creating a mobile health clinic.	Gisborne
Factor II: Security	8. Security of health	Improving access to therapy and counselling for homeless.	Gisborne
Factor II: Security	8. Security of health	Improving antenatal care.	Gisborne
Factor II: Security	8. Security of health	Creating a Plunket booklet for the elderly; a simplified, universal booklet for elderly to inform them of where to go for help.	Gisborne
Factor II: Security	8. Security of health	Raising awareness of abused elderly (e.g. advertisements on television, radio and newspapers).	Gisborne
Factor II: Security	8. Security of health	Reviewing and potentially increasing funding and resources for the elderly (e.g. through lowering medical and prescription costs, reviewing the 'living pension', creating a superannuation scheme like Australia's, and eliminating rate penalties and GST for 65+ year-olds).	Gisborne
Factor II: Security	8. Security of health	Establishing mobile GP centres in high schools to facilitate greater access for those who may only travel to town for school.	Kaikohe
Factor II: Security	8. Security of health	Increasing the availability of mental health support and counselling.	Kaikohe
Factor II: Security	8. Security of health	Providing special support for the elderly and those with age related illnesses.	Kaikohe
Factor II: Security	8. Security of health	Encouraging the community and health professionals to use e-health services to allow isolated people to make use of digital solutions. For example, enabling the communication of patient data between different healthcare professionals and allowing both the requesting of diagnostic tests and treatments and receiving the results to be done electronically.	Kaitaia
Factor II: Security	8. Security of health	Lobbying for free healthcare and dental care (this should be means tested).	Manawatu
Factor II: Security	8. Security of health	Developing a central list of people who can help develop end of life plans.	Manawatu
Factor II: Security	8. Security of health	Implementing students/elderly mentoring at schools, churches, clubs and the library.	Manawatu
Factor II: Security	8. Security of health	Identifying skill-based work identified for elderly, community networks and pets.	Manawatu
Factor II: Security	8. Security of health	Support in the home long term; consistent support for workers; and support for those with identified needs (culturally appropriate services).	Rotorua
Factor II: Security	8. Security of health	Providing a universal caregiver wage.	Rotorua
Factor II: Security	8. Security of health	Pick elderly up and take them to hui meetings; visit them in their homes; and involve them with rangatahi e.g. reading buddy or schools adopting grandparents.	Rotorua
Factor II: Security	8. Security of health	Providing free legal advice for the elderly.	Rotorua
Factor II: Security	8. Security of health and 22. Social infrastructure	Encouraging more interaction between the young and elderly (e.g. through elderly teaching young people life skills and young people teaching elderly technological skills; by integrating retirement homes and nurseries; encouraging single mums to volunteer with the elderly; creating a space for elderly to read to the blind and teach young people how to read; and implementing an 'adopt a Grandparent service').	Gisborne
Factor II: Security	9. Security of transport and technology	Bringing the Hub to the community instead of the community to the Hub.	Gisborne
Factor II: Security	9. Security of transport and technology	Encouraging whanaungatanga (relationship, kinship, sense of family connection) (e.g. getting a ride to town with neighbours, getting neighbours to do your shopping, or having a Saturday driving service).	Gisborne
Factor II: Security	9. Security of transport and technology	Encouraging employers to provide transport for employees to and from work.	Gisborne
Factor II: Security	9. Security of transport and technology	Encouraging SuperGrans to create a 'Superbus' which facilitates transportation for elderly.	Gisborne
Factor II: Security	9. Security of transport and technology	Securing funding to enable WINZ to supply petrol vouchers for those whose movements are restricted by their location and ability to buy petrol.	Kaikohe
Factor II: Security	9. Security of transport and technology	Creating hubs on wheels to take services to hard to reach places. For example playgrounds and toys, a library bus and a pharmacy.	Kaitaia
Factor II: Security	9. Security of transport and technology	Approaching internet and telecommunication providers such as Spark, Vodafone and Chorus to better resource and connect the Far North.	Kaitaia
Factor II: Security	9. Security of transport and technology	Reinstating the community and landline phones that were removed based on the assumption that everyone was using mobiles, despite the lack of mobile coverage.	Kaitaia
Factor II: Security	9. Security of transport and technology	Creating internet hubs with satellite broadband to serve and be run by the community (for example in schools, marae, halls). This would allow people to Skype into multiple appointments.	Kaitaia
Factor III: Self-determining individuals	10. Employment literacy, 11. Education literacy, 12. Health literacy, 13. Financial literacy, 14. Transportation literacy, 15. Technological literacy, 16. Civic literacy and 17. Housing literacy	Re-teaching life skills and educating families so that all can contribute (e.g. through a family mentor).	Gisborne
Factor III: Self-determining individuals	10. Employment literacy, 11. Education literacy, 12. Health literacy, 13. Financial literacy, 14. Transportation literacy, 15. Technological literacy, 16. Civic literacy and 17. Housing literacy	Providing pastoral care for prisoners on parole to aid their reintegration and reduce the chances of reoffending.	Kaikohe
Factor III: Self-determining individuals	11. Education literacy	Keeping youth engaged in learning for longer by creating more modern trade apprenticeships, encouraging outdoor education programmes and supporting initiatives such as CACTUS (Combined Adolescent Challenge Training Unit Support).	Gisborne
Factor III: Self-determining individuals	11. Education literacy	Ensuring children and families have access to information about education.	Gisborne
Factor III: Self-determining individuals	11. Education literacy	Strengthening family relationships and role modelling 'better ways' to interact as a family. This should include 'teaching parents how to teach.'	Gisborne
Factor III: Self-determining individuals	11. Education literacy	Shifting the focus of education to value vocational skills and apprenticeships. This will ensure that education is relevant for jobs that are available in rural communities. For example, including practical secondary standards and courses in areas such as welding.	Kaitaia
Factor III: Self-determining individuals	11. Education literacy	Implementing a mentoring system for those who are struggling in the existing education system.	Kaikohe

Factors I to V	Type of sub-factor	'How'	Location
Factor III: Self-determining individuals	11. Education literacy	Ensuring that teachers are diverse enough to engage and provide strong role models for their students who are in the process of developing their own identities and may also have one or more parent absent from their lives. This will reduce the creation of 'educational refugees' – students who drop out when transitioning from primary to secondary or from secondary to tertiary education.	Kaikohe
Factor III: Self-determining individuals	11. Education literacy	Connecting mentoring programmes with schools to ensure support for at risk students.	Manawatu
Factor III: Self-determining individuals	11. Education literacy	Changing the way we teach in schools from theory to practical 'hands on' learning; having smaller teacher/student ratios in classrooms; working with whānau; and having teacher aides and social workers at all school.	Rotorua
Factor III: Self-determining individuals	11. Education literacy	Changing how we motivate youth by having inspiring kaumatua mentors in schools; having adults who listen; learning styles catered to – aiming to create students who love to learn; providing youth courses for all students that focus on building individual strengths; and ensuring local funding for scholarships.	Rotorua
Factor III: Self-determining individuals	11. Education literacy, 12. Health Literacy and 13. Financial literacy	Adopting a long-term, holistic approach to education that encompasses all levels and ages, including in-home education and life skills such as gardening and managing personal or household finances, as well as more formal education.	Kaikohe
Factor III: Self-determining individuals	11. Education literacy, 12. Health Literacy and 13. Financial literacy	Teaching Te Arawa, Te Reo (Whakapapa), employment skills, addiction education and life skills (cooking, life planning, budgeting, gardening, sewing, emotional and financial literacy); teaching the values of education, community, healthy relationships, self and family; teaching real life stories (e.g. talks from recovered drug and alcohol addicts, drink driving outcomes and pregnancy (including fetal alcohol syndrome) outcomes).	Rotorua
Factor III: Self-determining individuals	12. Health literacy	Creating programmes that combat loneliness and encourage elderly to live interactive and active lifestyles (e.g. implementing a programme where elderly can interact with animals and creating walking, swimming and tai chi groups).	Gisborne
Factor III: Self-determining individuals	12. Health literacy	Ensuring appropriate drug education is available in the community.	Gisborne
Factor III: Self-determining individuals	12. Health literacy	Creating education programmes about living healthy lifestyles, to reduce the risk of health problems such as diabetes.	Kaikohe
Factor III: Self-determining individuals	12. Health literacy	Working with DHB to create an integrated mental health facility. Educating our community about how to access services.	Manawatu
Factor III: Self-determining individuals	12. Health literacy	Increasing the number of visits from Plunket (or similar) from 8 to 20 and teaching parenting skills.	Manawatu
Factor III: Self-determining individuals	12. Health literacy	Showing parents how to actively love their children; and registering and working to become a UNICEF NZ Child Friendly City.	Rotorua
Factor III: Self-determining individuals	12. Health literacy and 13. Financial literacy	Implementing a programme where retirees mentor youth on life skills such as budgeting, cooking and gardening. For example Te Hiku Youth Hub.	Kaitaia
Factor III: Self-determining individuals	13. Financial literacy	Creating incentives to save and encouraging financial literacy by creating short-term saving schemes to help with budgeting (e.g. Christmas Clubs or saving for car registration).	Gisborne
Factor III: Self-determining individuals	13. Financial literacy	Ensuring financial training is a part of any job so that employees learn financial literacy.	Gisborne
Factor III: Self-determining individuals	13. Financial literacy	Encouraging employees and employers to contribute to KiwiSaver.	Gisborne
Factor III: Self-determining individuals	13. Financial literacy	Making it compulsory for social service providers to let clients know what they are entitled to. We need easy access to services that work for the people.	Rotorua
Factor III: Self-determining individuals	14. Transportation literacy	Providing free car registration for those on the benefit.	Kaikohe
Factor III: Self-determining individuals	14. Transportation literacy	Teaching driving in schools so that students can get their license. This will help combat geographic isolation and reduce the rate of 'behind the wheel' offences.	Kaikohe
Factor III: Self-determining individuals	16. Civic literacy	Encouraging Pacific Islanders to seek help both within and outside the Pacific Island Community, and encouraging employers to provide information about support services and networks available to the Pacific Island community.	Gisborne
Factor III: Self-determining individuals	16. Civic literacy	Supporting community groups that are already established and encouraging groups to collaborate, support each other and scale-up (e.g. Te Ora Hou, -9+ and Tu Tangata).	Gisborne
Factor III: Self-determining individuals	16. Civic literacy	Healing for Tairawhiti cultural oppression by 2019, by: restoring mana; unveiling the truth of Māori history in Tairawhiti; restoring identity; restoring indigenous healing; restoring connectedness; and embracing traditional practices.	Gisborne
Factor III: Self-determining individuals	16. Civic literacy	Addressing lost identities and rethinking what being Māori means, by creating a sense of belonging through cultural education. Drugs, alcohol and gangs are not who Māori are.	Gisborne
Factor III: Self-determining individuals	16. Civic literacy	Correcting the institutionalised racism of colonisation that results in the over-representation of Māori in negative statistics (e.g. Māori incarceration, Māori mortality rates, more medical tests conducted for non-Māori).	Gisborne
Factor III: Self-determining individuals	16. Civic literacy	Creating a youth centre/safe zone for children.	Gisborne
Factor III: Self-determining individuals	16. Civic literacy	Increasing effective engagement with whanau, and ensuring Māori-to-Māori are in conversation rather than just Māori-to-non-Māori, especially in the implementation of any 'hows'.	Gisborne
Factor III: Self-determining individuals	16. Civic literacy	Encouraging grassroots community collaboration with networks of likeminded agencies and groups to ensure that local solutions are driven by community members. This will improve resilience and sharing about how to work within constraints.	Kaikohe
Factor III: Self-determining individuals	16. Civic literacy	Changing the education system to better address culture, spirituality and morality to strengthen a person's wairua (spirit/soul). This will encourage a love of learning and produce creative, critical thinkers and innovators.	Kaikohe
Factor III: Self-determining individuals	16. Civic literacy	Introducing a mentoring system between local people to connect them as a community. For example using Te Ahu Centre, hubs, and marae as meeting points.	Kaitaia
Factor III: Self-determining individuals	16. Civic literacy	Focussing on engaging the community, and inspiring collective consciousness and responsibility to create systemic change. We need the strong community leaders/movers and shakers to lead community engagement.	Kaitaia
Factor III: Self-determining individuals	16. Civic literacy	Improving historical education, particularly around Te Tiriti o Waitangi, including context around the Treaty and the actual text of the document.	Kaitaia
Factor III: Self-determining individuals	16. Civic literacy	Improving civic education by including Tino Rangitiratanga narratives in the school curriculum. This would help our people find a voice and a purpose, and would also develop Māori leadership to get our people at the table with the decision-makers.	Kaitaia
Factor III: Self-determining individuals	16. Civic literacy	Making Te Reo and the history of Aotearoa compulsory in teacher training so that educators can pass on a respectful understanding of Māori culture.	Kaitaia
Factor III: Self-determining individuals	16. Civic literacy	Changing the drinking and party culture in the Far North and encouraging people to connect back to their Māori culture.	Kaitaia
Factor III: Self-determining individuals	16. Civic literacy	Implementing media strategies to cover aspects such as social media awareness. This will ensure that messages are specific and relevant to the community and will create awareness with print media, radio, and TV.	Kaitaia
Factor III: Self-determining individuals	16. Civic literacy	Changing the perception of Māoridom by adopting a Māori lens and starting a Mātauranga Māori revival. This would improve knowledge of areas such as the Wai 262 claim and wānanga (cultral traditions and tribal lore).	Kaitaia
Factor III: Self-determining individuals	16. Civic literacy	Ensuring that research about the Far North is conducted by locals in Kaitaia, and is useful for local communities.	Kaitaia

Factors I to V	Type of sub-factor	'How'	Location
Factor III: Self-determining individuals	16. Civic literacy	Creating a community index at information centre of: clubs, volunteers, services. Possibly also deliver online.	Manawatu
Factor III: Self-determining individuals	16. Civic literacy	Creating community connectedness through public facilities (library, centres, WiFi).	Manawatu
Factor III: Self-determining individuals	16. Civic literacy	Solving Māori problems by being Māori, strengthen community connections.	Manawatu
Factor III: Self-determining individuals	16. Civic literacy	Consulting, communicating and reflecting in the context of the audience.	Manawatu
Factor III: Self-determining individuals	16. Civic literacy	Ensuring current government support mechanisms are known to all Manawatu healthcare providers. Investigate third party contributions to reduce costs.	Manawatu
Factor III: Self-determining individuals	16. Civic literacy	Ensuring those who work with Māori understand and observe Tikanga.	Manawatu
Factor III: Self-determining individuals	16. Civic literacy	Ensuring schools showcase the way forward. Ideas included putting inclusion into practice, engaging more widely in the community and letting the community know what is implicitly and explicitly happening in the wider community.	Queenstown
Factor III: Self-determining individuals	16. Civic literacy	Creating a family room where parents can have a cup of tea, use WiFi and volunteer.	Queenstown
Factor III: Self-determining individuals	16. Civic literacy	Establishing a clear set of values around cohesion. These values should be owned by the community, representing all of the community, based around living standards and future growth.	Queenstown
Factor III: Self-determining individuals	16. Civic literacy	Utilising the youth council more effectively. Ideas included building civic knowledge in the wider community among youth and learning by doing (giving them real projects with actual financial resources).	Queenstown
Factor III: Self-determining individuals	16. Civic literacy	Ensuring businesses lead and integrate their values and visions of Queenstown into their business practices. For example, promoting inclusion, safety, environmental stability, worker rights and responsibilities and maintaining a beautiful township).	Queenstown
Factor III: Self-determining individuals	16. Civic literacy	Ensuring employees know their rights and responsibilities (e.g. better communication and/or union representation).	Queenstown
Factor III: Self-determining individuals	16. Civic literacy	Providing comprehensive guidance under the Health and Safety Act 2016. For example, outlining how a 'Person Conducting a Business or Undertaking (PCBU)' in Queenstown Lakes might best provide a 'primary duty of care' to staff members.	Queenstown
Factor III: Self-determining individuals	16. Civic literacy	Independently assessing businesses for treatment of employees in poverty. Are there poor employers in QLD and who are they? For example, the council could review employees experiences, have a complaints system easily accessible, blind visits etc.	Queenstown
Factor III: Self-determining individuals	16. Civic literacy	Councils to notify the community of upcoming events and services by contributing to school/community newsletters and websites and improving their website for easy access to information.	Rotorua
Factor III: Self-determining individuals	16. Civic literacy	Showcasing through social marketing, good examples of initiatives that are working in the community.	Rotorua
Factor III: Self-determining individuals	16. Civic literacy	Encouraging socially responsible businesses (good corporate citizens): Employment/training opportunities; commitment to employing local people; and businesses adopting a local community centre.	Rotorua
Factor III: Self-determining individuals	16. Civic literacy	Ensuring key directory services are on social media pages for easy access.	Rotorua
Factor IV: Self-determining communities	18. Resource allocation	Improving gatekeeping by immigration. Ideas included improving airport security, assurance that visitors have funds on arrival to leave, provide proof of income and health support (i.e. health insurance rather than use New Zealand ACC).	Queenstown
Factor IV: Self-determining communities	18. Resource allocation	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.	Queenstown
Factor IV: Self-determining communities	18. Resource allocation	Providing a fast track legal process for small misdemeanours. Currently people are required to stay in Queenstown for months (often reliant on charitable services). This leads to such services not being available to New Zealanders who need these services.	Queenstown
Factor IV: Self-determining communities	18. Resource allocation	Reviewing temporary visa conditions so that visitors entering New Zealand are not relying on charitable services (e.g. food, clothing and accommodation), medical services (e.g. ACC) or jobs to pay for flights home.	Queenstown
Factor IV: Self-determining communities	19. Community decision making	Ensuring solutions are sustainable by using whanaungatanga, manaakitanga, tikanga, aroha, whakapapa and te reo.	Manawatu
Factor IV: Self-determining communities	19. Community decision making	Exploring the idea of creating a new form of money through a Queenstown Lakes trading CARD. This could use cryptography to secure the transactions and to control the creation of new monetary units through social exchanges.	Queenstown
Factor IV: Self-determining communities	19. Community decision making	The ability to reflect, understand and identify beliefs; move away from the 'one size fits all way of thinking'; and establish a collective together, creating good relationships.	Rotorua
Factor IV: Self-determining communities	19. Community decision making	Allowing communities to make decisions about how to allocate funds; funding initiatives for community and iwi; creating independent evaluations of local social services to make sure that the impacts/KPIs are met; and funding for medical, police and community services specific to Rotorua due to visitor pressures on services.	Rotorua
Factor IV: Self-determining communities	20. Curriculum, teachers and students	Encouraging more Māori male primary school teachers.	Gisborne
Factor IV: Self-determining communities	20. Curriculum, teachers and students	Having earlier intervention and support for struggling students by building trusting relationships between people and providers.	Gisborne
Factor IV: Self-determining communities	20. Curriculum, teachers and students	Making systems adaptable to individual needs by implementing a strength-based educational system and updating the delivery of that system for 2017 and the long-term.	Gisborne
Factor IV: Self-determining communities	20. Curriculum, teachers and students	Using research to understand what forms of education are effective for the community in order to build and develop existing models. For example, research the value of peer education. This is a way of working with available resources to achieve education reform.	Kaikohe
Factor IV: Self-determining communities	20. Curriculum, teachers and students	Increasing participation in early childhood education to strengthen family and community ties, providing one-on-one personal connections and creating networks of support. This is modelled in Te Kohekohe, which benefits from a focus on the positive and a hands-off approach by the Ministry of Education.	Kaikohe
Factor IV: Self-determining communities	20. Curriculum, teachers and students	Educating teachers about the power of labelling their students and ensuring that they value the potential of their students regardless of those students' backgrounds. This will help combat the erosion of self-esteem and resulting problems including mental health issues like depression and suicide, addiction problems and involvement in the criminal justice system.	Kaikohe
Factor IV: Self-determining communities	20. Curriculum, teachers and students	Increasing accountability in the teaching profession to ensure that teachers are evaluated based on the visible outcomes in the lives of their students, rather than just focusing on test scores of questionable relevance.	Kaikohe
Factor IV: Self-determining communities	20. Curriculum, teachers and students	Making education self-directed and self-ruled, with a focus on consequences and outcomes, by teaching life skills, financial literacy, positive classroom behaviours and mentoring.	Kaitaia
Factor IV: Self-determining communities	20. Curriculum, teachers and students	Moving away from a supply and demand model of tertiary education by incentivising tertiary institutions to function in both urban centres and rural locations. For example i) By making tertiary education hubs which partner with larger, more-established institutions – these would be essentially smaller versions of university and would rely on access to internet more than in-person staff, and ii) By sourcing government funding to write-off debt for tertiary educators who choose to work in rural areas.	Kaitaia

| Factors I to V	Type of sub-factor	'How'	Location
Factor IV: Self-determining communities	20. Curriculum, teachers and students	Targeting education in the home, with both student and caregiver, to enable prevention rather than intervention.	Kaitaia
Factor IV: Self-determining communities	20. Curriculum, teachers and students	Creating a role for a coordinator to provide pastoral care for students transitioning from rural to urban education. These support staff would come from rural communities, so they are better able to understand the needs and culture of rural students.	Kaitaia
Factor IV: Self-determining communities	20. Curriculum, teachers and students	Building stronger relationships with schools, harnessing talents and skills, building on assets not deficits, linking schools to local business (building and empowering human capital).	Queenstown
Factor IV: Self-determining communities	20. Curriculum, teachers and students	Promoting boarding schools for teenage years.	Rotorua
Factor IV: Self-determining communities	20. Curriculum, teachers and students	Ensuring schools reflect the reality of their communities by making it easier for parents to afford what's needed. For example, allowing canvas shoes from Kmart ($4) instead of leather shoes from The Warehouse ($20).	Rotorua
Factor IV: Self-determining communities	20. Curriculum, teachers and students and 25. Medical services	Providing agency support and empowerment for solo parents (focusing on strength based services and fathering programmes); providing a minimum five-day stay in hospital for new mums to help them on their journey to motherhood; providing additional government funding to District Health Boards to ensure everyone has support for first 1000 days of a child's life (valuing the role of mother and father); providing free childcare for all pre-schoolers, not just subsidized; establishing a universal caregiver allowance; ensuring needs assessed disability and carer support; and providing residential respite for carer's children.	Rotorua
Factor IV: Self-determining communities	21. Harmful products and services	Taking fluoride out of the water in Gisborne.	Gisborne
Factor IV: Self-determining communities	21. Harmful products and services	Taxing sugar to discourage unhealthy eating.	Gisborne
Factor IV: Self-determining communities	21. Harmful products and services	Reviewing access to alcohol licencing.	Gisborne
Factor IV: Self-determining communities	21. Harmful products and services	Closing down gambling facilities like the pokies in Kaikohe.	Kaikohe
Factor IV: Self-determining communities	21. Harmful products and services	Making alcohol unavailable in Kaikohe by closing down liquor stores in the area.	Kaikohe
Factor IV: Self-determining communities	21. Harmful products and services	Regulating money 'loan sharks' to stop them preying on the vulnerable.	Kaikohe
Factor IV: Self-determining communities	21. Harmful products and services	Getting rid of all liquor and lotto shops in poor areas.	Rotorua
Factor IV: Self-determining communities	22. Social infrastructure	Improving prescription drug management.	Gisborne
Factor IV: Self-determining communities	22. Social infrastructure	Creating a local rehabilitation centre, which would include meeting rooms, specialists and car parking.	Gisborne
Factor IV: Self-determining communities	22. Social infrastructure	Creating support homes for those with mental illness.	Gisborne
Factor IV: Self-determining communities	22. Social infrastructure	Accepting the scale of the problems, especially by the community at large.	Gisborne
Factor IV: Self-determining communities	22. Social infrastructure	Improving access to, and affordability of, early childhood education (ECE) by identifying children who are not attending childcare, checking in with parents and caregivers and asking why the 20 hours free early childhood education and care scheme is not being used and then addressing these needs.	Gisborne
Factor IV: Self-determining communities	22. Social infrastructure	Listening to the experience of gang whanau and involving whanau – from the beginning to the end – and letting them set goals.	Gisborne
Factor IV: Self-determining communities	22. Social infrastructure	Drawing upon the Norwegian prison model of local prisons to decrease impact on whanau.	Gisborne
Factor IV: Self-determining communities	22. Social infrastructure	Creating a one-stop shop where services collaborate to share information (potentially though a database) but also ensure confidentially. This integrated approach would assist in removing structural and institutionalised poverty and would put a stop to siloed support systems.	Gisborne
Factor IV: Self-determining communities	22. Social infrastructure	Reviewing current services and bringing services directly to gang families and wananga, and ensure they are whanau-led (e.g. Ruia Sisters in Red and Notorious).	Gisborne
Factor IV: Self-determining communities	22. Social infrastructure	Improving the quality of the existing roading network in the Far North and evaluating the possibility of expanding it.	Kaikohe
Factor IV: Self-determining communities	22. Social infrastructure	Changing the culture of social services from a contest approach to one of cooperation and shared goals. This could be achieved by decentralising WINZ and other agencies of importance to allow the sharing of information between professionals, and improve connectivity and accessibility.	Kaikohe
Factor IV: Self-determining communities	22. Social infrastructure	Creating an initiative within social services that increases connectivity between providers and consumers so that risk indicators can be identified and acted upon from birth and throughout an individual's adult life.	Kaikohe
Factor IV: Self-determining communities	22. Social infrastructure	Using school buses as public transport during school hours.	Kaitaia
Factor IV: Self-determining communities	22. Social infrastructure	Collating and developing a directory of social services that are available, and presenting this in the 'Awhi pages', which would be given to locals and be accessible online.	Kaitaia
Factor IV: Self-determining communities	22. Social infrastructure	Working with Horizons on their public transport strategy. Encourage shared vehicles, scooter access and driving services.	Manawatu
Factor IV: Self-determining communities	22. Social infrastructure	Linking public services together to ensure a wrap-around service is provided.	Manawatu
Factor IV: Self-determining communities	22. Social infrastructure	Creating community hubs. Ideas included an open space for conversation, a physical space (e.g. community hall), a digital space, a website operating as a newsletter to give information about community events and when/where to get involved.	Queenstown
Factor IV: Self-determining communities	22. Social infrastructure	A 24-hour Social Care Centre; universal access to health services, counselling, rehabilitation centres and housing; and creating a community hub for social solidarity and to share knowledge between generations in gardening, knitting, creative and computer skills. This will also build social, mental and health awareness.	Rotorua
Factor IV: Self-determining communities	22. Social infrastructure	Breaking barriers to extend service providers restrictions.	Rotorua
Factor IV: Self-determining communities	22. Social infrastructure and 23. Community projects	Taking hui about tackling poverty to those who are most severely affected and disenfranchised to gather their perspectives about solutions relevant to them.	Kaitaia
Factor IV: Self-determining communities	23. Community projects	Initiating a Maara Kai programme – the Te Puni Kōkiri Maara Kai Programme provides financial assistance to community groups wanting to set up sustainable community garden projects, such as fruit forests.	Gisborne
Factor IV: Self-determining communities	23. Community projects	Ensuring funding to the community is constant rather than sporadic.	Kaitaia
Factor IV: Self-determining communities	23. Community projects	Building business and community relations. Ideas include sponsorship of community events and volunteer groups, training days, interactions with schools, apprenticeships and other gateways into businesses.	Queenstown
Factor IV: Self-determining communities	24. Medical services	Ensuring service providers change the way they engage with patients by asking 'what matters to you', not 'what's the matter with you', improving responsive services by removing judgement, and encouraging tolerance and empathy by building trust and understanding.	Gisborne

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Factor IV: Self-determining communities	24. Medical services	Increasing accountability of health professionals and service providers and facilitate the possibility of retraining.	Gisborne
Factor IV: Self-determining communities	24. Medical services	Normalising in-home visits by health professionals to reduce the impact of rural isolation and remove barriers to receiving adequate health care.	Kaikohe
Factor IV: Self-determining communities	24. Medical services	Creating mobile medical centres to go to hard to reach places.	Kaitaia
Factor IV: Self-determining communities	24. Medical services	Introducing better processes within the ACC department to make it easier for disabled people.	Rotorua
Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)	Building more Kaumātua Flats (Kaumātua flats are available for people who are 65 years and over). Building these houses will create jobs and also provide housing for elderly.	Gisborne
Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)	Celebrating success and encouraging collective living arrangements (e.g. through the '20 houses' model – build 20 units in one area so that nannies, papas, 'empty nesters', young parents, and whanau are not isolated).	Gisborne
Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)	Identifying best building providers and practice in Manawatu.	Manawatu
Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)	Budgeting services, community options for housing, lobby for shared housing not resulting in a drop in benefits.	Manawatu
Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)	Lobbying via LGNZ for legislation to be changed to allow local government to partner with others in social housing.	Manawatu
Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)	Taking a strength-based approach to assessing capabilities. Ensure social housing is constructed and renovated to be accessible (especially for those with disabilities).	Manawatu
Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)	Raising commercial rates and then using as additional funding for building and accommodation projects.	Queenstown
Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)	Working harder to collect and analyse local data and information on housing.	Queenstown
Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)	Exploring different house ownership models to give families the opportunity to own housing. This would provide a 'stepping stone' towards individual home ownership.	Queenstown
Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)	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 paying staff from when they leave/arrive home.	Queenstown
Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)	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
Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)	Papakainga – as a long-term accommodation option. (Papakainga is a form of housing development which occurs on multiply-owned Maori or ancestral land. Traditionally, the literal meaning of Papakainga housing is, 'a nurturing place to return to').	Rotorua
Factor IV: Self-determining communities	25. Home ownership, rentals and shared housing (*affordable housing*)	Telling HNZ to step up and stop selling houses.	Rotorua
Factor IV: Self-determining communities	26. Culture of care	Encouraging door knocking and meetings between neighbours in local communities to facilitate connections and meaningful relationships. Social gatherings could be held at marae or clubrooms.	Kaikohe
Factor IV: Self-determining communities	26. Culture of care	Creating a Koha card to record 30 hours community service required from those on a benefit. For example driving kuia and kaumatua to activities to give back to the community.	Kaitaia
Factor IV: Self-determining communities	26. Culture of care	Approaching all poverty situations with aroha. Remove the stigma and the blame and allow healing.	Manawatu
Factor IV: Self-determining communities	26. Culture of care	Establishing a community development officer. Ideas included facilitating/supporting volunteer groups, collecting feedback, helping with submissions, building values, trust and knowledge, recognising council's achievements and challenges.	Queenstown
Factor IV: Self-determining communities	26. Culture of care	Changing the stigma of poverty by creating a culture that cares for our most vulnerable. Being in poverty doesn't mean you're uneducated or not contributing to your community.	Rotorua
Factor IV: Self-determining communities	27. Grandparents raising grandchildren	Normalising the experience of grandparents raising grandchildren by approaching the issues with love and encouragement and letting this understanding show through in the language we use to talk about these situations.	Kaitaia
Factor IV: Self-determining communities	27. Grandparents raising grandchildren	Providing grandparents with information and re-educating them about available support services, the current education system and the needs of children. For example through using one-on-one case workers and face-to-face meetings.	Kaitaia
Factor IV: Self-determining communities	27. Grandparents raising grandchildren	Providing wraparound support by assessing the capability of grandparents to ensure that they receive assistance appropriate to their needs, whether that is physical, emotional or financial. For example i) ensuring access to transport services for a grandparent who cannot drive, and ii) providing counselling services to a grandparent who needs emotional support and also making this available to their family.	Kaitaia
Factor IV: Self-determining communities	28. Financial assistance and tax systems	Innovating the current financial system by reducing or removing GST on essential items (e.g. sanitary), cutting dishonour charges for lower income families, and providing access to low-interest loans.	Gisborne
Factor IV: Self-determining communities	28. Financial assistance and tax systems	Setting up a Seasonal Workers Union.	Gisborne
Factor IV: Self-determining communities	28. Financial assistance and tax systems	Creating a tax levy on the profits of established firms, which will then be distributed to help fund their chosen community goal such as housing, transportation, education or social services.	Queenstown
Factor IV: Self-determining communities	28. Financial assistance and tax systems	Establishing a levy or targeted tax on the tourism industry, in order to fund and provide the necessary infrastructure to support the area as a tourist destination – something Queenstown relies on.	Queenstown
Factor IV: Self-determining communities	28. Financial assistance and tax systems	Generating comparative data on social services and health costs in Queenstown.	Queenstown
Factor IV: Self-determining communities	28. Financial assistance and tax systems	Investigating ACC claims in the QLD area to ensure tax generated funds are used by those who pay ACC (not for tourists with private insurance). There was uncertainty as to the extent of the loophole and also concerns over unequal GP costs.	Queenstown
Factor IV: Self-determining communities	28. Financial assistance and tax systems	Changing the WINZ financial assistance process to be more informed, have background checks on who they support, pay to assist clients and do follow ups on their service.	Rotorua
Factor IV: Self-determining communities	28. Financial assistance and tax systems	Reforming the tax system.	Rotorua
Factor IV: Self-determining communities	29. Local economy	Promoting awareness of small business centre grants.	Gisborne
Factor IV: Self-determining communities	29. Local economy	Increasing community ownership of the local economy by buying from local businesses, promoting local business ownership and through cooperative banking.	Kaikohe

| Factors I to V	Type of Sub-Factor	'How'	Location
Factor IV: Self-determining communities	29. Local economy	Forming collective buying arrangements in the community to overcome price increases in the area. Models for this system exist in Italy and Cuba and involve a group of buyers who prioritise people and the environment in their purchasing decisions.	Kaikohe
Factor IV: Self-determining communities	29. Local economy	Exploring the potentials of natural resource innovation to grow the local economy while also reinforcing shared values of environmentalism and appreciation for the land.	Kaikohe
Factor IV: Self-determining communities	29. Local economy	Developing older areas of town to stop money leaving the area and going to larger centres, and to reduce the presence of empty buildings which in turn contribute to the poverty mindset of the town.	Kaikohe
Factor IV: Self-determining communities	29. Local economy	Ensuring stronger regulations for 'big business' by empowering the local council to stand up to 'big business' (such as The Warehouse and other businesses on the Australia/NZ Stockmarket) by imposing stronger regulations, possibly based on the size of the floor plan for the proposed business. The operation of 'big business' in the local community needs to be on the town's terms.	Kaikohe
Factor IV: Self-determining communities	29. Local economy	Developing unique measures of success or failure to be considered for Queenstown as a tourism hub.	Queenstown
Factor IV: Self-determining communities	30. Debt consolidation	Exploring innovative ways to package debt such as mortgages, higher-purchase agreements, cash loans, car costs and student loans. This will help break cycles of debt and generational benefit reliance.	Kaikohe
Factor IV: Self-determining communities	30. Debt consolidation	Capping debt.	Rotorua
Factor IV: Self-determining communities	30. Debt consolidation	Revisiting laws for students to protect them from the burden of debt and providing interest-free loans.	Rotorua
Factor IV: Self-determining communities	30. Debt consolidation	Establishing more regulations around money lending and our financial system.	Rotorua
Factor V: Self-determining nation	31. Central government strategy to tackle poverty	Creating community plans to help refugees, immigrantsm and prisoners.	Manawatu
Factor V: Self-determining nation	31. Central government strategy to tackle poverty	Bringing together all agencies who work with young people to ensure there are no gaps and reduce cross-overs.	Manawatu
Factor V: Self-determining nation	31. Central government strategy to tackle poverty	Working with central government to track children's wellbeing from birth to adulthood.	Manawatu
Factor V: Self-determining nation	31. Central government strategy to tackle poverty	Creating a Central Government Strategy: targeting poverty – *2025 NZ poverty free* – where implementation and information is fed at the local and regional level.	Rotorua
Factor V: Self-determining nation	31. Central government strategy to tackle poverty	Creating government policies that value and support kin care.	Rotorua
Factor V: Self-determining nation	32. Mental health services review	Implementing an external review of the mental health system and mental health services. This review would ensure that the right people are in the right roles, that staff have the appropriate workload and pay, and could potentially increase funding for mental health. A review would also ensure central government acknowledge the need for change.	Gisborne
Factor V: Self-determining nation	33. Think Tank: Te Kopai Tuatahi – The first footsteps	Establishing Te Kopai Tuatahi – The first footsteps: A think tank to continue the work and ideas that have been discussed. This would get funding for research, with the findings accessible to all.	Rotorua

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.
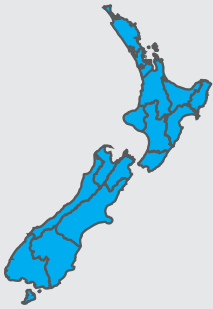
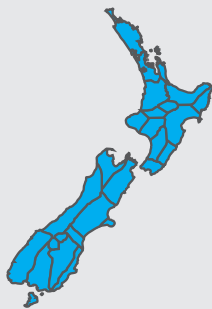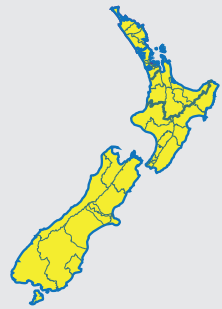**The New Zealand Road Map**
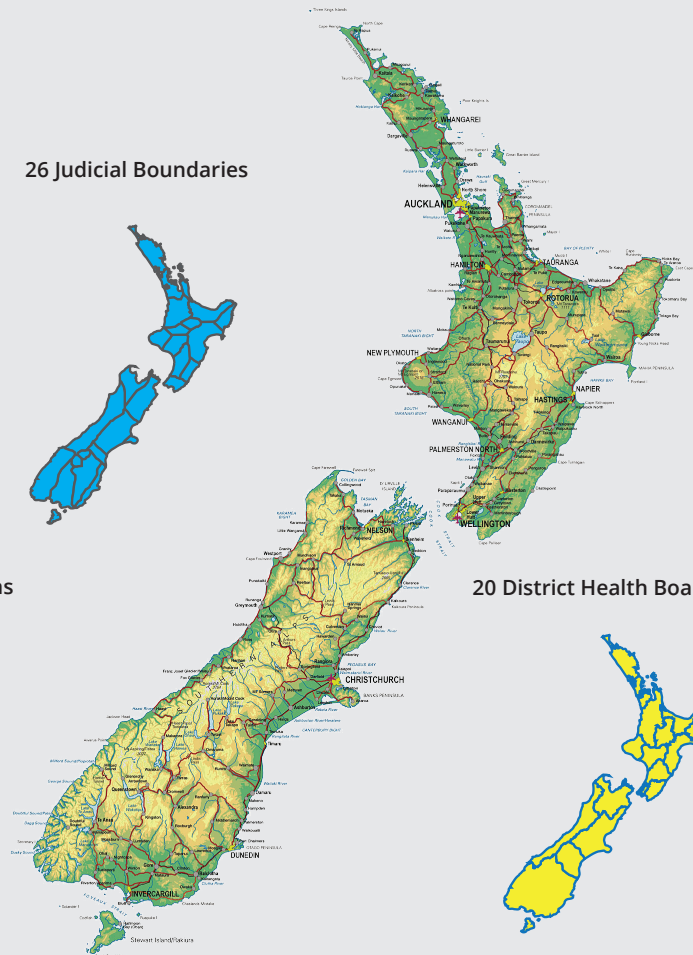
12 Police Districts
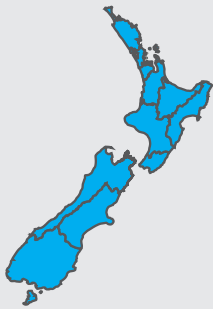
11 Work and Income Regions

16 Civil Defence Emergency Management Boundaries

26 Judicial Boundaries

47 Child, Youth and Family Boundaries

10 Ministry of Education Areas
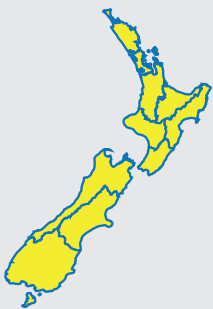
20 District Health Boards
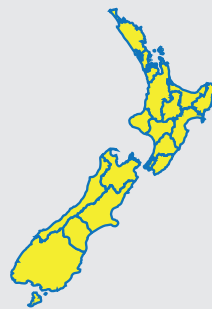
12 Public Health Services
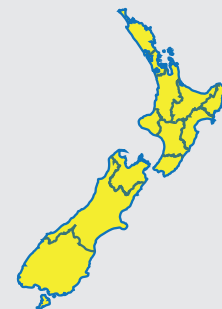
13 Regions of Te Kāhui Māngai (Directory of Iwi and Māori Organisations)

16 Regional Councils

67 Territorial Authorities
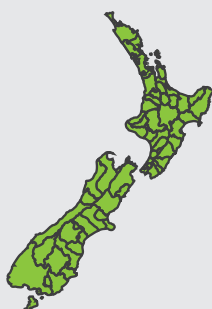
64 General Electorate Boundaries
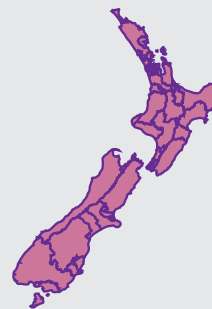
7 Māori Electorate Boundaries

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.

Northland Region 33.67% of students that attend Decile 1 and 2 schools
39
36

Auckland Region 21.78%
91
49

Bay of Plenty Region 16.19%
32
27

Gisborne Region 35.6%
20
6

Hawkes Bay Region 25.49%
29
18

Manawatu-Wanganui Region 17.07%
20
35

Wellington Region 7.46%
18
15

Marlborough Region 1.41%
0
1

Taranaki Region 4.43%
3
8

Waikato Region 13.46%
25
38

Nelson Region 4.72%
1
1

Tasman Region 0%
0
0

West Coast Region 0%
0
0

Southland Region 7.18%
2
5

Canterbury Region 3.02%
8
11

Otago Region 0.58%
1
2

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 to 10 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 and 2 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%	56832	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 7-15), 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/running-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/6028

Factor	Sub-Factor	Description	Tick Box
I: Survival / Oranga Providing emergency products and services for survival.	1. Food	Ensure that people have access to food of an adequate amount and quality.	☐
	2. Clothing and shoes	Ensure that people have access to clothing and shoes of adequate quality (i.e. warm and durable).	☐
	3. Bedding	Ensure that people have access to clean and dry bedding and mattresses that are off the floor.	☐
	4. Shelter (emergency housing)	Ensure that emergency housing is warm, protects from rain and includes access to a toilet and shower.	☐
	5. Accessibility	Ensure that people have access to emergency requirements such as transport for urgent medical treatment, and emergency access to a phone line.	☐
II: Security / Tāmau Providing a sense of short-term security.	6. Security of income	Ensure that people have a basic level of security of income, ideally in the form of a job, but could also be a benefit.	☐
	7. Security of place (social housing)	Ensure that people feel safe where they live and are able to stay there for a reasonable length of time before having to move (e.g. longer rental agreements and compulsory housing warrants of fitness).	☐
	8. Security of health	Ensure that people have ongoing access to medical support, dental care, eye testing and glasses, aged care, drug management and police protection.	☐
	9. Security of transport and technology	Ensure that people have access to appropriate transport infrastructure such as roads and public transport to get to supermarkets, school and work. This also includes sustainable long-term phone and Internet access.	☐
III: Self-determining individuals / Tangata Motuhake Providing skills and tools for individuals to live the life they want.	10. Employment literacy	Ensure that people understand their rights and responsibilities as an employee and/or employer (e.g. being able to prepare a resume, having the resources and knowledge to dress appropriately and understand employment contracts, KiwiSaver and workers unions).	☐
	11. Education literacy	Ensure that people have the knowledge to navigate the education system for themselves and their families (e.g. knowing how to access scholarships and apprenticeships). Ensure that people have access to careers advice and support to transition from primary to secondary and from secondary to tertiary education.	☐
	12. Health literacy	Ensure that people have the knowledge and resources to navigate the health system (e.g. knowing how to register and make an appointment, being able to get to and pay for an appointment, knowledge of basic first aid and childcare such as how to manage a fever and when to go to a doctor, understanding immunisation and the implications of diet for obesity illnesses such as diabetes). Ensure that people understand the impact of addictive behaviour (e.g. gambling, alcohol, tobacco and other drugs) on themselves, their families and their communities. Ensure that people have access to survival-based physical education skills like self-defence courses and learning how to swim.	☐
	13. Financial literacy	Ensure that people have basic financial literacy and are informed about their rights and responsibilities in regards to money (e.g. access to budgeting services; understanding the role of tax; knowing how to open a bank account; and understanding deposit and loan interest, hire purchase agreements, benefit entitlements, business contracts and insurance).	☐

	14. Transportation literacy	Ensure that people have access to the skills they need to get a driving licence and drive a car. This includes basic mechanical knowledge of a car such as how to change a tyre and how to jump-start a car battery. Ensure that people can read bus and train timetables.	☐
	15. Technological literacy	Ensure that people have basic technological skills required in the modern world (e.g. knowing how to access and search the Internet, how to use Word, Excel, email, how coding operates and how to be safe when using social media).	☐
	16. Civic literacy	Ensure that people are aware of the Crown/Te Tiriti o Waitangi relationship, the history of New Zealand, can speak and understand basic te reo Māori and be comfortable on a marae. Ensure that people understand their rights and responsibilities as a citizen and the machinery of citizenship (e.g. obtaining a passport and knowing where to report complaints). Ensure that people understand the machinery of government such as legislation, the courts, the unwritten constitution, the Cabinet Manual, submissions, Official Information Requests, and the difference between central and local government and the role of NGOs and the voluntary sector.	☐
	17. Housing literacy	Ensure that people understand their rights and responsibilities as a tenant and/or landlord and have the ability to navigate the housing market (e.g. understanding how to go about buying or renting a property).	☐
IV: Self-determining communities / Hapori Motuhake Providing social infrastructure to meet specific community needs.	18. Resource allocation	Ensure that community organisations are not competing for resources amongst themselves. Ensure that the community has the capacity to regulate and support immigrants and visitors according to the community's specific needs and conditions.	☐
	19. Community decision making	Ensure that communities have appropriate ownership over decisions that directly affect them (e.g. deciding how to tax and allocate funds according to the region's specific needs, especially for medical, police and community services; conducting independent evaluations of local social services to make sure that key performance indicators are met).	☐
	20. Curriculum, teachers and students	Ensure that the curriculum and teachers are suited to the needs of their students in the 21st century (e.g. mentoring and creating pastoral care roles to cater for students [especially those who are studying away from home] and being made aware of scholarships, internships and trade apprenticeships).	☐
	21. Harmful products and services	Ensure that communities have control over and access to information about the potential harms of products and services available in their area (e.g. alcohol, drugs, tobacco, gambling, loan sharks and concern about fluoridated public water supplies).	☐
	22. Social infrastructure	Ensure that communities have appropriate social infrastructure (e.g. support for caregivers, solo mothers, the elderly and those with mental health issues; initiatives to strengthen family relationships; support for those dealing with and trying to leave gangs; and the provision of prison and prison rehabilitation systems).	☐

	23. Community projects	Ensure that there is steady rather than sporadic funding and support available for specific community and iwi projects (e.g. by establishing a head of tackling poverty in each council, sponsorship of community events and volunteer groups, training days, interactions with schools, apprenticeships and other gateways into businesses, and community gardens).	☐
	24. Medical services	Ensure that medical services are tailored to the requirements of the community (e.g. dealing with conditions such as MRSA that are more prevalent in some regions).	☐
	25. Home ownership, rentals and shared housing (affordable housing)	Ensure that people can afford suitable housing for their needs and have access to a range of living arrangements (e.g. housing for the elderly, shared housing for beneficiaries and housing for casual/temp staff provided by employers).	☐
	26. Culture of care	Ensure that communities foster a culture of caring for those most at risk and those in need.	☐
	27. Grandparents raising grandchildren	Ensure that grandparents are supported in their guardianship role (e.g. that benefits follow the child rather than the legal guardian).	☐
	28. Financial assistance and tax systems	Ensure that tax and financial assistance systems are tailored to community needs (e.g. tightening regulations around ACC in tourist towns to direct tax payer funds away from tourists with private insurance).	☐
	29. Local economy	Ensure that there is growth within the local economy (e.g. by empowering the local council to stand up to 'big business' such as The Warehouse by imposing stronger regulations and supporting smaller local businesses).	☐
	30. Explore innovative ways to package debt	Ensure that people have access to information about debt consolidation to help break cycles of debt and inter-generational benefit reliance (e.g. exploring ways to package mortgages, hire-purchase agreements, cash loans, car costs and student loans).	☐
V: Self-determining nation / Iwi Motuhake Providing a strategic approach that optimises both public good and economic enterprise.	31. Central government strategy to tackle poverty	Ensure that central government has an integrated strategy to address poverty, with implementation and information at the local and regional level (e.g. make New Zealand poverty-free by 2025).	☐
	32. Mental health services review	Ensure that national mental health services are externally reviewed.	☐
	33. Think Tank: takahanga tuatahi – The first footsteps	Ensure that the work and ideas that have been discussed can be continued and, where appropriate, implemented.	☐

A situational overview of the talking tour 2016/ He tūāhua o te haerenga kōrero 2016
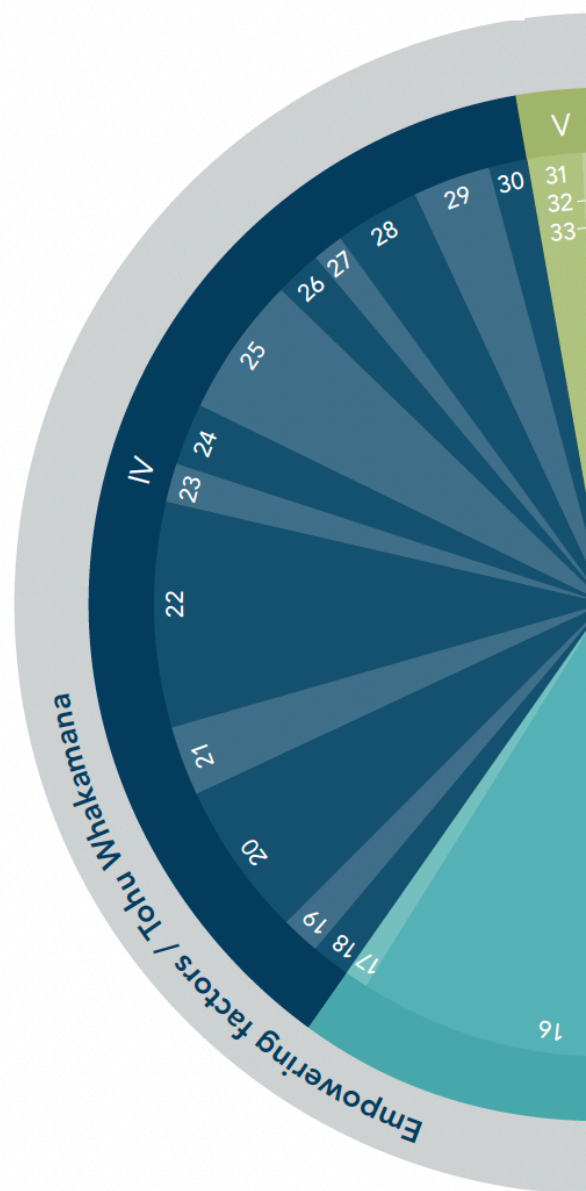
Analysing the 240 'hows'

This infographic illustrates how participants of the *TacklingPovertyNZ* workshops suggested we might tackle poverty.

Participants were asked to develop specific, actionable suggestions for how to address poverty. As a result of the tour's six workshops, 240 'hows' were identified. In the process of reviewing the 'hows' we created the *Sustaining and Empowering Factors Framework*. This framework enabled us to divide the 240 'hows' to correspond with sustaining factors (which relate to an individual's short-term survival and security needs) and empowering factors (which relate to the empowerment of an individual, community or nation). We then grouped these 'hows' to produce 33 sub-factors for analysis (see right-hand column).
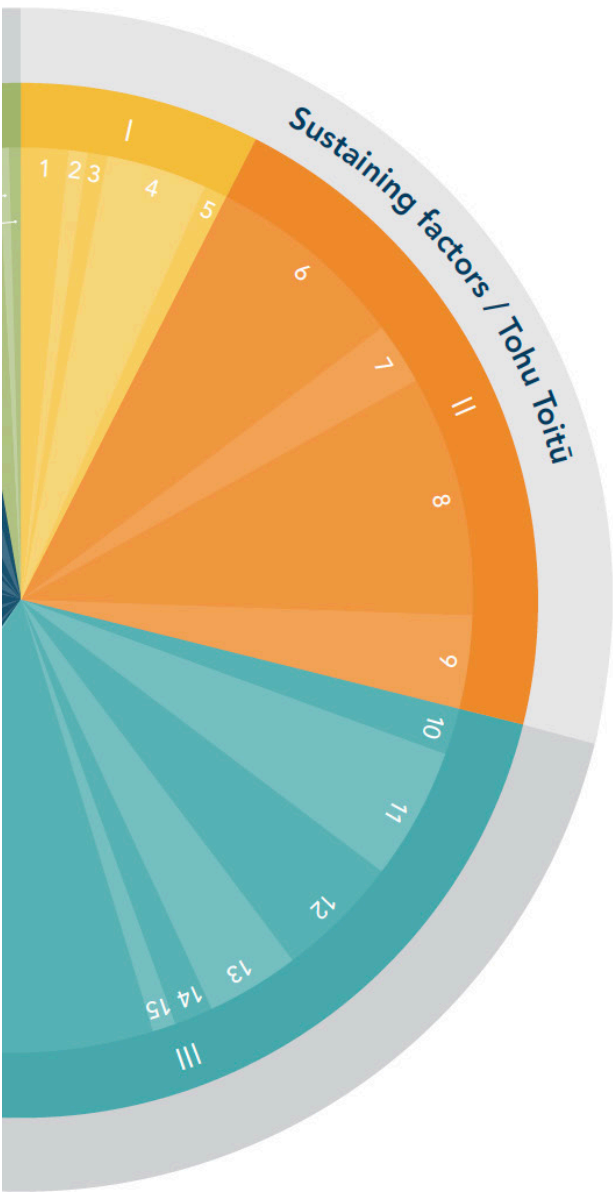
The key assumptions driving our analysis are:

1. If you ask people how to tackle poverty they will indirectly point out the failings in the current system and suggest improvements or novel solutions to existing problems.

2. If knowledge lies with people and the tools lie with government, the list of 'hows' we have collected represents the knowledge of the people and illustrates to government how they might use their tools more effectively.

* Please note the numbers in [X] in the column on the right refer to the number of 'hows' that relate directly to each of the 33 sub-factors. As some 'hows' are applicable to more than one sub-factor, the numbers in square brackets add up to 276.

Key differences	Sustaining factors / Tohu Toitū	Empowering fac
Goal	To move individuals quickly from the sustaining stage into the empowering stage.	To retain an individ
Time taken	Short-term (days or weeks)	Long-term (years or
Process type	Production line (i.e. logistics and checklists)	Individual approach
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 dece Requires listening a
Costs to provider	Expensive in terms of resources	Expensive in terms
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 leve individual has and h
Risks	That the system over-supplies to some and under-supplies to others due to a lack of coordination.	That the system ov due to a lack of co
	Some individuals become institutionalised or dependent.	Some suppliers pro
	Ill-intentioned people take advantage of individuals in this space (e.g. loan sharks, drug dealers and perpetrators of intimidation or sexual abuse).	Some suppliers may There are no check what does not.

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]

Sustaining factors / Tohu Toitū

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]
28.	Financial assistance and tax systems	[8]
29.	Local economy	[8]
30.	Explore innovative ways to package debt	[4]

Empowering factors / Tohu Whakamana

Factor V: Self-determining nation / Iwi Motuhake
Providing a strategic approach that optimises both public good and economic enterprise.

31.	Central government strategy to tackle poverty	[5]
32.	Mental health services review	[1]
33.	Think Tank: takahanga tuatahi – The first footsteps	[1]

...ctors / Tohu Whakamana

...ual in the empowering stage for as long as they need.

...r decades)

...n (i.e. a unique package of needs fit for each individual)

...entralised)
...nd sorting out what is needed over the long term
...of human capital

...l of difficulty due to the diverse and unique range each
...how best they might be delivered.

...er-supplies to some and under-supplies to others
...ordination.

...vide out-of-date information.

...y not be motivated to solve problems.

...s and balances or measures to evaluate what works and

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

Queenstown

7.	[1]	16.	[8]	18.	[4]
19.	[1]	20.	[1]	22.	[1]
23.	[1]	25.	[5]	26.	[1]
28.	[4]	29.	[1]		

Rotorua

1.	[1]	4.	[2]	6.	[7]
7.	[1]	8.	[4]	10.	[3]
11.	[3]	12.	[2]	13.	[2]
16.	[4]	19.	[2]	20.	[3]
21.	[1]	22.	[2]	24.	[2]
25.	[3]	26.	[1]	28.	[2]
30.	[3]	31.	[2]	33.	[1]

Manawatu
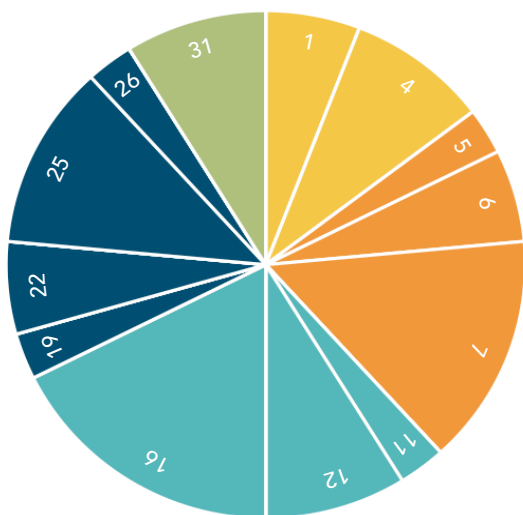
1.	[2]	4.	[3]	5.	[1]
6.	[2]	7.	[5]	11.	[1]
12.	[3]	16.	[6]	19.	[1]
22.	[2]	25.	[4]	26.	[1]
31.	[3]				

Please note: The numbers in the pie chart segments and left aligned in the tables below are the sub-factor number. The right-aligned numbers [X] in the tables below the pie charts refer to the number of 'hows' developed at the workshop relating to that sub-factor.

Gisborne
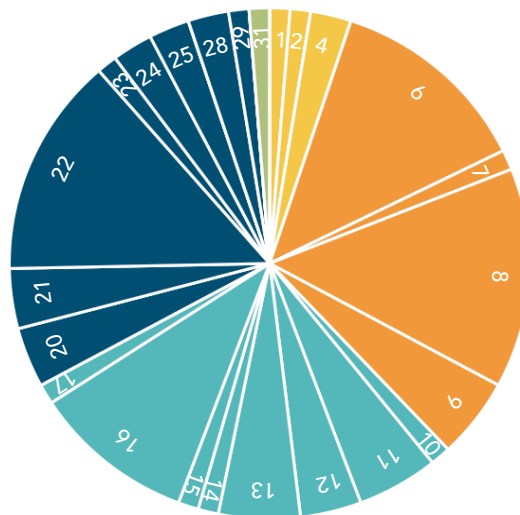
1.	[1]	2.	[1]	4.	[2]
6.	[10]	7.	[1]	8.	[11]
9.	[4]	10.	[1]	11.	[4]
12.	[3]	13.	[4]	14.	[1]
15.	[1]	16.	[8]	17.	[1]
20.	[3]	21.	[3]	22.	[11]
23.	[1]	24.	[2]	25.	[2]
28.	[2]	29.	[1]	31.	[1]

Kaitaia
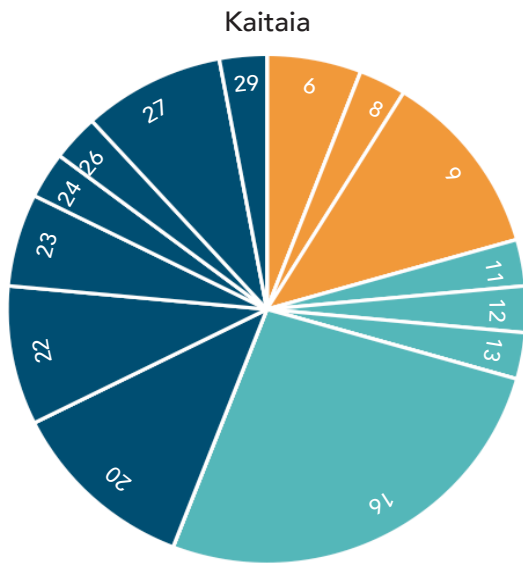
6.	[2]	8.	[1]	9.	[4]
11.	[1]	12.	[1]	13.	[1]
16.	[9]	20.	[2]	22.	[2]
23.	[4]	24.	[2]	26.	[3]
27.	[1]	29.	[2]		

Kaikohe
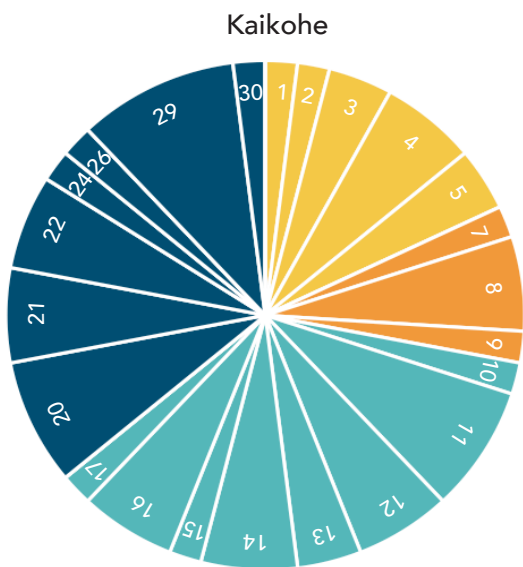
1.	[1]	2.	[1]	3.	[2]
4.	[3]	5.	[2]	7.	[1]
8.	[3]	9.	[1]	10.	[1]
11.	[4]	12.	[3]	13.	[2]
14.	[3]	15.	[1]	16.	[3]
17.	[1]	20.	[4]	21.	[3]
22.	[3]	24.	[1]	26.	[1]
29.	[5]	30.	[1]		

Sustaining factors / Tohu Toitū

Factor I: Survival / Oranga
Providing emergency products and services for survival.

1. Food
2. Clothing and shoes
3. Bedding
4. Shelter (emergency housing)
5. Accessibility

Factor II: Security / Tāmau
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 technology

Empowering factors / Tohu Whakamana

Factor III: Self-determining individuals / Tangata Motuhake
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 / Hapori Motuhake
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 / Iwi Motuhake
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: takahanga tuatahi – The first footsteps

The Institute saw that each of the nine sustaining sub-factors could be made into a specific checklist.

To illustrate this, the Institute developed a housing warrant of fitness for Sub-factor 4: *Shelter (emergency housing)* and Sub-factor 7: *Security of place (social housing)* based on the discussion at the workshops. This checklist could help communities and individuals identify what they have and do not have in terms of housing. We heard of a number of communities that did not have emergency housing, or if they did, it was not good quality or safe for children.

This draft checklist is broken into three issues:
I: Heating and Insulation;
II: Health and Safety; and
III: Essential Amenities.

The requirements listed below in Table 6 could also be used by local government or housing providers as a reference point for what they should include in their building plans. Houses could have rankings, such as stars, to indicate the quality and safety of the buildings.

The Institute intends to further explore the idea of checklists that could be designed and developed by local communities.

Background

The Government has already been doing some work in this area. For example, at the end of 2013 the then Minister of Housing, Hon Dr Nick Smith, tasked Housing New Zealand and the Ministry of Business, Innovation and Employment to jointly 'develop, test and implement a rental housing Warrant of Fitness scheme'. The scheme's purpose was to 'improve the health and safety of tenants, particularly those on low incomes'. The trial used 49 Warrant of Fitness criteria, which were categorised into three major groupings, ('Insulated & Dry', 'Safe & Secure' and 'Essential Amenities').[11] The 49 criteria trialled were surprisingly similar to the 24 criteria developed as part of the tour (detailed in Table 6 below).

The 2013 trial led to an amendment to the Residential Tenancies Act 1986, rather than a rental housing Warrant of Fitness scheme. The Residential Tenancies Amendment Act 2016 requires smoke alarms and insulation in residential rental properties and other tenancy improvements. The Minister claimed in 2015 that:

> This package is a more pragmatic and efficient way of improving housing standards than a housing warrant of fitness scheme. Such a scheme would cost $100 million per year, or $225 per house for inspections alone, and these costs would be passed on to tenants in rents. This is money we believe is better spent on real improvements like insulation and smoke alarms. Significant issues like leaky roofs, insecure doors, excessive dampness and unsafe wiring are already covered by existing regulations, and the better response is tougher enforcement. Other issues like window stays, glass visibility safety strips and hot water temperature are best improved by education.[12]

Although these changes have had benefits, there have been calls for the Government to go further.

Table 6: A warrant of fitness checklist for emergency and social housing

TacklingPovertyNZ Checklist Housing warrant of fitness As at 25 November 2016			
Issue	Feature	Sub-factor 4: Shelter (emergency housing)	Sub-factor 7: Security of place (social housing)
I: Heating and Insulation Property must include adequate heating and insulation.	**1. Heating system**	Shelter must have an approved form of heating.	Property must have appropriate heating.
	2. Insulation system	Shelter must have insulation batts installed in accessible ceiling spaces and around pipes.	Property must have insulation batts installed in accessible ceiling spaces and around pipes.
	3. Leaky building rating	Shelter must be weather tight to avoid dampness and moisture.	Property must be weather tight to avoid dampness and moisture.
	4. Bedding	Shelter must have beds available with clean bedding for warmth and comfort.	Property must have beds with off-ground framing available, in addition to clean bedding for warmth and comfort.
	5. Water-proofing	Shelter must be weather tight to avoid dampness and moisture.	Property must be weather tight to avoid dampness and moisture.

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11   For the full breakdown and groupings of the 49 criteria, please see Appendix 1 of the *Trial of Rental Housing Warrant of Fitness Scheme with Housing New Zealand* report (June 2014), accessible from www.mbie.govt.nz/publications-research/publications/housing-and-property/trial-rental-housing-wof-scheme-housing-nz-report.pdf.

12   For the Minister's full statement, please see www.beehive.govt.nz/release/tenancy-law-changes-include-insulation-and-smoke-alarm-requirements.

II: Health and Safety	6. Earthquake rating	Shelter must be earthquake-resistant if in an earthquake-prone area. Minimum standard to be set by region.	Property must be earthquake-resistant if in an earthquake prone area. Minimum standard to be set by region.
Property must be secure and posit no health and safety risks.	7. Security	Shelter must be a safe place where residents are protected from intruders.	Property must have doors and windows all lockable from the inside.
	8. Access	Shelter must be accessible for those in need 24/7. Once settled in the shelter, security and protection should be provided as appropriate.	Property must be accessible for those who are struggling to rent or purchase housing through the private market. Once settled in the property, security and protection should be provided as appropriate.
	9. Drug and alcohol free policy	Shelter must be a drug and alcohol-free environment. No smoking inside the building.	Property must be a drug-free environment. No smoking inside the building.
	10. Structure	Shelter must be structurally sound and not pose any threat to the health and safety of the residents.	Property must be structurally sound and not pose any threat to the health and safety of the residents.
	11. Interior air quality	Shelter must have a natural or mechanical means of ventilation in each room.	Property must have a natural or mechanical means of ventilation in each room.
	12. Fire alarm test	Shelter must have a functioning fire alarm in each sleeping room and shelter must have a means of exiting in the event of fire or other emergency.	Property must have functioning fire alarms installed in living areas and bedrooms.
	13. Asthma test	Shelter must have a non-hazardous level of dust present at the time of letting.	Property must have a non-hazardous level of dust present at the time of letting.
	14. Moisture test	Shelter must have no obvious signs of damp, mould or mildew at any point in time.	Property must have no obvious signs of damp, mould or mildew at the time of letting.
	15. Meth test	Shelter must have no meth contamination.	Property must be tested for meth contamination before letting.
	16. Asbestos test	Shelter must be tested and cleared for asbestos.	Property must be tested and cleared for asbestos.
	17. Water quality test	Shelter must have safe drinkable water available at all hours.	Property must have safe drinkable water.
	18. Vermin test	Shelter must have no signs of vermin.	Property must have no signs of vermin.
	19. Fenced outdoor area	Shelter must include an allocated safely enclosed outside space for children to play.	Property must include an allocated safely enclosed outside space if rented to a family with a child 0-5 years of age.
III: Essential Amenities	20. Toilet facilities	Shelter must have at least one flushable toilet.	Property must have at least one flushable toilet.
Property must have functioning amenities.	21. Plumbing facilities	Shelter must have accessible hot and cold water.	Property must have accessible hot and cold water.
	22. Power facilities	Shelter must have access to power and have functioning power points.	Property must have safe and functioning power points in the lounge, kitchen and bedrooms.
	23. Food preparation and cooking facilities	Shelter must have a safe and hygienic space for preparing and cooking food.	Property must have a safe and hygienic space for preparing and cooking food.
	24. Bath or shower facilities	Shelter must have a bathroom with functioning washing facilities.	Property must have a bathroom with functioning washing facilities.