# Discussion paper 2016/04
A Gisborne perspective on tackling poverty

This paper forms part of a series showcasing insights from individuals who have attended a one-day workshop in their local community.

'We are a great generation of generosity, the people of Gisborne Tairāwhiti are known as the most generous people in New Zealand, giving the most per capita in money and in time to their community, and they generally are the most connected.'

Mayor Meng Foon, Gisborne District Council
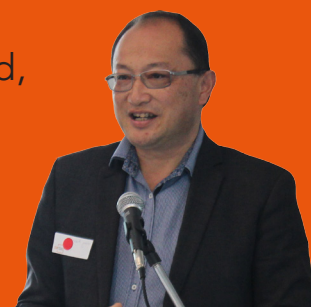
'It is cyclical – children who are born and grow up in poverty live as adults in poverty. Unless we can make a difference.'

Virginia Brind, group manager, Planning, Funding and Population Health, Hauora Tairāwhiti

'We can't do this alone, but we can do this together.'

Annette Toupili, Te Ora Hou

'The backbone of this community is based on volunteers and I just want to celebrate all the volunteers in this region who are also struggling themselves.'

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

'Do not look for a unique solution, but rather look to be a piece of the puzzle that provides a solution.'

Leighton Evans, General Manager, Eastland Community Trust

'If we lift up the health of our most vulnerable, we lift up the health of the whole region. This is actually where we need to be investing, into targeted health and social services that actually work.'

Linda Coulston, Manager, SuperGrans Tairāwhiti Trust

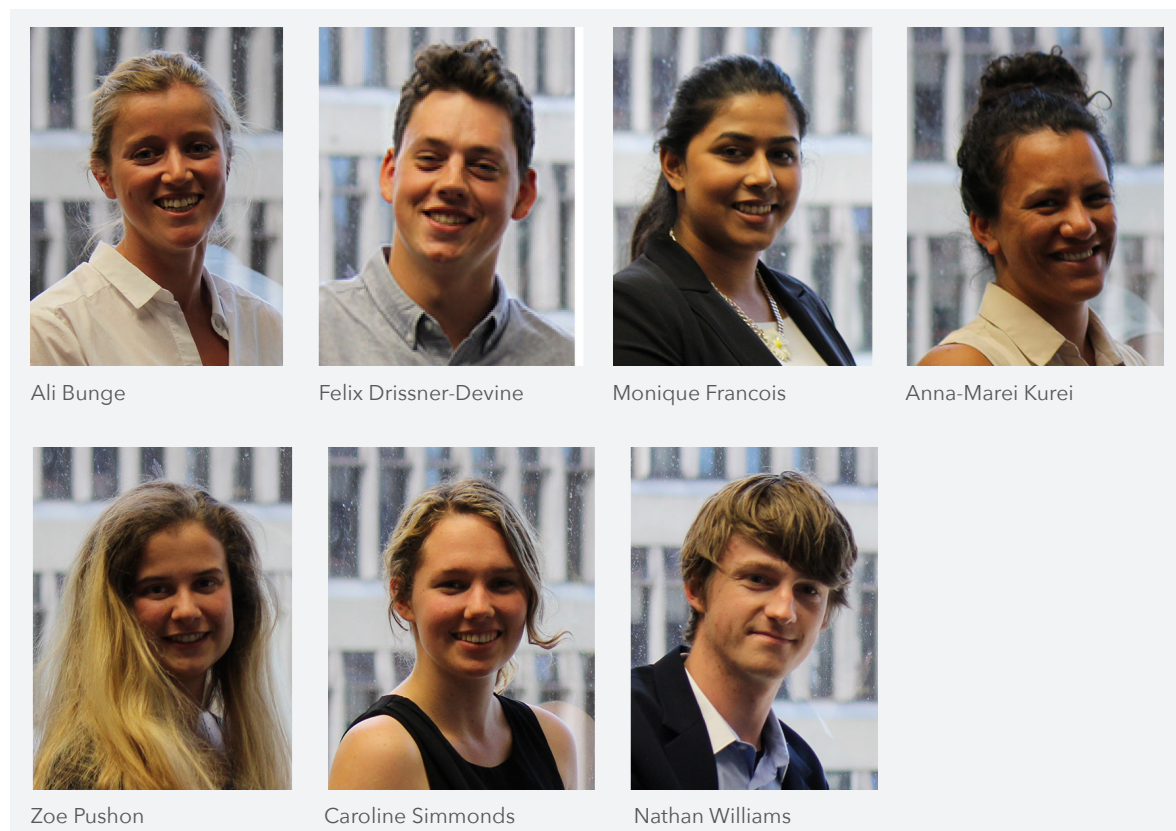TACKLING POVERTY NZ
Gisborne

Contents

1.0 Introduction

The purpose of this paper is to bring to light the issues raised by locals at the one-day *TacklingPovertyNZ* tour workshop in Gisborne, held on 31 August 2016. The views expressed in this paper represent those of the workshop participants on the day, who themselves represented the Gisborne community. This paper describes the structure of the one-day workshop, sets out the main discussion themes raised by participants, and presents the solutions they proposed at the close of the workshop.

1.1 TacklingPovertyNZ – a national conversation

TacklingPovertyNZ is an initiative that started out as a three-day policy workshop run by the McGuinness Institute and 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.

Figure 1: December 2015 workshop representatives at the Gisborne workshop

Ali Bunge

Felix Drissner-Devine

Monique Francois

Anna-Marei Kurei

Zoe Pushon

Caroline Simmonds

Nathan Williams

One of the observations made by participants at the 2015 workshop was that poverty in New Zealand is too complex an issue to be overcome with a blanket solution. Instead, solutions must be sought at a local level to acknowledge that poverty has vastly differing consequences for people in different areas of New Zealand. This is a daunting prospect, requiring an enormous amount of difficult and rigorous work. As a first step in this direction, *TacklingPovertyNZ* toured five regions around the country with a series of one-day workshops specifically designed to provide a platform for local voices to address poverty.

The Gisborne workshop was the fourth of these, and a similar discussion paper for each preceding and subsequent workshop has been published online as a final draft. This series of discussion papers provides an insight into the different regional perspectives on poverty in New Zealand in order to inform national decision-making and support local initiatives.

1.2 Gisborne – the lay of the land

Located in the north-eastern corner of the central North Island and named after its largest settlement, Gisborne is a region rich in Māori culture; 48.9% of people in the region identify as Māori, compared with 14.9% for all of New Zealand (Statistics New Zealand, 2013a). Gisborne also has one of the largest youth demographics in the country with 24.6% of people aged under 15 years in the region, compared with 20.4% for all of New Zealand (Statistics New Zealand, 2013b). Main local industries include agriculture, horticulture, fishing, farming, and forestry, with labourers being the most common occupational group in Gisborne (Gisborne District Council, n.d.). As a result of these trade-based industries, the seasonal working climate, and Gisborne's wine production sector, there is also a large population of cyclical workers.

Gisborne is a relatively isolated region that exists as a destination rather than a thoroughfare. This isolation means residents often have to travel outside of the region to access particular services. Access to some health services in Gisborne, such as cardiac treatment services and renal services, are the poorest nationally (Tairāwhiti District Health Board, n.d). People in Gisborne also have a lower life expectancy than anywhere else in New Zealand, and Māori living in the region do not enjoy the same health outcomes as non-Māori, on average dying five years younger (Tairāwhiti District Health Board, n.d.).

Real estate prices present good opportunities in Gisborne and commercial and residential space is available at extremely inexpensive rates compared with those in other areas. Median weekly household rent in the area is $200 compared with $280 for New Zealand as a whole (Statistics New Zealand, 2013c). These low rent prices coupled with the warm, sunny climate and access to safe beaches make Gisborne an attractive place for families to live and grow.

Mayor Meng Foon explained that 'the people of Gisborne, Tairāwhiti, are known as the most generous people in New Zealand, giving the most per capita in money and in time to their community... we are said to be one of the more happier communities as well, so you have come to a beautiful place and we hope to make beauty for our community'.

The ideas developed at the Gisborne workshop and discussed in this paper are specific to the district and may not be applicable across the rest of New Zealand; however, they may catalyse solutions in other communities facing similar issues.

Mayor Meng Foon opening the Gisborne workshop

2.0 Workshop Overview

This section describes the *TacklingPovertyNZ* one-day workshop process in order to provide context around how ideas were developed at the Gisborne one-day workshop.
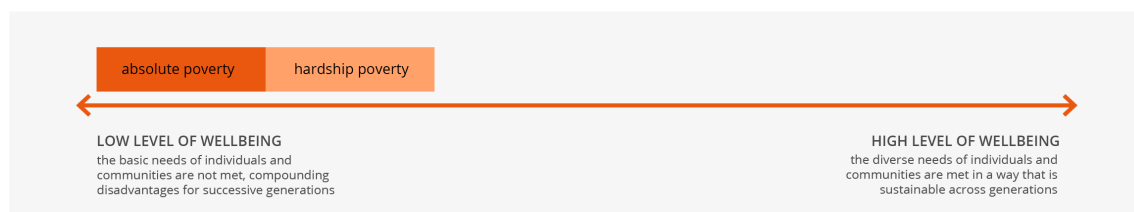
2.1 Defining poverty

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

For the workshops we used two imperfect but well-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 (UNESCO, n.d.).

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

For the purposes of these workshops, we found it useful to look at individual and communal poverty as one end of a continuum of wellbeing. If absolute poverty represents the extreme experience of poverty, and hardship poverty is a step up from that, then the opposite and desirable end is a high level of individual and communal wellbeing that is sustainable over the long term.

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

2.2 The workshop process

Each one-day workshop in the *TacklingPovertyNZ* tour followed a similar four-phase process (see Appendix 1 for the three exercise worksheets).

Phase one: Gathering information

A panel of national and local speakers opened the workshop by putting forward a diverse range of evidence and ideas concerning the landscape of poverty in the region. The panel was joined by a small group of representatives from the December 2015 *TacklingPovertyNZ* cohort (see page 1), who presented the booklet produced as the primary output of the original workshop.[1]

Exercise 1: Maps (the 'who')

Participants worked in groups to visualise poverty as a map based on their personal understandings as well as information from speakers and resources. The function of this exercise was to develop a common understanding of what participants were seeing and thus identify the groups in society that are being affected.

Figure 3: *TacklingPovertyNZ* 2015 workshop booklet: the primary output from the December 2015 workshop

TacklingPovertyNZ
Exploring ways to reduce poverty in New Zealand
7–9 December 2015

36 participants aged between 18 and 25 share their thoughts on how to tackle poverty

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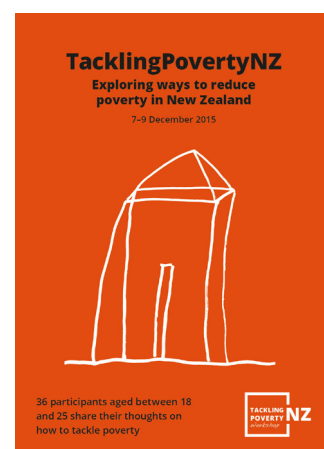
1   See the *TacklingPovertyNZ* website for more details – www.tacklingpovertynz.org/tacklingpovertynz-booklet
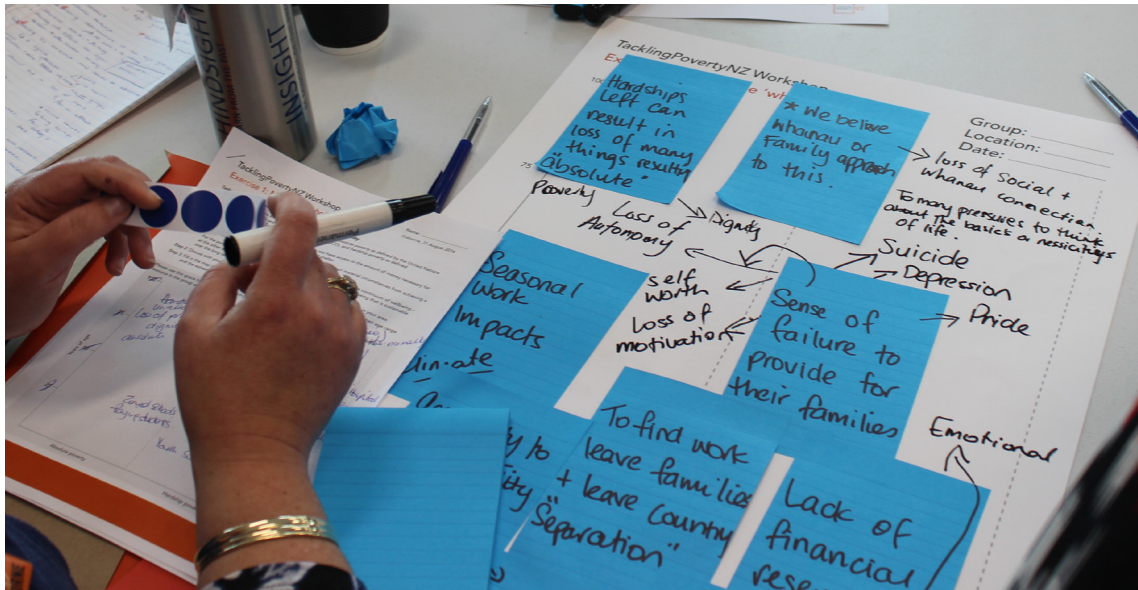
Exercise 1: Mapping poverty

Phase two: Discussing the issues

The second phase of the workshop was about thinking deeply to explore and expand on the information gathered in phase one.

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

The groups were asked to build on their understandings from Exercise 1 by brainstorming ideas 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.

The 'hows' as voted by participants

After Exercise 2, workshop participants used stickers to vote for the ideas on the wall that they considered most significant, and then categorised the ideas into different thematic domains. These domains were then used in phase three to direct the discussion of ways to effect change. After lunch, each participant selected the domain that they were most interested in or to which they felt most able to contribute, and new groups were formed based on this organic selection process.

Discussions over lunchtime at the Gisborne workshop

Phase three: Developing consensus

The third phase of the workshop was about focusing the discussion on tangible actions to tackle poverty in the region.

Exercise 3: Seven ways (the 'how')

Each group worked to develop at least seven specific, actionable suggestions for 'how' to address the issues in their chosen domain. The domain groups presented their results from this exercise back to the plenary, and the plenary presented the full list of 'hows' to the public in an evening presentation

Phase four: Collecting feedback

After the workshop, a survey was made available online to collect feedback on the workshop process as well as on the 'hows' developed at the workshop. This survey was open to the public but directed particularly at workshop participants and attendees of the evening presentation. The purpose of the post-workshop survey was to improve processes for future workshops and to refine the ideas generated for the region (see Appendix 2 for more detail on the survey).

Figure 4: The workshop method
Adapted from (Krogerus & Tschäppeler, 2012, p. 111)
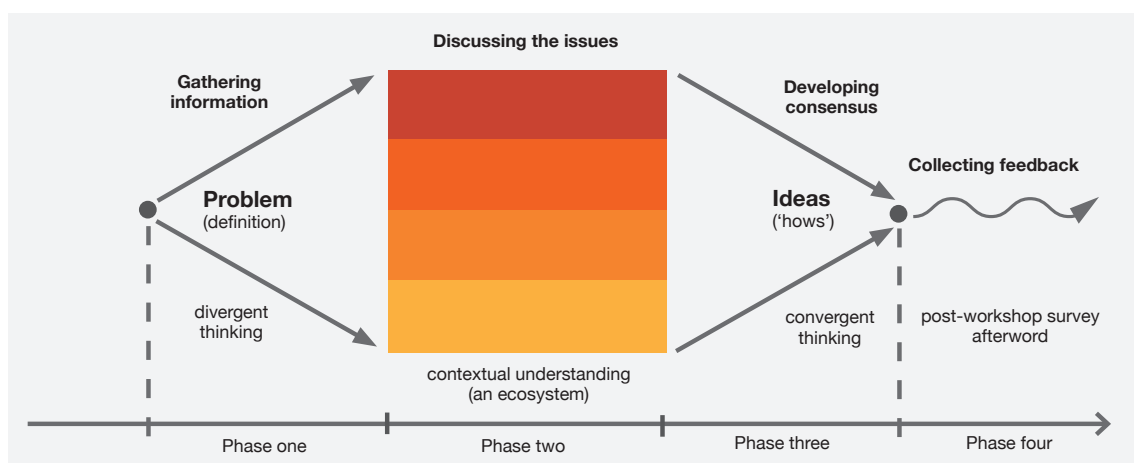
3.0 Tackling Poverty in Gisborne

This section describes the process and outputs specific to the Gisborne one-day workshop (see Appendix 3 for the workshop programme).

3.1 Gathering information – the poverty landscape

The panel of speakers shown in Figure 5 opened the workshop by discussing national and local perspectives on Gisborne's poverty landscape.[2]

Figure 5: Workshop speakers

Dr Girol Karacaoglu – Head of the School of Government at Victoria University and former Chief Economist at the New Zealand Treasury, Wellington

Dr Carwyn Jones – (Ngāti Kahungunu) – Senior Lecturer in the Faculty of Law at Victoria University of Wellington, Wellington

Virginia Brind – Group Manager Planning, Funding and Population Health at Haurora Tairāwhiti, Gisborne

Leighton Evans – General Manager of the Eastland Community Trust, Gisborne

Linda Coulston – Manager at SuperGrans Tairāwhiti Trust, Gisborne

Annette Toupili – Resident of a Deprivation 10 neighbourhood in Tairāwhiti, Gisborne

Jess Jacobs – Single mother and volunteer, helping the homeless and hungry in Gisborne

2   More information on each of these speakers is available on the *TacklingPovertyNZ* website – www.tacklingpovertynz.org/speakers-gdc

Figure 6 presents a synthesised look at the participants' perceptions of who is affected by poverty in Gisborne according to the maps they produced in Exercise 1.

Figure 6: Mapping the poverty landscape (an overview)
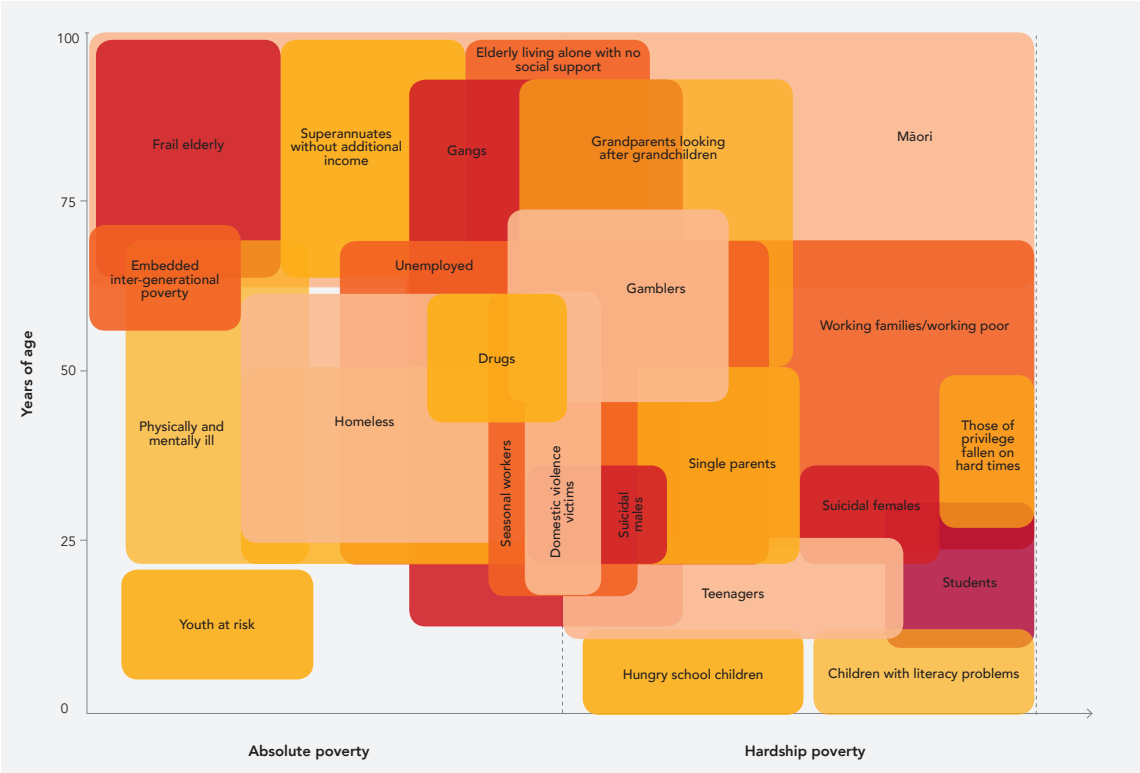
Poverty is a complex and layered issue, even when examined at a local level. To build a contextual understanding of this policy problem, it is helpful to look at poverty as an ecosystem of several interconnected domains and players that affect and are affected by one another.

Figure 7: Gisborne's poverty ecosystem
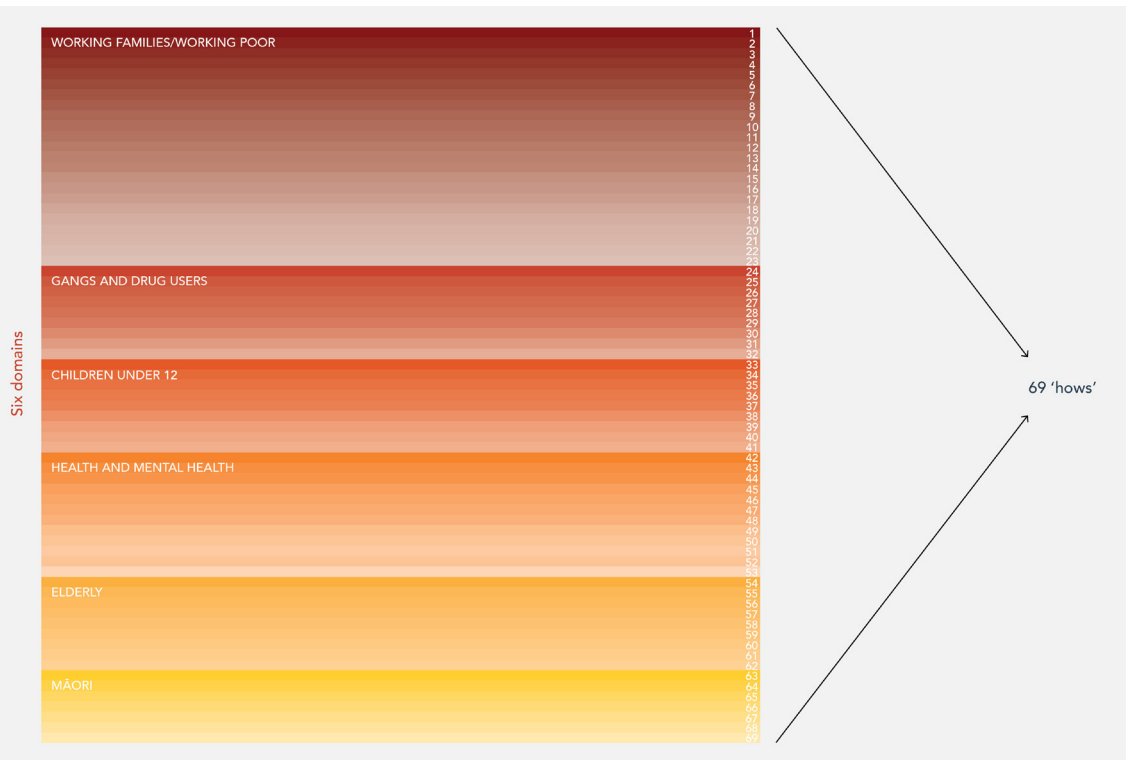
3.2 How is Gisborne affected? Six domains

Each group shared their ideas from Exercise 1 the 'who' and Exercise 2 the 'ideas' with the plenary, and then came to a consensus on six key domains. The six domains that participants identified in phase two of the workshop represent the key areas of impact for poverty in Gisborne (see also Appendix 4 for QuickStats Poster).

Working families/working poor

Local families have member/s in employment but are still living in poverty. This is a direct consequence of low wages not meeting high living costs, which can be exacerbated by poor financial literacy. Working families receive less support and assistance from agencies than unemployed families but often end up in a similar situations. Seasonal workers employed in the main local industries of fishing, farming and forestry also fall into this domain. These workers suffer physically from the harsh conditions of their labour without the benefits of sick pay and holiday pay. Once the working season is over, they also have to find new employment or apply for Work and Income support. This domain also includes single parents in employment. Local speaker from Hauora Tairāwhiti, Virginia Brind, discussed the family type in Gisborne and identified the increased proportion of single parent families. The statistics in her presentation illustrated that 27.8% of families in the Gisborne region are made up of one parent with children, compared to 17.8% of families for New Zealand as a whole (Statistics New Zealand, 2013d). Families' finances and resources are drastically reduced when single parents have responsibility for the roles of housekeeper, breadwinner and caregiver.

Gangs and drug users

There is a lack of social infrastructure in the Gisborne region which deters those in need from seeking treatment. The closest prison is located in Hawkes Bay which furthers the disconnection in families with a member serving a prison sentence. Additionally, there is no local rehabilitation centre, forcing those with drug addictions to move to Rotorua to seek treatment. Criminal gangs in Gisborne are often intergenerational in nature and have had a permanent presence for nearly 40 years. The inherent social inequality and deprivation in the region can result in frustration and may become a driver for young people to join gangs as a way of attaining status. Factors such as family instability, failure at school, poor employment prospects and the 'social norm' act as a push towards gang membership. The allure of prestige, thrills, excitement, power, belonging and protection act as a pull (Ruia – Gang Transformation Project, 2013, p. 5). The 'hows' developed for this domain focused on supporting families who are in gangs as opposed to the gangs themselves.

Children under 12

Approximately 50% of Tairāwhiti communities are highly deprived areas (Marsters, H., Shanthakumar, M., Fyfe, C., Borman, B. & Dayal, S., 2012, p. 19). Children living in socio-economically deprived areas have higher levels of health risks; they are 2.7 times more likely to be obese and have a higher risk of getting rheumatic fever (Tairāwhiti District Health Board, 2015, pp. 6-7, 18). These poor health outcomes can have implications for a child's ability to learn at school and hinder their development into young adults. In low-income families, books may be considered a costly luxury and the time to read may be scarce. Children raised by parents whose reading levels and practices are low are at an increased risk of literacy failure. This puts children from lower socio-economic backgrounds at a disadvantage and means they have to catch up with their more privileged peers.

Health and mental health

The lack of social infrastructure also emerged in relation to this domain. Gisborne has the highest rates of overall avoidable mortality and morbidity, and high rates of ambulatory sensitive hospitalisations (Tairāwhiti District Health Board, n.d.). Additionally, access to some health services are the poorest nationally. The factors contributing to these poor health statistics include high smoking and obesity rates and a high level of health inequalities especially between Māori and non-Māori (Tairāwhiti District Health Board, n.d.). A 2008 report for the Tairāwhiti District Health Board found that Gisborne's population has the highest rate of people suffering serious mental health problems of any district in New Zealand (Williment, R., Codyre, D. & Katene, K., 2008, p. 4).

Elderly

This group refers to the 14% of people in the Gisborne Region that are aged 65 years and over (Statistics New Zealand, 2013b). Many superannuates are asset poor or have not planned effectively for their retirement. These elderly people have little or no savings and are more susceptible to health issues resulting from poor housing. Elderly also tend to lack some of the technological skills needed to navigate social services and interact with others, which leaves them feeling isolated from the community.

Māori

Fractured by the trauma of colonisation, Māori identities and culture have suffered from assimilationist policies which in turn have created a poverty of mana and spirit. Māori also experience institutionalised racism across the health and justice systems and are overrepresented in negative statistics as an indirect result of colonisation. The 'hows' developed for this domain focus on the poverty of mana and explore ways, other than treaty settlements, to recognise this, and improve outcomes for Māori.

3.3 Developing consensus and collecting feedback – sixty-nine 'hows'

Below are the 'hows' developed by the participants for each of the four domains, along with a summary of feedback from the post-workshop survey (see Appendix 2 for more detail on the survey).

3.3.1 Working families/working poor

1. Innovating the current system
   Innovating the current financial system by reducing or removing GST on basic items, cutting dishonour charges for lower income families, and providing access to low-interest loans.

2. Saving schemes
   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).

3. Re-teaching
   Re-teaching basic life skills and educating families so that all can contribute (e.g. through a family mentor).

4. Parental leave
   Increasing paid parental leave.

5. Seasonal workers
   Creating a smooth pay system, an income to cover the basics, 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).

6. Employers
   Implementing a lower tax-rate for employers who offer employees a living wage and redundancy packages.

7. Minimum wage
   Increasing the minimum wage.

8. Training
   Consulting stakeholders to develop a plan which ensures availability of skilled seasonal workers and implements targeted training for Tairāwhiti region. This would also increase job security because jobs would reflect demand (e.g. through looking at local industries such as forestry and horticulture).

9. Grants
   Promoting awareness of small business centre grants.

10. Stand-down periods
    Removing stand-down period in jobs.[3]

11. Transportation
    Encouraging employers to provide transport for employees to and from work.

12. Financial training/literacy
    Ensuring financial training is a part of any job so that employees learn financial literacy.

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3   As define by 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.' See – www.workandincome.govt.nz/about-work-and-income/our-services/what-is-a-stand-down.html

13. KiwiSaver
Encouraging employees and employers to contribute to KiwiSaver.

14. Union
Setting up a Seasonal Workers Union.

15. PEP scheme
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.

16. Hub
Bringing the Hub to the community instead of the community to the Hub.

17. Funding
Implementing ongoing local funding.

18. Belonging
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).

19. Pasifika
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.

20. Mobile health clinic
Creating a mobile health clinic.

21. Sharing meals
Creating a 'sharing meal' system.

22. Emergency housing
Creating affordable emergency housing (e.g. through transportable shipping containers).

23. Housing regulations
Reviewing housing regulations to improve housing stock.

The ideas shared under the working families/working poor domain in the workshop were plentiful
and varied. Interestingly, the idea that received the most support was that of reviewing housing
regulations to improve housing stock. This was one of only two ideas that addressed housing and the
second idea, creating affordable emergency housing, also received considerable interest. Comments
reflected this support and expanded these ideas by suggesting communal housing models that need to
be 'flexible and practical and not all red taped up'. Another participant also introduced the idea of a
housing warrant of fitness to ensure that all homes have the essential amenities.

Many respondents also supported the idea of consulting stakeholders to develop a plan that ensures
the availability of skilled seasonal workers and implements targeted training. There was also some
consensus around the idea encouraging whanaungatanga (relationship, kinship, sense of family
connection) and the idea of re-teaching basic life skills. To this end, one response recommended
teaching families how to garden, cook and sew. Another interesting idea suggested addressing financial
literacy by developing a resource, either a book or blog, which gives clarity to every day spending
implications.

The need for community engagement and involvement was evident in many of the respondents'
comments and one stressed the need for residents to lead the discussions if we are to avoid the
implementation of a one-size-fits-all framework.

3.3.2 Gangs and drug users

24. Services
Reviewing current services and bringing services directly to gang families and wānanga, and ensure
they are whānau-led (e.g. Ruia Sisters in Red and Notorious).

25. Whānau
Listening to the experience of gang whānau and involving whānau from the beginning to the end,
in setting goals.

26. Acceptance
    Accepting the scale of the problems, especially by the community at large.

27. Re-integration
    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.

28. Local prison
    Drawing on the Norwegian prison model of local prisons to decrease impact on whānau.

29. 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).

30. Education
    Ensuring appropriate drug education is available in the community.

31. Reviewing access
    Reviewing access to alcohol licencing.

32. Youth centre
    Creating a youth centre/safe zone for children.

Gisborne was the first workshop to allocate a gangs and drugs users domain. This was largely to review the lack of social infrastructure to address these issues in the region. The idea that received the most interest was to ensure more support for those dealing with addiction, potentially in the form of a rehabilitation centre. One respondent felt particularly strongly about this proposal and commented on the sharp rise of meth users who, without help or support, end up in prison.

Based on the results, the respondents also felt strongly about improving re-integration after prison sentences, particularly for women. There was also a considerable amount of debate around drug education. One respondent questioned the effectiveness of the current forms of drug education while another suggested that stories shared by those who have first-hand experiences with addictions would have more resonance and impact.

The final idea, creating a youth centre/safe zone for children, proved to be the most contentious, with one respondent arguing that there is already a series of youth centres across the region and that the 'youth population is diverse and there is no "one" place that suits all'. However, many respondents endorsed the idea of a central hub for youths but advised that it should provide a range of services and have 'cross generational involvement' for the community to acknowledge that they all need each other. This was an interesting suggestion and correlates to some of the responses under the elderly domain.

3.3.3 Children under 12

33. Intervention and support
    Having earlier intervention and support for struggling students by building trusting relationships between people and providers.

34. Education system
    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.

35. Engage youth
    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).

36. Access to information
    Ensuring children and families have access to information about education.

37. Family relationships
    Strengthening family relationships and role modelling 'better ways' to interact as a family. This should include 'teaching parents how to teach'.

38. Access and affordability
    Improving access to, and affordability of, early childhood education (ECE) by identifying children who are not attending childcare, checking in with parents and caregivers, asking why the 20 hours free early childhood education and care scheme is not being used, and addressing these needs.

39. Antenatal care
    Improving antenatal care.

40. 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).

41. Community governance
    Encouraging community governance to reduce bureaucracy (e.g. a community washing machine could be installed at a school, allowing support for struggling families).

It is evident from the feedback received for the children under 12 domain that there are existing agencies working towards these goals, but access to and communication of these services need vast improvements. Supporting community groups that are already established and encouraging groups to collaborate was the 'how' that respondents agreed to be the most important. New agencies or roles were not seen as necessary for progress; the focus instead was on strengthening and promoting current initiatives. One respondent mentioned the 'Ka Pai Kaiti' community group that works at the ground level to reach those in need and suggested that current service providers should adopt this approach.

Keeping youth engaged in learning received unanimous interest, as did the idea of strengthening family units. Many respondents saw encouraging community governance to reduce bureaucracy as an interesting idea. One respondent keenly encouraged the idea of installing a community washing machine at schools and proposed a volunteer system in which the parents donate an hour of their time to the school in exchange for using the machine. The same respondent also suggested planting a school vegetable garden for the school's families to all tend to and share.

Alternative ideas were introduced in the comments, such as the development of a regional campaign to recruit mentors for children and young people, and a buy-your-own-home package for families in deprived areas offered by the Housing Corporation. One respondent suggested an increase in the amount people receive on the benefit to reduce child poverty, and the creation of a child poverty fund for parents who struggle to pay their children's educational costs at school. Ideas of community governance were prevalent throughout the comments. Respondents believed that an empowered community needs to be collaborative and sustained by sharing resources 'so that if they break down everyone has a role in how to get it fixed'.

3.3.4 Health and mental health

42. Dress-up shop
    Creating a dress-up shop to provide professional clothes for those without access to professional clothing, such as for a job interview.

43. Drug management
    Improving prescription drug management.

44. Fluoride
    Taking fluoride out of the water in Gisborne.

45. Sugar tax
    Taxing sugar to discourage unhealthy eating.

46. External 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.

47. Services hub
    Creating a one-stop shop where services collaborate and share information (potentially though a database) but also ensure confidentiality. This integrated approach would assist in removing structural and institutionalised poverty and would put a stop to siloed support systems.

48. Changing the perception of mental health
    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.

49. Service delivery
    Improving service delivery for hard to access groups such as homeless or mentally ill through innovation, social media, building relationships rather than just delivering services and by listening not directing.

50. Local rehabilitation centre
    Creating a local rehabilitation centre, which would include meeting rooms, specialists and car parking.

51. Support homes
    Creating support homes for those with mental illness.

52. Health professionals
    Increasing accountability of health professionals and service providers and facilitate the possibility of retraining.

53. Therapy and counselling
    Improving access to therapy and counselling for homeless.

> Opinions differed in the responses to the health and mental health domain. One idea where there was substantial friction was the sugar tax. Several respondents advocated for the tax with enthusiasm while others opposed the tax and instead suggested removing GST from fruit, vegetables and milk. Opinions were also divided over taking the fluoride out of Gisborne's water supply, with the majority disagreeing with the idea.
>
> Creating support homes was an idea also in dispute. For the most part, the idea received a considerable amount of interest, but one participant criticised the 'idea of putting people all together in "support homes" as potentially stigmatising people seeking wellness'. It was also argued that the idea of a dress-up shop to provide professional clothes is a service already provided by the SuperGrans charitable trust.
>
> The idea that proved to be most well received was the implementation of an external review of the mental health system and mental health services, however one commenter put forward the point that all funders and providers must be excluded in the administration of this review. Another respondent voiced the need for the results of such a review to be easily accessible so that the community can see what is working well.

3.3.5 Elderly

54. Collated information
    Creating a Plunket booklet for the elderly; a simplified, universal booklet to inform them of where to go for help.

55. 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.

56. Programmes
    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).

57. Intergenerational connections
    Encouraging more interaction between the young and elderly (e.g. through elderly people teaching young people basic life skills and young people teaching elderly people 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').

58. Emergency and health services
    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.

59. Home-help jobs
    Creating home-help jobs with extended hours. This service will create jobs in the community while also providing prolonged support for the elderly.

60. Transportation
    Encouraging SuperGrans to create a 'Superbus' which facilitates transportation for elderly.

61. Abuse and neglect
    Raising awareness of abused elderly (e.g. advertisements on television, radio and newspapers).

62. Funding
    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 ages 65+).

The respondents shared valuable insights and adjustments to the ideas put forward in the elderly domain. An example of this is the suggestion that the Plunket booklet be an online resource, if those using it are confident with computers and the Internet. Another recommendation was that a review and increase of the funding and resources for the elderly should be 'targeted by need rather than universal'.

Several ideas received less interest as they are already provided for within the community. Many respondents noted that a 'Superbus' is unnecessary as the Sunshine Bus Service already transports the elderly and this should be expanded if needed. Programmes that combat loneliness and encourage elderly to live interactive and active lifestyles were also stated to already be provided by iwi, NGOs and rest homes. Perhaps what is lacking is the promotion of and access to these programmes.

The idea of creating home-help jobs with extended hours received positive feedback and the strongest general consensus formed on the idea of intergenerational interactions. One respondent described this as 'critical and the best investment'. This reflects the importance of a holistic community approach that came up throughout the responses to this survey.

3.3.6 Māori

63. Correct the statistics
    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).

64. Healing
    Healing for Tairāwhiti cultural oppression by 2019, by: restoring mana, unveiling the truth of Māori history in Tairāwhiti, restoring identity, restoring indigenous healing, restoring connectedness, and embracing traditional practices.

65. Asking what it means to be Māori
    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.

66. Connectivity
    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).

67. Incorporation
    Increasing effective engagement with whānau, and ensuring Māori – Māori conversations rather than just Māori – non-Māori, especially in the implementation of any 'hows'.

68. Māori male primary teachers
    Encouraging more Māori male primary school teachers.

69. Community gardens
    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.

The ideas developed under the Māori domain highlight the strong Māori representation at the Gisborne workshop and address the deep rooted, pervasive issues. Despite this, the idea that respondents were most interested in was the initiation of a Maara Kai programme. This idea is the most practical and the easiest to implement. The 'hows' that opened up a discourse on the embedded issues of racism and lost mana proved to be more contentious.

There was debate around the idea of correcting the institutionalised racism of colonisation that results in the over-representation of Māori in negative statistics. One respondent proposed a new approach, to shift the focus to 'pākehā as the problem and the solution rather than just Māori' which would revisit the deep-seated causes of the over-representations. Another claimed that the over-representations in statistics are a response to 'classism' not institutionalised racism.

Many respondents supported the idea of addressing of cultural oppression in Tairāwhiti by 2019. One suggestion was to develop local historical resources to improve understanding of the lasting impacts of colonisation on Māori. One comment built on the idea of encouraging more Māori male primary school teachers by adding that support is needed to get more non-Māori teachers as well.

One respondent went further with the idea of celebrating success and encouraging collective living arrangements by suggesting the de-urbanisation of Māori with incentives to return to their whenua, grow food, build houses and reconnect with their whakapapa. This idea links to the processes of de-colonisation and is a potential way of slowly reversing the effects of the assimilationist polices that have fractured and dislocated Māori identities.

Overall, the feedback promoted a partnership between Māori and pākehā and encouraged 'pākehā to be confident Treaty partners rather than fearful'. Again, the respondents wanted to know what is working well and what iwi are already doing to meet these needs. One respondent was cautious as to the labelling of the support that Māori receive and wants this to be viewed as a form of accountability and reparation rather than as a 'privilege'.

4.0 Further outputs

Our intent in running the *TacklingPovertyNZ* 2016 tour is to provide a mechanism for collating these perspectives, and we are grateful to all those who have helped us put this mechanism into motion.

In addition to this series of workshop discussion papers, the Institute will produce *Working Paper 2017/01: TacklingPovertyNZ 2016 Tour: Methodology, results and observations* in the New Year. This working paper will explain the methodology behind the workshop tour, collate the raw information contributed by workshop participants, and summarise the McGuinness Institute's thinking about tackling poverty in New Zealand in terms of what was seen, heard and felt.

Figure 8 lists 33 sub-factors. These sub-factors are terms we have created to align with the voices we heard on tour, and enable us to analyse the 'hows'. The Institute has divided the 240 'hows' developed across the six workshops to correspond with sustaining and empowering factors. Our analysis suggests that tackling poverty will require establishing a base of sustaining factors before progressing to sustainable wellbeing through addressing empowerment factors. On further review it became apparent that the sustaining factors could be divided into survival and security factors. Sustaining factors are short-term solutions that require a low level of expertise from the giver and the receiver, and focus on maintaining survival and providing security. Empowering factors differ in that they require a high level of expertise on the part of the provider in order to ascertain the long-term needs of each individual's journey to self-determination. The empowering factors were divided into self-determining individuals, self-determining communities and self-determining nation.

After categorising the 'hows' in this way, we were able to produce pie charts to visually represent the results of our analysis. Figure 10 represents all of the 240 'hows' divided by the five factors, and illustrates how participants of the *TacklingPovertyNZ* workshops suggested we might address poverty. As an example, Figure 9 illustrates the 69 'hows' developed at the Gisborne workshop, as grouped by their factors. A pie chart has been developed for each workshop and will be included in their corresponding discussion papers. These figures illustrate the stark differences between the needs of each region and highlight the fact that there is no one-size-fits-all solution to poverty.

Figure 8: An extract defining the sub-factors 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]

Figure 9: Gisborne's perspective from *The talking tour 2016/ Te haerenga kōrero 2016*

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]
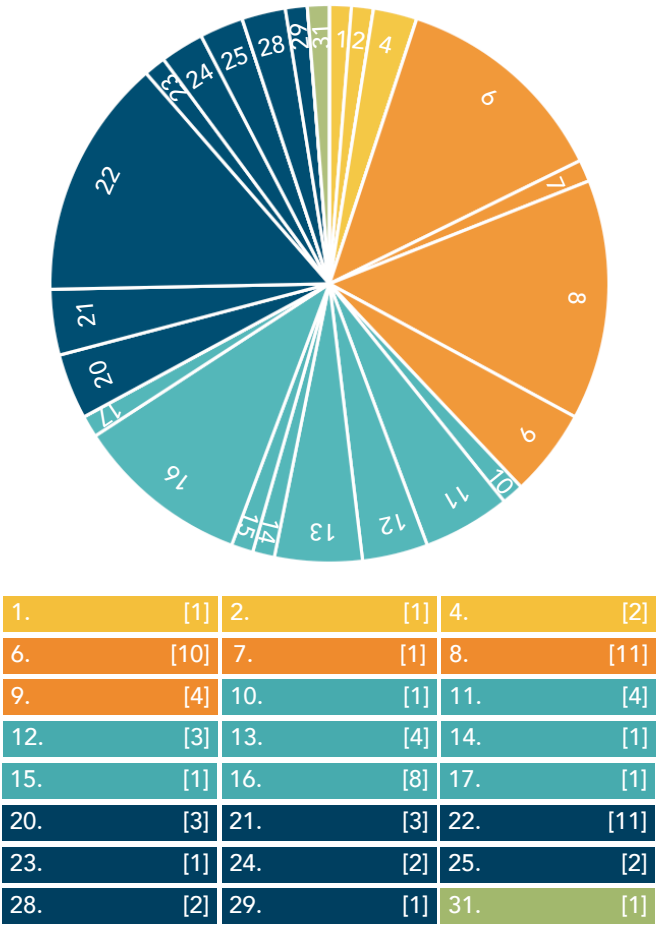
Figure 10: An extract from *A situational overview of the talking tour 2016/ He tūāhua o te haerenga kōrero 2016*
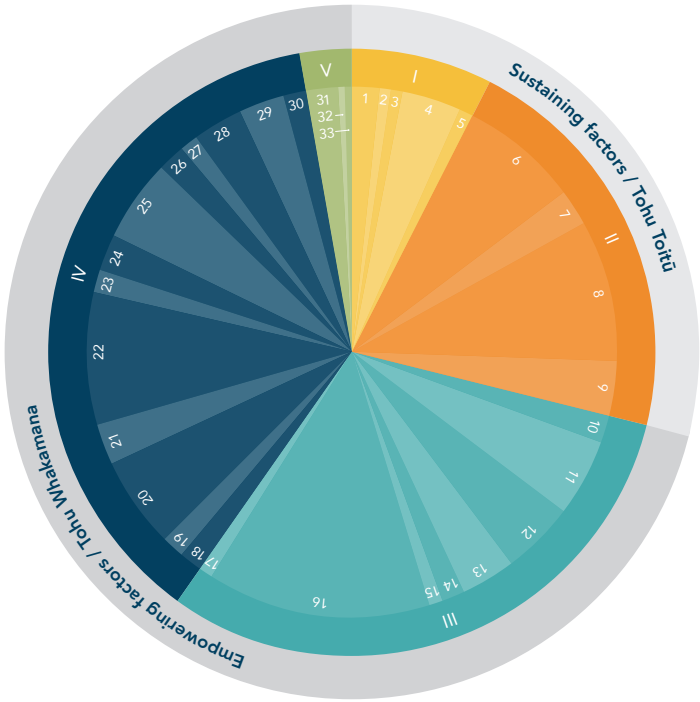
5.0 Afterword

It is evident from the discussions that took place in Gisborne that there is a shared recognition of poverty in the region, but the complexities within the issues of poverty are not well understood. Gisborne is one of the most deprived regions in New Zealand, where poverty is intergenerational and embedded (Marsters, H. et al., 2012, p. 19). The lack of social infrastructure, the lure of gang culture and the effects of living off low incomes are all contributing factors to the region's uncertainties and fragilities. However, Gisborne has a strong community focus built on optimism and hope. Participants at the workshop wanted to create both short-term and long-term integrated, pragmatic, locally grown solutions that can influence local and central government policies. These solutions are to have milestones and commitment from cross-community agency groups to oversee and support their implementation.

Currently, there are many small initiatives working towards trying to alleviate poverty, but they are often not well publicised and are difficult to access. To this end, participants also sought to enhance existing connections, streamline information and get better access to local data.

This workshop brought locals together to paint a clearer picture of poverty in the Gisborne region. The insights from communities at *TacklingPovertyNZ* workshops across the country will contribute further clarity to the discussion (see Appendix 5 for the tour calendar). However, talk is only valuable if it can be translated into action. Taking into account different regional perspectives will aid the development of robust and nuanced local and national policies to tackle poverty in New Zealand.

This event would not have been possible without the support of local collaborators Gisborne District Council (in particular Mayor Meng Foon), local speakers (Virginia Brind, Linda Coulston, Leighton Evans, Annette Toupili and Jess Jacobs) and the wider Gisborne community. It will be interesting to follow community and government responses to this workshop.

The tour itself would not have been possible without support from a wide range of people and organisations interested in being part of a national conversation about how New Zealand might tackle poverty and improve wellbeing. In particular we would like to thank the New Zealand Treasury whose continued support has been key to gaining a mandate to have this important conversation. A big thank you also goes to our national speakers – Dr Girol Karacaoglu (New Zealand Treasury), and Dr Carwyn Jones (Victoria University of Wellington). Lastly, the McGuinness Institute would like to applaud our young people, who gently (and sometimes not so gently) push the Institute into new frontiers.

Participants present their final ideas back to the plenary

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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.

Years of age

100

75

50

25

Absolute poverty · Hardship poverty

TacklingPovertyNZ Workshop

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

Name: ....

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'

1. What is your connection with Gisborne?

16

[Please note numbers refer to the number of respondents]

■ I live, work, rent or own a property in Gisborne.

2. Did you attend the *TacklingPovertyNZ* Gisborne one-day workshop on 31 August 2016?

5	5	1	5

■ I attended the full day workshop on 31 August 2016.

■ I attended the full day workshop on 31 August 2016 and the public event that evening.

■ I did not attend for the full day but I did attend the public event that evening.

■ I did not attend the 31 August 2016 event at all but I would like to share my thoughts on the 69 hows below.

A. Please rank the 'working families/ working poor hows' below.

1. Innovating the current system: Innovating the current financial system by reducing or removing GST on basic items, cutting dishonour charges for lower income families, and providing access to low-interest loans.
6 | 4 | 6

2. Saving schemes: 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).
1 | 5 | 5 | 5

3. Re-teaching: Re-teaching basic life skills and educating families so that all can contribute (e.g. through a family mentor).
1 | 2 | 4 | 9

4. Parental leave: Increasing paid parental leave.
1 | 4 | 6 | 5

5. Seasonal workers: Creating: a smooth pay system; an income to cover the basics; 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).
1 | 3 | 8 | 4

6. Employers: Implementing a lower tax-rate for employers who offer employees a living wage and redundancy packages.
1 | 2 | 8 | 5

7. Minimum wage: Increasing the minimum wage.
1 | 5 | 5 | 4

8. Training: Consulting stakeholders to develop a plan which ensures availability of skilled seasonal workers and implements targeted training for Tairāwhiti region. This would also increase job security because jobs would reflect demand (e.g. through looking at local industries such as forestry and horticulture).
1 | 8 | 7

9. Grants: Promoting awareness of small business centre grants.
4 | 10 | 2

10. Stand-down periods: 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: www.workandincome.govt.nz/about-work-and-income/our-services/what-is-a-stand-down.html)
2 | 1 | 7 | 6

11. Transportation: Encouraging employers to provide transport for employees to and from work.
1 | 6 | 3 | 6

12. Financial training/literacy: Ensuring financial training is a part of any job so that employees learn financial literacy.
6 | 5 | 5

13. KiwiSaver: Encouraging employees and employers to contribute to KiwiSaver.
4 | 5 | 7

14. Union: Setting up a Seasonal Workers Union.
1 | 7 | 4 | 4

15. PEP scheme: 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.
1 | 3 | 7 | 5

16. Hub: Bringing the Hub to the community instead of the community to the Hub.
1 | 4 | 4 | 7

17. Funding: Implementing ongoing local funding.
1 | 3 | 7 | 5

18. Belonging: 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).
1 | 6 | 9

Key

■ Not a great idea   ■ Kind of interesting   ■ Interesting   ■ A really interesting idea

3. What age bracket do you belong to?
(16 respondents)

- Between 18 and 25 years of age — 1
- Between 26 and 50 years of age — 9
- Over 50 years of age — 6
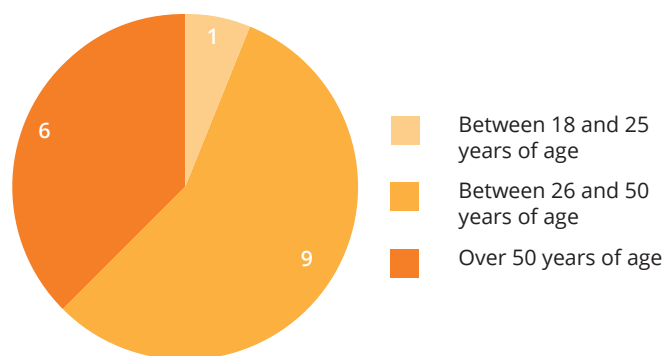
4. Are you...
(16 respondents)

- Male
- Female

5. To help us understand your answers, can you tell us if you ... (16 respondents)

16

- Are a New Zealand citizen
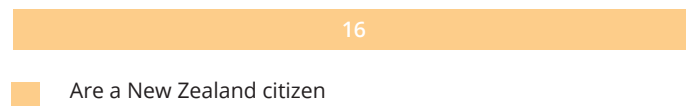
B. Please rank the 'gangs and drug users hows' below.

19. Pasifika: 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.

6	4	6

20. Mobile health clinic: Creating a mobile health clinic.

1	5	3	7

21. Sharing meals: Creating a 'sharing meal' system.

2	3	6	4

22. Emergency housing: Creating affordable emergency housing (e.g. through transportable shipping containers).

3	6	7

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

1	4	10

24. Services: 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).

2	9	5

25. Whānau: Listening to the experience of gang whanau and involving whānau – from the beginning to the end – and letting them set goals.

2	6	7

26. Acceptance: Accepting the scale of the problems, especially by the community at large.

5	3	8

27. Re-integration: 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.

2	4	9

28. Local prison: Drawing upon the Norwegian prison model of local prisons to decrease impact on whanau.

1	5	4	6

29. 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).

3	12

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

1	1	2	11

31. Reviewing access: Reviewing access to alcohol licencing.

4	5	6

32. Youth centre: Creating a youth centre/safe zone for children.

1	1	5	9

Key

- Not a great idea
- Kind of interesting
- Interesting
- A really interesting idea

C. Please rank the 'children under 12 hows' below.

33. Intervention and support: Having earlier intervention and support for struggling students by building trusting relationships between people and providers. — 3 | 6 | 7

34. Education system: 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. — 5 | 5 | 6

35. Engage youth: 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). — 3 | 3 | 10

36. Access to information: Ensuring children and families have access to information about education. — 5 | 4 | 7

37. Family relationships: Strengthening family relationships and role modelling 'better ways' to interact as a family. This should include 'teaching parents how to teach'. — 4 | 3 | 9

38. Access and affordability: 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. — 4 | 4 | 7

39. Antenatal care: Improving antenatal care. — 5 | 5 | 5

40. 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). — 1 | 5 | 10

41. Community governance: Encouraging community governance to reduce bureaucracy (e.g. a community washing machine could be installed at a school, allowing support for struggling families). — 2 | 5 | 9

D. Please rank the 'health and mental health hows' below.

42. Dress-up shop: Creating a dress-up shop to provide professional clothes for those without clothes, such as for a job interview. — 2 | 7 | 1 | 6

43. Drug management: Improving prescription drug management. — 1 | 4 | 8 | 3

44. Fluoride: Taking fluoride out of the water in Gisborne. — 9 | 3 | 4

45. Sugar tax: Taxing sugar to discourage unhealthy eating. — 3 | 1 | 6 | 6

46. External 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. — 2 | 5 | 9

47. Services hub: 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. — 1 | 4 | 6 | 5

48. Changing the perception of mental health: 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. — 3 | 6 | 7

49. Service delivery: 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). — 4 | 7 | 5

50. Local rehabilitation centre: Creating a local rehabilitation centre, which would include meeting rooms, specialists and car parking. — 3 | 4 | 9

51. Support homes: Creating support homes for those with mental illness. — 3 | 3 | 9

52. Health professionals: Increasing accountability of health professionals and service providers and facilitate the possibility of retraining. — 3 | 4 | 9

53. Therapy and counselling: Improving access to therapy and counselling for homeless. — 5 | 3 | 8

Key

| Not a great idea | Kind of interesting | Interesting | A really interesting idea |

E. Please rank the 'elderly hows' below.

54. Collated information: Creating a Plunket booklet for the elderly; a simplified, universal booklet for elderly to inform them of where to go for help.

| 1 | 4 | 4 | 7 |

55. Housing: Building more Kaumātua Flats (Kaumātua flats are available for people who are 65 years-old and over). Building these houses will create jobs and also provide housing for elderly.

| 1 | 3 | 6 | 6 |

56. Programmes: 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.

| 1 | 2 | 5 | 8 |

57. Intergenerational connections: Encouraging more interaction between the young and elderly (e.g. through elderly teaching young people basic 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').

| 2 | 4 | 10 |

58. Emergency and health services: 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.

| 1 | 4 | 7 | 4 |

59. Home-help jobs: Creating home-help jobs with extended hours. This service will create jobs in the community while also providing prolonged support for the elderly.

| 4 | 6 | 6 |

60. Transportation: Encouraging SuperGrans to create a 'Superbus' which facilitates transportation for elderly.

| 3 | 3 | 7 | 3 |

61. Abuse and neglect: Raising awareness of abused elderly (e.g. advertisements on television, radio and newspapers).

| 6 | 3 | 7 |

62. Funding: 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).

| 1 | 8 | 4 | 3 |

F. Please rank the 'Māori hows' below.

63. Correct the statistics: 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).

| 2 | 1 | 5 | 7 |

64. Healing: Healing for Tairawhiti cultural oppression by 2019, by: restoring mana; unveiling the truth of Māori history in Tairāwhiti; restoring identity; restoring indigenous healing; restoringconnectedness; and embracing traditional practices.

| 2 | 1 | 3 | 10 |

65. Asking what it means to be Māori: 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.

| 3 | 4 | 9 |

66. Connectivity: 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 whānau are not isolated).

| 1 | 3 | 3 | 9 |

67. Incorporation: Increasing effective engagement with whānau, and ensuring Māori to Māori are in conversation rather than just Māori to non-Māori, especially in the implementation of any 'hows'.

| 5 | 3 | 9 |

68. Māori male primary teachers: Encouraging more Māori male primary school teachers.

| 3 | 3 | 10 |

69. Community gardens: 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.

| 2 | 4 | 10 |

Key

| Not a great idea | Kind of interesting | Interesting | A really interesting idea |

Gisborne's additional 'hows' from survey comments

· Establishing communal housing models that are flexible and practical.
· Establishing a housing warrant of fitness.
· Teaching families how to garden, cook and sew.
· Addressing financial literacy by developing a resource, either a book or blog, which gives clarity to every day spending implications.
· Sharing stories of those who have first-hand experiences with addictions as part of drug education.
· Installing a community washing machine at schools with a volunteer system in which the parents donate an hour of their time to the school in exchange for using the machine.
· Planting a school vegetable garden for the school's families to all tend to and share.
· Developing a regional campaign to recruit mentors for children and young people.
· Creating a buy-your-own-home package for families in deprived areas offered by the Housing Corporation.
· Increasing the amount people receive on the benefit to reduce child poverty.
· Creating a child poverty fund for parents who struggle to pay their children's educational costs at school.
· Removing GST from fruit, vegetables and milk.
· Developing local historical resources to improve understanding of the lasting impacts of colonisation on Māori.
· Encouraging the de-urbanisation of Māori with incentives to return to their whenua, grow food, build houses and reconnect with their whakapapa.

TacklingPovertyNZ
Gisborne Workshop Programme

Version 8
As at 30 August 2016
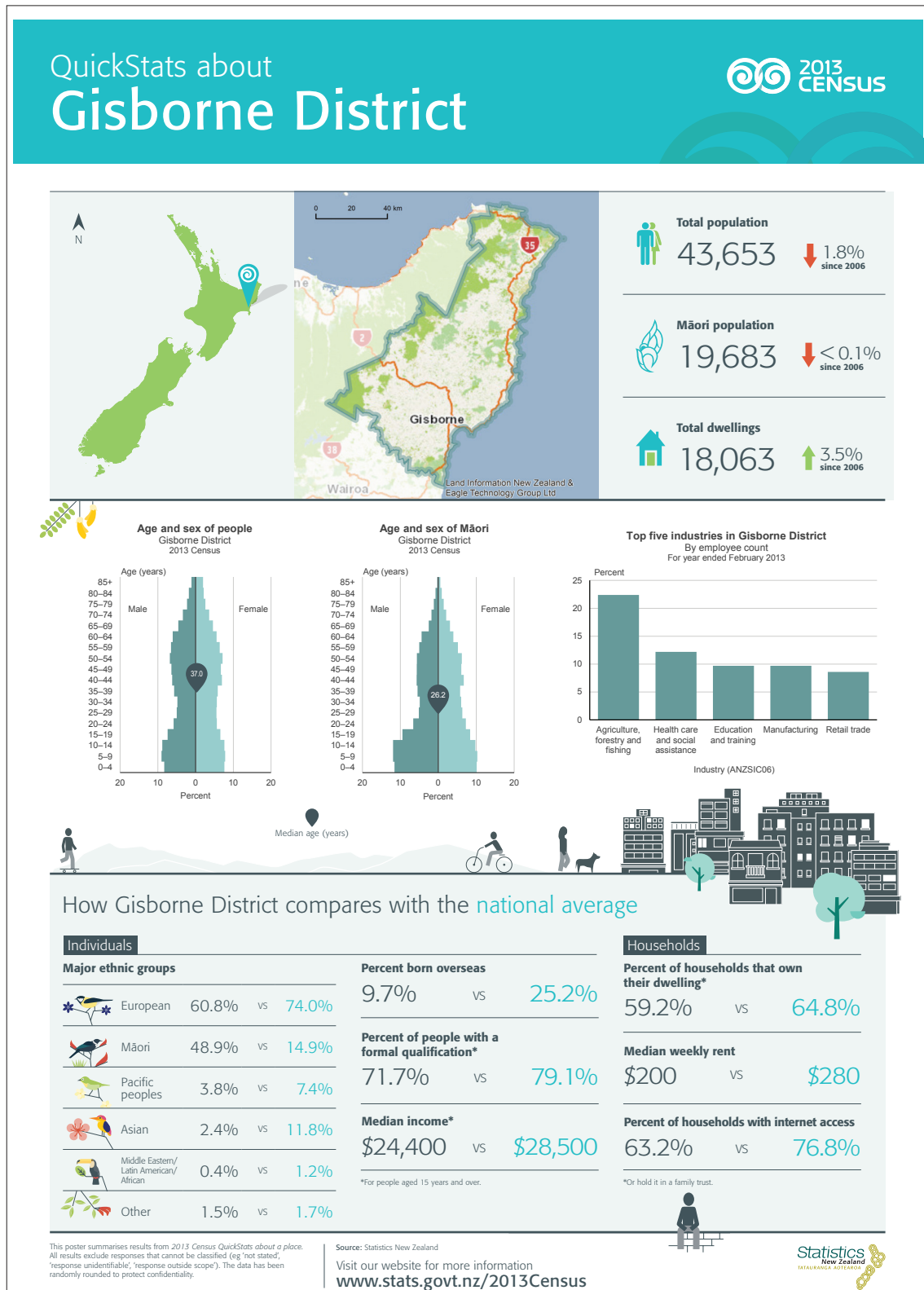
Wednesday, 31 August 2016

Location: Waikanae Surf Lifesaving Club, Grey Street, Gisborne

Time	Event	Content	Speakers and Guests
9.00 – 9.30 am	**Coffee and Tea**	Registration	
9.30 – 9.50 am	**Session 1:** *Welcome*	- Welcome - Health and Safety - Agenda	**Wendy McGuinness** **Mayor Meng Foon**
9.50 – 10.15 am	**Session 2:** *Youth Presentation*	- Participants (from the 2015 *TacklingPovertyNZ* Workshop) present their booklet. The booklet outlines their proposals for policy change.	**Ali Bunge** **Felix Drissner-Devine** **Monique Francois** **Anna-Marei Kurei** **Zoe Pushon** **Caroline Simmonds** **Nathan Williams**
10.15 am – 12.45 pm NB: Includes morning tea from 11.00 am	**Session 3:** *A National & Local Perspective*	**Phase 1: Gathering information** - Panel presentations *Exercise 1 (the 'who')* – identifying who is affected **Phase 2: Discussing the issues** - Panellists hot seat with groups to identify key issues *Exercise 2 (the 'ideas')* – identifying how different groups are affected (to be narrowed down over lunch)	**Dr Girol Karacaoglu** The New Zealand Treasury (15 mins) **Dr Carwyn Jones** Faculty of Law, Victoria University of Wellington (15 mins) **Virginia Brind** Group Manager Planning, Funding and Population Health at Hauora Tairāwhiti (10 mins) **Leighton Evans** General Manager, Eastland Community Trust (10 mins) **Linda Coulston** Manager, SuperGrans Tairāwhiti Trust (10 mins) **Annette Toupili and Jess Jacobs** (10 mins)
12.45 – 1.45 pm	**Lunch:** *Participants session*	- Networking and voting on key issues *Exercise 2 continues*	Speakers and participants
12.45 – 1.45 pm	**Lunch:** *Students session*	Students choose one of the following options: Option 1: Q & A with Dr Girol Karacaoglu Option 2: Q & A with Dr Carwyn Jones	**Dr Girol Karacaoglu** **Dr Carwyn Jones** (Students TBC)
1.45 – 3.15 pm	**Session 4:** *Local Issues – the challenges and opportunities*	**Phase 3: Developing consensus** - Groups discuss the local issues, challenges and opportunities *Exercise 3 (the 'how')* – generating ways to combat the issues that arise	
3.15 – 3.45 pm	**Coffee and Tea**		
3.45 – 5.00 pm	**Session 5:** *Observations – the presentation and discussion paper*	- Groups work towards finale public presentation - Set up for the presentation	
5.00 – 6.00 pm	**Break**		
6.00 – 7.00 pm	**Session 6:** *Finale*	- Welcome and presentation - Mayor Meng Foon close with a karakia, and bless kai	**Wendy McGuinness** **Mayor Meng Foon**
7.00 – 7.45 pm	**Refreshments**		

Source (Statistics New Zealand, 2013e)

QuickStats about
Gisborne District

2013 CENSUS

Total population	43,653	▼ 1.8% since 2006
Māori population	19,683	▼ < 0.1% since 2006
Total dwellings	18,063	▲ 3.5% since 2006

Land Information New Zealand & Eagle Technology Group Ltd

Age and sex of people
Gisborne District
2013 Census

Age (years)
Male   Female
85+
80–84
75–79
70–74
65–69
60–64
55–59
50–54
45–49
40–44
35–39
30–34
25–29
20–24
15–19
10–14
5–9
0–4
20 10 0 10 20
Percent
37.0

Age and sex of Māori
Gisborne District
2013 Census

Age (years)
Male   Female
85+
80–84
75–79
70–74
65–69
60–64
55–59
50–54
45–49
40–44
35–39
30–34
25–29
20–24
15–19
10–14
5–9
0–4
20 10 0 10 20
Percent
26.2

Median age (years)

Top five industries in Gisborne District
By employee count
For year ended February 2013

Percent
25
20
15
10
5
0

Agriculture, forestry and fishing · Health care and social assistance · Education and training · Manufacturing · Retail trade

Industry (ANZSIC06)

How Gisborne District compares with the national average

Individuals

Major ethnic groups

European	60.8%	vs	74.0%
Māori	48.9%	vs	14.9%
Pacific peoples	3.8%	vs	7.4%
Asian	2.4%	vs	11.8%
Middle Eastern/ Latin American/ African	0.4%	vs	1.2%
Other	1.5%	vs	1.7%

Percent born overseas
9.7%   vs   25.2%

Percent of people with a formal qualification*
71.7%   vs   79.1%

Median income*
$24,400   vs $28,500

*For people aged 15 years and over.

Households

Percent of households that own their dwelling*
59.2%   vs   64.8%

Median weekly rent
$200   vs $280

Percent of households with internet access
63.2%   vs   76.8%

*Or hold it in a family trust.

This poster summarises results from *2013 Census QuickStats about a place.* All results exclude responses that cannot be classified (eg 'not stated', 'response unidentifiable', 'response outside scope'). The data has been randomly rounded to protect confidentiality.

Source: Statistics New Zealand
Visit our website for more information
www.stats.govt.nz/2013Census

Statistics New Zealand

TacklingPovertyNZ 2016 tour dates

Kaitaia (Far North)

Thursday, 15 September 2016

Te Ahu, Cnr Matthews Ave &
South Rd, Kaitaia

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

Kaikohe (Far North)

Friday, 16 September 2016

Kaikohe Memorial Hall,
Memorial Avenue, Kaikohe

Gisborne

Wednesday, 31 August 2016

Waikanae Surf Lifesaving
Club, Grey Street, Gisborne

Queenstown

Tuesday, 29 March 2016

Queenstown Memorial Centre,
1 Memorial St, Queenstown 9300