How will we tackle poverty?

Kaitaia *TacklingPovertyNZ* workshop, 15 September 2016

A collaboration of the New Zealand Treasury, the McGuinness Institute and the Far North District Council

Communication and mapping	Geographic isolation	Changing the poverty mind-set	Grandparents raising grandchildren	Education	Māori
Mentoring 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.	**Repurposing school buses** Using school buses as public transport during school hours.	**Education** 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.	**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.	**Rural campuses** 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 ii) By sourcing government funding to write-off debt for tertiary educators who choose to work in rural areas.	**Civic education** 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.
Koha card 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.	**Mobile medical centres** Creating mobile medical centres to go to hard to reach places.	**Funding** Ensuring funding to the community is constant rather than sporadic.	**Wraparound support** 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 ii) providing counselling services to a	**Post-education employment** 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.	**Te Reo and Māori history** Making Te Reo and the history of Aotearoa compulsory in teacher training so that educators can pass on a respectful understanding of Māori culture.

		grandparent who needs emotional support and also making this available to their family.			
Social services 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.	**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 basic pharmacy.	**Education in the home** Targeting education in the home, with both student and caregiver, to enable prevention rather than intervention.	**Information and re-education** 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.	**Vocational skills and apprenticeships** 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.	**Māori lens** 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).
	Internet Approaching internet and telecommunication providers such as Spark, Vodafone and Chorus to better resource and connect the Far North.	**Historical education** Improving historical education, particularly around Te Tiriti o Waitangi, including context around the Treaty and the actual text of the document.	**Grants** Creating a ward of the state grant with long-term savings potential. For example, through an investment which generates interest.	**Pastoral care** 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.	**Research** Ensuring that research about the Far North is conducted by locals in Kaitaia, and is useful for local communities.
	Landline phones Reinstating the community and landline phones that were removed based on the assumption that everyone was using mobiles, despite the lack of mobile coverage.	**Intergenerational mentoring** Implementing a programme where retirees mentor youth on life skills such as budgeting, cooking and gardening. For example Te Hiku Youth Hub.			**Māori culture** Changing the drinking and party culture in the Far North and encouraging people to connect back to their Māori culture.
	E-health Encouraging the community and health professionals to use e-health services to allow	**Tackling poverty from the ground up** Taking hui about tackling poverty to those who are most severely affected and			

	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.	disenfranchised to gather their perspectives about solutions relevant to them.			
	Internet hubs 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.	**Media strategies** 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.			
		Community led 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.			