

February 2017

TacklingPovertyNZ 2016 Tour: Workshop survey results

MCGUINNESS INSTITUTE



TacklingPovertyNZ 2016 Tour: Workshop survey results

February 2017

Title *TacklingPovertyNZ* 2016 Tour: Workshop survey results

Citation Please cite this publication as:

McGuinness Institute (2017). *TacklingPovertyNZ 2016 Tour: Workshop survey results*. [online] Available at: www.mcguinnessinstitute.org/publications/surveys [Accessed date].

Published Copyright © McGuinness Institute, February 2017

ISBN 978-1-972193-91-4 (Paperback)
ISBN 978-1-972193-90-7 (PDF)

This document is available at www.mcguinnessinstitute.org and may be reproduced or cited provided the source is acknowledged.

Prepared by The McGuinness Institute, as part of the *TacklingPovertyNZ* project

For further information McGuinness Institute Te Hononga Waka
Phone (04) 499 8888
Level 1A, 15 Allen Street, PO Box 24222
Wellington 6011, New Zealand
www.mcguinnessinstitute.org

Disclaimer The McGuinness Institute has taken reasonable care in collecting and presenting the information provided in this publication. However, the Institute makes no representation or endorsement that this resource will be relevant or appropriate for its readers' purposes and does not guarantee the accuracy of the information at any particular time for any particular purpose. The Institute is not liable for any adverse consequences, whether they be direct or indirect, arising from reliance on the content of this publication. Where this publication contains links to any website or other source, such links are provided solely for information purposes and the Institute is not liable for the content of such website or other source.

Publishing This publication has been produced by companies applying sustainable practices within their businesses. The body text and cover is printed on DNS paper, which is FSC certified.



The McGuinness Institute is grateful for the work of Creative Commons, which inspired our approach to copyright. This work is available under a Creative Commons Attribution-Noncommercial-Share Alike 3.0 New Zealand Licence.

To view a copy of this licence visit:

<http://creativecommons.org/licenses/by-nc-nd/3.0/nz>

Contents

Introduction	1
Queenstown post-workshop survey results	2
Manawatu post-workshop survey results	6
Rotorua post-workshop survey results	10
Gisborne post-workshop survey results	16
Far North post-workshop survey results	22
Kaitaia post-workshop survey results	22
Kaikohe post-workshop survey results	26

Introduction

This booklet contains detailed results from the *TacklingPovertyNZ* 2016 tour post-workshop surveys.

On the tour, we wanted to invite feedback from participants along the way and report what we heard. To this end, a post-workshop survey for each of the six areas visited was made available online. Each survey was open to the public but directed particularly at workshop participants and attendees of the evening presentation. The surveys were a mechanism to collect feedback on the workshop process and to further refine the 'hows' developed at that workshop.

Each survey asked respondents to rate the 'hows' developed at that workshop from 'not a great idea' to 'a really interesting idea'. The survey also allowed space for comments and any additional 'hows' that may have been missed or thought of since the workshop. The additional 'hows' are shared in the section relevant to the survey they were suggested in. The comments from the survey are explained in more detail throughout each workshop discussion paper.

The number of respondents varied significantly, with the most being 34 from Rotorua compared to two from Kaikohe. This amounted to an overall lower number of survey responses than we had hoped, but nonetheless provided a useful insight into the areas we visited. In alignment with our pre-workshop experiences, we understood Rotorua to be an Internet-savvy area, while Kaikohe lacked some of the fundamental infrastructure for Internet access. Survey responses may have been further limited due to issues obtaining email addresses upon registration and legibility of the email addresses that we did receive.

Queenstown post-workshop survey results

(20 respondents)

Queenstown post-workshop survey results (20 respondents)

1. What is your connection with Queenstown?



[Please note numbers refer to the number of respondents]

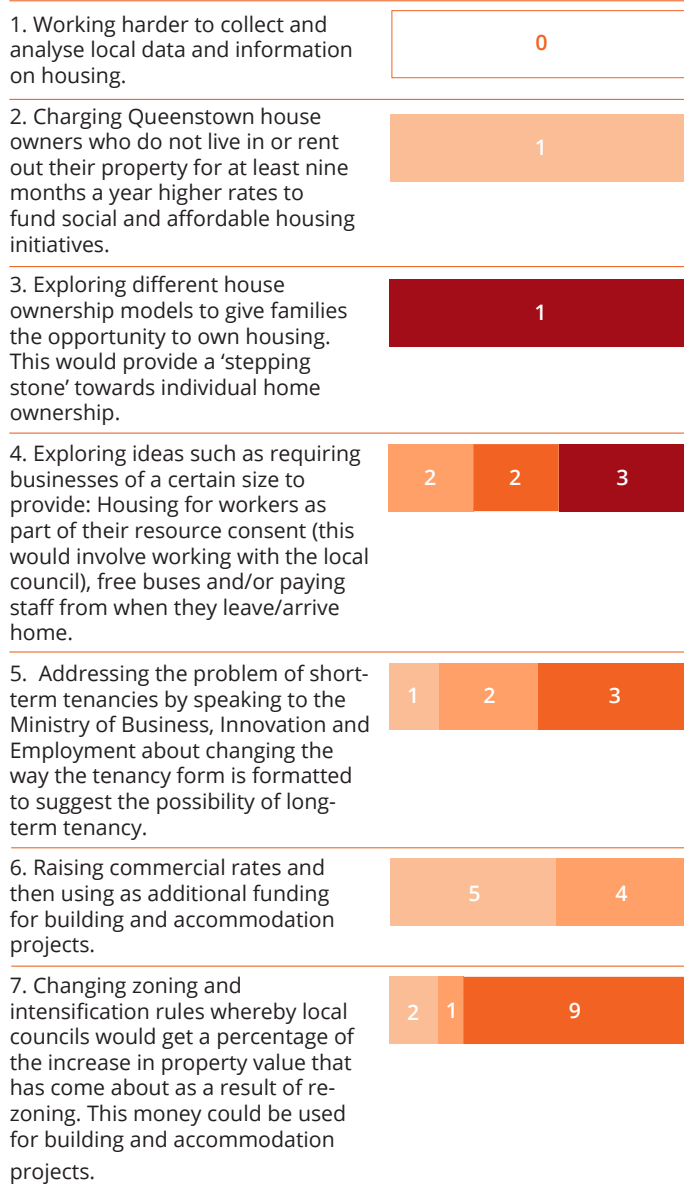
- I live, work, rent or own a property in the Queenstown township.
- I cannot categorize myself as the above but I do live, rent or own a property in the wider Queenstown area.
- I cannot categorize myself as either of the above but I do consider myself as New Zealand based (just not based in Queenstown).

2. Did you attend the *TacklingPovertyNZ* Queenstown one-day workshop on 29 March 2016?

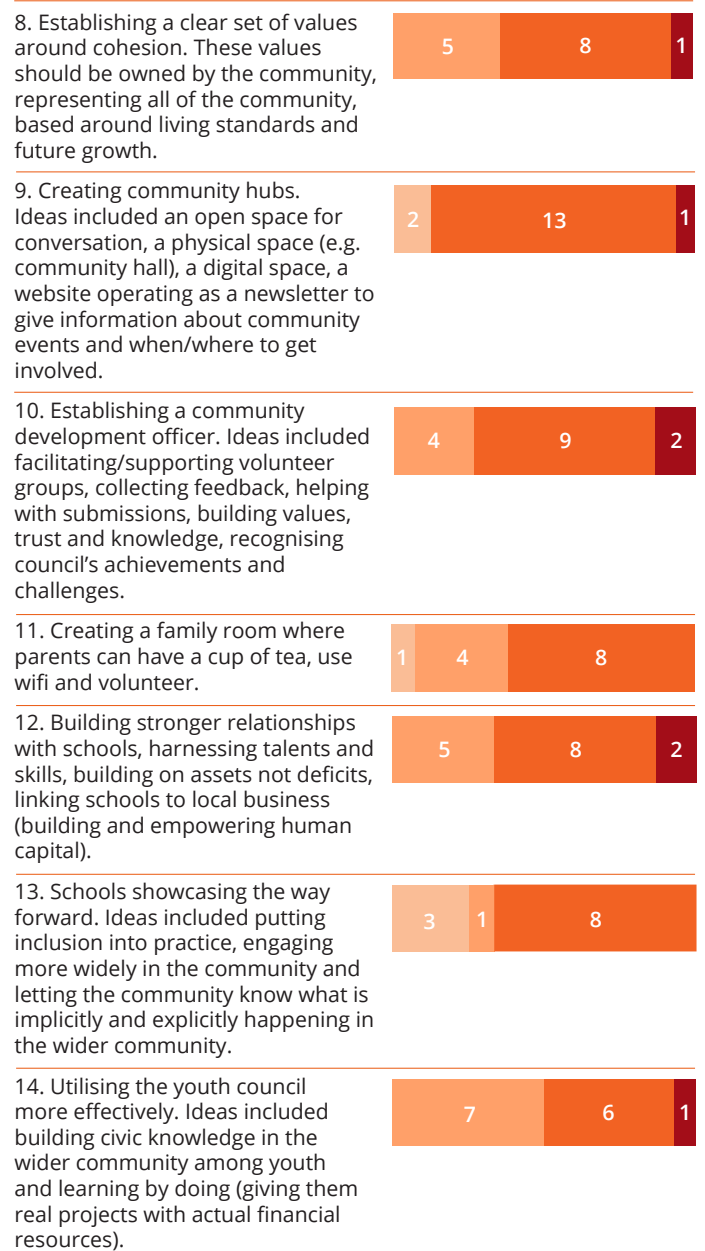


- I attended the full day workshop on 29 March 2016.
- I attended the full day workshop on 29 March 2016 and the public event that evening.
- I did not attend for the full day but I did attend the public event that evening.
- I did not attend the 29 March 2016 event at all but I would like to share my thoughts on the 28 hours below.

A. Looking at ways housing could better contribute to tackling poverty in the Queenstown area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rate the 'housing hows' below.



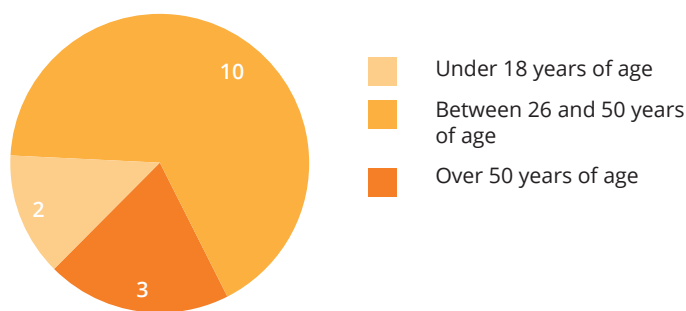
B. Looking at ways community could better contribute to tackling poverty in the Queenstown area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rate the 'community hows' below.



Key

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

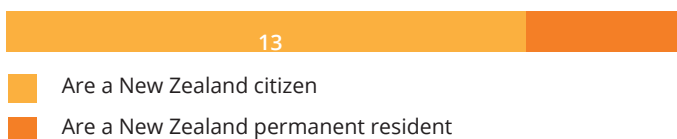
3. What age bracket do you belong to? (15 respondents)



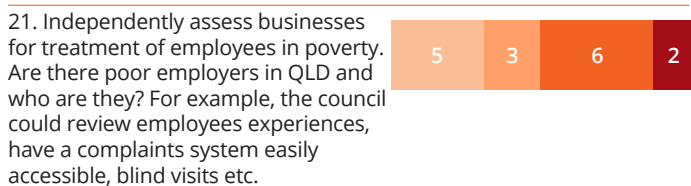
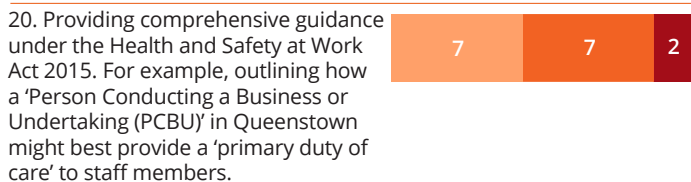
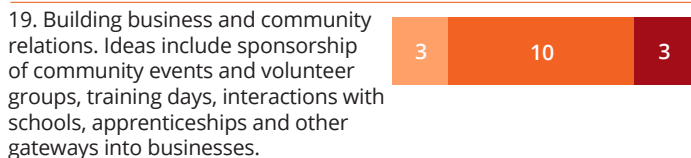
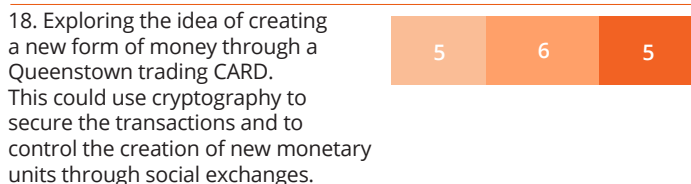
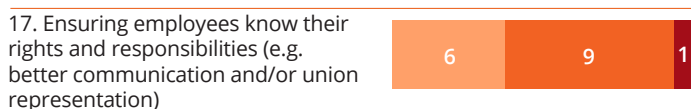
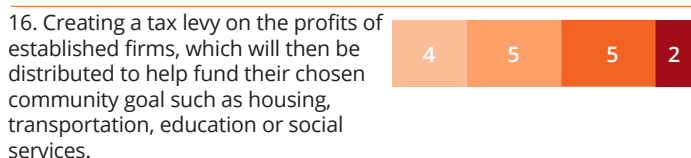
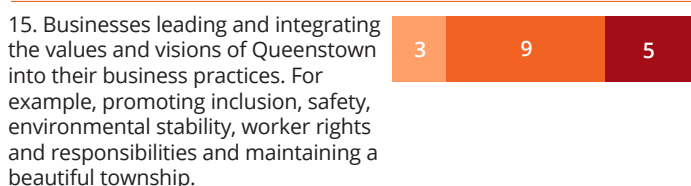
4. Are you... (17 respondents)



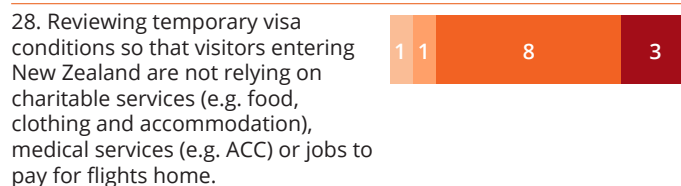
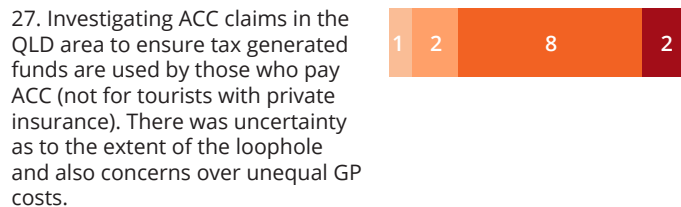
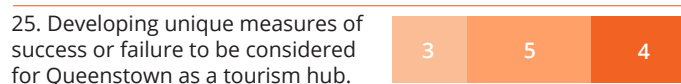
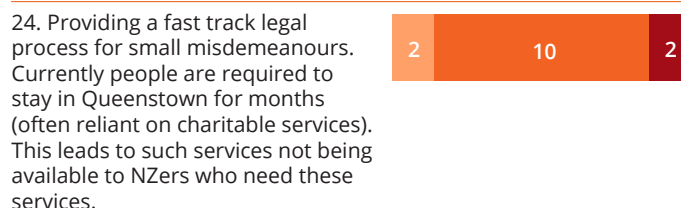
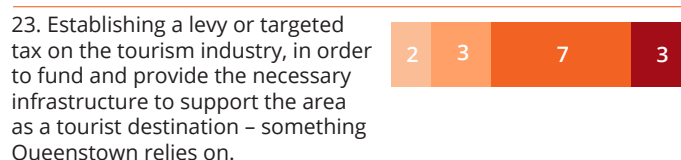
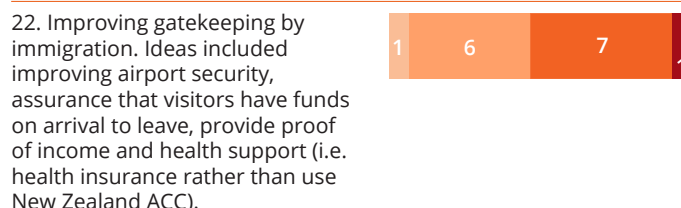
5. To help us understand your answers, can you tell us if you... (17 respondents)



C. Looking at ways businesses could better contribute to tackling poverty in the Queenstown area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rate the 'business hows' below.



D. Looking at 'other ways' New Zealand could better contribute to tackling poverty in the Queenstown area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rate the 'other hows' below.



Queenstown's additional 'hows' from survey comments

- Pooling resources and sharing facilities across schools.
- Establishing a community volunteer programme in schools.

- Connecting and improving existing community hubs, volunteer programmes and schools.
- Partnering businesses with not-for-profits as a way for bigger firms to consistently support the community.

Key



Manawatu post-workshop survey results

(19 respondents)

Manawatu post-workshop survey results (19 respondents)

1. What is your connection with Manawatu?



[Please note numbers refer to the number of respondents]

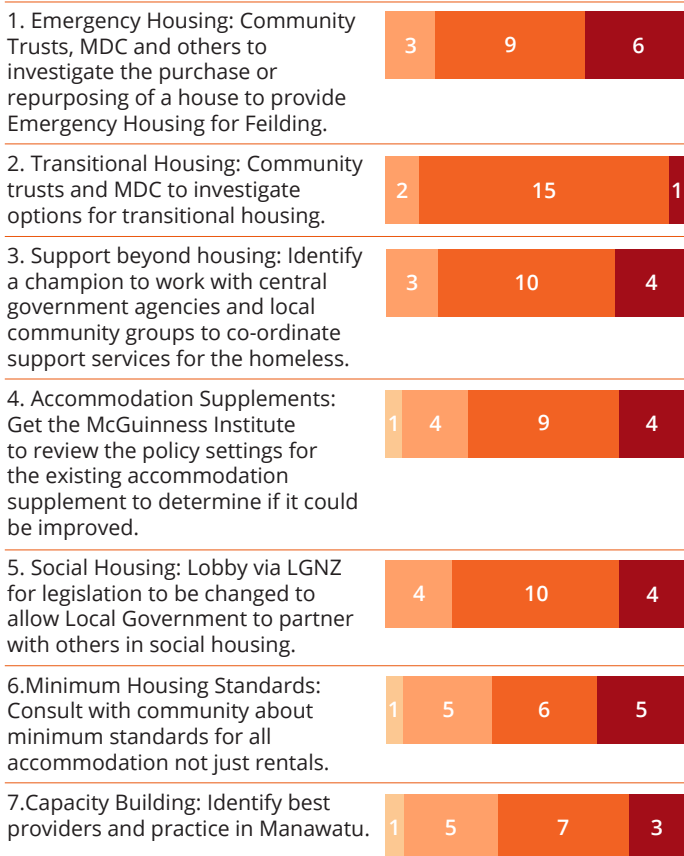
- I live, work, rent or own a property in Manawatu.
- I cannot categorize myself as either of the above but I do consider myself as New Zealand based (just not based in Manawatu).

2. Did you attend the *TacklingPovertyNZ* Manawatu one-day workshop on 15 August 2016?

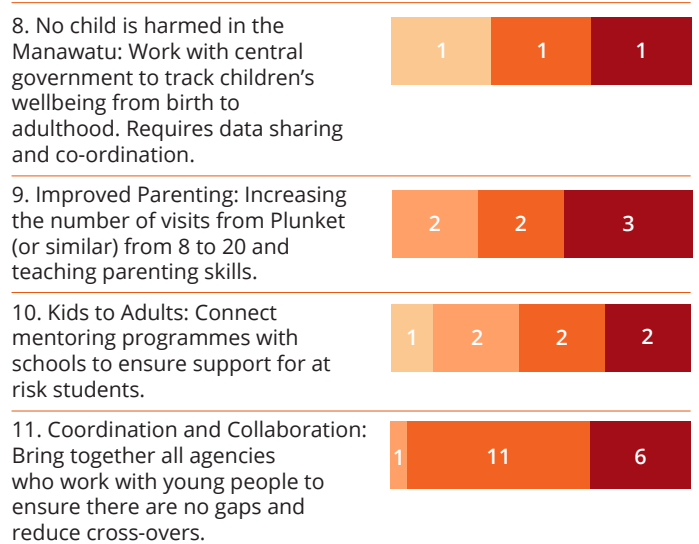


- I attended the full day workshop on 15 August 2016.
- I attended the full day workshop on 15 August 2016 and the public event that evening.
- I did not attend for the full day but I did attend the public event that evening.
- I did not attend the 15 August 2016 event at all but I would like to share my thoughts on the 32 hows below.

A. Looking at ways housing could better contribute to tackling poverty in the Manawatu area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'housing hows' below.



B. Looking at ways to tackle poverty around youth/ Under 5s in the Manawatu area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'Youth/Under 5s hows' below.

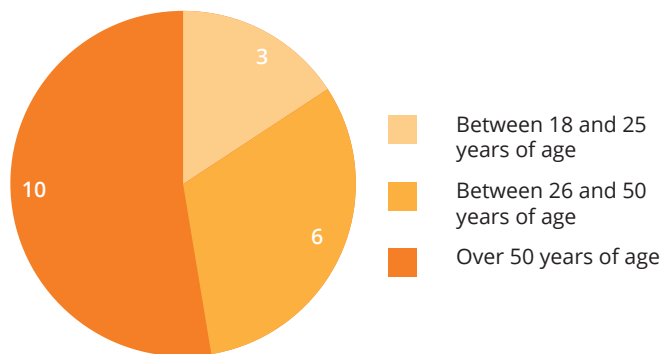


Key

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

3. What age bracket do you belong to?

(19 respondents)

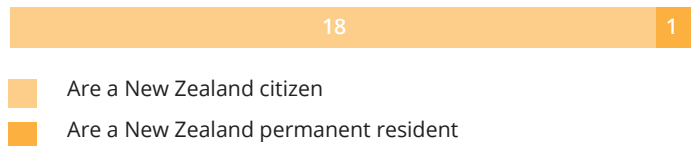


4. Are you...

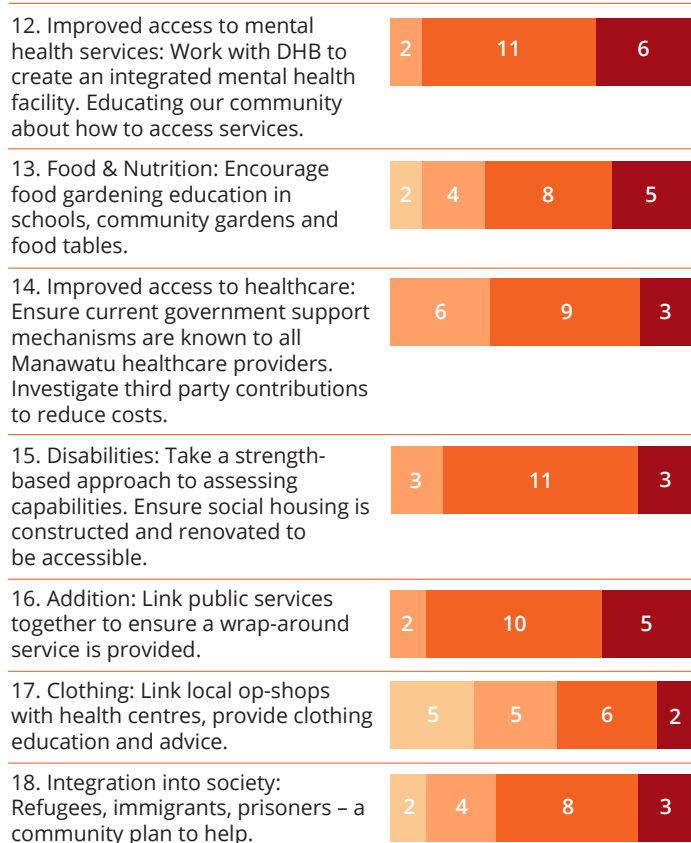
(19 respondents)



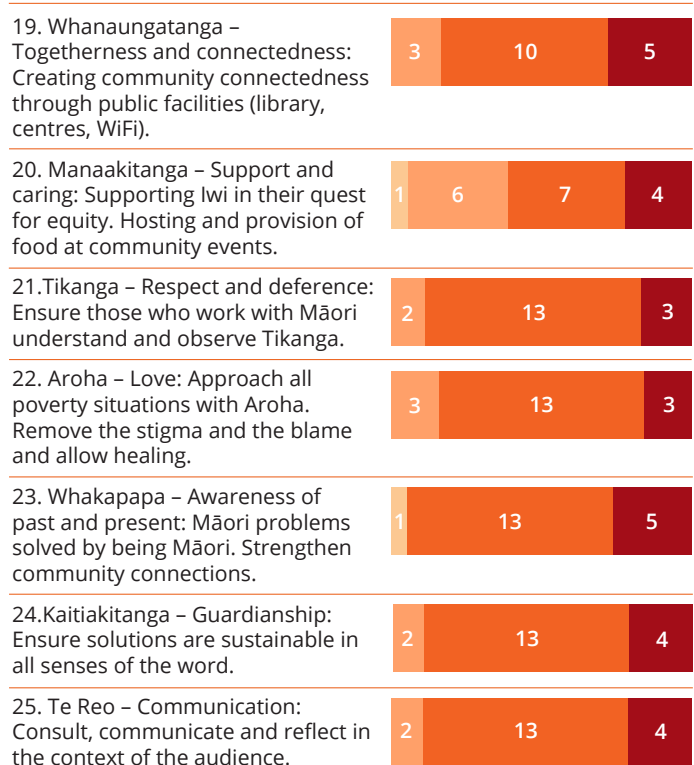
5. To help us understand your answers, can you tell us if you ... (20 respondents)



C. Looking at ways to tackle poverty around Health and Wellbeing in the Manawatu area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'Health and Wellbeing hows' below.



D. Looking at ways to tackle poverty around Māori in the Manawatu area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'Māori hows' below.



Key



E. Looking at ways to tackle poverty around Elderly in the Manawatu area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'Elderly hows' below.

26. Community Connectedness: Community index at information centre of clubs, volunteers, services. Possibly also deliver online.	1	6	9	3
27. Computer Literacy: Students mentoring elderly at schools, churches, clubs and the libraries.	2	4	10	3
28. Housing asset utilisation: Budget services, community options for housing, lobby for shared housing not resulting in a drop in benefits.	1	5	11	2
29. Mobility support: Work with Horizons on their public transport strategy. Encourage shared vehicles, scooter access and driving services.	4		12	3
30. Access to healthcare: Lobby for free healthcare and dental care (this should be means tested).	3	2	11	3
31. End of life issues: Develop a central list of people who can help develop end of life plans.	1	7	9	2
32. Purpose: Skill-based work identified, community networks and pets.	1	5	7	3

Manawatu's additional 'how's' from survey comments

- Reviewing current housing provisions.
- Exploring the Wikihouse concept to empower the community to construct their own living environments.
- Establishing one strong and professional social service organisation with adequate funding, delivering a hub of services to our entire district.
- Implementing a social tracking or longitudinal study to provide care and training for parents in the first three years of their child's life.
- Connecting established mentoring programmes with schools.
- Improving support and scaling up existing social programmes and services in the community.
- Establishing a high level Code of Conduct for citizens, which could come out of a facilitated focus group and, once adopted, should be presented by people of respect and integrity in the community.
- Creating an integrated, wrap-around public services website with all information in one place.
- Providing free cooking classes for young people so that they can learn how to enjoy cooking and providing for themselves.
- Learning and utilising te reo Māori to help facilitate community connection and understanding.
- Reconfiguring public bus services to go past the health centre and Woodlands Retirement Village.
- Implementing a housing warrant of fitness programme.
- Mentoring elderly in computer literacy, lead by Manawatu Youth Ambassadors.
- Creating a two-way mentoring programme with older people coaching younger people in life skills and goals.

Key

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

Rotorua post-workshop survey results

(35 respondents)

Rotorua post-workshop survey results (35 respondents)

1. What is your connection with Rotorua?



[Please note numbers refer to the number of respondents]

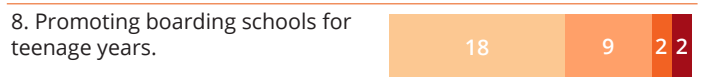
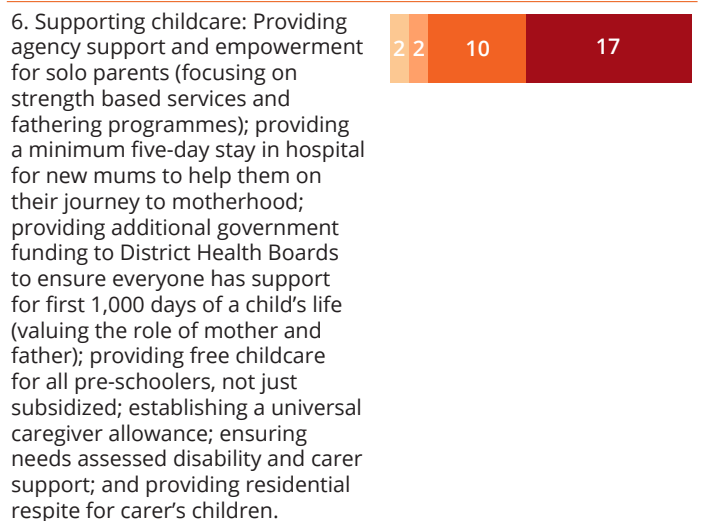
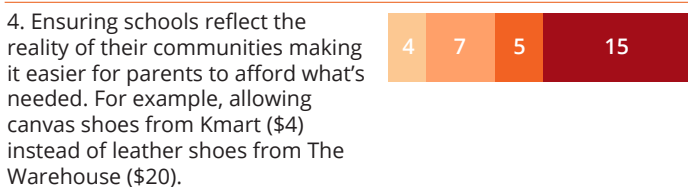
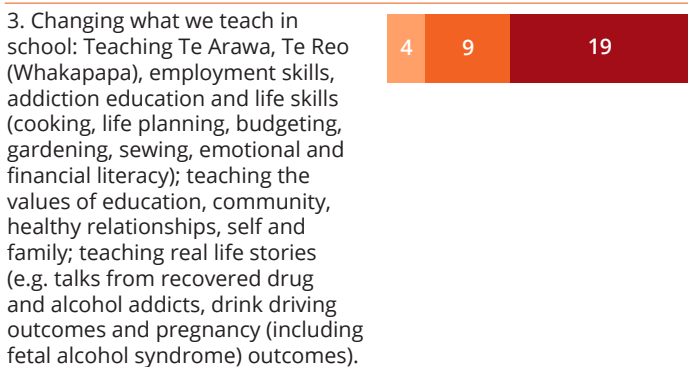
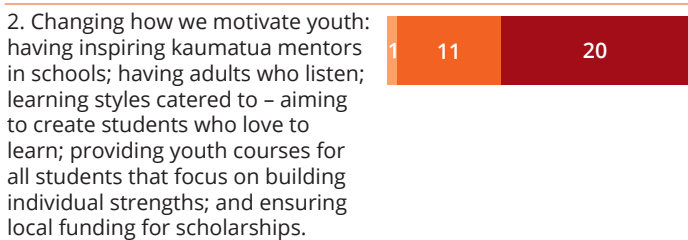
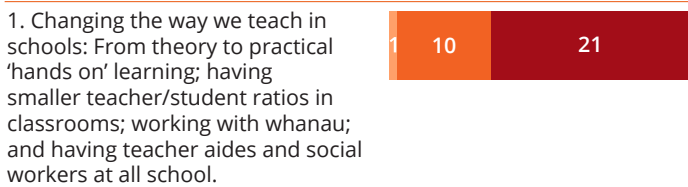
- I live, work, rent or own a property in Rotorua.
- I cannot categorize myself as the above but I do live, rent or own a property in the wider Rotorua area.
- I cannot categorize myself as either of the above but I do consider myself as New Zealand based (just not based in Rotorua).

2. Did you attend the *TacklingPovertyNZ* Rotorua one-day workshop on 19 August 2016?



- I attended the full day workshop on 19 August 2016.
- I attended the full day workshop on 19 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 19 August 2016 event at all but I would like to share my thoughts on the '44 hows' below.

A. Looking at ways to tackle poverty around youth in the Rotorua area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'Youth hows' below.

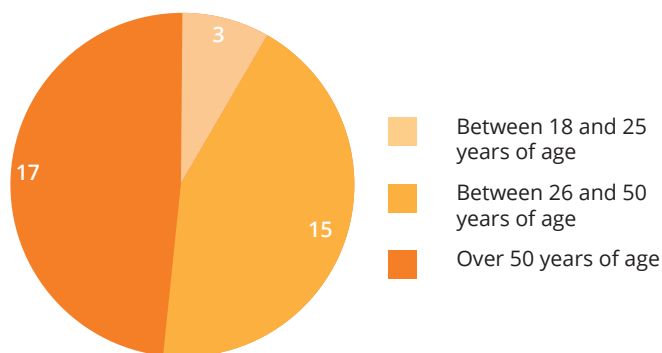


Key

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

3. What age bracket do you belong to?

(35 respondents)



4. Are you...

(35 respondents)

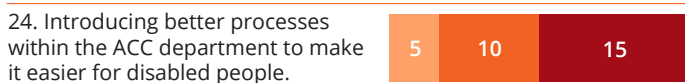
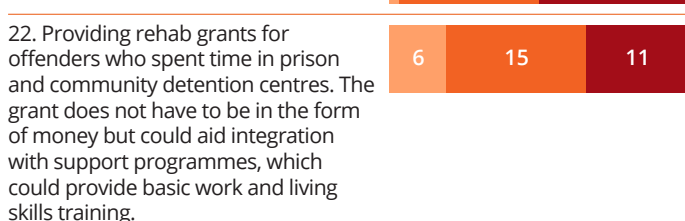
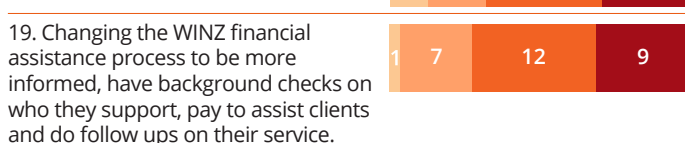
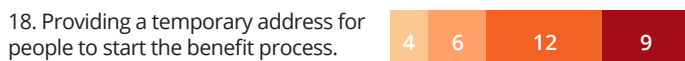
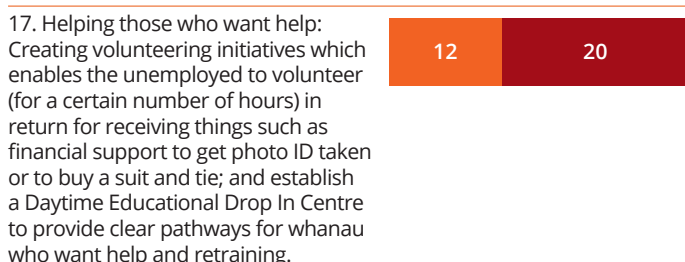
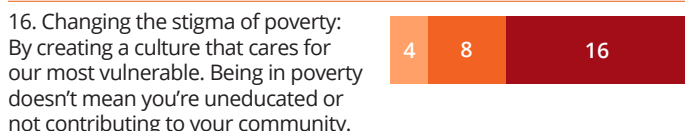
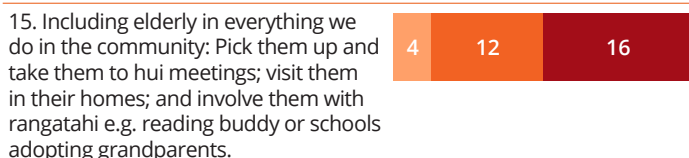
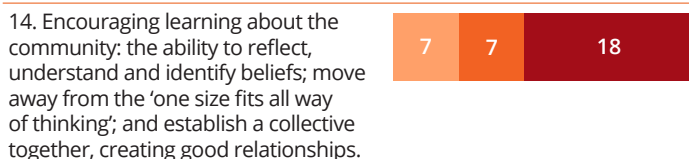
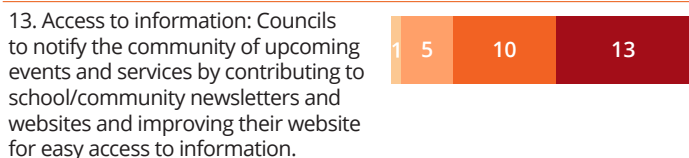
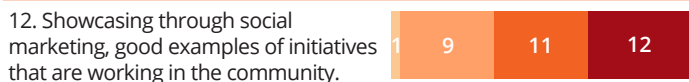
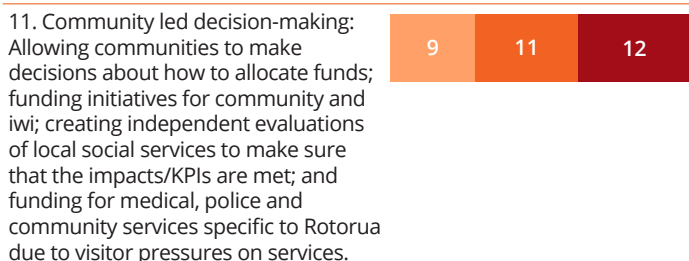
Male Female



5. To help us understand your answers, can you tell us if you ... (34 respondents)



B. Looking at ways community could better contribute to tackling poverty in the Rotorua area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'Community hows' below.



Key

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

C. Looking at ways housing could better contribute to tackling poverty in Rotorua, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'Housing hows' below.

26. Providing communal housing – Papakainga – as a long term accommodation option.	8	11	14
27. Telling Housing New Zealand (HNZ) to step up and stop selling houses.	2	9	21
28. Allocating the empty houses in the region to families waiting on the HNZ 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 HNZ.	7	8	18
29. Establishing emergency shelters: a Centre for Homeless Whanau and a homeless night shelter.	3	7	23
30. Reforming social 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.	1	6	26

D. Looking at ways to tackle poverty around financing debt in Rotorua, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'Financing debthows' below.

31. Capping debt.	2	10	11	7
32. Providing free legal advice for the elderly.	1	7	6	16
33. Revisiting laws for students to protect them from the burden of debt and providing interest-free loans.	6	6	20	
34. Reforming the tax system.	7	8	16	
35. Establishing more regulations around money lending and our financial system.	5	10	18	
36. Campaigning for a living wage: Increasing the hourly rate to a minimum of \$18 per hour; and community specific benefit entitlement to cover living costs.	2	3	9	19

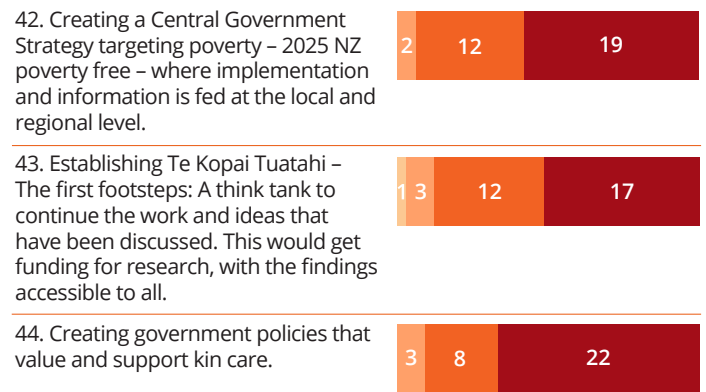
Key

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

E. Looking at ways businesses could better contribute to tackling poverty in Rotorua, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'Business hows' below.



F. Looking at ways government could better contribute to tackling poverty in Rotorua, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'Government Initiatives hows' below.



Rotorua's additional 'hows' from survey comments

- Teaching driving education in schools.
- Establishing night shelters and certified boarding houses as alternative shelter models.
- Prohibiting advertising money lending services.
- Increasing capital gains tax.
- Removing secondary tax for total incomes under \$30,000.
- Establishing a Universal Basic Income.

Key



Gisborne post-workshop survey results

(16 respondents)

Gisborne post-workshop survey results (16 respondents)

1. What is your connection with Gisborne?



[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?



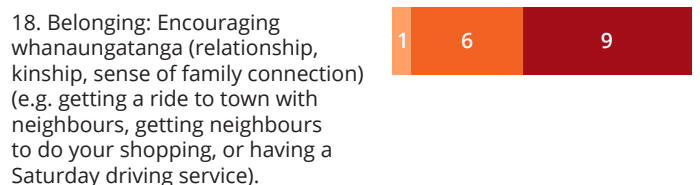
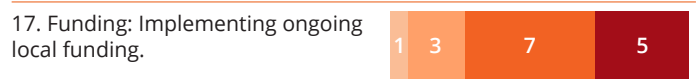
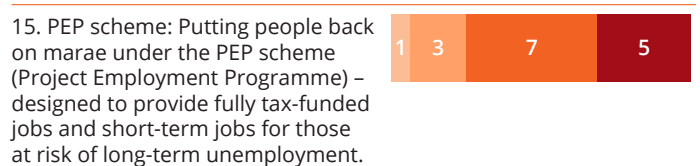
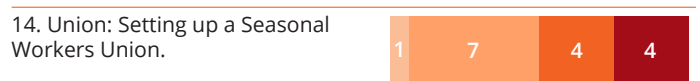
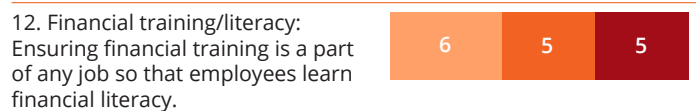
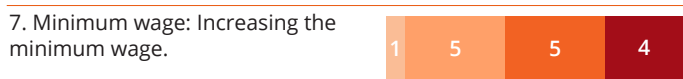
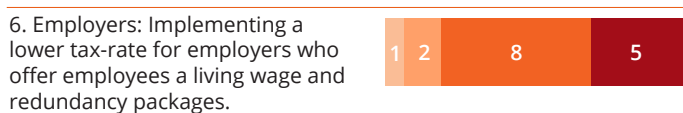
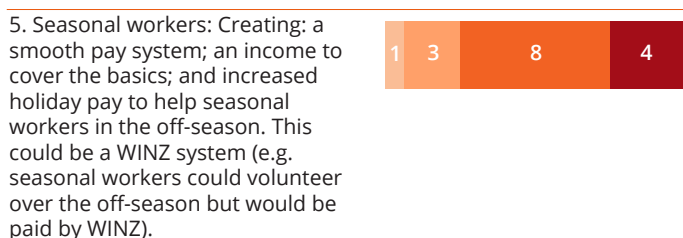
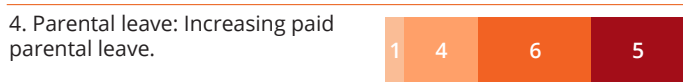
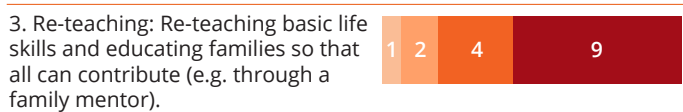
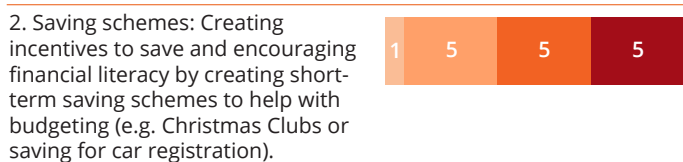
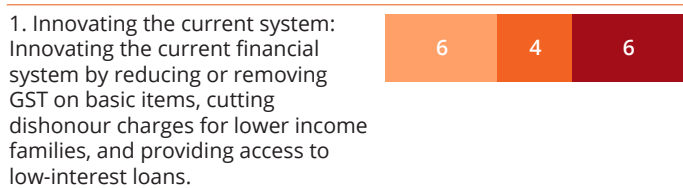
I attended the full day workshop on 31 August 2016.

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 hours below.

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



Key

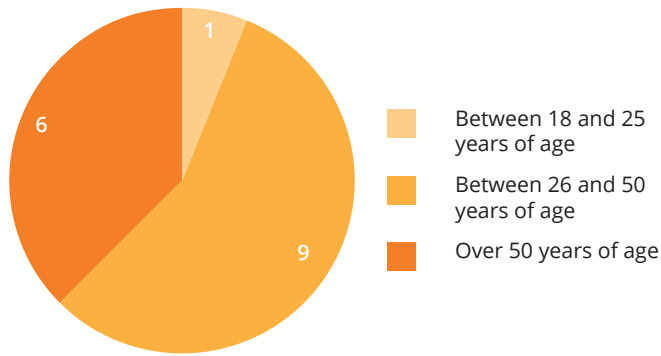
Not a great idea

Kind of interesting

Interesting

A really interesting idea

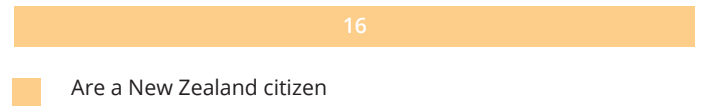
3. What age bracket do you belong to? (16 respondents)



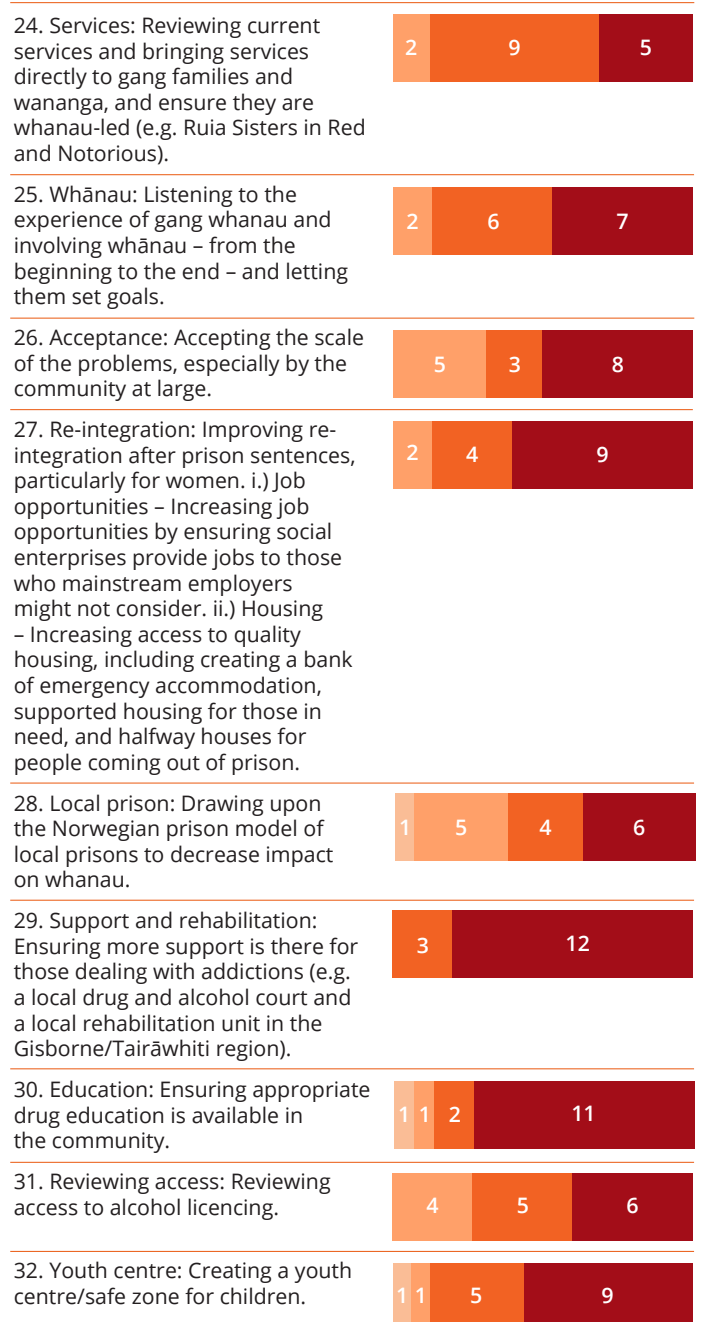
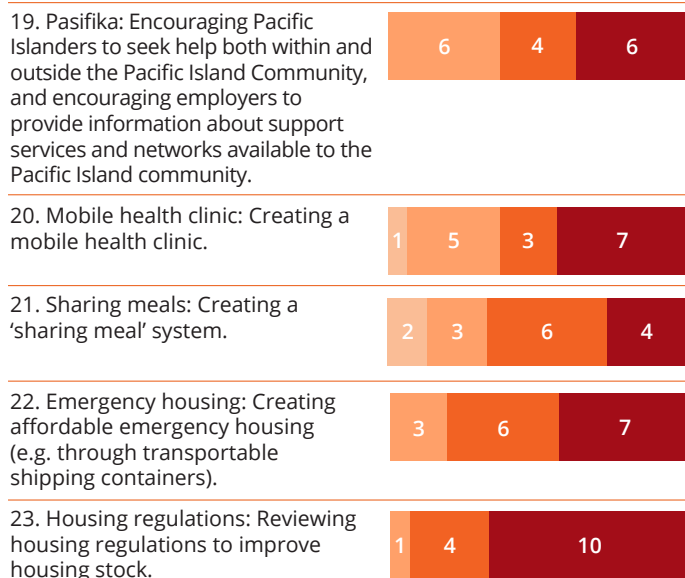
4. Are you... (16 respondents)



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



B. Please rank the 'gangs and drug users hows' below.



Key



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 through 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.	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 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.	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 'how's'.	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.

Kaitaia post-workshop survey results

(8 respondents)

Kaitaia post-workshop survey results (8 respondents)

1. What is your connection with Kaitaia?



[Please note numbers refer to the number of respondents]

- I live, work, rent or own a property in Kaitaia.
- I cannot categorise myself as the above but I do live, rent or own a property in the wider Kaitaia area.
- I cannot categorise myself as either of the above but I do consider myself as New Zealand based (just not based in Kaitaia).

2. Did you attend the TacklingPovertyNZ Kaitaia one-day workshop on 15 September 2016?



- I attended the full day workshop on 15 September 2016.
- I attended the full day workshop on 15 September 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 15 September 2016 event at all but I would like to share my thoughts on the 31 'hows' below.

A. Looking at ways to tackle poverty around communication and mapping in the Kaitaia area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'communication and mapping hows' below.

1. 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. 3 5
2. 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. 1 3 4
3. 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. 1 2 5

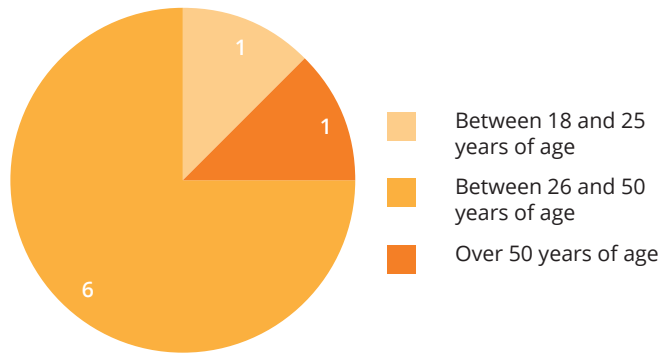
B. Looking at ways to tackle poverty around geographic isolation in the Kaitaia area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'geographic isolation hows' below.

4. Repurposing school buses: Using school buses as public transport during school hours. 3 5
5. Mobile medical centres: Creating mobile medical centres to go to hard to reach places. 1 7
6. 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. 1 7
7. Internet: Approaching internet and telecommunication providers such as Spark, Vodafone and Chorus to better resource and connect the Far North. 8
8. 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. 1 1 3 3
9. E-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. 2 6
10. 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. 1 7

Key

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

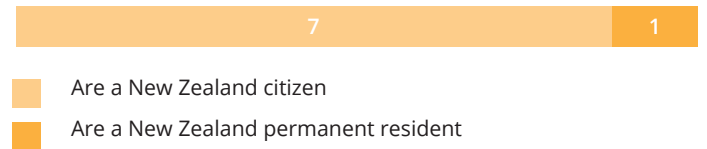
3. What age bracket do you belong to? (8 respondents)



4. Are you ... (8 respondents)



5. To help us understand your answers, can you tell us if you ... (8 respondents)



C. Looking at ways changing the poverty mind-set could better contribute to tackling poverty in Kaitiāia, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'changing the poverty mind-set hows' below.

11. 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.	2	5	
12. Funding: Ensuring funding to the community is constant rather than sporadic.	2	6	
13. Education in the home: Targeting education in the home, with both student and caregiver, to enable prevention rather than intervention.	2	6	
14. Historical education: Improving historical education, particularly around Te Tiriti o Waitangi, including context around the Treaty and the actual text of the document.	1	1	6
15. Intergenerational mentoring: Implementing a programme where retirees mentor youth on life skills such as budgeting, cooking and gardening. For example Te Hiku Youth Hub.	1	7	
16. Tackling poverty from the ground up: Taking hui about tackling poverty to those who are most severely affected and disenfranchised to gather their perspectives about solutions relevant to them.	3	5	
17. 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.	1	1	6
18. 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.	2	6	

D. Looking at ways to tackle poverty around grandparents raising grandchildren in the Kaitiāia area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'grandparents raising grandchildren hows' below.

19. 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.	1	7	
20. 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 grandparent who needs emotional support and also making this available to their family.	2	6	
21. 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.	2	6	
22. Grants: Creating a ward of the state grant with long-term savings potential. For example, through an investment which generates interest.	1	2	5



E. Looking at ways education could better contribute to tackling poverty in Kaitaia, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'education hows' below.

23. 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 universities 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.

Not a great idea	Kind of interesting	Interesting	A really interesting idea
1	1	0	6

24. 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.

Not a great idea	Kind of interesting	Interesting	A really interesting idea
1	0	0	7

25. 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.

Not a great idea	Kind of interesting	Interesting	A really interesting idea
0	2	0	6

26. 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.

Not a great idea	Kind of interesting	Interesting	A really interesting idea
1	2	0	5

F. Looking at ways to tackle poverty around Māori in the Kaitaia area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'Māori hows' below.

27. 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.

Not a great idea	Kind of interesting	Interesting	A really interesting idea
1	1	0	6

28. 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.

Not a great idea	Kind of interesting	Interesting	A really interesting idea
1	1	0	6

29. 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 (cultural traditions and tribal lore).

Not a great idea	Kind of interesting	Interesting	A really interesting idea
1	2	0	5

30. Research: Ensuring that research about the Far North is conducted by locals in Kaitaia and is useful for local communities.

Not a great idea	Kind of interesting	Interesting	A really interesting idea
0	2	0	6

31. Māori culture: Changing the drinking and party culture in the Far North and encouraging people to connect back to their Māori culture.

Not a great idea	Kind of interesting	Interesting	A really interesting idea
0	2	0	6

Kaitaia's additional 'hows' from survey comments

- Partnering between community hall committees to share resources (from the 'hubs on wheels' idea).
- Rethinking how we measure educational outcomes.
- Funding treaty-training workshops or teaching land wars history, pākehā settlement, and colonisation and its effects on Māori and pākehā communities in the current curriculum.
- Refocusing on trades and apprenticeships instead of tertiary education.
- Re-establishing private training providers that can connect to wānanga and polytechnics.
- Requiring educators who have immigrated to New Zealand to take a te reo Māori and history of Aotearoa teacher-training course.

Kaikohe post-workshop survey results

(2 respondents)

Kaikohe post-workshop survey results (2 respondents)

1. What is your connection with Kaikohe?



[Please note numbers refer to the number of respondents]

- I live, work, rent or own a property in Kaikohe.
- I cannot categorize myself as either of the above but I do consider myself as New Zealand based (just not based in Kaikohe).

2. Did you attend the *TacklingPovertyNZ* Kaikohe one-day workshop on 16 September 2016?



- I attended the full day workshop on 16 September 2016.

A. Looking at ways the economy can better contribute to tackling poverty in the Kaikohe area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'economy hows' below.

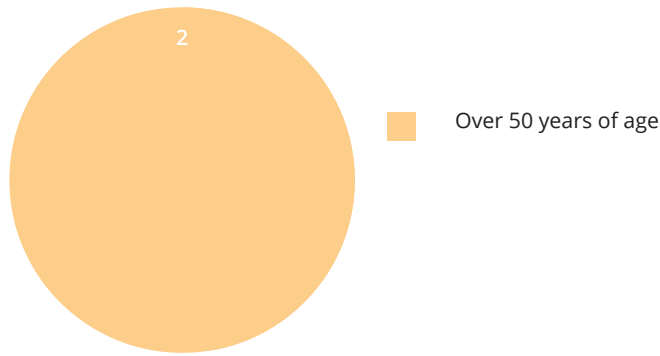
1. Community ownership: Increasing community ownership of the local economy by buying from local businesses, promoting local business ownership and through cooperative banking.	■ 1 ■ 1
2. Collective buying: Forming collective buying arrangements in the community to overcome price increases in the area. 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.	■ 1 ■ 1
3. Regulating money 'loan sharks': Regulating money 'loan sharks' to stop them preying on the vulnerable.	■ 2
4. Innovative debt solutions: 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.	■ 1 ■ 1
5. Removing gambling facilities: Closing down gambling facilities like the pokies in Kaikohe.	■ 2
6. 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.	■ 1 ■ 1

7. Natural resource innovation: Exploring the potentials of natural resource innovation to grow the local economy while also reinforcing shared values of environmentalism and appreciation for the land.	■ 1 ■ 1
8. Development: 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.	■ 1 ■ 1

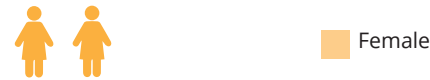
Key

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

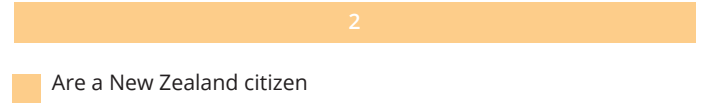
3. What age bracket do you belong to?
(2 respondents)



4. Are you...
(2 respondents)



5. To help us understand your answers, can you tell us if you ... (2 respondents)



B. Looking at ways social services and the community could better contribute to tackling poverty in Kaikohe, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'social services and the community hows' below.

9. Grassroots community collaboration: 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.	2
10. Cooperation and shared goals: 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.	2
11. Increase connectivity: 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.	1 (Interesting), 1 (A really interesting idea)
12. Housing: Increasing the availability of emergency housing.	1 (Interesting)
13. Car registration: Providing free car registration for those on the benefit.	1 (Kind of interesting), 1 (Interesting)
14. Benefit following the child: 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.	2 (A really interesting idea)
15. Police force: Increasing the size of the police force to enable around the clock availability in the local area.	2 (Interesting)
16. Pastoral care: Providing pastoral care for prisoners on parole to aid their reintegration and reduce the chances of reoffending.	2 (Interesting)

C. Looking at ways to tackle poverty around rural isolation in the Kaikohe area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'rural isolation hows' below.

17. Door knocking: 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.	2 (Interesting)
18. In-home visits: Normalising in-home visits by health professionals to reduce the impact of rural isolation and remove barriers to receiving adequate health care.	1 (A really interesting idea)
19. Rural bus services: Implementing rural bus services between rural communities and main towns to allow access to services such as medical appointments.	1 (A really interesting idea)
20. Roothing network: Improving the quality of the existing roading network in the Far North and evaluating the possibility of expanding it.	2 (Interesting)
21. Funding: Securing funding to enable WINZ to supply petrol vouchers for those whose movements are restricted by their location and ability to buy petrol.	1 (Kind of interesting), 1 (Interesting)

D. Looking at ways education could better contribute to tackling poverty in Kaikohe, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'education hows' below.

<p>22. Cultural education: 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.</p>		<p>29. Participation: 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.</p>	
<p>23. Research: 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.</p>		<p>30. Driving lessons: 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.</p>	
<p>24. Long-term, holistic approach: Adopting a long-term, holistic approach to education that encompasses all levels and ages, including in-home education and basic life skills such as gardening and managing personal or household finances, as well as more formal education.</p>			
<p>25. Mentoring: Implementing a mentoring system for those who are struggling in the existing education system.</p>			
<p>26. Diversify teachers: 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.</p>			
<p>27. Remove labels: 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.</p>			
<p>28. Accountability: 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 focussing on test scores of questionable relevance.</p>			

Key

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

E. Looking at ways to tackle poverty around health in the Kaikohe area, here are some of the ideas raised at the workshop. We would like to know which you recommend we highlight in the discussion paper. Please rank the 'health hows' below.

Kaikohe's additional 'how' from survey comments

- Auditing/monitoring social services to overcome the 'tick box' mentality of some social services.

31. Mobile health facilities: Establishing mobile GP centres in high schools to facilitate greater access for those who may only travel to town for school.	2	
32. Elderly: Providing special support for the elderly and those with age related illnesses.	2	
33. Remove liquor stores: Making alcohol unavailable in Kaikohe by closing down liquor stores in the area.	1	1
34. Mental health support and counselling services: Increasing the availability of mental health support and counselling.	1	
35. Living conditions: 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	1	1
36. Healthy lifestyles: Creating education programmes about living healthy lifestyles, to reduce the risk of issues such as diabetes.	1	1

Key

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



McGuinness Institute

Level 1A, 15 Allen Street

PO Box 24222

Wellington 6011

ph: 64 4 499 8888

Published February 2017

ISBN 978-1-972193-91-4 (Paperback)

ISBN 978-1-972193-90-7 (PDF)