

How will we tackle poverty?

Kaikohe *TacklingPoverty*NZ workshop, 16 September 2016

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



Economy	Social Services and community	Rural isolation	Education	Health
<p>Community ownership Increasing community ownership of the local economy by buying from local businesses, promoting local business ownership and through cooperative banking.</p>	<p>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.</p>	<p>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.</p>	<p>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>Mobile health facilities Establishing mobile GP centres in high schools to facilitate greater access for those who may only travel to town for school.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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>Elderly Providing special support for the elderly and those with age related illnesses.</p>
<p>Regulating money 'loan sharks' Regulating money 'loan sharks' to stop them preying on the vulnerable.</p>	<p>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.</p>	<p>Rural bus services Implementing rural bus services between rural communities and main towns to allow access to services such as medical appointments.</p>	<p>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>Remove liquor stores Making alcohol unavailable in Kaikohe by closing down liquor stores in the area.</p>
<p>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.</p>	<p>Increasing the availability of emergency housing.</p>	<p>Roading network Improving the quality of the existing roading network in the Far North and evaluating the possibility of expanding it.</p>	<p>Mentoring Implementing a mentoring system for those who are struggling in the existing education system.</p>	<p>Mental health support and counselling services Increasing the availability of mental health support and counselling.</p>

<p>Removing gambling facilities Closing down gambling facilities like the pokies in Kaikohe.</p>	<p>Car registration Providing free car registration for those on the benefit.</p>	<p>Funding Securing funding to enable WINZ to supply petrol vouchers for those whose movements are restricted by their location and ability to buy petrol.</p>	<p>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>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 are reached for children under five.</p>
<p>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.</p>	<p>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.</p>		<p>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>Healthy lifestyles Creating education programmes about living healthy lifestyles, to reduce the risk of issues such as diabetes.</p>
<p>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.</p>	<p>Police force Increasing the size of the police force to enable around the clock availability in the local area.</p>		<p>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>	
<p>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.</p>	<p>Pastoral care Providing pastoral care for prisoners on parole to aid their reintegration and reduce the chances of reoffending.</p>		<p>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</p>	

			Education.	
			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.	