

Whanganui Equity and Wellbeing Profile

People and Data Intelligence
from the Whanganui Community
–2022



Impact Collective

Rangitikei, Ruapehu, South Taranaki and Whanganui

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Whakataukī

Ehara taku toa i te toa takitahi, engari kē he toa takitini

My success should not be bestowed onto me alone, it was not individual success but the success of a collective.

This Whakataukī acknowledges the team and community effort that it has taken to bring the data and people insights together in this Whanganui Equity and Wellbeing Profile - its success has come from the contribution of many.

Our Manutaki



This design is based around the manutaki, the lead bird that guides the flock in a triangle formation during migration, the manutaki is supported and protected by rest of the flock.

This represents working together in unison for a common purpose.

Above the manu is the design known as manaia which can be used as a human form side profile of a face this represents unity of two people coming together, this forms koruru/wheku a face, this represents being transparent.

The design above the manaia/koruru is a design known as paakura it symbolises the rae of spiritual essence or spiritual belief it also represents the footprint of pukeko and is about being cautious knowing your surroundings, your environment before making decisions.

On the side of the bird's wings are two more manaia in a bird form this relates to interconnectedness our relationship with each other.

Next to this is a design known as whakarare this represents change and a new direction.

The harakeke/weave is about intergenerational relationships, it also symbolises binding of the kōrero or kaupapa.

At the bottom of the wing is a design known as pikopiko/koru this represents new beginnings and also represents nga tangata people/community.

Te Tiriti o Waitangi—Our Commitments

The Impact Collective is committed to being responsive to Māori as tangata whenua and recognise Te Tiriti o Waitangi as Aotearoa New Zealand's founding document. The principles of Te Tiriti o Waitangi, as articulated by the Waitangi Tribunal and the New Zealand Courts provides a framework for how we are to fulfil our obligations under Te Tiriti on a daily basis. More recently, as outlined by the Ministry of Health, in 2019, the Hauora Report articulated five principles for primary care that are applicable to not only the wider health care system, but also to any person, organisation or Crown Agency working with Māori in our communities.

These principles are articulated as:

- **Tino rangatiratanga:** The guarantee of tino rangatiratanga, which provides for Māori self-determination and mana motuhake in the design, delivery, and monitoring of community services.
- **Equity:** The principle of equity, which requires the Crown to commit to achieving equitable outcomes for Māori. This is achieved through breaking down barriers and enabling equity of access to ensure equality of outcomes.
- **Active protection:** The principle of active protection, which requires the Crown to act, to the fullest extent practicable, to achieve equitable outcomes for Māori. This includes ensuring that it, its agents, and its Treaty partner, are well informed on the extent and nature of both Māori wellbeing outcomes and efforts to achieve Māori wellbeing equity.

- **Options:** The principle of options, which requires the Crown to provide for and properly resource kaupapa Māori services. Furthermore, the Crown is obliged to ensure that all services are provided in a culturally appropriate way that recognises and supports the expression of Te Ao Māori models of service delivery.
- **Partnership:** The principle of partnership, which requires the Crown and Māori to work in partnership in the governance, design, delivery, and monitoring of community services. This includes enabling Māori to express Tino Rangatiratanga over participation in governance, design, delivery, and monitoring of community services.

For the members of the Impact Collective, it is important that we enable the principles to guide our mahi. The purpose of the current mahi is to provide community level insights and intelligence to enable communities to partner on the development of services to create positive impacts for the people throughout the community. These services should focus on addressing equity of access to services in a manner that is consistent with tino rangatiratanga, active protection in the co-design, provide options to ensure culturally appropriate services and developed through a solutions focused, community-led partnership approach.

Acknowledgements

There are a number of individuals, organisations and partners that have informed and supported the mahi involved to create the first Whanganui Equity and Wellbeing Profile. They are acknowledged below.

The Whanganui Community; The organisations and individuals we have spoken to.

Over the last six months, we have been incredibly fortunate to have had such superb support and engagement from over 150 individuals, representing over 40 organisations within the Whanganui community. Without them, we would not have the community voice, nor would our insights reflect the real, everyday experiences, of those who make up the Whanganui community. We have been so fortunate to have them join us on this journey, and look forward to continuing to build and extend these relationships into the future.

Workshops:

- Birthright Whanganui
- TCLT
- Family Works
- Te Mana Atatū
- 100% Sweet
- Honest Kitchen
- Workbridge
- The Kai Collective
- Whanganui Learning Centre
- Ministry of Business, Innovation and Employment (MBIE)
- Restorative City Whanganui Trust
- Hakeke Street Community Centre
- National Council of Women
- Jigsaw
- Learning Environment
- Whanganui Civil Defence
- Woven Whānau
- Lions Club of Whanganui Inc

- Hundred Acre Preschool
- Ministry of Social Development (MSD)
- Hāpai Oranga
- Progress Castlecliff
- Whanganui and Partners
- Whānau Manaaki

Good Mahi Stories & Podcasts:

- Ka Aka Ka Ora
- Ministry of Social Development
- City Mission Whanganui
- Robert Bartley Health Bus
- Jigsaw
- The Eco School
- Easy Earth
- Piwakawaka Farm
- Honest Kitchen
- Balance
- Thrive
- TCLT
- Stone Soup
- Gonville Knitters
- Forge Boxing
- Property Brokers
- Raura Kiiitahi
- 100% Sweet
- The Men's Shed
- The Learning Centre
- Rural Women's Network
- Whanganui City College
- Frank Bar and Eatery

The Waikato Wellbeing Project, Ruapehu Whānau Transformation Project and TCLT.

The principle of working alongside the community to capture the lived experiences (the stories), and bringing this together with data (the stats) to generate community-led insights, is not a new concept. The Waikato Wellbeing Project, Ruapehu Whānau Transformation Project and TCLT are all great initiatives that have leveraged a similar model successfully within their respective communities, and have been great inspiration for the mahi now being undertaken by the Impact Collective.

Our Data Partner, DOT Loves Data.

Our data partner, DOT Loves Data, has an incredibly talented team of data scientists and data engineers that specialise in building simple, smart and beautiful data visualisation tools. They have been instrumental in the creation of our Equity and Wellbeing Data Dashboard, allowing us to have a single source of truth to gather data insights for our communities across our frameworks.

They have also played an integral role supporting and advising our team as we have endeavored to bring together the data insights with the stories we have captured from the Whanganui community.

The Impact Collective Governance Leadership Team.

The Impact Collective Governance Leadership Team is made up of leaders from the following regional organisations:

- Ministry of Social Development (MSD)
- New Zealand Police
- Ruapehu District Council
- Rangitīkei District Council
- South Taranaki District Council
- Te Puni Kokiri
- Whanganui District Health Board

These leaders and individuals have been integral in funding and playing a governance and advisory role as the mahi of the Impact Collective has developed.



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Definitions and Acronyms

AA - Alcoholic Anonymous.

BAU - Business as Usual.

CRG - Community Reference Group - A group formed to support the Ruapehu Whānau Transformation Project.

DHB - District Health Board.

ECE - Early Childhood Education.

Economic Impact - Economic impact is the effect on economies and communities that happens as a result of an action or inaction, an activity, project, programme or policy.

Environmental Impact - An environmental impact is defined as any change to the environment, whether adverse or beneficial, resulting from a facility's activities, products, or services.

Equity - In Aotearoa New Zealand, people have differences in economic, social and environmental outcomes that are not only avoidable but unfair and unjust. Equity recognises different people with different levels of advantage require different approaches and resources to get equitable economic, social or environmental outcomes.

Hapū - Sub-tribe.

IRD - Inland Revenue Department.

Iwi - Tribe.

Kaupapa Māori - Synonymously linked to Mātauranga Māori and underpinned by: Te Tiriti o Waitangi; self-determination; cultural validity; culturally preferred teaching; socioeconomic mediation of Māori disadvantage; whānau connections; collective aspirations; and respectful relationships underpinned by equality and reciprocity.

LSF - Living Standards Framework.

Mahi - To work, do, perform, make, accomplish.

Mana motuhake - Self-determination, autonomy.

Mana whenua - Customary authority exercised by an iwi or hapū in an identified area.

Manu Taki - Manu means bird. Taki means to entice, to lead, to bring along. Here the term Manu Taki is used as the general term for leadership. We are using the term Manu Taki to refer to our leaders who have stepped up to take a leadership role in catalysing the Impact Collective – Rangitikei, Ruapehu, South Taranaki and Whanganui into action. It symbolises leadership, uplift and succession. Our Manu Taki are not alone if we share the load, together we will go further. This further applies to our movement, where the combined efforts of many are needed to achieve our targets.

Mātauranga Māori - Maori knowledge systems: reflecting indigenous ways of thinking, relating, and discovering; links indigenous peoples with their environments and is often inspired by environmental encounters; and is conveyed within the distinctiveness of indigenous languages and cultural practices.

MBIE - Ministry of Business, Innovation and Employment

MICAMHS - Maternal, Infant, Child, Adolescent Mental Health Services.

MSD - Ministry of Social Development.

NA - Narcotics Anonymous.

NCEA - National Certificate of Educational Achievement.

NGO - Non Government Organisation.

OECD - Organisation for Economic Co-operation and Development.

Rohe - Territory or boundaries of iwi. In this instance it refers to the communities, whānau and individuals within Rangitikei, Ruapehu, South Taranaki and Whanganui areas.

Rūnanga - Iwi authority.

RWT - Ruapehu Whānau Transformation.

SA2 - SA2 is an output geography that provides aggregations of population data. The SA2 geography aims to reflect communities that interact together socially and economically. In populated areas, SA2s generally contain similar sized populations. SA2s in city council areas generally have a population of 1,000–4,000 residents while SA2s in district council areas generally have a population of 1,000–3,000 residents. In rural areas, many SA2s have fewer than 1,000 residents because they are in conservation areas or contain sparse populations that cover a large area.

SDG - Sustainable Development Goals - Part of the United Nations 2030 Global Agenda.

Social Impact - Social impact is the effect on people and communities that happens as a result of an action or inaction, an activity, project, programme or policy.

Tangata Whenua - In relation to a particular area, means the iwi or hapū, that holds mana whenua over that area.

Te Ao Māori - Māori world view.

Tikanga Māori - Protocols and customs. Approaches and protocols embedded in Māori customary values and practices.

Tikanga - The correct way to do things.

TSI - The programme formally known as The Southern Initiative.

Tūrangawaewae - Domicile, standing, place where one has the right to stand - place where one has rights of residence and belonging through kinship and whakapapa.

VIN - Violence Intervention Network.

WAM - Whanganui Accident and Medical.

WDHB - Whanganui District Health Board.

Whānau - Family, extended family.

WINZ - Work and Income New Zealand.

WWP - Waikato Wellbeing Project.

A message from our manutaki...



Centrally located in the heart of the North Island of Aotearoa New Zealand are the communities of Rangitīkei, Ruapehu, South Taranaki and Whanganui. The geography of this region is characterised by the mountain to the sea, with a number of large rivers extending its length, and its sparseness of populated areas, means that unlike metropolitan areas, the people from across this region pull together as communities on the basis of their shared connection and strengths in relationships.

In early 2019, I penned a Social Governance Report which outlined the necessity to shift the focus from individual organisational and territorial silos to one that ensured a collaborative approach to working on behalf of the communities that we serve – an idea that brings together multiple agencies to create and sustain meaningful change. With the formulation of the Regional Public Service Commissioner roles in late 2019, and the introduction of the Public Services Act 2020, a movement across the motu was started towards working together for the benefit of our communities.

This movement was accelerated with the emergence of COVID-19 in early 2020, ensuring that organisations, crown agencies, iwi and local government came together to address the needs found within our communities. This acceleration in our region led to the emergence of the Integrated Response Team and then the Integrated Recovery Team, whereby members of the community, local council and crown agencies sat together to ensure that our communities were in the best position to respond and recover from the COVID-19 pandemic.

The agile nature of this meant that the communities of Rangitīkei, Ruapehu, South Taranaki and Whanganui benefited from intersectoral and community collaboration, being able to rapidly identify, coordinate and act on the community needs.

As the COVID-19 pandemic continued throughout our region, the Impact Collective was created and sought to maintain strength in the local relationships across the community and agencies. This model has evolved across the past 12 months where the Impact Collective team have created a dashboard covering the United Nations 17 Sustainable Development Goals, Treasury's Living Standards Framework and Whānau Ora Goals for the areas of the Rangitīkei, Ruapehu, South Taranaki and Whanganui. The team understood that the dashboard was only half of the equation in understanding the needs of the community, and therefore set about collecting the taonga of community narratives to be able to align or challenge the existing data collected on the region. This method, which advances upon the approach taken by the Ruapehu Whānau Transformation Project, is utilizing community engagement and developing insights to be at the forefront of community led development. As a result, the team within the Impact Collective is able to provide Aotearoa New Zealand leading community intelligence for the communities of Rangitīkei, Ruapehu, South Taranaki and Whanganui, to enable the communities to develop and deliver mana enhancing initiatives that create positive impacts into the future.

I would like to personally express my sincere gratitude to the Impact Collective Governance Team who have continued to support this mahi throughout the challenges that we have faced during the COVID-19 pandemic and the initial stages of formulating the Impact Collective. Without your commitment to the cause and community leadership, this programme of work would not have eventuated.

I would like to acknowledge the massive effort that the Impact Collective team have done in increasing community engagement through the community Good Mahi stories, the development of the dashboard, completion of the community insights sessions and the completion of the first of the Equity and Wellbeing Profile reports. These insights will be able to be used across the region, to support creating positive impacts in our communities into the future – you should all be proud of your efforts.

To all the agencies who have supported us throughout the Impact Collective and to the strength that we have gained as a collective, thank you for believing in the vision. Collectively we will go further together, than we would if we went alone.

Finally, to you, the reader. Please take the time to absorb the material in this report, and we look forward to seeing what Aotearoa New Zealand leading projects come from these insights.

Ngā Mihi,

Russell Simpson
2020-2022 Manutaki
Impact Collective

A message from our data partner...



The Impact Collective is a ground-breaking initiative seeking to bring together Government, Local Government and social organisations across the Central North Island to improve equity and wellbeing for their communities.

The Collective's first report focuses on Whanganui communities and, in a New Zealand first, the project team has gathered in-depth data to understand how Whanganui performs in line with the United Nations' Sustainable Development Goals and New Zealand's Living Standards Framework. It provides an in-depth, granular and evidence-based understanding of the social, cultural, environmental and economic performance of Whanganui. The extensive community interviews the team has undertaken creates an unprecedented level of insight about Whanganui, which will help inform future initiatives, decision-making and the delivery of services - all designed to help make Whanganui an even better place to live.

The report is an outstanding piece of research and underpinned by current, local data. It has been a privilege to witness the painstaking effort the Impact Collective team has put into the report's presentation. I know it will benefit Whanganui and its people significantly for many years to come.

Cheers,

Justin Lester
Government Director
DOT Loves Data

“I know it will benefit Whanganui
and it's people significantly for
many years to come.

Justin Lester
Government Director
DOT Loves Data

The Impact Collective Operational Team



Ko Te Mata te Maunga
Ko Mōhaka te Awa
Ko Ngāti Pākeha tōku iwi
Ko Carey tōku whānau
No Ahuriri ahau

Steve Carey
Systems Strategist

Dedicated to supporting businesses, whānau and individuals realise and live to their full potential.

As an experienced impact and system strategist, I see the value in working across the wider social, economic and environmental elements to support positive outcomes for our people, whānau and communities. Having the ability to draw on my experiences in private business, community organisations and crown agencies, I am able to empathise with our communities about shifting the focus from working in silos towards working on the system. My background in psychology ensures that I continue to seek clarity through curiosity about what is truly important to our communities. I, along with the team, believe in putting our people, whānau and communities first to support the development of positive and enduring change.



Ko Ruapehu te Maunga
Ko Whanganui te Awa
Ko Ngāti Pākeha tōku iwi
Ko Janes tōku whānau
No Whanganui ahau

Danielle Janes
Systems Strategist

A super passionate researcher, designer and life long learner.

I am an experienced human-centred strategist, designer and change agent with a wealth of experience working as a consultant across multiple agencies as well as working in-house within large organisations. I have a strong passion for emphasising with and understanding people, their needs, what drives them, and how this then plays out in their everyday experiences. By putting people and their needs at the heart of everything I do I am able to deliver valuable and actionable insights, strategies and outcomes that create meaningful, positive and lasting change.



Ko Whakarara te Maunga
Ko Matauri te Moana
Ko Mataatua te Waka
Ko Ngāpuhi tōku iwi
No Whanganui ahau

Briar Goldie
Systems Strategist

As an experienced strategist and creative thinker, I combine several years of industry experience with wellbeing training to explore, connect, and create outcomes that drive positive change. I am strongly motivated by the potential of making the world a better, more equitable place and believe, to achieve change, we must do this together. By empathising deeply, working collaboratively, and caring endlessly, my mahi strives to connect experiences, identify hidden strengths and empower others to be the leaders of change.

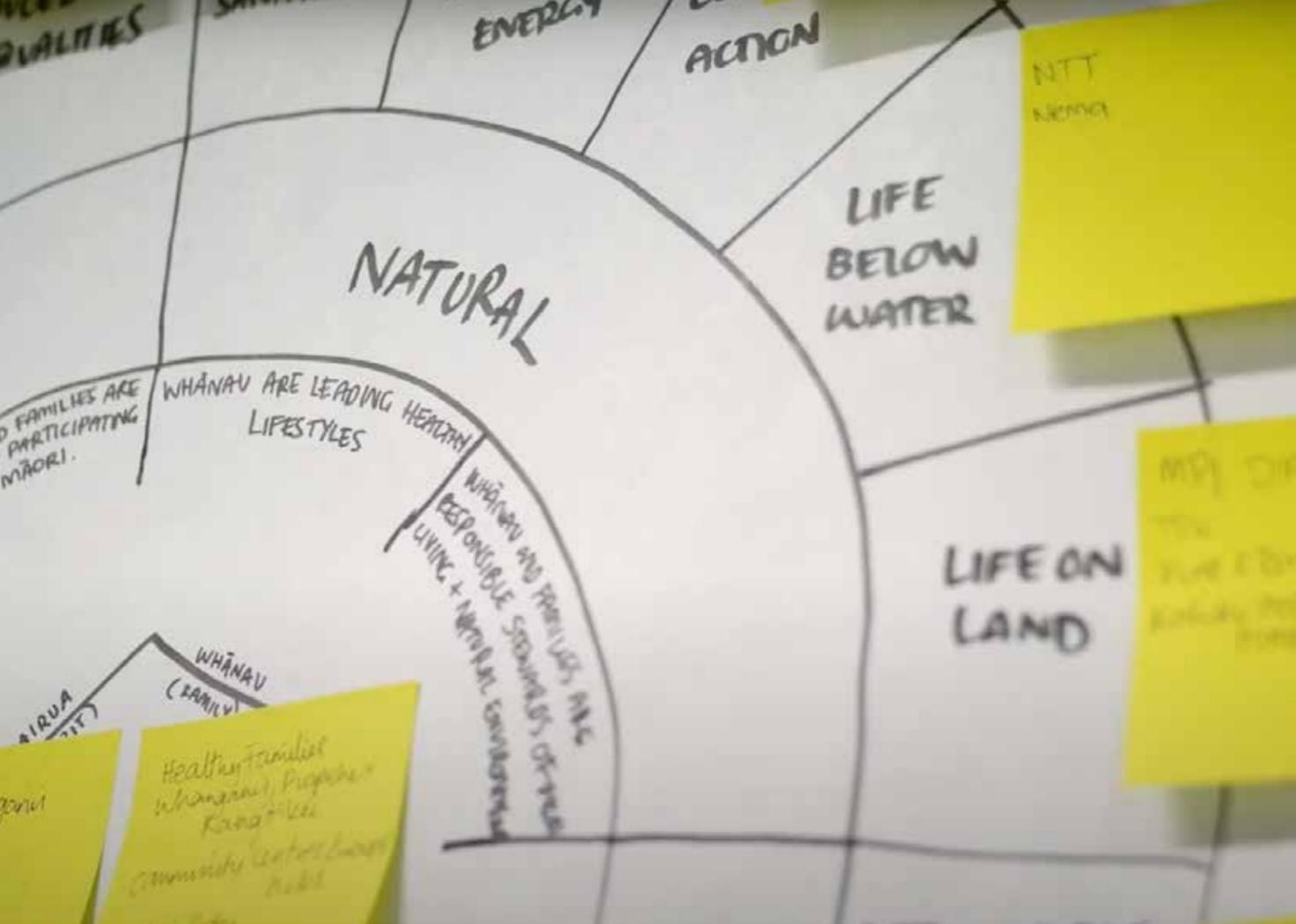


Ko Ruahine te Pai Maunga
Ko Rangitīkei te Awa
Ko Tākitimu te Waka
Ko Ngāti Hauti tōku iwi
No Whanganui ahau

Caleb Kingi
Creative Director

I'm a cinematographer based in Whanganui. My craft has allowed me to travel over Aotearoa and the world shooting for a range of govt organisations, SME's, NGO's, brands and individuals.

I have a passion for telling stories that bring positive change to people, communities and organisations. I love the place I call home, it's my place of belonging and I feel privileged being connected to the whenua and the people.



Our Kaupapa

For our people, our whenua and our communities.

Working together to gather data and people insights across our region to inform and support the best actions to improve equity and wellbeing for all of our people.

Our Principles

Unite together

Breaking down silos and developing genuine and enduring relationships between communities and organisations.

Listen together

Listening and emphasising to ensure everybody within our communities have an opportunity to share their knowledge and lived experiences.

Act together

Working collaboratively to uncover and take action on collective insights, knowledge and experiences.

Our Promises

1 We strive to create equity and wellbeing for all.

Through breaking down traditional organisational and territorial boundaries and focusing on our communities holistically, the Impact Collective strives to enrich foundational data with people's lived experiences in order to support the co-design of pathways and initiatives across our region that will create positive and enduring impact for all.

We seek to shift from viewing our communities solely in terms of health, wealth, access, or vulnerability, to viewing it in terms of the whole person and their whānau – a mana-enhancing approach.

2 We serve our people, our whenua and our communities.

We are for all individuals, communities and organisations, should they be tangata whenua, tūrangawaewae to the region, or align to the purpose of the Impact Collective.

3 We utilise a collective response.

In response to the goals and aspirations of our communities, the Impact Collective will seek not only the data, but also the real-life stories and lived experiences that sit behind it. The data is just our starting point – the stories will provide us with a wealth of insight and the 'why'.

Together, these provide the foundation for us to craft truly collective insights representative of what matters most to our communities.

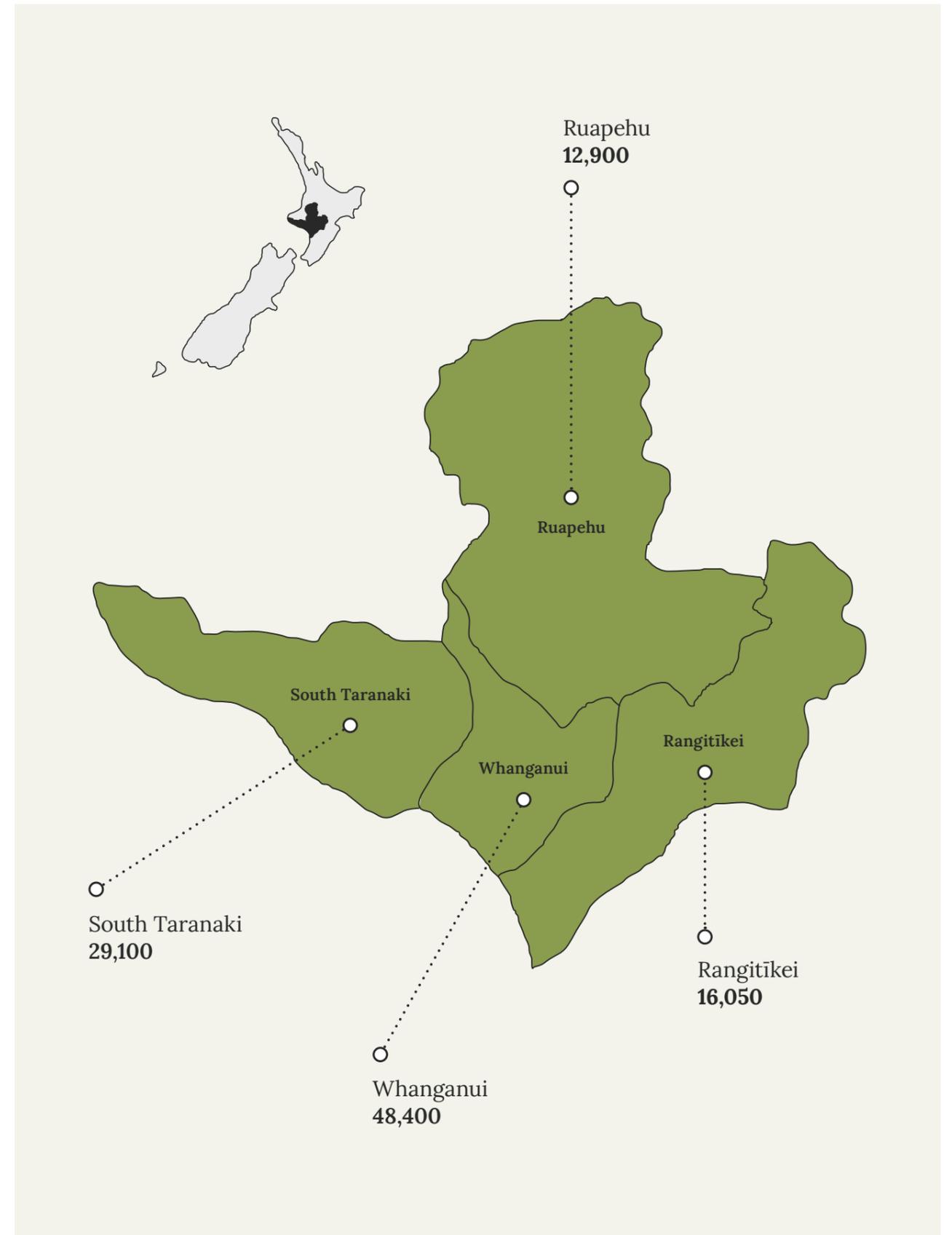


Figure 1 – Snapshot of the Whanganui, Rangitikei, Ruapehu and South Taranaki regions

Executive Summary

The Impact Collective is seeking to provide a level of community intelligence that is a 'first of its kind' in its scale and complexity in Aotearoa New Zealand. In doing so, we hope to enable community services, organisations, Iwi and central and local government agencies to be better informed, aligned and united over community priorities, and enable them to identify the areas where they can collectively create positive impact in the Whanganui community. At the heart of this, is ensuring they are creating equitable and accessible services and initiatives for all.

In order to do so, it was important to build an in-depth understanding of the Whanganui community, and the people who live here. We chose to leverage both existing data insights that others have already collected on the community, as well gathering our own lived experience or people insights through speaking directly to members of the community.

We achieved this by working with our data partners DOT Loves Data to build our Equity and Wellbeing Dashboard which aims to bring together data insights from over 150 data indicators covering the breadth of areas of equity and wellbeing across our framework. Whilst our Systems Strategists also simultaneously ran workshops and interviews with community groups and organisations, to gather the lived experience narratives.

Following an extensive process of synthesis and thematic analysis to bring existing data insights together with fresh narratives from the Whanganui community, the team are able to present 44 themes that are related to a person's journey through their life, from infancy to elderly, and 13 themes that cross the timespan of our lives.

Furthermore, a series of enablers and barriers have been articulated which outline some of the issues that we face in engaging with our communities and the positives of moving forward in a way that is connected to and focused on the needs of the community.

Across the Whanganui Region, areas of strength were characterised as being within the following areas of the United Nations 17 SDGS in order of significance; Sustainable Cities and Communities, Quality Education, Good Health and Wellbeing, Reduced Inequalities, Life on Land, Decent work and Economic Growth, Responsible Consumption and Zero Hunger.

Interestingly, areas where barriers were identified were often found in the same areas as the community strengths, with the following areas having the most prevalent barriers identified in the Whanganui community; Good Health and Wellbeing, Sustainable Cities and Communities, Quality Education, Decent Work and Economic Growth, No Poverty, Reduced Inequalities, and Peace, Justice and Strong Institutions.

The final section in this profile, the summary of findings, gives you, the reader, the ability to pick up the strengths, barriers and opportunities in an easily digested format. It is designed to allow you to use the pages as a guide to develop services and traction plans. We hope you find these useful as you co-design services across the community.

Our hope is that the intelligence provided in this report achieves a number of outcomes. These include being representative of the voice of the Whanganui community, aligning the lived experiences with the data insights to tell the full story, capturing and highlighting the complexity of the system and showing that you cannot address a single need in isolation, and showcasing some of the incredible individuals, groups and organisations doing good mahi in the Whanganui community.

Ultimately, we wish to highlight and present the biggest strengths and opportunities of the Whanganui community and act as the springboard to inspire collective action to either enhance existing strengths, or overcome existing barriers.

Finally, from the Impact Collective team, we want to acknowledge and thank the members of our community that shared the taonga of their stories, so that we can prepare this profile of intelligence and insights for the Whanganui community. It has been a truly humbling experience and one that we will revere into the future.

He rau ringa e oti ai
Many hands make light work

Overview and Context



What has come before this work?

A focus on wellbeing for the community is not a new idea. Traditionally in research, wellbeing is often used synonymously with 'Health', however, these concepts are not the same. Wellbeing goes much wider than health, it represents the social, economic and environmental wellbeing of an individual, a whānau, and our communities. By using wellbeing in this manner, we incorrectly assume that the wider social determinants of health are solely a 'health problem' – the literal ambulance at the bottom of the cliff. However, people are intrinsically complex beings, individually made up of physical, mental, spiritual and relational (family/ Whānau or friends) wellbeing's – more commonly identified in Sir Mason Durie's Te Whare Tapa Whā model. These individual wellbeing's are further impacted by their direct environment, such as housing, water and air quality, safety, employment, education, access to services, and connection to the whenua.

Global Context

With the shift in viewing wellbeing in a manner consistent with a person's life journey, their connection to their environment and their place in society, there have been a number of global frameworks and programmes of work established that place the person inside their communities at the heart of their development. Internationally, examples such as the United Nations 17 Sustainable Development Goals (SDGs), the New Urban Agenda, Public Health Scotland (Health Inequalities project), the OECD Better Life Index, the Environmental Performance Index and the Well-being of Future Generations (Wales) Act 2015 are forging the new wave of community-led development projects.

The Impact Collective investigated the global frameworks to ascertain the natural alignment to our kaupapa. As we shift the balance of existing Aotearoa New Zealand frameworks toward including a person's environment and their relationship to it, the United Nations 17 SDGs with its focus on economic, environmental, equality of access, and the wellbeing of communities and people, provided a natural link to the globally leading framework. It was important to ensure that like our kaupapa, the framework presented a holistic picture of the human experience.

The United Nations 17 Sustainable Development Goals (SDGs)

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015 (including New Zealand), provides a shared blueprint for peace and prosperity for people and the planet, for now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. [1].

The United Nations outlined in 2015 that the "aim of the goals and targets was to stimulate action over the next fifteen years in areas of critical importance for humanity and the planet"[2]:

- People: We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfill their potential in dignity and equality and in a healthy environment.
- Planet: We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.
- Prosperity: We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

- Peace: We are determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.
- Partnership: We are determined to mobilise the means required to implement this Agenda through a revitalised Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.

More recently, the sitting United Nations Secretary-General, António Guterres, outlined that the current COVID-19 pandemic has exposed the failures and inequities in our society that the UN 17SDGs are seeking to address.

"Leveraging this moment of crisis, when usual policies and social norms have been disrupted, bold steps can steer the world back on track towards the Sustainable Development Goals. This is the time for change, for a profound systemic shift to a more sustainable economy that works for both people and the planet[3]. - António Guterres



Figure 2 – The United Nations 17 Sustainable Development Goals

National Context

With the shift in viewing wellbeing in a manner consistent with a person's life journey, their connection to their environment and their place in society, there have been a number of global frameworks and programmes of work established that place the person inside their communities at the heart of their development. Internationally, examples such as the United Nations 17 Sustainable Development Goals (SDGs), the New Urban Agenda, Public Health Scotland (Health Inequalities project), the OECD Better Life Index, the Environmental Performance Index and the Well-being of Future Generations (Wales) Act 2015 are forging the new wave of community-led development projects.

The Impact Collective investigated the global frameworks to ascertain the natural alignment to our kaupapa. As we shift the balance of existing Aotearoa New Zealand frameworks toward including a person's environment and their relationship to it, the United Nations 17 SDGs with its focus on economic, environmental, equality of access, and the wellbeing of communities and people, provided a natural link to the globally leading framework. It was important to ensure that like our kaupapa, the framework presented a holistic picture of the human experience.

NATIONAL PROGRAMMES

Treasury's Living Standards Framework

Treasury's Living Standards Framework (LSF) was developed in Aotearoa New Zealand to enable Treasury to lead policy and funding decisions, capturing many of the wider things that impact on individuals, whānau and community wellbeing. The new Living Standards Framework which was introduced in October 2021, has three levels to it – Our individual and Collective Wellbeing, Our Institutions and Governance and The Wealth of Aotearoa New Zealand (please see Figure 3). The updated LSF further sought to better reflect children's wellbeing and culture.

Treasury defines these levels as[4]:

- **Our Individual and Collective Wellbeing:** Level One of the framework captures those resources and aspects of our lives that have been identified by research or public engagement as being important for our wellbeing as individuals, families, whānau and communities.
- **Our Institutions and Governance:** Level Two is a new level in the LSF. It captures the role that our political, economic, social and cultural institutions play in facilitating the wellbeing of individuals and collectives, as well as safeguarding and building our national wealth. This level captures the role that, for example, schools have in the wellbeing of children, or marae have in the wellbeing of tangata whenua, or the fisheries regulatory system has in sustaining Aotearoa's fisheries for the benefit of all.
- **The Wealth of Aotearoa New Zealand:** Level Three of the framework captures how wealthy we are as a country, including aspects of wealth not fully captured in the system of national accounts, such as human capability and the natural environment.

The Impact Collective are representing the 'Wealth of Aotearoa New Zealand' in our framework, with the four categories of natural environment, financial and physical capital, social cohesion and human capability demonstrated. The other two levels of 'Our Institutions and Governance' and 'Our Individual and Collective Wellbeing' are reflected in the data we have collated for our Equity and Wellbeing Dashboard and depth of community insights which have been collected.

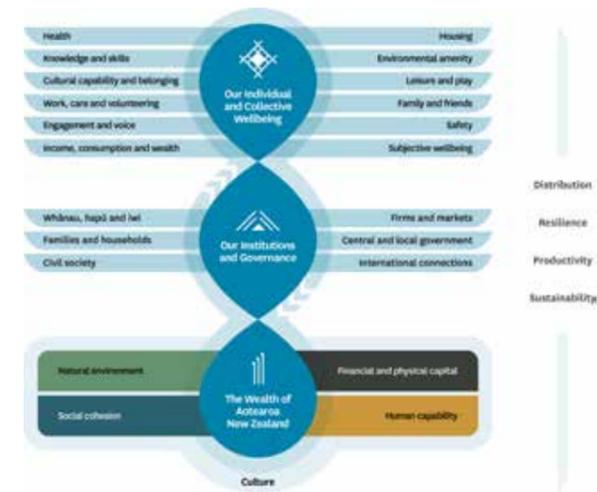


Figure 3 – Treasury Living Standards Framework (Updated October 2021).

Whānau Ora – Putting whānau in control of their aspirations.

Whānau Ora is a key cross-government work programme jointly implemented by the Ministry of Health, Te Puni Kōkiri and the Ministry of Social Development. It is an approach that places families and whānau at the centre of service delivery, and requires the integration of health, education and social services to improve outcomes and results for New Zealand families/whānau[5].

The Whānau Ora Commissioning Agency defines Whānau Ora as:

“Whānau Ora is a culturally-based, and whānau-centred approach to wellbeing focused on whānau (family group) as a whole, as the decision-makers who determine their goals and aspirations. Building on the strengths and capabilities of whānau and wrapping the necessary services and support around them to get better outcomes and create positive changes. In areas such as health, education, housing, employment, improved standards of living and cultural identity. Whānau are supported to fully realise the confidence, mana and the belief in self, family and community[6]. - whānauora.nz [6]

Through this definition, we recognise that the wellbeing of whānau is not expressed solely in terms of economic development, but rather sets about outlining the supporting structures and systems that contribute to our lives being 'better'

and more purposeful. Traditionally, this 'betterment of life' has been measured through metrics such as the Better Life Index, and although as a whole, New Zealand performs well, the markers of wellbeing are reduced for Māori by comparison. As a result, Whānau Ora is measured against outcome domains[7]; Whānau are self-managing & empowered leaders, Whānau are leading healthy lifestyles, Whānau are participating fully in society, Whānau and families are confidently participating in Te Ao Māori, Whānau and families are confidently participating in Te Ao Māori, Whānau are cohesive, resilient and nurturing, and Whānau and families are responsible stewards of their living and natural environments.

This direct to whānau commissioning occurs through three commissioning agencies, who partner with local organisations, providers and navigators to deliver a coordinated service based around the needs and aspirations of whānau at a grassroots level[7]. These agencies are:

- Whānau Ora Commissioning Agency works with whānau and families in the North Island.
- Te Pūtahitanga o Te Waipounamu works with whānau and families in the South Island.
- Pasifika Futures is dedicated to working with Pacific Island families across the country.

TSI

Established by the Auckland Council, TSI is a place-based innovation hub focused on local and system-level transformation to improve social, economic, cultural and environmental wellbeing for current and future generations of south and west Aucklanders[8].

“New Zealand, like Australia, and many other countries, recognises that place-based approaches can play a critical role in addressing a range of inequalities, including persistent disadvantage. This has led to an increased focus on place-based initiatives around the world for the delivery of welfare programs and community service interventions. What makes TSI different to these approaches is that place is seen through a lens of social innovation and aspiration rather than through a deficit lens. This means that place becomes a space where people can co-create and experience positive futures for themselves and their whānau. TSI demonstrates how place-based approaches can generate real changes for people, while also providing evidence for how systems can more effectively work across diversity. - Review of TSI 2020 [8]

The Impact Collective believe that local people hold the solutions to developing localised services to support and enhance their strengths or address community opportunities. TSI, alongside the likes of Manaaki Tairāwhiti, Ruapehu Whānau Transformation, TCLT and the Waikato Wellbeing Project, were the pioneers in advancing the place-based revolution in empowering communities at the centre of their mahi.

The Waikato Wellbeing Project

The Waikato Wellbeing Project (WWP) is a regional initiative set up to achieve a more environmentally sustainable, prosperous and inclusive Waikato region by 2030. Mātauranga and Te Ao Māori (Māori world view) principles are embedded Waikato Wellbeing Project.[9] The updated business plan for 2022-23 for the WWP is presented in Figure 4[10] and visually demonstrates their commitment to the pou of Te Ao Maori and the UN 17SDGs and is connected by their values of Kaitiakitanga, kotahitanga and Manaakitanga. The Waikato Wellbeing Project is a community-led initiative to develop a defined set of wellbeing targets for the Waikato, based on the SDGs. Currently, the team are progressing work in ten of the SDGs and are seeking community engagement around the remaining seven SDGs.

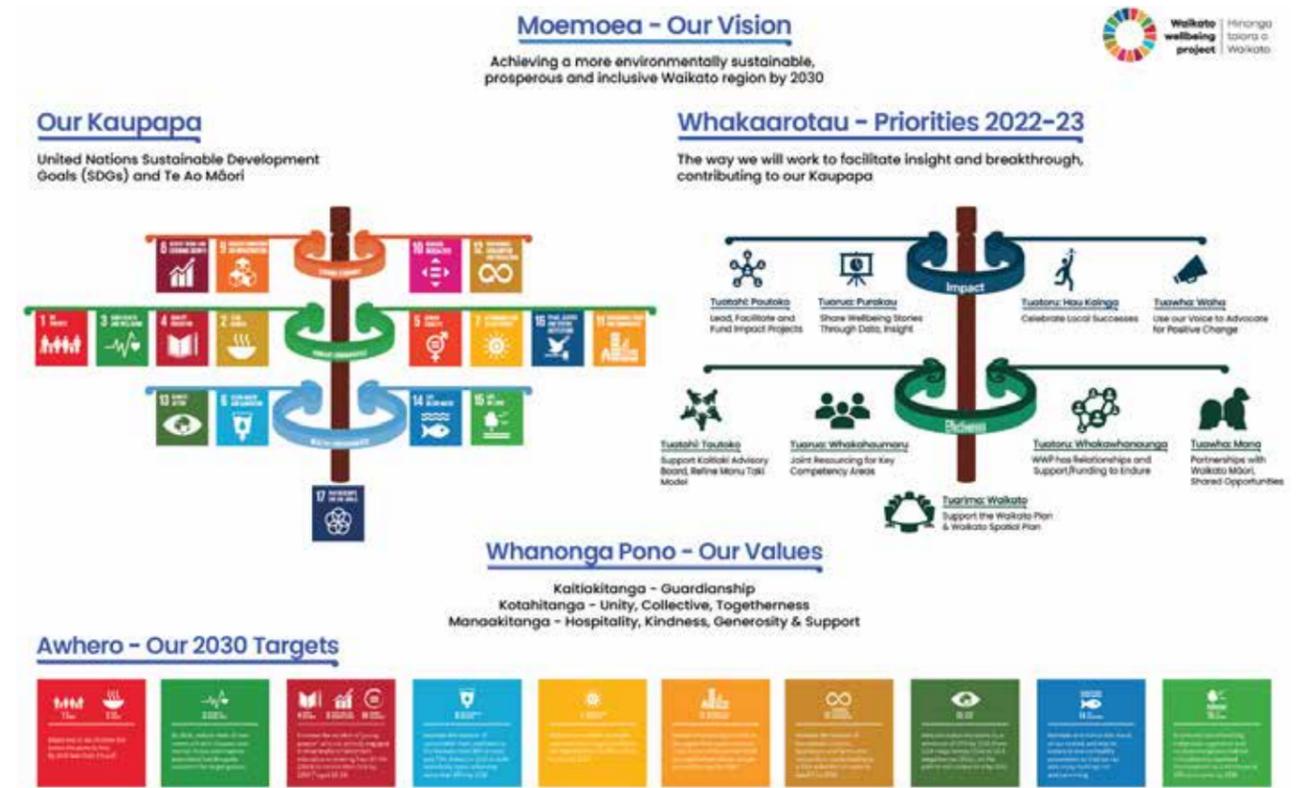


Figure 4 - Waikato Wellbeing Project 2022-2023 Business Plan

Local Context

Whilst across the country, other regions have developed programmes of work aligned to the United Nations 17SDGs (WWP) or are seeking to address social and economic issues (TSI), closer to home, community led programmes such as the Ruapehu Whānau Transformation Programme and TCLT have sought to change not only the way we operate programmes, but also the fundamental way that we engage with and gain insights from our communities.

For the Impact Collective, these programmes of work had a profound impact on the way we sought to undertake our mahi. Inspired by the alignment of the 'stats and stories' approach from the Ruapehu Whānau Transformation programme, and the community led development approach taken by TCLT, we have ensured that our communities have an opportunity to provide the community narratives context to the data that is collected on them, to enable the insights and intelligence gathered to inspire communities to develop services and programmes of work to create positive impact for them and their whānau.

The Ruapehu Whānau Transformation Plan

The Ruapehu Whānau Transformation Plan launched in 2013, containing a number of solutions for how the community could collectively enable positive transformation for all families in the communities of Raetihi, Ohakune and Waiouru. They encouraged members of the community to unite to collectively create and implement the first Ruapehu Whānau Transformation Plan (RWT)[11].

They achieved this by bringing together a steering group called the Community Reference Group (CRG)[12] which sort to enable the various groups and individuals from across the Ruapehu to be represented at the table.

*“The CRG was established in 2012 and it was their stories that primarily informed the first plan for collective, inclusive impact.
- ruapehuwhanautransformation.com [12]*

The solutions in this first plan sat across five focus areas; Education, Employment, Housing, Health & Social. By 2017, they had collectively delivered 20 of the 23 proposed solutions which lead to the launch of a second 'Ruapehu Whānau Transformation Plan 2020' in 2018. For this second plan, the CRG asked to increase the scope in order to be informed by a wider range of local stories. This led to the process being opened to their near 4000 population to contribute, by which they had huge success with this broader participation and sharing of stories.

TCLT

Selected as one of the five founding programmes under the Department of Internal Affairs Community Led Development programmes, TCLD Trust and TCLT Operation's Team provides a 'boots on the ground' movement in community-led initiatives. With an initial programme of work that focused on the northern villages of the Whanganui River Road (Hiruhārama, Matahiwi, Rānana and Pipiriki), the team sought to work with their communities to achieve their purpose of "Our Journey, Our Projects, Our Way".

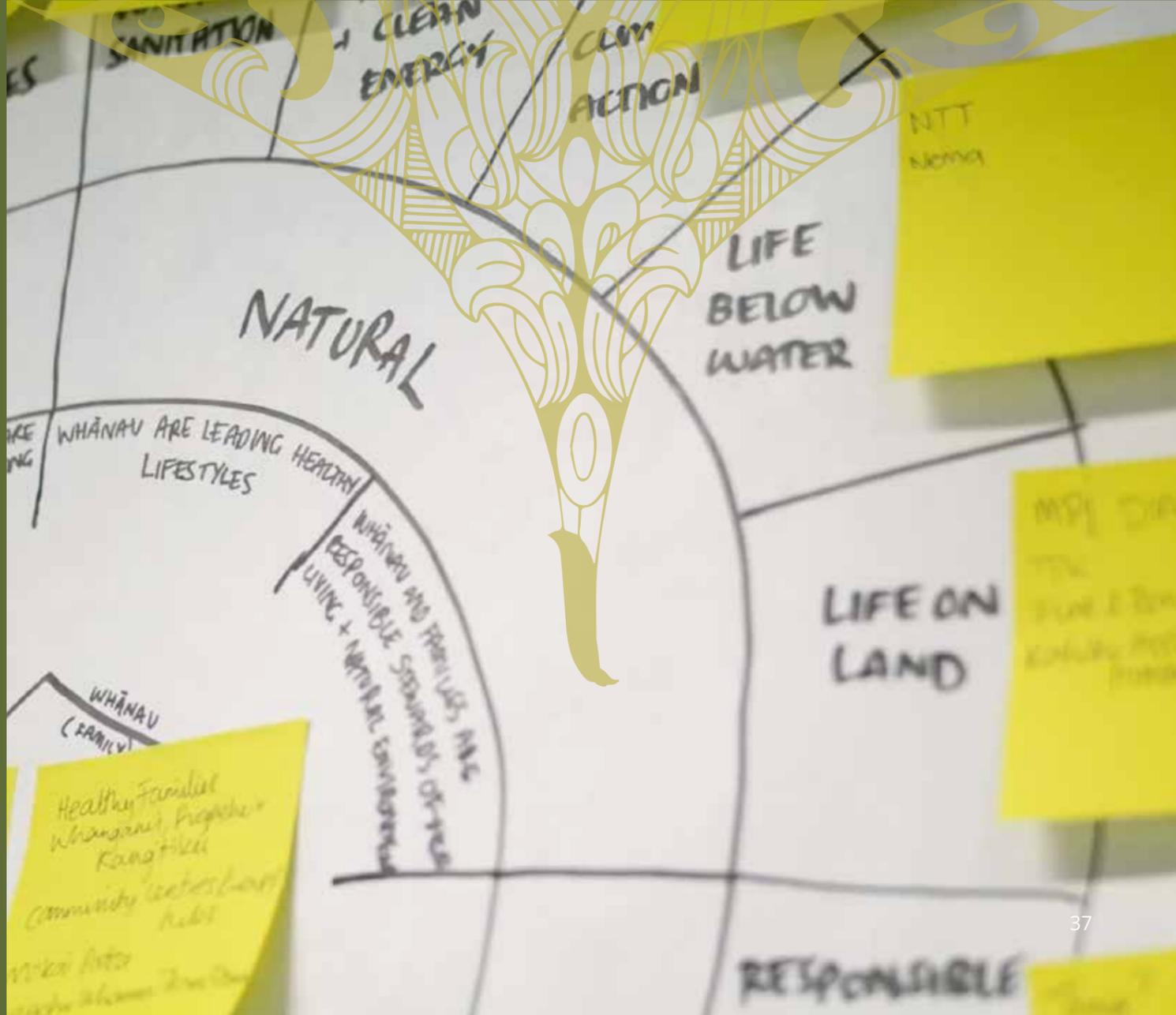
Across the past four years that they have been operating, the team has worked with the local residents of these villages. Last year, they expanded to include the remaining villages (Koriniti, Ātene, Parikino and Pungarehu) and have been successful in delivering programmes and projects of importance to all of these villages.

Given the remoteness of the villages, setting up resiliency programmes and projects has been a core deliverable which includes installing emergency generators, radios, defibrillators and delivering education workshops such as rongoā and cooking. There is a drive from the team to ensure that the communities they continue to serve are in the best place for enhanced health, wellbeing and wellness into the future.



Figure 5 - Picture of a new generator installed at Rānana with the support of the team at TCLT.

Our Framework



Our Equity and Wellbeing Framework



Figure 6 — Impact Collective Equity and Wellbeing Framework

In order to identify opportunities and measure outcomes within our communities, we have developed a 3-tier framework encompassing global, national and local equity and wellbeing frameworks.

Together these provide us with over 150 individual indicators which we are able to measure equity and wellbeing – acting as a benchmarking tool to begin to explore data insights within our region and identify priority areas that we will seek to understand in much more detail.

The purpose of this combination of global, national and local frameworks is to ensure that we encompass all elements of equity and wellbeing. Whilst the goals of each can be individually interpreted, each goal has a relationship to all other elements - as such, we have designed the framework to represent the most logical alignments.

Whānau Ora Goals

Whānau Ora is an innovative approach to improving whānau wellbeing that puts whānau at the centre of decision making. The Whānau Ora approach focuses on the whānau as a whole and addresses individual needs within the context of the whānau. Whilst this is a National Framework, the focus on individuals and whānau as its core tenant has inspired the Impact Collective to place these goals at the heart of our framework.

Whānau are supported to identify the aspirations they have to improve their lives and build their capacity to achieve their goals. Iwi and the Crown have agreed to a shared Whānau Ora Outcomes Framework to guide their work to improve outcomes for whānau.

The Outcomes Framework confirms that Whānau Ora is achieved when whānau are self-managing, living healthy lifestyles, participating fully in society, confidently participating in Te Ao Māori, economically secure and successfully involved in wealth creation, cohesive, resilient and nurturing and responsible stewards of their natural and living environments.

Treasury Living Standards

The Living Standards Framework (LSF) represents a perspective on what matters for New Zealanders' wellbeing, now and into the future. It is a flexible framework that prompts our thinking about policy impacts across the different dimensions of wellbeing, as well as the long-term and distributional issues and implications.

Updated in October 2021, the LSF consists of three levels - Wealth of Aotearoa New Zealand, Our Institutions and Governance and Our Individual and Collective Wellbeing. Level One, Our Individual and Collective Wellbeing, includes 12 domains that have been shown to be important for the wellbeing of both individuals and collectives, such as families, whānau and communities of place, identity and interest. Level Two, Our Institutions and Governance, refers to formal rules, informal norms, and the formal and informal organisations those rules and norms are embedded within. Institutions are often nested in complex relationships. Level Three, outlines the four categories of Wealth of Aotearoa New Zealand; natural environment, financial and physical capital, social cohesion and human capability. These categories recognise that wealth generation in Aotearoa New Zealand is not limited to the historical categorisation of 'GDP', but rather the wider determinants of wealth creation - including our people and our environment.

United Nations 17 Sustainable Development Goals

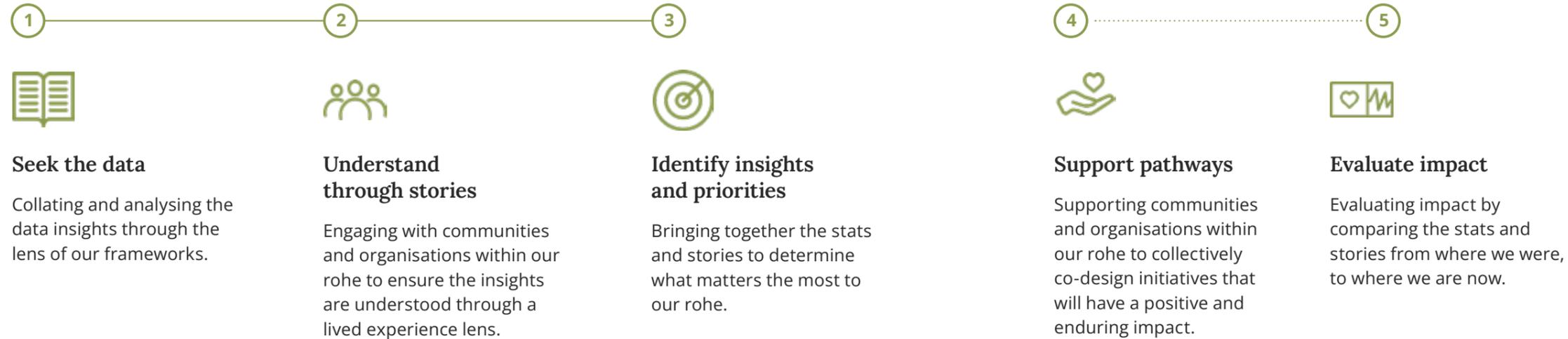
The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future.

At its heart are the 17 Sustainable Development Goals, which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognise that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling environmental and climate concerns and working to preserve our oceans and forests.

Our Methods



A Dual-phased Approach



Phase One

In Phase One, we present our collective insights as 'Equity and Wellbeing Profiles'. These represent the collective strengths and opportunities of each unique community that makes up the broader Whanganui region. Phase one encompasses steps 1-3 of our process.

This report is the first Equity and Wellbeing Profile to be delivered, focusing on the Whanganui community only. Following this report, Phase One is to be completed in the Rangitikei, Ruapehu and South Taranaki communities, developing an Equity and Wellbeing Profile for each.

Phase Two

In Phase Two, we seek to support the communities to co-design services to build on the strengths or address opportunities within their community. Phase Two encompasses steps 4-5 of our process.

Through the presentation of the collective insights in the Equity and Wellbeing Profiles, community organisations, Iwi and Crown Agencies will be able to identify areas for service development to support their communities in creating positive impact. The Impact Collective can support the bringing together of members of the community to co-design these services if no existing service providers are established within the community.

The Impact Collective, through undertaking annual renewals of the Equity and Wellbeing Profiles will be able to demonstrate the potential impact that initiatives have on addressing the strengths and opportunities presented in the previous annual profile. We understand that these initiatives can take time to demonstrate impact for the

community, however through a maturity-based system, we will be able to engage with the new initiatives and support them with confirmation of impact through our dashboard analytics and community narratives.

The aim of the work of the Impact Collective is to continue on an ongoing basis into the future following a continuous cycle of these two phases and their respective steps for each of the four regions that we serve.

Phase One—Delivery of the Equity and Wellbeing Profiles

This report marks the completion of Phase One for the Whanganui community only.

This phase includes the first three steps of our process.

- 1 Seek the data
- 2 Understand through stories
- 3 Identify insights and priorities

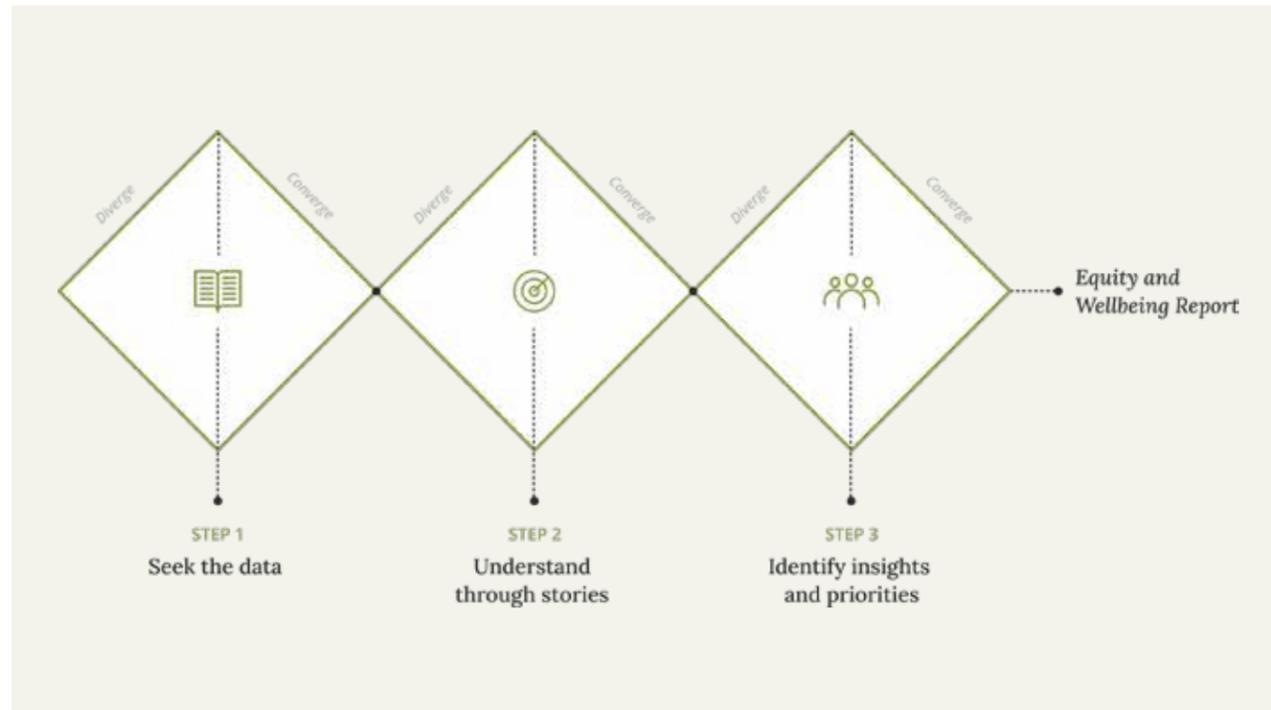


Figure 7 — Phase one of our process

Step 1—Seek the data.

This step involves collating and analysing the data insights through the lenses of our frameworks.

Core to this is our industry-leading Equity and Wellbeing Dashboard which pulls data from over 100 data sources to measure how communities within our region are tracking against our Equity and Wellbeing Framework - these include over 150 individual indicators that we are able to measure against.

This provides us with a tool to explore data insights in as close to real time as possible with members of our community and identify areas we need to understand in much more detail through their lived experience narratives.

Tasks included in this step:

- Collate, analyse and cleanse the data
- Identify areas of interest to explore in the community workshops

Our Equity and Wellbeing Dashboard

This dashboard has been developed with our data partners DOT Loves Data, who have an incredibly talented team of data scientists and data engineers that specialise in building simple, smart and beautiful data visualisation tools.

The dashboard itself is a New Zealand leading dashboard that we believe will be incredibly valuable in terms of firstly; getting an as close to real-time and collective data representation of the equity and wellbeing across our communities, and secondly; unlocking the potential to be able to track and measure the impact of certain initiatives within our communities across the systems they exist within.

It brings together cross-sector statistics to understand the components and dynamics of community wellbeing from multiple perspectives. While it provides a means to measure progress towards wellbeing objectives, this data is most valuable when contextualised alongside community stories and experiences. This dashboard is innovative in measuring wellbeing at the sub-national and community level, but also highlights current data gaps for understanding wellbeing for Māori.

Wellbeing frameworks

This dashboard is organised around our three different wellbeing frameworks: the UN Sustainable Development Goals (SDGs), treasury's Living Standards Framework (LSF) four Wealth of Aotearoa New Zealand categories, and Whānau Ora Goals. The indicators in this dashboard represent the concepts in these frameworks, but they are not exact replications. This is because some frameworks are continuously evolving while others measure indicators only at national levels.

Each framework has identified different concepts of wellbeing and equity, referred to as goals in the SDG and Whānau Ora frameworks and the Wealth of Aotearoa New Zealand categories in the Living Standards framework. Individual indicators are grouped together and summarised into goal and category scores to measure progress within each framework.

Data sources

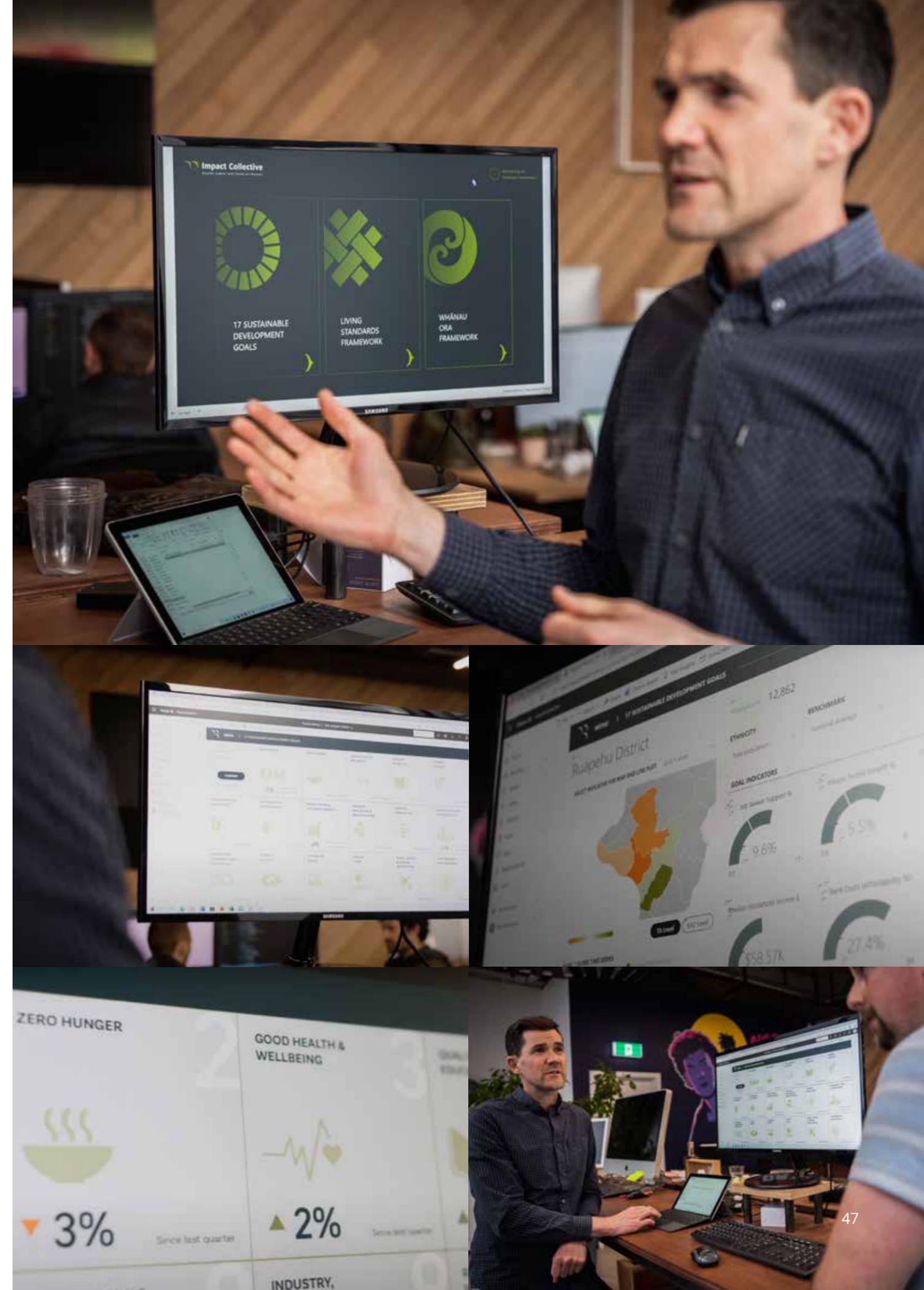
This dashboard pulls from many validated national and regional data sources in order to ensure good coverage across all of the frameworks and indicators. It was important that the Impact Collective presented data from these validated sources to ensure that when working with our communities and agencies that the data presented was reflective of the information held by the government. This will better enable the data to be used by the communities when they are developing community led services. The primary data sources are listed below:

- NZ Census of Populations and Dwellings (Statistics NZ)
- Ministry of Social Development
- Tenancy Services
- Homes.co.nz
- ACC
- Statistics NZ
- Statistics NZ - Child poverty data
- Statistics NZ - New Zealand business demography statistics
- Eftpos NZ
- Ministry of Business, Innovation and Employment
- NZ Police
- DOT Loves Data
- Dynamic Deprivation Index: DOT Loves Data product
- Bizmomento - DOT Loves Data product
- Waka Kotahi
- NZ Transport Agency
- NZ Transport Agency Motor Vehicle Register
- Education Counts
- Ministry of Health
- Ministry of Health - Health survey
- Water New Zealand - National Performance Review
- Open Street Maps
- Electricity Authority
- HealthSpace

Data gaps and limitations

Throughout the process of data collation, it has become evident that across Aotearoa New Zealand, there are areas where data collation is lacking or non-existent, the data is only provided at a national level or the time intervals between data updates is slow. This was particularly apparent in the SDG areas of Climate Action, Life Below Water, Life on Land and Partnership for the Goals. The significance of this cannot be understated as it means there is a fundamental lack of quantitative data available to support the ability for communities to address issues that may be impacting on them. Government agencies that are involved in these areas must support more regionalised and timely access to data to enable communities to design services to ensure positive impact into the future.

It was also further identified that whilst ethnicity data is beginning to be collected more often, there is still a significant gap in what is being measured and how that impacts Māori communities and Māori service development. Throughout this profile, we have ensured that the narratives of Māori participants are portrayed in as authentic as the way they were gifted to us, and that where possible, Māori data is presented.



Step 2—Understand through stories.

We have the data, so it is now all about understanding the 'why'.

This step is where we want to gather as many stories as we can by engaging with individuals, groups and organisations in the community to ensure the insights are understood through a lived experience lens. This ensures our insights remain true and representative of the community and that we are not making assumptions.

We cannot understate how important this step is – without it, assumptions are made, and the wrong barriers may be solved in isolation of the people that matter.

Tasks included in this step:

- Workshops with community organisations across the community
- In-depth 'good mahi' interviews, stories and podcasts with inspiring individuals, groups or organisations across our community

Whanganui Equity and Wellbeing Workshops

The purpose of these workshops is to gather the stories and lived experiences of the Whanganui community from those who are actively working in, and are members of, the community.

The key objectives of these workshops:

- To understand their kaupapa (purpose) and why they exist
- To understand the needs in the Whanganui community they are aiming to address
- To identify who they are working with to address these needs across the community
- To look beyond their day-to-day mahi and identify broader strengths and opportunities of the Whanganui community
- To present the data insights of their community and identify any relationships or differences between these and their lived experiences.

Over the course of our research, we ran workshops with over 100 individuals from the Whanganui community, representing 24 organisations. Below is a list of the wonderful organisations we have been so fortunate to have engaged with.

WORKSHOP PARTICIPANTS

Birthright Whanganui, TCLT, Family Works, Te Mana Atatū, 100% Sweet, Honest Kitchen, Workbridge, The Kai Collective, Whanganui Learning Centre, Ministry of Business, Innovation and Employment, Restorative City Whanganui Trust, Hakeke Street Community Centre, National Council of Women, Jigsaw, The Learning Environment, Whanganui Civil Defence, Woven Whānau, Lions Club of Whanganui Inc, Hundred Acre Preschool, Ministry of Social Development, Hāpai Oranga, Progress Castlecliff, Whanganui and Partners, Whānau Manaaki

'Good Mahi' 1:1 Stories & Podcasts

In parallel to running the workshops, we also identified and reached out to capture the good mahi stories of individuals, groups or organisations that were mentioned through our workshops as doing great work for the community. This gave us the opportunity to talk one on one with many of these local community heroes, and delve much deeper into some of the needs in the community they are aiming to address.

Over the course of our research, we identified and captured good mahi stories for a further 23 groups and organisations in the Whanganui community, talking to many of the individuals involved with each. Below is a list of the wonderful groups or organisations we have been so fortunate to have shared their stories with us. Their inspirational stories are all available on our website in the 'Our Work' section, please take a look when you have the time.

STORY AND PODCAST PARTICIPANTS

Ka Aka Ka Ora, Ministry of Social Development, City Mission Whanganui, Robert Bartley Health Bus, Jigsaw, The Eco School, Easy Earth, Piwakawaka Farm, Honest Kitchen, Balance, Thrive, TCLT, Gonville Knitters, Forge Boxing, Raura Kiihahi, The Men's Shed, Rural Women's Network, Whanganui City College, Frank Bar and Eatery, Hakeke Street Community Centre, FLOW, Whānau Manaaki, Stone Soup, Property Brokers



Step 3—Identify insights and priorities.

This step involves bringing together all of the stories we have captured through the research, with the statistics, to determine what matters the most to our community. This provides us with the foundation for the Whanganui Equity and Wellbeing Profile (this document) which aims to represent the collective strengths and opportunities of the Whanganui community.

Tasks included in this step:

- Synthesis of the stories
- Thematic analysis and insights generation
- Validation and refinement of initial themes and insights
- Identification of the systemic relationships across our frameworks
- Report generation
- Presentations of our findings

Synthesis of the stories

To ensure all of the valuable stories and lived experiences discussed in the workshops and good mahi stories are captured authentically, and as they are told, our Systems Strategists go to great lengths to listen back through each and every recording. Leveraging a voice transcriber app, they ensure everything is captured correctly and grouped on individual summary sheets as anonymised verbatim statements.



Figure 8 — Example of a workshop summary sheet

Thematic analysis and insights generation

Once all of the workshop and good mahi story summary sheets are complete, our Systems Strategists begin to group, cluster and theme all of the captured stories and insights. In doing so, they start to consider the upstream and downstream impacts of each insight, as well as the links and relationships they may have to one another. This starts to form the basis of the complex system that underpins the strengths, barriers and opportunities present in the Whanganui community.

This initial clustering goes through a number of iterations, to boil the findings down to an initial group of themes, which can then be taken back out to members of the community to be validated.

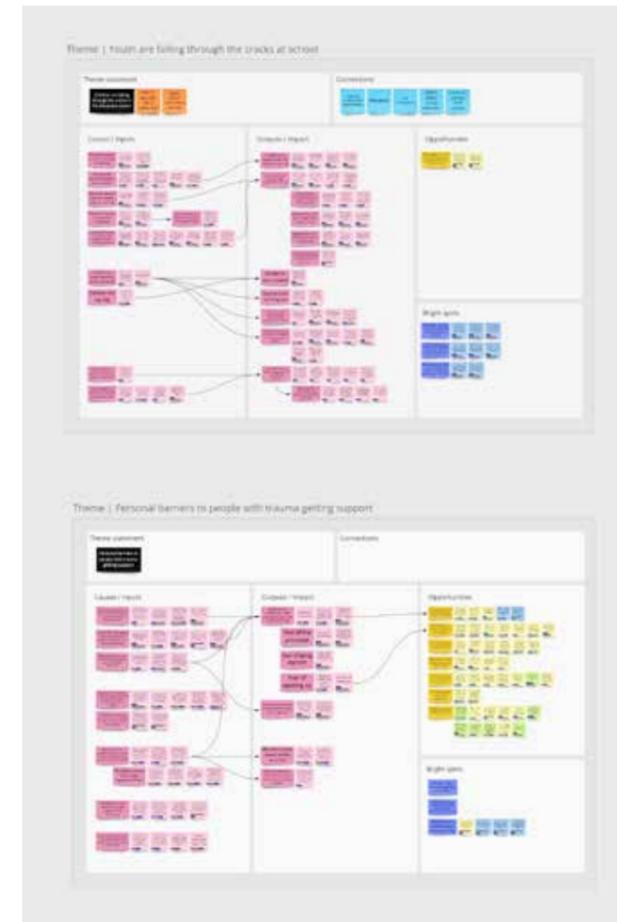


Figure 9 — Example of initial clustering

Validation and refinement of initial themes and insights

This involves re-engaging with the organisations and individuals that were spoken to in the initial workshops, to ensure the themes and findings are reflective of what we heard, and their experience as members of the Whanganui community.

The feedback and additional stories from these validation sessions are captured, and our Systems Strategists build this into a final iteration and refinement of the themes. This is also where the themes are grouped into relevant life stages and categories, to ensure they represent the stories from the community, and link back to our frameworks. This is also where the most up to date, and relevant statistics from our Equity and Wellbeing Data Dashboard are built into the theming process.

The unique strengths, barriers, opportunities and good mahi stories in the community are also captured for each unique theme, to ensure they are reflective of the reported lived experiences.



Figure 10 — Example of a validation sheet

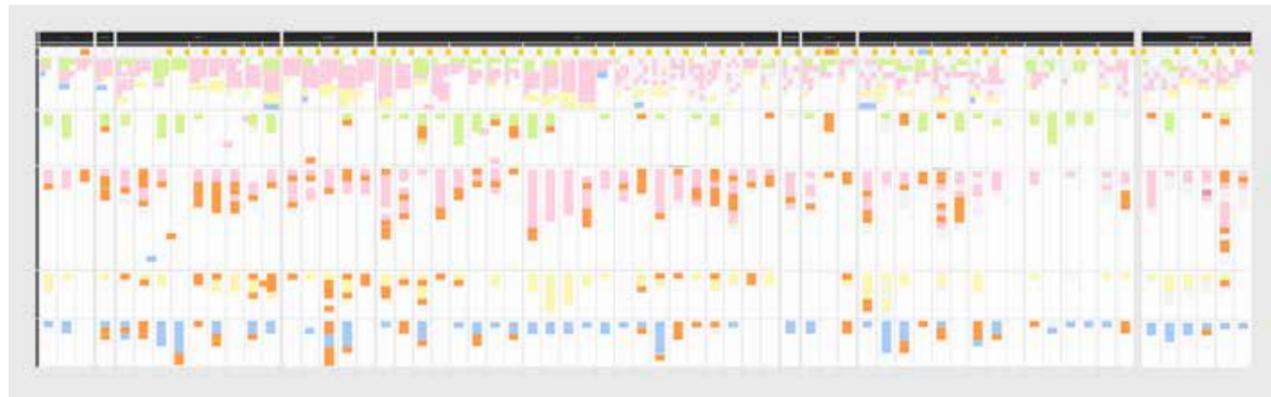


Figure 11 — Complete view of the comprehensive insights map

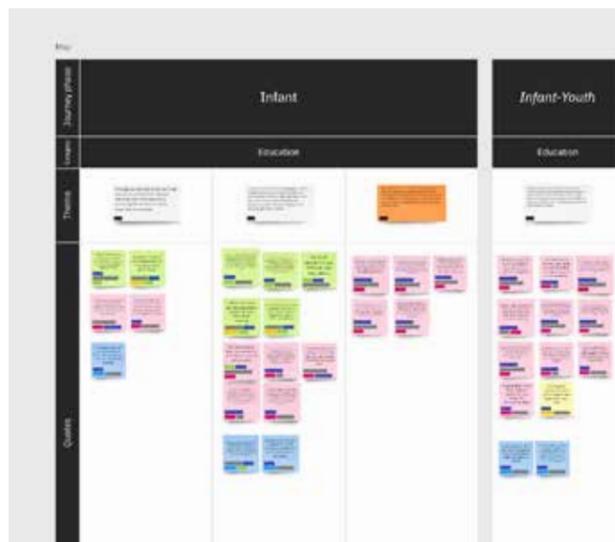


Figure 12 — Close up of the comprehensive insights map

Identification of the systemic relationships across our frameworks

The final challenge for our Systems Strategists, is to find a way to pull the complexity of what we have heard, including all of the themes and insights, together on one page. This is no easy challenge, and requires extensive systemic analysis and thought into the upstream and downstream impacts of each and every theme, but it ensures the Whanganui Equity and Wellbeing Profile can be captured as a single system - albeit a very complex system.

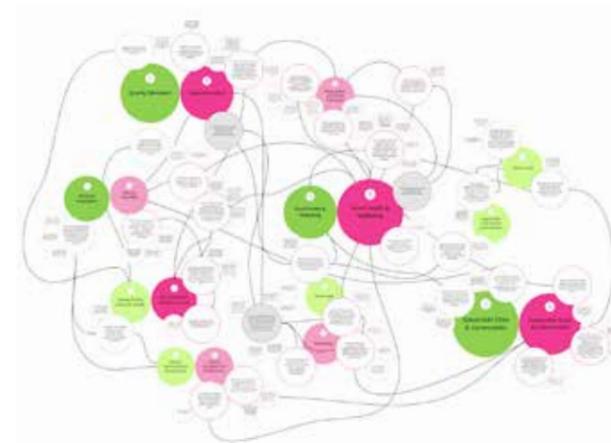


Figure 13 — Iteration of work in progress systems map

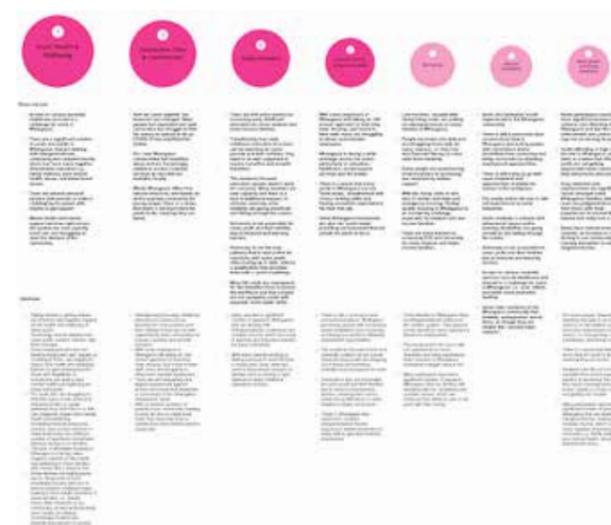


Figure 14 — Work in progress refinement of barriers

Report generation—pulling it all together

There are a number of outcomes we hope that this report is able to achieve.

- To be representative of the voice of the Whanganui community
- To tell the full story, aligning the lived experiences with the data of the Whanganui community
- To capture and highlight the complexity of the system, and show that you cannot address a single need in isolation, but as the result of the work of many.
- To showcase some of the incredible individuals, groups and organisations doing good mahi in the Whanganui community
- To highlight and present the biggest strengths and opportunities of the Whanganui region and act as the springboard to inspire collective action to either enhance existing strengths, or overcome existing barriers, in the Whanganui community.

Presentations of our findings

The team is happy to present and talk you through our findings in person or online if this is beneficial. Please reach out to us directly to arrange a session to do so.

Phase Two—Supporting Collective Action

This phase will commence upon the completion of each Equity and Wellbeing Profile, as they are completed for each region, on an annual basis.

This phase includes the last two steps of our process.

- 1 Supporting pathways
- 2 Evaluating impact

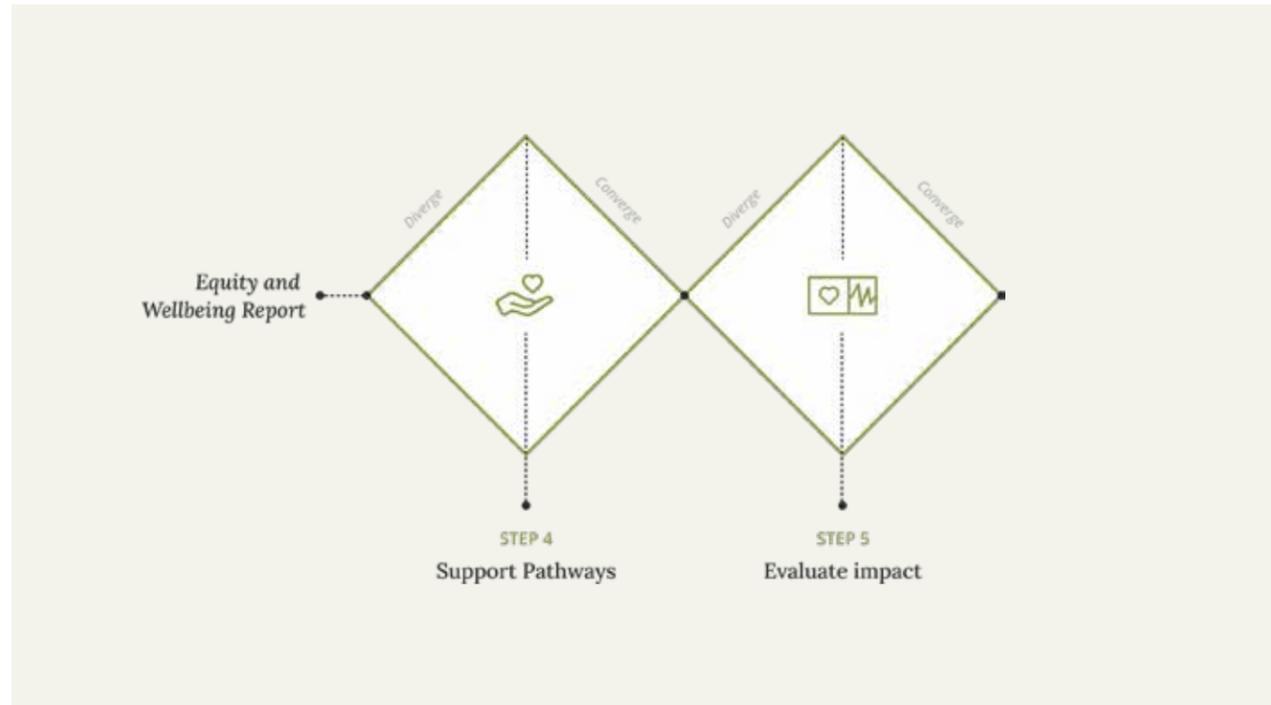


Figure 15 — Phase two of our process

Step 4—Support pathways.

This step marks the transition from generating the collective insights to enabling the communities to take action.

Here it is all about supporting communities and organisations within our community to collectively co-design pathways and/or initiatives that will have positive and enduring impact. These will be aimed at enhancing the collective strengths and addressing the collective opportunities generated by this Whanganui Equity and Wellbeing Profile.

The Impact Collective supports the community through the presentation of the intelligence to enable these services to be developed. Many communities will have existing service providers who can take this intelligence and utilise it to develop services for positive impact. However, for communities that do not have existing service providers, the Impact Collective can support the bringing together of members of the community to enable them to co-design these services.

Tasks to support in this step:

- Presentation of the regional Equity and Wellbeing Profiles.
- Potential pathway and initiative validation against the identified opportunity areas of the regional profile in relation to what impact they may have.
- Connecting communities and services together to co-design services to create positive impact, if requested.

Step 5—Evaluate impact.

This step is all about measuring impact at a community level. Often this is where many initiatives are unsuccessful in future funding opportunities due to being unable to measure or quantify the impact they are having.

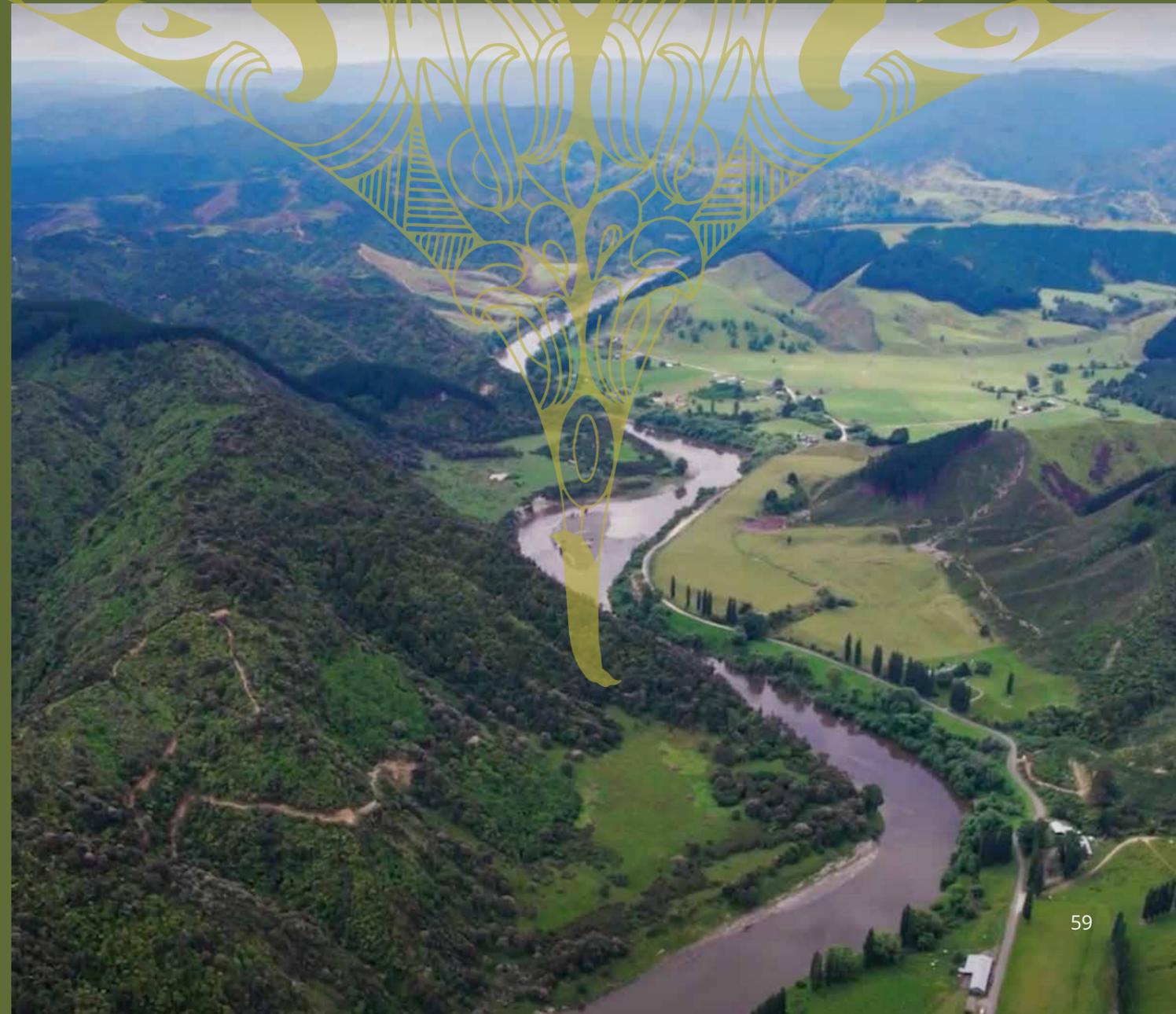
Here we aim to support in evaluating the impact of implemented initiatives by comparing the data and people insights from where they were, to where they are at a future point in time. This will also highlight any new or emerging strengths and opportunities across the community.

Impacts of the initiatives developed and implemented will also be measured against our framework and the broader system they exist within through the community narratives. This will enable adjustments to programmes if required or creation of new services.

Tasks included in this step:

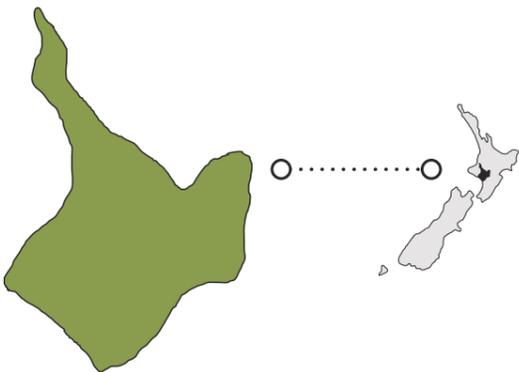
- Gathering fresh data insights from our dashboard.
- Gathering fresh community narratives via workshops and interviews.
- Measuring change in the data and the people insights.
- Providing updated annual Equity and Wellbeing Profiles for each region.

The Whanganui Community at a Glance

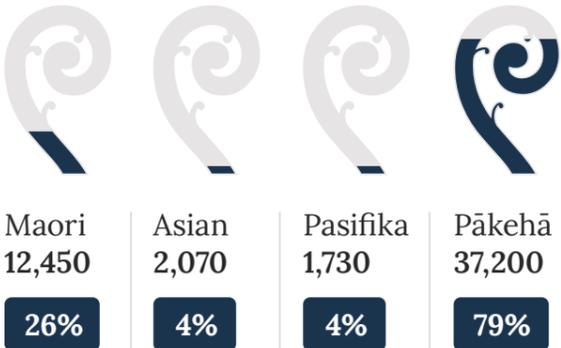


Whanganui Region

Total Population **48,500** 

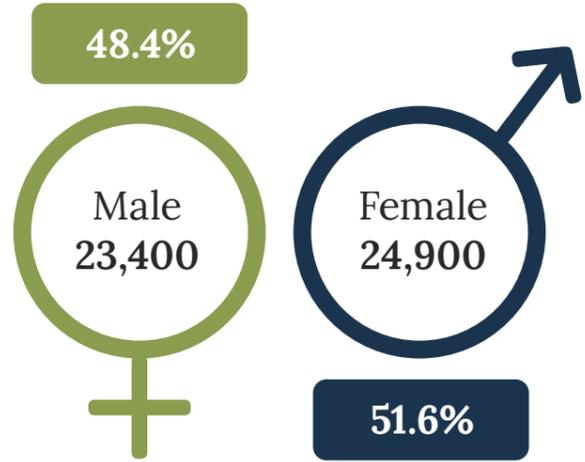


Ethnicity



Note - percentage total over 100% due to people being able to identify as multiple ethnicities

Gender



Ages

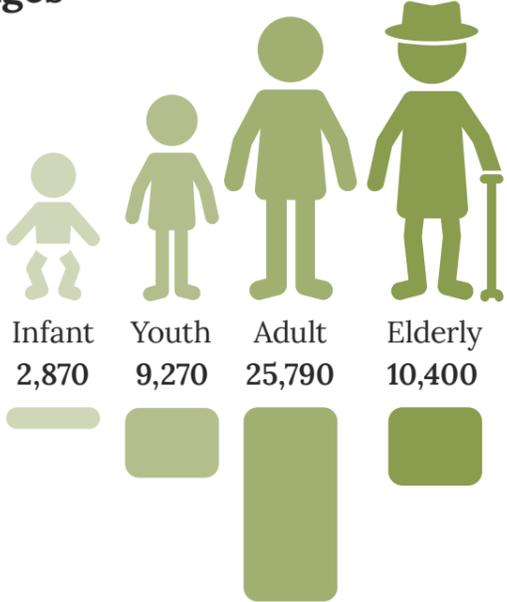
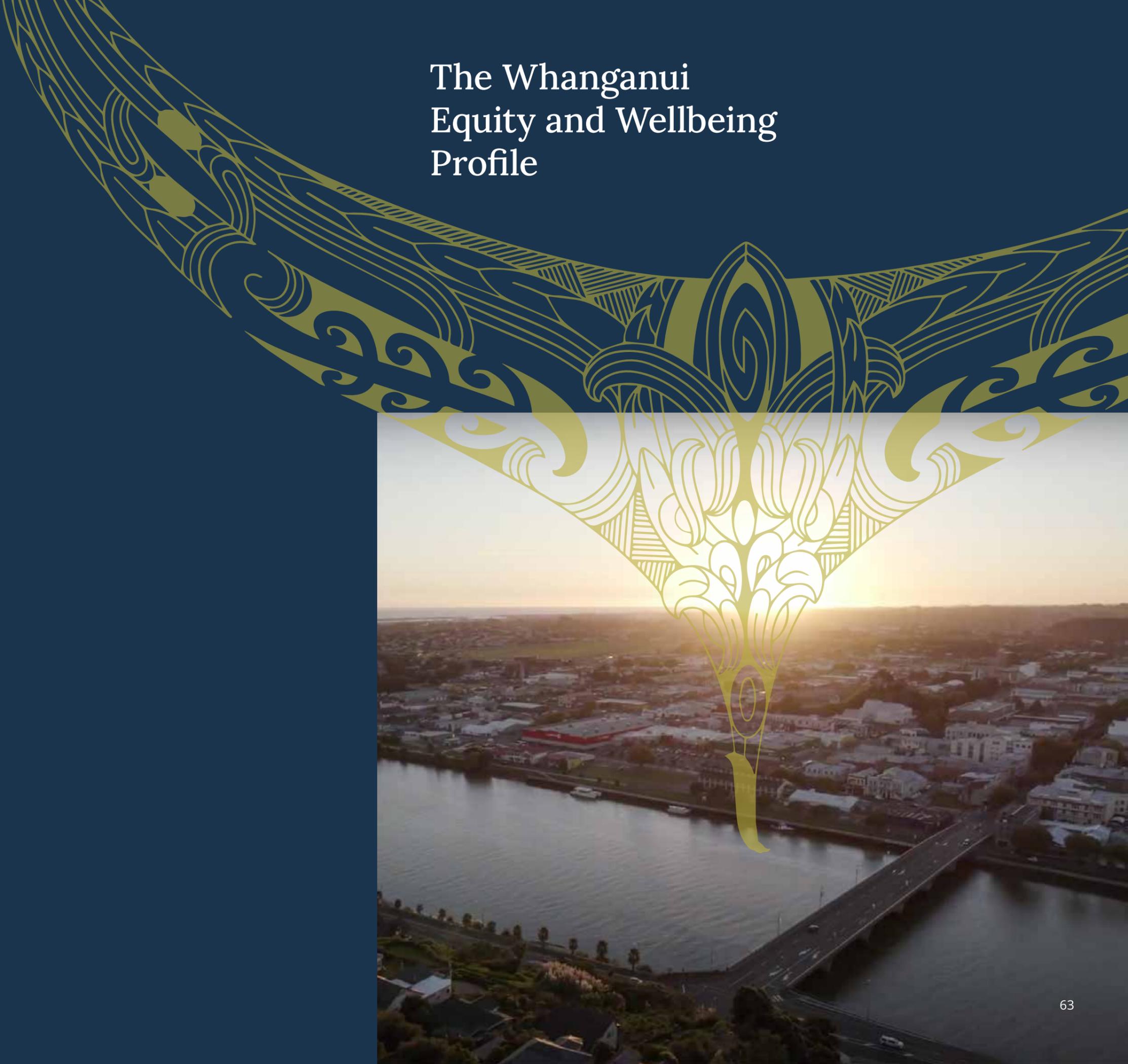


Figure 16 - Snapshot of the Whanganui region

The Whanganui Equity and Wellbeing Profile



The Whanganui Community Systems Map

KEY

- 1 Associated themes
- + Positive impact
- Negative impact
- Neutral impact
- Associated Sustainability Goals
- Direction and connection

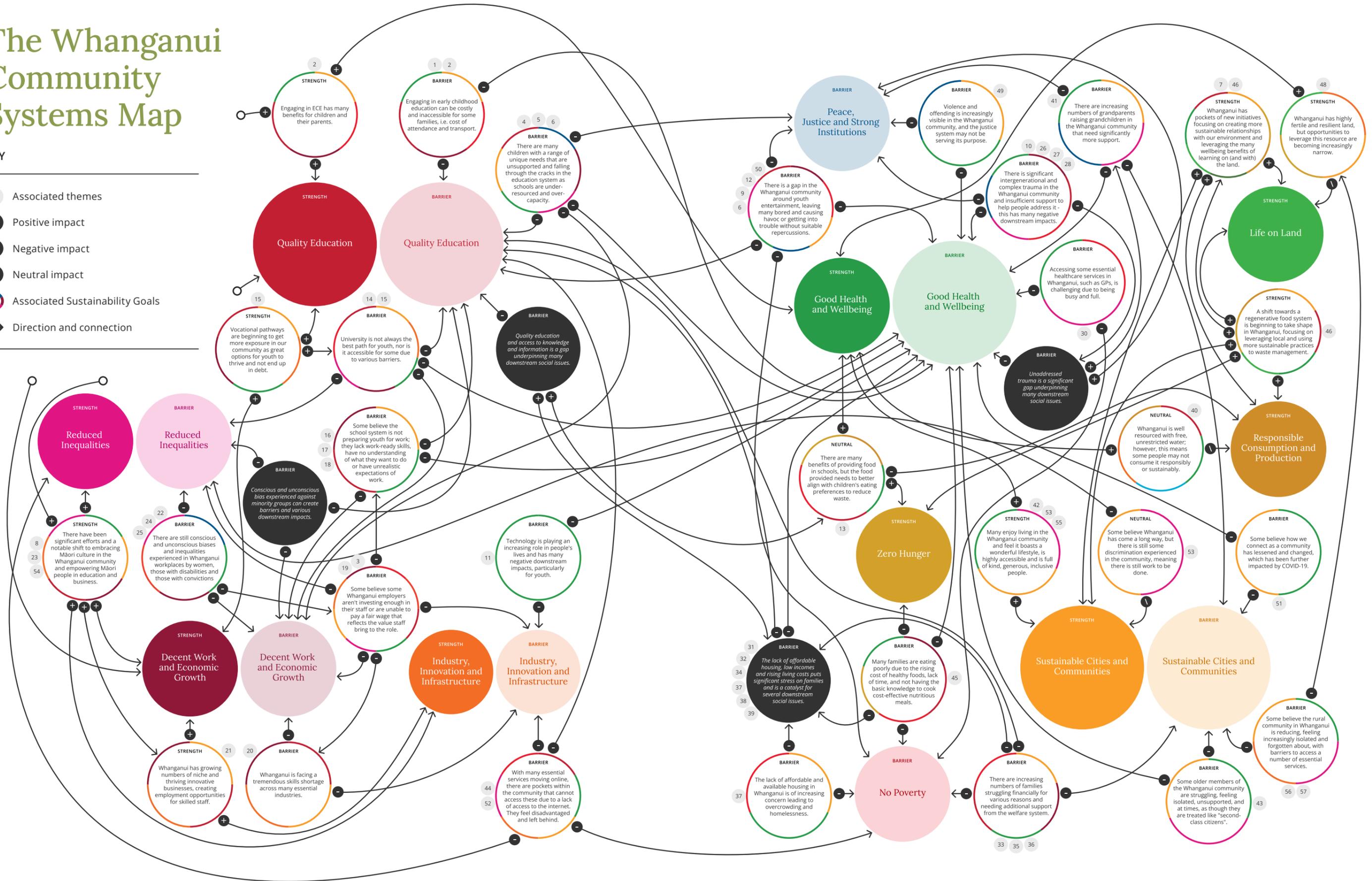


Figure 17 — The Whanganui Systems Map

How to read the insights

Themes

The system map on the previous page (see figure 17), aims to capture the complexity of everything we have heard on one page, including all of the themes. To make things a little easier to follow, each theme has a number, and you will see these numbers featured in the map, representing where they sit in the system and what they may or may not be related to.

In this section of the Equity and Wellbeing Profile, we delve much deeper into each unique theme that has been uncovered through engaging with members of the Whanganui community.

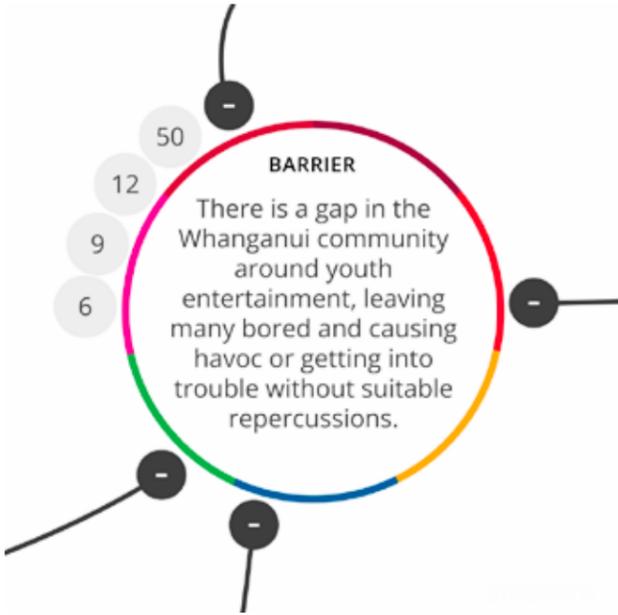


Figure 18 — Close up of theme numbers attached to Systems Map

Life Stages

In order to ensure our themes are as relatable as possible, we have aligned them to the various life stages of the array of individuals in the Whanganui community. This is broken down into infant, youth, adult, elderly and all.

Additionally, we have captured some enablers and barriers within the system that are impacting the ability for organisations to work with and effectively meet the needs of the Whanganui community across these various life stages.

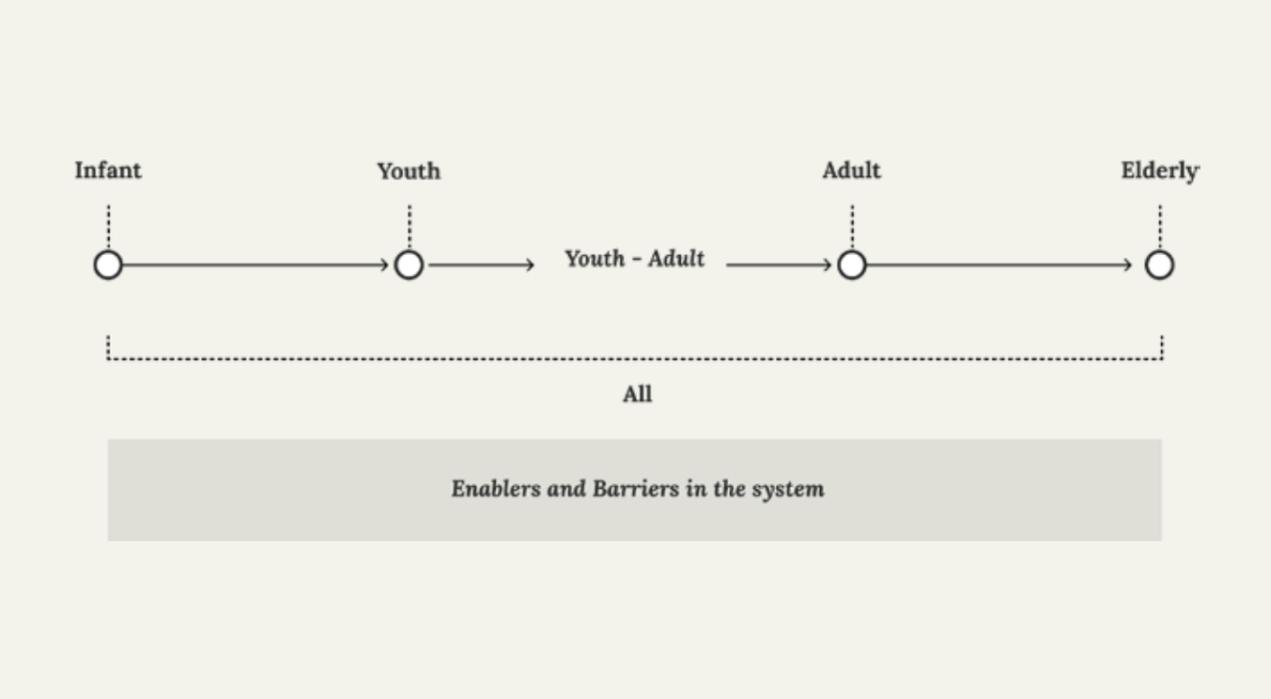


Figure 19 — Life stages

Framework Tags

We have also aligned and tagged each theme to our frameworks, which include the combination of the United Nations 17 Sustainable Development Goals, Treasury Living Standards and Whānau Ora Goals. You will find these tags on the top right corner of each page. They are coded as below:

Sustainable Development Goals tags:



Treasury Living Standards tags:



Whanau Ora Goals tags:



Statistics

In order to capture both sides of the story, we have built into each theme, any relevant statistics drawn from our Equity and Wellbeing Dashboard. This is to ensure each theme tells not only the people's story, but the data story too.

If you have less time...

If you are short of time, there will be a summary page that captures all of the themes in a life stage at the beginning of each life stage section. This will give you a great overview of the range of themes that were captured.

Alternatively, the last section of this report 'Summary of Findings', beginning on page X, aims to summarise all of the themes and insights captured in this report, into an easily digestible, and actionable format.

If you have more time...

If you have more time, there is a wealth of information on each individual theme. This includes the relevant stories that were captured from our community that speak to the strengths, barriers, opportunities and any good mahi stories in the community for each, as well as any relevant statistics.

We hope you find these insights both interesting, and inspiring. **Enjoy!**

Infant

This life stage encompasses all infants and toddlers that fall within the ages of 0 to 5 years old.

Quality Education

Theme 1—Whanganui has high early childhood education attendance; however, there are still some barriers to accessing this service for some medium and lower-income families.

Theme 2—There are many benefits of engaging in early childhood education for both children and their parents; however, high attendance can be a result of some parents feeling the pressure to return to work, missing out on bonding with their children.

Theme 4—Transitioning from early childhood education to school can be daunting for some parents and their children; they need to be well supported to ensure a positive and smooth transition.

Decent Work & Economic Growth

Theme 3—Qualified and unqualified early childhood education teachers and professionals are feeling increasingly undervalued and underpaid which may be contributing to the skills shortage in this industry; why choose this career path when you can get paid more to work at KFC.

Theme 1

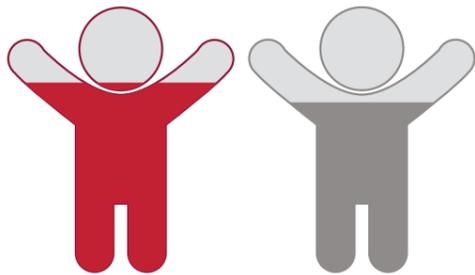
Whanganui has high early childhood education attendance; however, there are still some barriers to accessing this service for some medium and lower-income families.

Strengths

- New Zealand supports families to participate in early childhood education with funding to make it more accessible from the age of three.
- Whanganui has many diverse early childhood education centres for families to attend.

“Put all the money in at the beginning and it will get you good results.”

“High early childhood education attendance is because we are a low socio-economic area and have a lot of money and effort thrown into this.”



71.5% **64%**

71.5% OF WHANGANUI PRE-SCHOOL CHILDREN ATTEND EARLY CHILDHOOD EDUCATION, WHICH IS HIGHER THAN THE NATIONAL AVERAGE OF 64% AND THE HIGHEST OF ALL DISTRICTS WITHIN THE IMPACT COLLECTIVE REGION.

Impact Collective Dashboard, Goal 4: Education

Barriers

- Attending early childhood education can be a barrier for isolated families and/or unable to afford transport.
- The high costs of early childhood education (before their child turns three when funding kicks in) are too high for some families who are working and struggling to make ends meet.
- Some families who cannot afford early childhood education can keep older children home from school to care for younger siblings so that the parents can work.
- There are additional language and culture barriers to learning for some children and families where English is their second language.

“My partner is thinking of leaving work because it’s cheaper to have kids out of daycare than it is to have them in there.”

“Often these families don’t have transport and there are lots of barriers around getting to kindergarten, so we can support them in that way.”

HOWEVER, PARTICIPATION HAS DECLINED **OVER THE LAST 8 YEARS FROM 90%** AND THE PARTICIPATION RATE CONTINUES TO **TREND DOWNWARDS.**

Impact Collective Dashboard, Goal 4: Education

90%

Framework Tags

Quality Education

No Poverty

Social Cohesion

Human Capability

Economically secure and successfully involved in wealth creation

Opportunities

- Ensuring early childhood education is easily accessible for all families as it has a positive impact further down the track.
- Extending and adding additional transport services for isolated and high deprivation areas to make early childhood education more accessible for these families.

Good Mahi in the Community

- **Whānau Manaaki:** Providing a transport service that links into the community.

“A real pivotal part of our community out there, the transporters, they see the families everyday.”

Theme 2

There are many benefits of engaging in early childhood education for both children and their parents; however, high attendance can be a result of some parents feeling the pressure to return to work, missing out on bonding with their children.

Strengths

- Early childhood education teaches children and their families key learning dispositions and valuable life skills.
- Early childhood education centres that prioritise being a part of and building their community can offer parents support and career pathways that can be life-changing.
- Early childhood education centres that take a bi-cultural approach can create a trickle-down effect from children's learning around culture and identity as it is passed on to parents.
- Participating in early childhood education can give busy parents a break or allow them to pursue more for themselves.

"If they have those learning dispositions in early life, then they can do anything. And when they come up with a challenge in life, they are able to persist, those are skills all of us need, no matter how old we are."

"Even just a child coming 2-3 days a week, it is still coming into the educational service realm where learning happens, is supported and extended, and communities are built."

"The ability to have all year kindergarten has supported lots of our families to do more courses and lead to full time jobs because they are able to have their kids in care."

"For some people, it is just time out, and they need it."

Barriers

- Full-year early childhood education is needed for some families as both parents are needing to work more to make ends meet.
- Children sometimes need early childhood education as their basic needs are not being met at home, i.e. safety and food.
- Some parents want to remain at home during crucial infant years. However, they feel pressure to put children into early childhood education to look work-ready for employers and fulfil working requirements and obligations once they obtain a job.

"As far as I'm aware of, particularly for the first three or four years of a child's life. The attachment with a parent is the most crucial determinant of good outcomes."

"For some people, their kids need to be in childcare - it is not safe at home."

"The rising cost of living means parents have to have two incomes and have to look at going back to work, but then you end up paying for the childcare, so that you can go to work."

"You do feel like you're missing out on bonding with your kids because of the pressure to go to work."

"One of the things we have seen is that 75% of our kindergartens in Whanganui now are full year services, which supports that more families are needing to work more."

Framework Tags



Opportunities

- Ensuring families are actively engaged and included in their children's early childhood education.

Good Mahi in the Community

- **Whānau Manaaki:** Empowering whānau and community by offering diversified early childhood education services to support families and respond to community needs.
- **Hundred Acre Preschool:** Building connections with parents and wider networks so that they can understand and address the needs of their community.

"Looking at some of the families that have been really involved in our kindergarten, they have all gone on to be teacher aids, members of boards; it is the ripple effect of feeling confident to support their kids through the early childhood education system and taking the value of education with them."

"We just want them to have a place to be, to feel connected and for their child to feel a part of our community."

Whānau Manaaki

“We want to improve the relationships and connectedness with our communities. It is just continuing to always build relationships, talking with families and knowing where they are going to need support.”

“Children are the heart of the matter - when you have children in families, it is really our job to support the best outcomes.”

“Our strategic intentions are totally enabled through building communities, not just being involved, but being embedded in our communities. If we don't know everything about our families, we can't support our children in the best ways.”

“We just want them to have a place to be, to feel connected and for their child to feel a part of our community.”

“We have our transport run which supports our families out in the Castlecliff and Gonville area, it can transport up to 40 children a day, pick-ups and drop-offs. Often these families don't have transport and there are lots of barriers around getting to kindergarten so we can support them in that way.”

“A real pivotal part of our community out there, the transporters, they see the families everyday.”

“In the past years we have built some big supports in our communities to make that transition (to school) smooth.”

“It can be a really, really, really big step to step out of their family environment and into something entirely foreign to them.”

“We are trying to give different avenues for families, building relationships, different social events and ways families can engage, which means they go from popping at the gate to running the hāngī for example.”

“Last year our Gonville Kindergarten had a huge celebration of language week and ran a programme opened by our Samoan community, they opened it, everything was Samoan. For some of our communities that are pacific, it was really special and moving for them to be able to attend this, it took them back to their childhood, they really valued it.”

“Looking at some of the families that have been really involved in our kindergarten, they have all gone on to be teacher aids, members of boards; it is the ripple effect of feeling confident to support their kids through the early childhood education system and taking the value of education with them.”



Theme 3

Qualified and unqualified early childhood education teachers and professionals are feeling increasingly undervalued and underpaid which may be contributing to the skills shortage in this industry; why choose this career path when you can get paid more to work at KFC.

Barriers

- Unqualified teachers cannot receive the same pay level as qualified teachers due to employers being unable to obtain funding, even though many may be just as good and valuable at their jobs.
- Qualified teachers, whilst they are paid more than unqualified teachers, are also paid very little and feel undervalued.
- With the rising living costs and low incomes, many potential teachers are weighing up whether this is a viable career path, especially if it involves acquiring a student loan. This contributes to the skills shortage in this industry.

“If money is the deciding factor, because the cost of living is high, and you have to pay rent, bills and petrol, then why choose a career that’s not going to get you anywhere.

“The devaluing of those, that just because they don’t have the qualification doesn’t mean they don’t have the experience, and I can’t pay them more, but I’d love to pay them more, but I can’t get the funding to do it.

“I think early childhood is not valued, we don’t get much money, so why would someone choose to go to a job where they could go work at KFC, get paid more and don’t have to do three years of study and get a student loan? KFC pays \$23-\$24 an hour, that’s the starting wage of a qualified teacher.

“Why would you come into this job if you are not going to be valued? You literally get shit on you sometimes; you have to be really passionate about it.

Framework Tags

Decent Work & Economic Growth

No Poverty

Reduced Inequalities

Sustainable Cities & Communities

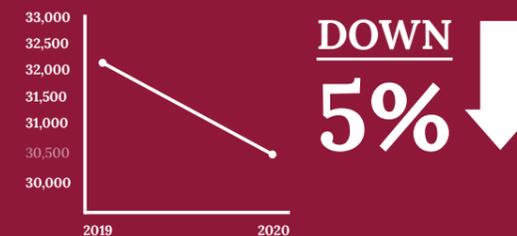
Social Cohesion

Human Capability

Economically secure and successfully involved in wealth creation

NATIONALLY THE TOTAL NUMBER OF EARLY CHILDHOOD EDUCATION TEACHING STAFF AT LICENSED EARLY LEARNING SERVICES DURING THE 2020 ECE CENSUS WAS 30,476. THIS WAS DOWN 5% FROM THE 32,065 WHO WORKED DURING THE 2019 ECE CENSUS.

Education Counts, 2020 ECE Census



WOMEN ACCOUNT FOR 97% OF TEACHING STAFF AT EARLY LEARNING SERVICES.

Education Counts, 2020 ECE Census

Theme 4

Transitioning from early childhood education to school can be daunting for some parents and their children; they need to be well supported to ensure a positive and smooth transition.

Strengths

- Engaging in early childhood education is an excellent way to build trust and confidence for families to step into the school realm.
- Teaching learning dispositions in early childhood education prepares many young children for school and life.
- The transition to school is welcomed by some parents when their children are 'ready'.

Barriers

- Transitioning from the family environment to the school environment can be a big step for some families.
- Some families have had bad experiences with educational institutions, meaning they can be wary about re-engaging with these services.
- Some children are not ready for and will not thrive if they begin school at the age of five, particularly children with developmental and learning disabilities, i.e. autism.
- Some families feel the support that is provided by the Ministry of Education for transitioning high needs children into school can be very ad-hoc and, in the absence of support staff, can often just be a money injection into schools.
- Children who haven't had early childhood education experience particularly struggle with the transition.
- Some families feel there is a lack of resources for parents and that the loss of funding for Plunket to offer home visits between the ages of 3-7 has left a big gap.

"Many kids can't speak properly, don't even know how to go to the toilet properly. It's a real problem and those poor teachers don't have the time to give these kids the independent support they need."

"Big fish in a little pond to a small fish in a big pond. We're quite small and unique. Then they go to school. It's a very big pond."

"I'm hearing from more and more people about the transitioning from early childhood education to school, how many children aren't ready at five, and if you send them at five they don't do well. There are some barriers around that."

"There's a huge emphasis on the child needing to be in school now, rather than allowing the children to move at their own pace."

"My daughter is a deputy principal at a school and there are still a lot of children going to school who don't know how to open a book and read it or write their name. There are lots of gaps, but I assume those are the kids that haven't had any early childhood education experience."

"Plunket has had their funding cut back so they are no longer doing home visits like they used to, that's a big problem. It's an extremely important one because the ages between three and seven are the most formative years."

"It can be quite scary if they have had negative experiences as a family with education facilities."

Framework Tags

Quality Education

Sustainable Cities & Communities

Social Cohesion

Human Capability

Participating fully in society

Opportunities

- Ensuring relationships are built with schools before the child starts school so that they are supported in their transition.
- Leveraging community networks and relationships to share knowledge and information to prepare families and better support the transition.

"It's all about who you know, who you're talking to and what information you've got. So it's a collective kind of support."

"Ensuring the relationships with schools begin to get built before they start."

Good Mahi in the Community

- **Whānau Manaaki:** Teaching learning dispositions so that children are prepared for life and school and are building some big supports in their communities to make the transition smooth.
- **HIPPY (home interaction programme for parents and youngsters):** Preparing kids and parents for school.
- **Takitini Hauora, Kāhui Ako (Communities of Learning):** Looking carefully around transitions.

"In the past years we have built some big supports in our communities to make that transition smooth."

"We are trying to give different avenues for families, building relationships, different social events and ways families can engage, which means they go from popping at the gate to running the hāngī for example."

Youth

This life stage encompasses all children and teenagers that fall within the ages of 5 to 18 years old.

Quality Education

Theme 5—Whanganui has some of the best schools in the country; however, the academic-focused education system doesn't work for everyone. Due to many teachers being over-capacity and a lack of additional support in schools, some students are going unnoticed and fall through the cracks.

Theme 6—Students who get expelled from school experience barriers to accessing the support they need, meaning some are left bored, unable to access education and getting into trouble.

Theme 7—There are benefits of leveraging the land as a vessel for learner-centred education and self-discovery.

Theme 8—There have been some significant efforts to better education opportunities and pathways for Māori, which have led to some excellent outcomes.

Good Health & Wellbeing

Theme 9—Whilst Whanganui offers free natural resources and boasts an active sporting community for young people, there is a sense that there is not much here for youth to do, meaning they are bored.

Theme 10—Some youth carry complex unaddressed trauma, which contributes to various negative downstream impacts as they lack the skills and support to process this in a healthy way.

Theme 11—Technology heavily impacts how many youth connect, interact, feel, think and play.

Peace, Justice & Strong Institutions

Theme 12—Youth offending is high and on the rise in Whanganui, and there is a sense that offending youth are not getting appropriate repercussions for their behaviours and actions.

Zero Hunger

Theme 13—Providing free food in schools offers many benefits; however, many participants reported that children are not eating the lunches due to a mismatch between their eating preferences and the food that is provided.

Theme 5

Whanganui has some of the best schools in the country; however, the academic-focused education system doesn't work for everyone. Due to many teachers being over-capacity and a lack of additional support in schools, some students are going unnoticed and fall through the cracks.

Strengths

- Some believe that Whanganui has some of the best schools in the country.
- Some schools in Whanganui are beginning to be more innovative with their curriculum, focusing their education around the needs of their students.

"We've got some principals in Whanganui who are the greatest heroes of our community."

"Many of the principles we interact with through our social workers in schools, they are just absolutely outstanding."

"There is a lot of innovation around shaping education around kids' needs and working really flexibly around the students' needs so what they are learning at school is relevant."

85%



of Whanganui school students attended high school until at least 17 years of age, which is slightly above the national average of 83.5%.

Impact Collective Dashboard, Goal 4: Education

ONLY 8% OF WHANGANUI SCHOOL LEAVERS ARE LEAVING WITHOUT ANY NCEA QUALIFICATION, A STRONG RESULT, AND AGAIN BETTER THAN THE NATIONAL BENCHMARK.



Impact Collective Dashboard, Goal 4: Education

THERE IS A REASONABLY WIDE DIVERGENCE IN EDUCATIONAL ATTAINMENT ACROSS LOCAL HIGH SCHOOLS, WITH SOME ACHIEVING SOME VERY STRONG NCEA RESULTS, BUT OTHERS NOT SEEING THE SAME HIGH LEVEL OF OUTCOMES.

Impact Collective Dashboard, Goal 4: Education

Barriers

- Youth who are not thriving in mainstream education are falling behind, missed or expelled as schools are overpopulated.
- Youth with diverse, non-academic learning styles and abilities fall behind or are labeled 'dumb' as mainstream education focuses on academic learning and intelligence.
- Teachers cannot fulfil the multitude of roles required to support the unique needs of each child. They struggle to develop meaningful relationships as they are overloaded, under-resourced and burnt out.
- Teacher aid support for children with more complex behavioural issues or learning disabilities lacks resources, and it can be costly for these families, especially in public schools.

"I feel so sorry for them because they are teachers, come social workers, come mothers, come parents, because of what's happened with our children."

"I definitely know kids fall through the cracks being a youth counsellor and there is not a lot of support in schools."

Framework Tags

Quality Education

Reduced Inequalities

Good Health & Wellbeing

Peace Justice and Strong Institutions

Social Cohesion

Human Capability

"Schools don't cater for all learning styles. Kids are falling out because it's not catering to their way of learning. It is still very language based vs. the 'doing'."

"Some of those classrooms are quite huge as well where the students just get lost, so the ones with a learning disability are just another number in that classroom, they don't actually learn anything and struggle to get their NCEA levels"

"Once they start behind, they stay behind, the gap that just keeps getting bigger (kids that may start with a language deficit)."

"That's what's wrong about our education system. It doesn't always fit some kids. It's not meant for them. They don't thrive in that environment and there are heaps of our kids up the river like that."

"In order to be classed as intelligent or clever, you need to be able to read and write; it doesn't acknowledge or value 'intelligences elsewhere'."

"Teachers are too busy to build meaningful relationships with kids."

Opportunities

- Intervening earlier and providing better support when children begin to fall behind in school.
- Including more exposure to skills-based subjects in the school curriculum as real career opportunities, i.e. cooking.

Good Mahi in the Community

- **City College:** Providing kids with relevant vocational learning pathways, i.e. building a house on school campus.
- Some outstanding principals and leadership in Whanganui schools.
- **Some Whanganui schools:** Keeping youth engaged in education through more practical and skills-based learning programmes (i.e. building rockets to learn maths and physics).

59% OF WHANGANUI SCHOOL LEAVERS ATTAINED NCEA LEVEL 3, WHICH IS SLIGHTLY LOWER THAN THE NATIONAL AVERAGE OF 61%.



Impact Collective Dashboard, Goal 4: Education

Whanganui City College

“The kids and the whānau here are the most important things. The other vital cog in the wheel is the staff.

“Our whānau, they have a say at this place. The things that are important to them need to be known by us and they are a big part of who we are and what we’re doing right here.

“Tūhonohono is the word that I’m barking around here. If you can make the connection with the kids, the kids can understand that you are a teacher that cares for them. The more you know about them, what they need, and what they want from them and the family, you’re onto a winner.

“What I’m hearing from whānau here in Whanganui City College, with what we’re doing in our curriculum, things are working. The curriculum that we are used to and what parents are used to is a curriculum that’s designed to send kids off to university, but university is an aspiration, but the reality for some, and they will tell you “I’m not really into university Matua, I just want to be this, I want to do that.”

“You’ve got to set up what you do at the school in line with the direction that these kids are going to go in.

“There are obviously children or young adults going to school, who don’t want to be stuck in a classroom all day. They want to get into the trades and this is a gateway for them to get into the trades. Whether they come here and do the building course, and then go off and be a plumber or an electrician, you know, the trades are screaming out for people.

“The kids are getting an early introduction to what could happen to them in the next 18 months, two years. Actually going into the building and construction side of things, and actually building a house at kura, that’s really cool. It’s changed their outlook on a destination and, not only that, they’re getting qualifications, and credits towards their level two and level three.

“It’s pretty satisfying. I remember last week, we had no frames up, because we were waiting for the floor, but then we put them up and everyone was buzzed out at how far they’d got.

“I love building. I want to look at getting me an apprenticeship next year, hopefully somewhere in Auckland, and just stick to building, the rest of my life.

“I don’t want my kids leaving school and going to nothing, man. If they’re leaving school because they just want to leave school, that’s not good enough for me.

“If we’re doing our job right as teachers here, and I’m a whānau teacher and I’m tracking my kid from year nine to year 13, hopefully, I’ll know what the destination is.

“This is the start. It’s a start for getting them enthused into this particular mahi. They’re screaming out for workers to hop into the space and I’d really love for a house to go to a whānau here in Whanganui, that’d be so cool.

“I think what we need to do here is continue to love our kids. Continue to find out more about our kids. Not only here and in schools and primary schools, secondary, wherever.



Theme 6

Students who get expelled from school experience barriers to accessing the support they need, meaning some are left bored, unable to access education and getting into trouble.

Barriers

- Some students are getting expelled because schools don't cater to their needs and learning styles, which leads to them getting into trouble.
- Some problem behaviours in children that lead to expulsion can be intergenerational and hard to address, including a lack of value for the education system.
- Some expelled students experience barriers to getting accepted into other schools or accessing support to get back on the right path.
- Certain schools are becoming dumping grounds for expelled students. This negatively impacts behaviours and achievements within those already struggling schools as they become breeding grounds for extreme behaviour, i.e. bringing knives to school.
- Some schools choose to keep expelled students on their rolls for financial benefit, meaning youth are left expelled, bored and unable to access support or alternative education.
- Engaging youth who are not in employment or at school anymore is resource-intensive.

"There's usually a reason why they're expelled from school and often, no matter where you put them in, it's gonna follow them.

"There is definitely a gap in support. We've got MSD that has the Youth Services section but not everybody is being caught.

"If you're 11, 12, 13, 14 and struggling in terms of education, what support is there for you at that point? Verses, there's quite a lot for 16 upwards.

"We have a few schools in the middle that end up the dumping ground and historically have been the dumping ground for the kids that no one else will have...so there are terrible behaviours in those schools, you know, weapons going to school, principals being assaulted, horrendous stuff happens at those schools. It's this ugly snowball. All these principles, they all hang out together anyway, they already give a heads up about who's out there. So we have this mass amount of teens, boys and girls, with no schooling. We all know that schools are under-resourced so once a young person is stood down from school there is a big gap before anyone actually picks them up, if anybody picks them up.

WHANGANUI HAS A SCHOOL STAND DOWN RATE OF **38 PER 1,000 STUDENTS** AND AN EXCLUSION RATE OF **18 PER 1000 STUDENTS**.

*Impact Collective Dashboard,
Goal 4: Education*



THE MAJORITY OF STAND DOWNS AND EXCLUSIONS ARE FOR BOYS, WITH BOYS BEING STOOD DOWN AT A RATE OF 54.4 PER 1000 STUDENTS COMPARED WITH 21 PER 1000 FOR GIRLS. THIS IS HIGHER THAN AVERAGES SEEN ACROSS SCHOOLS IN NEW ZEALAND.

*Impact Collective Dashboard,
Goal 4: Education*



Per 1,000 Students

Framework Tags

Quality Education

Reduced Inequalities

Good Health & Wellbeing

Peace Justice and Strong Institutions

Social Cohesion

Human Capability

Opportunities

- Targeting programmes at bridging the gap for students who are expelled and unable to access support.
- Earlier intervention around why kids may fail or fall behind and what could be done to remedy this before it is too late.

"If you can support the young ones who have become dis-engaged, and link them back into a thriving community, this equals fantastic outcomes further down the track.

"Need to find out why they are bored and why they are not achieving standards at school. And before it's too late. It's easy for people to say 'pass, fail, pass, fail'.

"I'm actually going for some money to be able to kind of support young people that potentially have fallen out of school and not yet claiming benefits and at the risk of long term unemployment.

Good Mahi in the Community

- **The Youth Guarantee Programme:** Offered to children aged 16-19 that get expelled or drop out of school to get their NCEA level 1 and 2.
- **Te Oranganui, Te Ora Hou:** Support for expelled children.
- **Whanganui District Employment Training Trust:** Facilitate employability support for young people and work with MSD to work with youth who are not in employment or at school anymore.

There are benefits of leveraging the land as a vessel for learner-centred education and self-discovery.

Strengths

- Learning from (and on) the land exposes people to diverse new environments and experiences where deeper-rooted learning and purpose can be achieved.
- Outdoor learning has many mental health benefits.
- Learning through doing is essential to building greater self-awareness.
- Learning collectively enables people to build relationships with themselves, one another and the environment.

“There’s like a resurgence of you know, going back to basics, like you say, there’s a massive undercurrent of a younger generation that’s coming up and they are environmentally minded – they are considered.”

“Over the journey with these amazing young people we witnessed this coming to life, amazing growth, empowerment and liveliness come into kids that were quite disengaged at school, quiet, heads down - kids who the education system doesn’t work for.”

“Those who don’t go on to be farmers are amazing accountants and artists and kura teachers. They take those permaculture learnings to whatever career choice they’ve got.”

“Through these types of conversations we witnessed this deepening awareness within these young people in relation to who they are and what they care about and what they want to do in life.”

“Open mindedness to different views in life, different perspectives, different ways of seeing the world, different ways of knowing.”

“Simply getting everybody outdoors, but especially teenagers, is really important for mental health.”

“As an educator, you don’t have to plan out everything you’re going to teach because you go to the learner “what do you want to learn”. They then feed into it and it’s, gosh, it’s regenerative learning.”

Barriers

- The benefits of learning from and in the environment are being lost due to the way things are in today’s society.
- There are barriers to designing and offering quality environmental education courses and pathways.
- Being truly learner-centred requires high customisation, which can be challenging with more complex individuals.

“The many benefits of being in tune with the environment and gaining wellbeing through learning are being lost as this is not the way things are in today’s hectic world.”

“Trying to be learner-centred in a group of 20-30, that gets watered down pretty quickly.”

“You talk to any teacher or anyone that’s involved in that space that is truly learner-centred, it is very customised and the more challenging the individual is, the more intensive that customisation is.”

Framework Tags

Quality Education	Good Health & Wellbeing	Life on Land	Climate Action	Responsible Consumption & Production
Natural Environment	Human Capability			
Living healthy lifestyles	Cohesive, resilient and nurturing	Responsible stewards of their natural and living environments		

Opportunities

- Allowing learners to direct their own learning pathway and grow as and how they need or want (learner-centred education).
- Facilitating transformative and transferable learning experiences through caring for the land, having deeper conversations and building greater awareness of the environment.

Good Mahi in the Community

- **Rauru Kiitahi:** Doing environmental work with local schools.
- **The ECO School and The Learning Environment:** Providing transformational mentorship for youth.
- **The ECO School:** Offers a ‘Forrest Educator’ course.
- **The Learning Environment:** Provides deep learning through conservation courses for youth.

The ECO School Whanganui

“What we tried to do is make high-quality environmental education affordable to everybody. No barriers to high-quality learning... We believe everybody deserves the highest level of permaculture education or forest learning. Children from all schools should be able to be outdoors on a farm learning all the time. We remove barriers to participation. And on our farm, we try to practice best practice land management. And we follow that up with best practice education.”

“We can bring people here, immerse them in learning how to be kaitiaki of a piece of land, then wherever they go, they take that learning and replicate it someplace else.”

“There are so many benefits. Let’s just start with mental health. Let’s look at teenagers in New Zealand, simply getting everybody outdoors, but especially teenagers, is really important for mental health.”

“First and foremost, our goal for the farm is Kaitiakitanga. We really want to be good guardians of this piece of land. In modern agricultural language, that means we practice regenerative agriculture. So we can grow food simultaneously with healing the land.”

“We’re building soil fertility, we’re managing water better to reduce drought flood cycles, we’ve planted probably 3000 native trees, we fenced off the entire stream, we’ve improved water quality, we’ve improved biological diversity, and we’re growing food simultaneously.”

“It’s not an easy thing to do, managing this piece of land, making it productive and healing it and having a 12-month growing season. Not easy. But what it makes me want to do is share our successes. Our successes have been in low-input, high-performance systems.”

“Once we improve the land, the soil and the water, then the plants get healthier. Then the animals who eat those plants get healthier. Then the soil gets healthier. Then the water balance on the farm gets healthier. Same thing with the home. Same thing with a learner.”

“What we do is low-input, high-performance systems, whether it’s a farm, whether it’s a house, and the same thing can go with education because the best type of education is learner-centred.”

“As an educator, you don’t have to plan everything about what you’re going to teach because you go to the learner and say, “what do you want to learn?”, and then they feed into it. Gosh, it’s regenerative learning.”

“It’s called observe and interact in permaculture, observe and interact. I’m on a farm, observing and interacting. I’m in my crappy old farmhouse and I want to renovate it, observe and interact. I’m with a learner, observe and interact. That’s the best result all around.”



Theme 8

There have been some significant efforts to better education opportunities and pathways for Māori, which have led to some excellent outcomes.

Strengths

- Sporting is a common gateway for Māori youth to access and thrive in quality education pathways.
- There has been more integration for Māori due to more Māori being in positions of leadership.
- Māori around Whanganui and up the river are proud and are getting better at looking after themselves.
- Iwi play a big part in getting whānau more involved in their children's education journey.

“If you're a kid and you see people like you in positions of leadership and authority, then that becomes more relatable.”

“That's a good thing, everyone regardless of their race should have the same opportunities.”

“Iwi are playing a big part in trying to get whānau involved in becoming a part of their kids' education.”

“Some of those incentives or initiatives developed for Māori in education are having some good outcomes.”

“There's a lot of Māori in the teaching space, Māori schools, kura, and Māori principals. Maybe there's just a bit more integration.”

“There are a lot of examples of this gap being broken and reduced in sporting in particular - from that, they are going to achieve also in the classrooms!”



SIMILARLY, THE NUMBER OF **MĀORI RANGATAHI** STAYING AT SCHOOL UNTIL AT **LEAST 17 YEARS OF AGE** HAS **INCREASED BY 9%, TO 78%**.

Impact Collective Dashboard, Goal 4: Education

THE NUMBER OF **MĀORI STUDENTS** LEAVING WITHOUT **ANY NCEA QUALIFICATION** HAS ALSO **REDUCED BY 26%, TO 12%**, A VERY STRONG IMPROVEMENT FROM 2019 TO 2020.

Impact Collective Dashboard, Goal 4: Education

Framework Tags

Quality Education

Reduced Inequalities

Sustainable Cities & Communities

Social Cohesion

Human Capability

Self-managing and Empowered Leaders

Participating fully in society

Confidently participating in Te Ao Māori

Cohesive, resilient and nurturing

Good Mahi in the Community

- Bi-lingual kaupapa Māori schools where kids can learn about their culture and language.
- **Whānau Manaaki:** Developing a bicultural and localised approach to their curriculum.
- **Takitini Hauora:** Work around Māori education.
- **Te Kura Kaupapa Māori o Tupoho:** A great Māori school in Whanganui.
- **Castlecliff schools:** They have had some change over the last few years and it's definitely a 'shining light'.

Theme 9

Whilst Whanganui offers free natural resources and boasts an active sporting community for young people, there is a sense that there is not much here for youth to do, meaning they are bored.

Strengths

- Whanganui has many natural resources for youth to freely engage in, i.e. river, sea, parks and the skate park.

Barriers

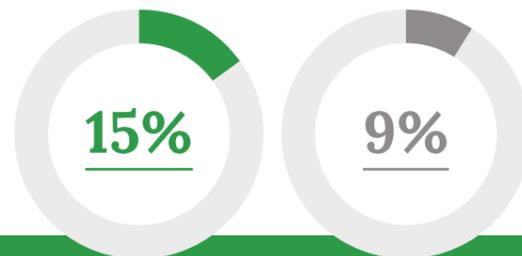
- Whanganui has limited entertainment options for youth and families to engage in for free, meaning they are bored, especially on rainy days.
- Non-sporty kids are left behind as Whanganui has little to offer youth who aren't into sports.
- When youth are bored and with nothing to do, meaning they are more likely to get into trouble, i.e. drugs, alcohol and reckless driving.
- Some of the things youth like to do in the bigger cities are not feasible in Whanganui, i.e. hanging out at big shopping malls.
- Having little for youth to do in here is a barrier to attracting certain people and businesses to Whanganui.

“My daughter complains there is nothing to do so they end up having parties and drinking alcohol and that is when they get into trouble isn't it. I can see that being a battle on the horizon.

“There is no youth centre here, where they can go and just be. And that's all just a lack of funding. There is not much for them to do here.

“In terms of the sport offering and natural resources we have in the Summer, that works well. But I think it's a struggle for parents finding activities for their youth on rainy days in Whanganui.

“Nothing for youth to do flows into our work around attracting people to Whanganui and the kinds of people we want to come here - It's definitely a barrier to attracting certain people to Whanganui. If you bring in that stuff, it needs to be financially viable, all very well going bowling each week, but if you're having to pay each time, it's not possible. My youngest, she's 14, and she and a friend came into town for the day. They walked around Kōwhai park and some other stuff, but there's nothing for them to do! They're bored. There are some great things for youth to do but they cost and if people are strapped for cash, and all of these things cost money, then they get bored because they can't afford it.



THE YOUTH UNEMPLOYMENT IS HIGH IN WHANGANUI AT 15% COMPARED WITH A NATIONAL AVERAGE OF 9% NATIONALLY.

Impact Collective Dashboard, Goal 11: Sustainable Communities

THE TEENAGE BIRTH RATE IN WHANGANUI IS 6.3 PER 1000 PEOPLE COMPARED TO THE NEW ZEALAND AVERAGE OF 5.5. THE RATE OF TEEN BIRTHS HAS BEEN DECLINING SINCE 2008, WHEN IT REACHED ITS PEAK IN WHANGANUI.

Ministry of Health, Teen Birth Rate 2018

Framework Tags

Good Health & Wellbeing

Sustainable Cities & Communities

Peace Justice and Strong Institutions

No Poverty

Natural Environment

Social Cohesion

Financial & Physical Capital

Human Capability

Self-managing and Empowered Leaders

Participating fully in society

Opportunities

- Creating more engaging and affordable entertainment solutions for youth in Whanganui, i.e. 'Timeout' facilities.

“I was in Rotorua a couple of weeks ago, there's quite a large new facility that's like Timeout on steroids. It's actually out in the suburbs. And it was packed. It had a range of activities that were family orientated. Back in our day we had Night Rider. It gave us somewhere to go, something to do.

Good Mahi in the Community

- **Sport Whanganui and TCLT initiative:** Sport programmes for the communities living up the Whanganui river road.
- A “gaming centre” with a tenpin bowling alley is on its way to Whanganui. This has been expressed as something Whanganui youth would benefit from - however many activities in the centre will cost money.

“They are putting a “gaming centre” into the old Farmers building. If you've got money or if you don't have money it's still a place to hang that's not got alcohol or drugs.

Some youth carry complex unaddressed trauma, which contributes to various negative downstream impacts as they lack the skills and support to process this in a healthy way.

Barriers

- Many youth carry and are impacted by unprocessed intergenerational trauma.
- Some youth are excluded or labelled as unintelligent at school when they struggle to prioritise their education due to dealing with troubled homes or underlying trauma.
- Many youth aren't taught emotional regulation and stress tolerance at home or school.
- There is a sense that nobody can be bothered helping young people understand and address their trauma.
- Whanganui does not have enough mental health support services and therapeutic interventions for troubled youth. There is a lack of knowledge in Whanganui about where to send them.
- Unaddressed trauma and anxiety in youth are viewed as contributing to high youth suicide rates by some.
- COVID-19 seems to have further exacerbated anxiety and mental health issues amongst youth.

“It isn't as simple as they're misbehaving because it's Wednesday and they feel like putting people off. They've got a huge amount of stuff going on, they're going to school hungry, they come from a night where there's been family harm. Of course they're going to get to school and fall apart.”

“Trauma is a massive, massive issue among our young people. The emotionality. It's a massive, massive issue that we encounter every day.”

- “There is an astronomical amount of youth here that have complex, unaddressed trauma. Hugely so.”*
- “It's almost like the teachers are giving up (trying to help kids with complex trauma), it's in the too hard basket.”*
- “There is no real support there for them. There are no systems in place that allow children to get time out from that family trauma.”*
- “There is a big gap and it's been really quite evident since starting this role, a big gap for mental health services in therapeutic interventions for kids or young people.”*
- “Youth are not taught to deal with those really hard emotions because everything has been given to them, or they have been wrapped up in cotton wool.”*
- “When trauma isn't dealt with the cycle continues and it becomes intergenerational.”*
- “From conception to 3000 days is when you set kids up chemically for life... that's the bit that matters.”*

MENTAL HEALTH IS AN INCREASING PROBLEM ACROSS NEW ZEALAND WITH THE RATE OF YOUTH DEPRESSION DOUBLING SINCE 2012.

YOUTH MENTAL HEALTH IN AOTEAROA NEW ZEALAND: GREATER URGENCY REQUIRED, Koi Tū: The Centre for Informed Futures at The University of Auckland

Framework Tags

- Good Health & Wellbeing
- Peace Justice and Strong Institutions
- Reduced Inequalities
- Social Cohesion
- Human Capability
- Living healthy lifestyles
- Cohesive, resilient and nurturing

THE NUMBER OF SUICIDES IN WHANGANUI HAS BEEN RELATIVELY CONSTANT SINCE 2008. WHILE THERE WAS A SPIKE IN 2019, THIS WAS REDUCED IN 2020. THERE WERE 10 SUICIDES IN WHANGANUI IN 2020.

Annual Provisional Suicide Statistics, Coronial Services

Opportunities

- Better exposure of existing youth support services in schools and youth spaces.
- Making strong mentors more accessible for youth.
- Educating youth on what to do with and how to better handle their emotions (e.g. stress tolerance and resilience).
- Building stronger relationships and networks for like-minded organisations that want to do better for youth.

“It's okay to be angry, but it's how you react to things that we need to teach them.”

“I work for Youth Services Trust, who work with young people. We've been here for 25 years and still find people who don't know about us. We go to all sorts of concerts to sell ourselves and all schools know about us but still.”

“A mentor system. I know they are out there, it's just sourcing the right ones.”

“It's looking at gaps in our community and where we can fill them and meet the need for the kids.”

“It's also about developing relationships with businesses, different people in our community that also have a passion and a heart for youth.”

Good Mahi in the Community

- **Hāpai Oranga:** Anxiety and Mental Health Programme with students at Whanganui High School.
- **Youth Services Trust:** Supporting youth with trauma.
- **Tupoho Social Services Trust:** Working closely with Te Oranganui for mental health support for youth. Once a week someone from the rangatahi team will go in and do something with the students. They work on the Te Whare Tapa Whā model and they talk about all of it; drugs, alcohol, depression and suicide to build awareness.

Technology heavily impacts how many youth connect, interact, feel, think and play.

Barriers

- Youth have become reliant on technology and accustomed to information at their fingertips.
- With technology providing instant satisfaction, entertainment, and connection, youths' attention spans and ability to entertain themselves are reducing, meaning they become bored faster.
- Youth being glued to their devices leads to lower levels of engagement and connection with their families.
- Some have noticed violence is increasing in Youth. They are angrier and nastier than they once were due to social media modelling 'bad' behaviour as 'okay', even encouraging them to share this behaviour on these platforms for attention.
- Youth mental health, confidence and anxiety are impacted by social media due to the pressures of bullying and comparisons.
- Youth aren't learning life lessons through 'the lesson of struggle' as technology makes life easier and more convenient.
- The amount of time youth spend on devices from a young age may be contributing to poorer learning and social development.

"They are just not participating in their own life really, it is all just staring at a screen, it drives me nuts."

"They become absolutely hooked into their devices and completely isolate themselves from the people around them."

"If they can't communicate with their friends (via their devices) they freak out, they get anxious."

"The whole social media thing too, the impacts on young people comparing themselves constantly. Everybody just puts their best life on Facebook and Instagram so people just compare themselves to others' amazing lives. When really underneath it all it could be absolutely terrible, but they're not putting that on social media."

"Social media is all about money and possessions and materialism, life is about living."

"With social media there is the ability for people to say terrible things without any responsibility - bullying, shaming, body shaming and it's going unchecked."

"Social media plays a big role in youth offending, they like to show off and put it all on Facebook or Snapchat. Their ego gets them to do more because they get more Facebook hits."

Framework Tags

Good Health & Wellbeing

Social Cohesion

Human Capability

Living healthy lifestyles

"They are being provided with all of these unrealistic, imaginary worlds, that aren't real, and I don't think it's doing their mental health any good at all."

"Education is a social construct, some may feel that if they are teaching them through technology then they'll learn faster, but then there is that social development that doesn't happen. That social development is so important as well."

"Definitely online bullying is a huge factor... but also how quickly information spreads... something would happen in one class then the next class, everybody already knows about it. You don't even have time to prepare for it."

"Technology makes everything so much easier for us. But, you know, and making things more convenient and making things easier, sometimes we learn that we lose the lesson of struggle."

Opportunities

- Creating a space of belonging for youth to build self-worth and confidence; escaping the noise by getting out in the environment.
- Educating youth about the purpose and dangers of using technology and devices.

"School education and systems and the schools need to start educating kids about the purpose vs. dangers of these devices."

Youth offending is high and on the rise in Whanganui, and there is a sense that offending youth are not getting appropriate repercussions for their behaviours and actions.

Strengths

- A restorative approach to justice for youth gives them the opportunity to participate and take responsibility for their actions rather than locking them in jails or institutions.
- A restorative approach to justice also gives the victims of youth offending a voice, the opportunity to contribute to the sentence and speak about the impact it has had. This can be confronting but healing for some victims.

“The youth justice system is going really well, from my observation, it’s connected. It is a bit of a restorative justice approach.”

Barriers

- Youth offending is on the rise right across the country.
- Youth who are not in school and without work are bored and getting into trouble as there is nothing else to do.
- Youth are learning bad behaviour is okay as they aren’t significantly challenged or punished; the court system enables and supports this.
- Youth behavioural issues and offending happen across low and high socio-economic families.
- A restorative approach to justice is viewed as a non-punitive and healing approach to youth offending. However, some participants felt this may not be helping victims get the outcomes they need and can be viewed as ‘a lot of talk and little consequence’ if poorly facilitated.

“It’s all combined with feeling bored and having nothing to do. So, then what do you go and do? You go and cause havoc.”

“Youth crime in Whanganui has just gone through the roof, right across New Zealand. Covid hasn’t helped.”

“Really good facilitation is needed for restorative type conversations and this is a skill many people don’t have.”

“If you look at the legislation for youth crime, everything that is within the law is being done. When it comes to youth offending their hands are tied, nothing can be done beyond the slap on the wrist unless you change the legislation.”

“There doesn’t seem to be any consequences for young people. The police will come out, but there is no consequence because they are under the age of 18. That’s giving them a free hall pass to go and do it again and reinforcing the fact that this is okay because “I’m untouchable until I get to the age of 18”.”

“That’s a real hard one, I’m from the old school where if you do something wrong you go to jail but that’s not working. All they do is come out of juvie and they’ve got almost a degree in crime.”

“The kids at Collegiate have the same issues as all the other schools; they just have more expensive drugs, alcohol and cars to drive.”

“The issue is there is no penalty - there is no significant punishment to stop people doing some of these things.”

Framework Tags

Peace Justice and Strong Institutions

Good Health & Wellbeing

Quality Education

Decent Work & Economic Growth

Sustainable Cities & Communities

Social Cohesion

Financial & Physical Capital

Human Capability

YOUTH OFFENDING RATES IN WHANGANUI HAVE DECLINED STEADILY SINCE JUNE 2015, BUT THEY REMAIN HIGHER THAN OTHER PARTS OF NEW ZEALAND AND WELL ABOVE THE NEW ZEALAND AVERAGE.

Impact Collective Dashboard, Goal 11: Sustainable Communities



Opportunities

- Supporting youth who have become disengaged and connecting them to a thriving community.
- Applying and introducing a restorative approach within education to build ‘restorative schools’.
- Getting problem youth out in the bush and teaching them life skills; an accessible and affordable experience like Outward Bound to really challenge them.

“They need to get them out in the bush somewhere and teach them some life skills, similar to Outward Bound but not at that expense, so that they can stretch their imagination and realise that being a part of society and a group is better.”

Good Mahi in the Community

- **Whanganui Restorative Justice:** Supporting a restorative approach to justice for youth.
- **Whanganui Restorative Justice:** Youth conferences partnering with the police, courts, NGO’s, government agencies, iwi, schools and social services.
- An initiative gathering support is an iwi panel, where their young people are not going to court, instead they are going to this panel. This is for low level offending, to try and make it more user-friendly.

“What we are trying to do is move from just dealing with the cases and conferences, to try and have the whole environment prevent things, try and build a restorative school, or restorative workplace”

Providing free food in schools offers many benefits; however, many participants reported that children are not eating the lunches due to a mismatch between their eating preferences and the food that is provided.

Strengths

- Food in schools has made a massive difference, increasing access to nutritious food and reducing the financial strain on families.
- Having full tummies supports better learning outcomes for many children receiving these lunches; when they eat well, they learn well.
- Eating collectively brings children together and helps to build relationships through food.

“I think it’s an incredibly good service to have in the community as it just takes that little bit of pressure off families trying to feed their kids.

“Certainly for kids learning and stuff, being able to go to school and have a full tummy is important. It’s had an impact on families’ food budgets because getting lunch together for your kids to go to school is a big expense. For some of these kids - this is the only meal they get. Parents saying with lunch at school, “at least I know that they are getting one balanced meal a day so at night I know I can throw two-minute noodles at them and not feel guilty”.

Barriers

- Many children aren’t eating the free lunches provided in school. They are ‘too healthy’ as they must meet strict Ministry of Health guidelines, leading to high volumes of food waste.

- Some meals are very low in quality due to some lunches in school providers being driven by mass production and prioritising making profits.
- There is a stigma associated with receiving free food for low and medium-income families to overcome.

“We don’t need to be the police during hard times. It’s stressful. It’s really stressful for parents putting those guidelines out there. If they give their child peanut butter on white bread, then you’re a bad parent.

*“Most of it gets thrown out into the pig bucket... it’s food that the kids won’t eat!
 “One of the meals was a spinach sandwich - what child is going to eat a spinach sandwich!
 “Our mokopuna who have gone to school, they have gone to the extreme, salad rolls, salad sandwiches, which is fine but when you look at the community of these children and what they have been used to eating... very few of these lunches are getting eaten.
 “We had to get a whole skip outside our school for the food waste.
 “We’re getting a lot of those lunches at the moment and giving them to our clients because they are not getting eaten. It’s been great because we’ve been able to deliver a lot of our family’s food but that’s a pretty stuffed up system.
 “There is a lot of pride, people not owning up to the fact that their children are hungry, you hear stories about children saving lunch so they can eat it at night-time.
 “It’s the same system, the same systemic issue of a big company mass producing meals that fit ministry guidelines to make profit.*

Framework Tags



Opportunities

- Working with and involving children (and families) in designing the menu and making the food has been proven to help turn this around. It also gives them greater visibility and accountability for food waste.
- Introducing free food earlier, i.e. during early childhood education, for it to become a way of life earlier and before unhealthy eating habits and preferences develop.
- Catering to cultural differences in food preferences across different areas of our community.
- Getting kids and schools involved in growing food.

“Introducing kai in school earlier. For some families where take-out is one of their staple diets, if something like food in schools is introduced at an early childhood level it may become a way of life.

*“It should be made so that there is no stigma attached to it. In England they are all provided with lunches in schools and that is just what happens, this is what we do’
 “It’s one thing to say, hey, we are going to provide lunches for your kids in school. Whereas an extension of that is saying to families, we’re looking at providing lunches, what might be some preferences or how might you see this rolling out and within the school. Then they can contribute with ‘this is the type of food that is familiar to their children’.*

*“Have a kōrero with the schools and the kids around what they want to eat.
 “Keep giving them some treats as well because they want to be able to learn and get excited about the food that they are going to line up for.
 “Get them involved from the garden, to the plate, to the home.
 “Looking at the food in schools and how that fits within local areas, there may be cultural differences between food, that could be more of a focus. An area that is highly populated with Pacifica there may be ways of looking at what food they are offering that could support that culture.
 “Kai in schools needs to be an internal model where the people doing the cooking can see the waste vs. producing it in a factory in Palmy and Easy Earth taking the waste, then you are not seeing the waste to know you need to make a change - there is no feedback essentially.*

Good Mahi in the Community

- Lunches in schools initiatives, i.e. Ka Ora Ka Ako, Keith Street School, etc.
- **The Kai Hub:** Emphasis on rescuing wasted food.
- **Easy Earth:** Picking up compostable school lunch packaging and food scraps.

Youth—Adult

This life stage encompasses all teenagers and young adults between the ages of 16 to 25 years old, who are transitioning out of school into further education or employment.

Quality Education

Theme 14—University is not accessible for some youth and their families due to financial and learning barriers.

Theme 15—University isn't the only pathway, nor is it for everyone. Yet, vocational pathways are often not given as much exposure or made as accessible for those who would really thrive in them.

Decent Work & Economic Growth

Theme 16—Some participants highlighted that many youth are overwhelmed with choices and are struggling to find meaningful career pathways where they will thrive. There is a lack of support and guidance to help them figure this out.

Theme 17—Many participants felt that youth are unprepared for the transition from school to the workforce and that schools are not equipping youth with essential 'work-ready' skills. Additionally, many businesses are not 'youth-ready', adding additional barriers for youth to thrive in the workplace.

Theme 18—Some participants felt there is a misalignment between youth's expectations of walking straight into their dream job vs. the reality of more appropriate jobs that match their lack of skills and experience.

University is not accessible for some youth and their families due to financial and learning barriers.

Barriers

- Trauma in youth can impact education performance, which can affect their university entrance.
- High costs of broader university expenses can be a challenge for some families with or without student loan support.
- Processes and forms used to obtain a student loan are complicated and are not easy for many youth to follow and complete, especially those with literacy or internet barriers.
- Families who fall in the middle ground of funding criteria (not rich but not poor) can miss out on financial support for tertiary education.
- Whanganui has very few competitive tertiary education options for people to attend, which means many youth are leaving Whanganui to pursue tertiary pathways elsewhere.
- Some youth have not been prepared for and struggle to transition to a learner-driven learning model at university. They can fall behind and fail, as the learning model at school is predominantly teacher-driven.
- Some youth transitioning to university can hide away and start to fail due to broader family and support systems no longer being in place at university.

“If you’re coming from an environment where there is trauma, you’re not succeeding as well as you could in school, and your university entrance is based on your performance at school. A lot of kids miss out on tertiary education because of that. New Zealand’s got a lot of trauma.”

“We don’t really have a local university, but Massey is only an hour down the road.”

“Universities, sometimes that can be quite daunting as well for people and again, they go from that little pond into a big pond.”

“Support systems aren’t there anymore that were at home and friends don’t necessarily go with them (to university).”

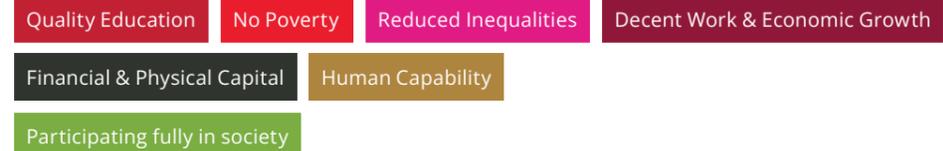
“There’s not much here. You’ve got to leave Whanganui to go to higher education except for UCOL which is very limited.”

“Also the cost of university is huge! Just being able to access it due to the cost can be the barrier.”

“They would base your student allowance on your parents income. I lived with my dad, he was on a low income but my mum, I didn’t live with her, she was on a really high income. So that determined how much I was getting. It was quite difficult and it’s a broken system.”

“The process to obtain student loan support is massive, creating a barrier to going to tertiary education.”

Framework Tags



Opportunities

- Making the transition into university for school students smoother, i.e. the process of obtaining financial support.
- Better support and earlier intervention for youth with trauma so that they can obtain university entrance.
- Making local tertiary and career pathways more visible for young people in the effort to support them to stay local.

“When you go to high school and then transition into university it’s quite a big jump, there is work that needs to be done, not just to work but to whatever they transition to.”

University isn't the only pathway, nor is it for everyone. Yet, vocational pathways are often not given as much exposure or made as accessible for those who would really thrive in them.

Strengths

- There are clear benefits of pursuing vocational pathways for many youth, i.e. being debt-free and getting practical work experience from day one.
- Trade and apprenticeship opportunities are on the rise, in demand and don't require obtaining a student loan; however, they are challenging to get into.
- Vocational pathways are beginning to get more air time. Some participants recall seeing advertising campaigns on social media and television.

"None of my kids went to university and they all ended up in really good jobs."

"I've certainly noticed a lot more advertising about vocational pathways on social media and television lately."

Barriers

- University isn't for everyone and the university narrative is pushing some youth into a pathway they don't thrive in, and into debt.
- A degree does not necessarily guarantee you a job; many youth are unaware of the extent of the full employment landscape and are opting for mainstream pathways such as university and getting degrees that they may never use.
- There is a lack of focus and information provided to school students around the possibilities and benefits of vocational pathways, i.e. trades or something creative.
- Education isn't preparing youth with vocational skills to support them into the workplace.

"Education is crucial, but not everyone has to go to university."

"Quite simply, for some people, university is a waste of time."

"Now kids have loans - and they are starting their adult lives already on the back foot."

"Maybe there's not enough promotion of what's available in the schools."

"There's a lot of pressure on kids to go to university. I know my kids weren't university kids but they felt stink because all their mates went to University. It's like "I'm miss-placed in the world just because I'm not going to university"."

"There's no guarantee if you do a degree, or any training, that you're going to actually get a job at the end of it."

Framework Tags



"It's quite common to go right through university and get a degree and then you don't know what you want to do and many people find they've done university study that doesn't align with the work that they ended up doing."
"They're put in that environment hoping that means it's going to mean employment, which means financial sustainability, when they just end up with debt."

31% OF WHANGANUI SCHOOL LEAVERS ARE ATTENDING VOCATIONAL EDUCATION CERTIFICATE 1-7 COURSES, COMPARED WITH 21.7% UNDERTAKING A BACHELOR'S DEGREE OR ABOVE.

Impact Collective Dashboard, Goal 4: Education



Opportunities

- Providing students with meaningful non-academic pathways from school.
- "The school system needs a big overhaul to get people into the trades, swinging a hammer around or something creative."*
"Speaking from a UK perspective - It's very common to leave school at 16 to go either into an apprenticeship or you go to another institution for two years of further education which is more specific to what you want to do. I just wonder how that would impact New Zealand."

Good Mahi in the Community

- **100% Sweet:** Supporting individuals who are interested in vocational pathways.
- **Land Based Training:** Construction industry providing training opportunities for vocational employment pathways.

Some participants highlighted that many youth are overwhelmed with choices and are struggling to find meaningful career pathways where they will thrive. There is a lack of support and guidance to help them figure this out.

Barriers

- Many felt youth are inundated with choice and employment possibilities meaning they are overwhelmed and unsure where to start when choosing a career path.
- Many felt youth experience extreme pressure to figure out who they are and what they're going to do for the rest of their lives at a very young age when they aren't ready to do so.
- There is a lack of support and career guidance in schools to help youth figure this all out; this leads to many choosing to go to university and do degrees that aren't well thought through.
- Younger generations seek more meaningful work that allows them to get ahead and contribute. However, Whanganui has few employment opportunities and even fewer meaningful employment opportunities to fulfil this.

"I didn't want to do something meaningless and then there were total slim pickings of even meaningless work."

"This is where the wellbeing aspect comes into it. 'What makes you happy?' 'Nothing'. They want to be a Tik Tok influencer, and believe it or not, think they can do that. That's unrealistic, not every young person is going to be that."

"I keep reiterating with them, you're so young, you can go and work at AFFCO until you figure it out. There is no pressure on you, your life is going to be so huge, don't put so much pressure on yourself. 'People change careers all of the time so it's not necessarily something you need to solve by the time you're 18."

"If we're talking about this from a psychological development perspective, they are still only in their later stages of identity formation and yet they have to decide what they're going to do for the rest of their life."

IN 2020 WHANGANUI HAD 605 SCHOOL LEAVERS, OF WHOM 202 (47%) WERE NOT ENROLLED IN ANY FORM OF ONGOING TERTIARY EDUCATION (DESPITE WHANGANUI SCHOOLS PERFORMING WELL EDUCATIONALLY). 22% WERE ENROLLED IN A BACHELOR'S DEGREE COURSE OR ABOVE, WHILE 31% WERE ENROLLED IN LEVEL 1 - 7 CERTIFICATES OR DIPLOMAS.

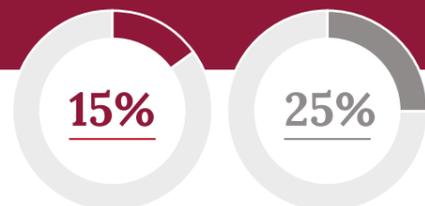
Impact Collective Dashboard, Goal 4: Education

THE NUMBER OF TERTIARY LEARNERS ENROLLED RANKED WHANGANUI 35TH OUT OF 66 COUNCIL DISTRICTS IN NEW ZEALAND. THIS IS DESPITE WHANGANUI RANKING 12TH HIGHEST IN TERMS OF NCEA LEVEL 3 ATTAINMENT.

Impact Collective Dashboard, Goal 4: Education

AN INFLUENCING FACTOR COULD ALSO BE THE LOWER LEVEL OF WHANGANUI RESIDENTS WITH A TERTIARY EDUCATION, **WITH ONLY 15% OF THE WHANGANUI POPULATION HAVING A BACHELOR'S DEGREE OR ABOVE, COMPARED WITH THE NATIONAL RATE OF 25%**, WHICH INDICATES THERE ARE FEWER TERTIARY ROLE MODELS WITHIN WHANGANUI FAMILIES COMPARED WITH OTHER PARTS OF NEW ZEALAND.

Impact Collective Dashboard, Goal 4: Education



Framework Tags

Decent Work & Economic Growth Good Health & Wellbeing Quality Education Sustainable Cities & Communities

Social Cohesion Human Capability

Self-managing and Empowered Leaders Participating fully in society

Opportunities

- Enabling youth to identify their unique talents and 'the world of employment possibilities' by connecting with themselves and others.
- Providing youth with access to diverse and influential role models for mentoring, i.e. people with skills and wisdom.
- Bringing back career expos for university AND vocational career pathways; COVID-19 meant many of these were cancelled.
- Creating greater awareness and exposure of trade pathways.
- Better guiding youth through the school system, i.e. providing school children with more tools like Clifton Strengths to help them identify their strengths and suited career paths.
- Inviting people into schools from various workplaces to talk to youth.

"The message should just be about, start somewhere, whether that's education or employment that is okay and a meaningful next step, even if you're not sure if that is your forever thing."

"Role models are important. Particularly men role models. They should bring in grandfathers and grandmothers because there's lots of older people out there with lots of time and wisdom."

"Work, training, tertiary education expo's; we haven't been able to do that under COVID restrictions. There's been a gap there for probably a couple of years now."

"They need to invite people into schools from various workplaces to come in and talk to the kids. Give the children a range of what's out there and what might be interesting for them."

"Some potentially starts at school, career guidance. You've probably got one career guidance person that's got a school of 1000 people. How do you interact with other students and support them to have a career pathway?"

Good Mahi in the Community

- New organisation setting up for mentoring (driven by Porridge Watson owner) - Has been going for a year or so now and he is building it up.
- **Te Oranganui:** Mentoring programmes with Māori kids and peers.
- Trade academies - Working to diversify employment possibilities for students.
- **The Learning Environment:** Enabling youth to connect with their unique strengths through deep rooted learning.
- **100% Sweet:** Helping and supporting youth to transition into work.
- **MSD:** Work Brokers who are assisting youth into work.
- Some schools have Kamar (an app on their school devices) - "It has a list of jobs, what their marks are, what their interests are. It gets them to answer a bunch of questions then gives them what they might be interested in... it's good"

Many participants felt that youth are unprepared for the transition from school to the workforce and that schools are not equipping youth with essential ‘work-ready’ skills. Additionally, many businesses are not ‘youth-ready’, adding additional barriers for youth to thrive in the workplace.

Strengths

- Some employers in Whanganui want to engage with youth to help support their transition into the workplace.
- Education is shifting; better aligning and offering subjects that set youth up well for work pathways.

“Education is shifting in regards to meaningful employment, I have seen a shift here within schools where they are preparing students for the workforce and are looking at education not just the core subjects, English, Science, Maths, but I’m hearing now Social Studies is a big player for many high school students and in that they’re talking about politics, environment, climate change.”

Barriers

- Education is not preparing youth with ready-for-work skills. There is a sense that youth are less skilled and less employed as they lack the essential skills and knowledge to gain employment.
- Parents may be placing too much responsibility on schools, not playing their part in contributing to getting their children work-ready. However, the increasingly digital and changing job landscape may be overwhelming for them too.
- Youth don’t always have the self-esteem and confidence needed to look competitive when finding employment.
- Employers often judge youth based on first impressions, and there is a sense that interviews don’t allow quieter, more introverted youth who struggle with confidence to shine.

- Some participants felt some workplaces in Whanganui are not ‘youth ready’ and ill-prepared for youth entering the workplace. Working conditions can be unsafe and unsupportive for inexperienced employees, leading to bad experiences for youth.

“You can’t expect a young person to hit the ground running, they lack the experience and need nurturing which means time and money.”

“How to give people a base skill when they leave school, this will take a lot of problems off the future employer.”

“There is the sense, where a lot of families now default that that’s the school’s responsibility.”

“Our young people are not ready for work, they are not ready for life. It goes back to support they might be able to gain at schools, healthy relationships, resilience, all of that. If they are not being modeled to them, how do they learn it?”

“How to talk to people, how to talk to colleagues, she (a young 19 year old staff member) approaches it very much as ‘you’re a teenage mate and I can talk to you like that’ but it’s not really appropriate.”

“Coming in what was identified is there is a huge component missing with regards to CVs, interview skills, job seeking etc in order to be able to compete with adults that have experience.”

“I had a bit of life experience behind me but somebody who’s fresh out of school or pretty young wouldn’t have the tools to deal with a big company where they’re in an unsafe space.”

“Businesses who invest in providing youth with a good experience have good kids come through; however, not all are youth ready.”

Framework Tags



“I do think sometimes with education, the schools aren’t thinking about the needs that are out there, I don’t know if the dots are being joined around what’s the need in the community and with tertiary education, are we putting people in the best place possible to fulfil the needs out there of employers?”

Opportunities

- Supporting youth to learn essential work-ready skills and tools (i.e. resumes and interviewing skills) for themselves rather than doing it for them. This means they will maintain those skills for a lifetime and thrive when transitioning into the workplace.
- Showing youth the work-progression ‘pathway’ so that they understand the journey and potential growth ahead.
- Working with youth on an individual level to help them build confidence and self-esteem.
- Building more flexibility into the school system so that it can be responsive to the needs of individuals.
- Empowering parents to play a more active role in teaching children essential life skills that prepare them for work.

“The expectation that school is going to give our youth everything they need, that’s handing over what actually we can do in the home. How do we encourage our parents that actually they’ve got a role and how to do that alongside their children?”

“They’ll always need support in CVs, they’ll always need support with interviews, they’ll always need support with building their confidence and self belief.”

“They should bring in some of the work ready skills, CV writing etc, that can be brought into the English sphere.”
“Life skills which contribute to those work ready skills are key.”
“The formal school system, subjects and curriculum does not meet the needs of most of the kids... so how do we create a lot of flexibility and responsiveness?”
“There needs to be a pocket of money to support businesses to support youth to be employed.”
“We are trying to figure out who the employers are that are creating programmes to help their kids transition into their workplace.”
“It’s almost 1:1 support that is required and on top of that they need mental health support too.”

Good Mahi in the Community

- **Some Whanganui businesses (e.g. Pacific Helmets):** Helping youth transition into the workplace.
- **MSD Youth to Work Programme:** Targeted at getting NEETs work-ready and off the benefit.
- **100% Sweet:** Supporting school leavers into the world of work with CV writing, interviewing skills, building confidence etc.
- **Sport Whanganui:** Has a programme aimed at helping youth build self-esteem and confidence to be more work-ready.
- **The Learning Centre, Te Ora Hou:** Offer themselves to provide support to people around writing their CVs etc.

100% SWEET

“100% Sweet was born from industry getting together and saying “we need young people that are work-ready into employment, but we’re having difficulty recruiting them”.

“We cover big achievements, teamwork, communication, mock interviews, and CVs. All those life skills that will help them transition easier into the world of work.

“It’s kind of learnt, giving them the skills and the tools to be able to then face the reality of what it is to be an adult and actually be in the big wide world and compete with everybody else in the workplace.

“If they’re not aware of the tools, you don’t know what you don’t know. So, if you give them the tools, you can see them thrive.

“They’ll always need support in CVs, they’ll always need support with interviews, they’ll always need support with building their confidence and self-belief.

“Some kids transition quite easily and some need a little bit more hand-holding and support, we’re able to provide that by supporting them and catching them before they fall.

“The Youth to Work program is exactly the same but targeted at NEETs, young people not in employment, education or training. So they’ve already left school, their benefits. NEETS generally have more complex barriers into finding work.

“Mental health and anxiety is a big issue that young people suffer through and it seems to be more complicated nowadays than when I was when I was a young girl.

“We’ve also got a database of past school leavers that we keep in touch with every year and, just to kind of track their progress through life.

“It’s fantastic to be able to give something back and to be able to then see young people kind of thrive and actually then just see that light-bulb moment that goes on... I’ve actually witnessed that quite a few times in the last couple of weeks... to be able to see them have that ‘green light’ moment where they think “this does make sense now”.

“What that future looks like, difficult to tell because it’s all down to the funding, but it would be nice to be able to be aspirational, be able to expand out and grow the team and support more young people than we do already.

“We want all our young people to have the ability to thrive, and to move into employment, sustainable employment, not just a casual job.



Theme 18

Some participants felt there is a misalignment between youth's expectations of walking straight into their dream job vs. the reality of more appropriate jobs that match their lack of skills and experience.

Barriers

- Youth are selective of what they choose to do for work as they have high expectations of stepping straight into their 'dream job' without hard work or experience.
- Youth are more demanding around work and unmotivated to work extensive hours as they are wanting hours to align with their lifestyle preferences.
- Businesses prefer to hire trained and skilled employees, reducing employment opportunities for unskilled youth.

"They just have no idea, no idea. "What do you mean I have to sweep the floor?". They have no clue.

"Some young people are a little bit too picky. They come across quite picky on their hours, their days, and the type of job.

"Kids today also just want to step straight into their dream job - they aren't prepared to put the hard work in.

"It's from being looked after by mum and dad too much. I struggle to get young people into a session in the morning, "I don't get up until 11am can we make it an afternoon one?"

"I've been working with young people for 8 years and it still amazes me. And they are tired from working 16 hours a week which they consider full time.

"We're constantly battling with it. There's lots of jobs if you are willing to get on the floor and work your way up. But often they're not lasting more than a week or two weeks because in their minds, you know, they want to be a, I don't know, a digital content creator.

"Young people say, well, I don't want to go work there, because it's too hard, I have to get up too early, it doesn't pay much.

"There is a lot of manufacturing here and a lot of micro businesses and so, what Mr. employer is wanting vs. what a young person is looking for is a definite disconnect.

"They do expect to be walking into their dream job. They don't get the starting at the bottom and working their way up and that their pay will reflect entry level.

"I have definitely seen that switch in youth going into the workforce where they are more demanding. They do want to have the weekends off. They don't want to work as many nights. So again, in that hospitality industry, that is a struggle.



AT
15% WHANGANUI'S YOUTH
UNEMPLOYMENT IS CLOSE
TO DOUBLE THE NEW
ZEALAND AVERAGE.

Impact Collective Dashboard, Goal 4: Education

Framework Tags

Decent Work & Economic Growth

Quality Education

Good Health & Wellbeing

Sustainable Cities & Communities

Social Cohesion

Human Capability

Self-managing and Empowered Leaders

Cohesive, resilient and nurturing

Opportunities

- Enabling and supporting youth to be more independent, i.e. by leaving home, to develop a better attitude and work ethic.
- Offering paid work experience to youth.
- Supporting businesses to be more 'youth ready'.

"For businesses - how inclusive is their environment, how do they support pathways and how do they show someone, a young person, that an entry level job has pathways so that they don't get put off in the early stages.

"It is about meeting in the middle, youth getting much more work ready but how do businesses become more youth ready? There's nothing really supporting that side in our district.

Adult

This life stage encompasses all young, middle-aged and older adults that fall within the ages of 18 to 65 years old.

Decent Work & Economic Growth

Theme 19—With some employers in Whanganui still taking an ‘old-school’ approach to how they treat, develop, and invest in their staff, many are struggling to attract and maintain employees.

Theme 20—Whanganui is facing a skills shortage across the board, particularly in education, healthcare, social support services and the trades.

Theme 21—There are growing numbers of thriving niche and innovative businesses in Whanganui that are creating new employment opportunities; however, these predominantly target skilled staff.

Gender Equality

Theme 22—Whanganui has come a long way with the equal treatment and opportunities available for women in the workplace; however, there is still a way to go.

Reduced Inequalities

Theme 23—There are many people in Whanganui who are passionate about supporting and enabling Māori individuals and businesses to thrive.

Theme 24—There is still a conscious (and unconscious) bias in Whanganui preventing people with disabilities from accessing and being successful in obtaining employment opportunities.

Theme 25—People with convictions who want to turn their lives around are experiencing personal and organisational barriers to accessing and gaining employment.

Good Health & Wellbeing

Theme 26—Drug addiction and imprisonment are significant issues amongst some Whanganui families; addicts need non-judgemental support from those with lived experiences to unravel their trauma and really turn a corner.

Theme 27—Many participants reported a significant number of people in Whanganui that are dealing with intergenerational, underlying and complex trauma, which can have many negative downstream outcomes e.g. family violence, poor mental health, abuse, and behavioural issues.

Theme 28—There are several personal barriers that prevent or make it challenging for people with trauma to get support.

Theme 29—Mental health and trauma support services right across the system are over capacity, burnt out, and struggling to meet the demand of the community.

Theme 30—Access to various essential healthcare services is a challenge for some in Whanganui.

No Poverty

Theme 31—With many parents working or feeling pressure to work full-time to make ends meet, there are various downstream impacts on families such as having a high reliance on early childhood education services, missing personal appointments, and having no free time to volunteer.

Theme 32—Low incomes, coupled with rising living costs, are putting increasing pressure on many families in Whanganui.

Theme 33—People are drawn into debt and are struggling financially for many reasons, i.e. they may lack financial literacy or need relief from hardship.

Theme 34—For some people, financial hardship can lead to an increased reliance on the welfare system and many downstream social issues, i.e. food poverty, selling substances, and family violence.

Theme 35—Some people are experiencing several barriers to accessing and maintaining welfare support.

Theme 36—Some families in Whanganui have an intergenerational reliance on the welfare system. They depend on the benefit as many experience barriers to employment.

Theme 37—Although many believe Whanganui is more affordable than other areas of New Zealand, purchasing a home in Whanganui is still an issue for many, with high housing prices and the lack of availability.

Theme 38—With the rising costs of rent, lack of rentals, and state and emergency housing, finding quality housing in Whanganui is an increasing challenge, especially for medium and low-income families.

Affordable & Clean Energy

Theme 39—The cost of power is higher in Whanganui and its rural settings, further contributing to rising living costs.

Clean Water & Sanitation

Theme 40—Whanganui is well resourced with free, unrestricted water. People can use what they need when they need it; however, this can lead to unnecessarily high usage.

With some employers in Whanganui still taking an ‘old-school’ approach to how they treat, develop, and invest in their staff, many are struggling to attract and maintain employees.

Strengths

- Caring for the wellbeing of their employees is of increasing importance for some Whanganui businesses in order to attract new staff and remain competitive to existing staff.

“Looking after staff and their wellbeing is increasingly important.

“In my experience leading or managing a staff of 30 to 32 people. We have challenges about how we recruit, how we retain people but our team and staff are the most important asset to the organisation. We put massive energy into how we are sustaining and nourishing people.

“My staff are the tools, so developing them and keeping them as long as possible is needed. So, I approach this completely differently, but this could be because of the role we are in.

Barriers

- Employees are increasingly seeking work that better aligns with their life priorities and provides more work-life balance; COVID-19 has triggered many people to reflect on their lifestyle choices and prioritise this further.
- It is challenging for businesses to attract and maintain staff at the moment, particularly when unemployment rates are extremely low.
- Whanganui has less opportunity for leadership or managerial roles as businesses are smaller meaning there are less career development pathways within some businesses to sustain their staff.

- There is a sense that employers have forgotten that recruitment is now a two-way street where employers and employees need to impress each other; many struggle to promote their brand image or work offering well which can be a barrier to attracting staff.
- Some employers are reluctant to invest in up-skilling their workforce, as there is a high risk employees will leave and they will not get the return on their investment.
- Some Whanganui businesses are also behind with ‘old school’ ideas and attitudes (lacking respect, dignity and decency) towards their staff; they will be left behind if they don’t evolve.
- Some businesses have high expectations of employees with long hours for minimal pay.
- Many employees don’t have time or energy to up-skill outside of work as they are busy, working long hours.
- Some Whanganui employers in certain industries aren’t investing in developing a local or youth workforce and have instead become highly reliant on migrant labour.
- Many social service workers need to invest heavily in their own training in order to maintain skills and registrations; however the costs associated with maintaining this are too high for some, driving skilled and passionate people away from these professions.

“The expectations of employers are long hours, minimal pay and that you should be grateful that you have employment.

Framework Tags



“I think they (employers) forget that recruiting is a two way thing. People will choose not to work because an organisation that has got a bad reputation, or they know nothing about the organisation because they don’t sell themselves. So they need to market themselves more effectively in order to attract people and they kind of forget that.

“We still hear businesses say that they are struggling to attract people when they are shooting themselves in the foot with their brand or their offering. Because surely if you’re an organisation that’s doing some good stuff, your brand is gonna help pull in people. “It’s not as simple as “you need to pay them more”, it’s offering a lot more of the package with regards to employability. I think employers would then hopefully be able to attract more talent to the workplace.

“Businesses here are 30 years behind in relation to wellbeing and values with some very archaic ideas.

“Businesses always say, we don’t have time to train our guys. They’re too busy working.

“They often say that there’s a lack of skill or a skill shortage in New Zealand, which I don’t think is true. I think there are skills here, but they’re not willing to invest.

“I wanted to have a job, because I have to pick up the kids from school, I had to end at 3’oclock. I wanted my business to work around my family, not my family to work around my business... the weekends are really precious.

“Now a ‘tradies market’ - you train them, invest in them, and then they get stolen.

“If businesses want to remain competitive in the long run, they used to be competing for customers and products are now competing for labor. And if they don’t have the game, they will be dropped out’

Opportunities

- Providing flexible training opportunities for people to educate and up-skill while working.
- Supporting and employing local knowledge and skill so that it isn’t lost.
- Empowering the next generation to take the lead so that businesses move away from preconceived ideas of ‘how things should be’.
- Businesses need to address their brand and employment offerings, including culture, rewarding staff and offering more work-life balance.

“We need to start training and developing people for the future. The future of working.

“Enable people to learn in a way that works for them so that it is flexible, efficient and still meet standards

“You either get new ideas, new businesses that reinvigorate, but many businesses here, you need young people to take the lead. I don’t think things are going to change if you have older people with preconceived ideas on how things should work. You’re flogging a dead horse with regards to changing mindsets.

“We need to keep a skill-base of workers here, because once it is lost, it won’t come back.

Good Mahi in the Community

- **Te Pukenga (New Zealand Institute of Skills and Technology):** Introducing micro-credentials online for employees to upskill and learn flexibly while still meeting work obligations.

Whanganui is facing a skills shortage across the board, particularly in education, healthcare, social support services and the trades.

Barriers

- Whanganui has a massive shortage of specialised skill sets, putting immense pressure on the healthcare and social support service systems as many organisations are unable or struggling to meet the demand of the community. Some that were mentioned include psychiatrists, speech therapists, social workers, counsellors, GPs, nurses and midwives.
- The education industry is also suffering a huge skills shortage meaning that schools and early childhood education services are often having to take who they can get at the cost of prioritising a diverse workforce.
- Whanganui is also experiencing a shortage in the trades and labour market as the industry is extremely stretched in relation to staff but also access to materials.
- As a result of the skills shortage, people are leaving jobs as they are overworked, burnt out, unsupported and under-valued.
- Many Whanganui employers are wanting highly skilled staff at minimum wage meaning many employees are choosing to look outside of Whanganui to seek better pay.
- COVID-19 has changed the employment landscape too, putting us at risk of losing further people and skills as people head back overseas or are offered remote working opportunities.
- Some older adults reaching retirement age find themselves unemployed or unemployable. They desire employment but don't have the support to find their next role

“Every counseling space we speak to there is just not enough. No one can get a social worker or a counsellor for love or money.

“There are a lot of us oldies now, and they are going to run out of people (nurses, GPs, healthcare professionals) to look after us.

“There is a skills shortage across the board. Particularly early childhood education teachers, I have advertised and I just get nothing.

“Even retaining qualified staff at the moment. I've been advertising for a year for a qualified teacher.

“I talked to a lot of industry people, tradies, builders, manufacturing and yeah the labor market, as opposed to admin, is really stretched.

“Trades, there's definitely a skill shortage for electricians, welders, engineering. Employers are really struggling to attract the skills in.

“There are people screaming out for employees, from multiple organisations. Especially big factory places. They are like over 100 staff short. That's quite a few - AFFCO, etc.

“Skill shortage, that's salary. Healthcare, skilled workers, teaching, it's the salary to pay for these professionals. If you have a better salary you might get a better source of employees.

“Real risk for us now with the brain drain, with people, particularly younger people going overseas to go back to their careers.

“I'm hearing of a few people that are looking at going overseas, which is again, that's going to affect that shortage even more. And of course, it's the lifestyle and the money and that's why they want to go.

“Something you hear about, through COVID, is the ability to have employment outside of Whanganui but live here.

Framework Tags

Decent Work & Economic Growth

Industry Innovation & Infrastructure

Sustainable Cities & Communities

Quality Education

Social Cohesion

Human Capability

“There is a nationwide shortage of psychologists and 45% of psychiatrists would probably leave the job if they could.

“People are overworked and undervalued so people have left.

“We are in desperate need of counselors and social workers yet they put these phenomenal high prices to get registered.

Opportunities

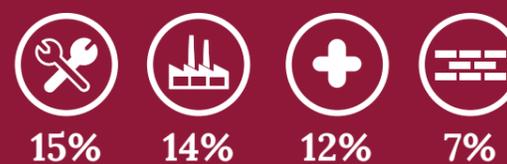
- Tailoring training programmes to better match the skills required for the jobs that are in demand in the Whanganui community.
- Companies to put more thought into succession planning and training staff appropriately.

Good Mahi in the Community

- **Careerforce:** Supports workplace-based training, enabling employees to achieve nationally recognised qualifications, and deliver superior outcomes across the health and wellbeing sector.

AT THE BEGINNING OF 2022 WHANGANUI HAD 751 JOB VACANCIES ADVERTISED ACROSS NEW ZEALAND'S THREE MAIN JOB VACANCY WEBSITES (TRADE ME, SEEK AND INDEED). **15% WERE IN TRADES AND SERVICES, 14% WERE IN MANUFACTURING AND TRANSPORT, 12% WERE IN HEALTHCARE, AND 7% WERE IN CONSTRUCTION.**

Data sourced from Dot Loves Data, Online Job Listings (Trade Me, Seek and Indeed).



THE 751 VACANCIES GAVE WHANGANUI A SCORE OF 50 VACANCIES PER 10,000 PEOPLE OF POPULATION. COMPARED WITH THE 15 OTHER NEW ZEALAND REGIONS, **WHANGANUI HAS THE SECOND FEWEST NUMBER OF VACANCIES PER CAPITA.**

Data sourced from Dot Loves Data, Online Job Listings (Trade Me, Seek and Indeed).



There are growing numbers of thriving niche and innovative businesses in Whanganui that are creating new employment opportunities; however, these predominantly target skilled staff.

Strengths

- Whanganui's unemployment is getting better as the number of jobs filled has increased.
- Whanganui has a lot of innovation and creativity within the community.
- Whanganui's existing niche and innovative businesses; particularly our manufacturing providers, are strong and give the region a point of difference, offering many employment opportunities.
- There are many new start-up businesses opening in Whanganui that will create further employment opportunities for skilled staff.
- COVID-19 has meant some of Whanganui's many thriving businesses are shifting more focus on striving to make a positive impact on the world, socially, environmentally and culturally.

"Whanganui in general is trying to encourage more start-up businesses which will only increase the employment opportunities for people in this region."

"There's definitely an opportunity for people to be self employed here in Whanganui and we are seeing more interest in people wanting to start a business."

"There are a lot more people in Whanganui doing more innovative things these days."

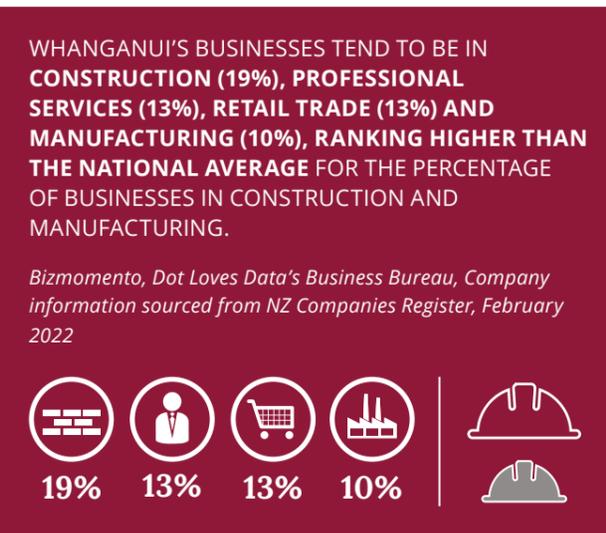
"This is because we have some great innovative industries here such as the Brethren community."

"Listen out and come down to the markets because there's heaps of thriving businesses."

"How people can design their businesses differently from the start, there's this huge momentum towards that, and for better or worse, COVID has accelerated that."

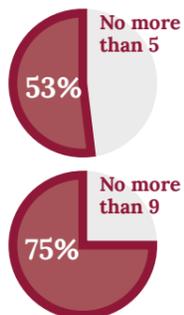
"There's more people saying, we want to be part of a movement that puts the purpose of your business, the kaupapa that's driving you, at the center. And it's not all about making money."

"Also lots of new people are moving to Whanganui and starting entrepreneurial new businesses, so it may catch up and they may employ these kids with these skills."



WHANGANUI BUSINESSES TEND TO BE SMALL, WITH 53% HAVING NO MORE THAN 5 EMPLOYEES AND 75% HAVING NO MORE THAN 9 EMPLOYEES.

Bizmomento, Dot Loves Data's Business Bureau, Company information sourced from NZ Companies Register, February 2022



Framework Tags

Decent Work & Economic Growth

Industry Innovation & Infrastructure

Quality Education

Sustainable Cities & Communities

Barriers

- The majority of Whanganui's niche and thriving businesses require skilled or highly skilled staff, meaning there are not as many employment opportunities for those without skills.
- There is some support available for people starting up their own businesses in Whanganui, however this needs to be much more accessible and ongoing.

"How these people actually turn it into a viable business, that puts kai on the table, that's the gap."

"A lot of these (people starting up businesses) probably do need to be supported by an organisation like Thrive, but there is no consistent funding for them to do BAU support for these people."

Opportunities

- Empowering individuals to create their own self-employment opportunities and impact within the employment landscape and supporting them through the journey of becoming their own employer.
- Enabling people to leverage their own and others' networks and skills to develop within employment and business.
- Better channeling the innovation and creativity in Whanganui to create more employment opportunities.

"Accessing support and tapping into a network of people who are in a similar position."

"For us, we want to ensure they are set up, we don't want the first thing to be that people have been completely screwed over by IRD by ending up with a huge tax bill. So making sure they have the support they need."

"People can leverage off each other's skills and talents in business acumen."

Good Mahi in the Community

- **Thrive:** Providing people with self-employment support through the "Be Your Own Boss" programme.
- **Whanganui and Partners:** Business startup and growth program.

Whanganui has come a long way with the equal treatment and opportunities available for women in the workplace; however, there is still a way to go.

Strengths

- Whanganui is beginning to see a shift in leadership dynamics with more females fulfilling positions of leadership and governance; reported experiences of this seem to depend on the industry.
- There are many young, innovative women in Whanganui setting up businesses and eager to pursue being a mum and their career in parallel.

Rural women

- Rural women are very entrepreneurial and innovative especially in times of need.
- Global movements around gender equality filter into equality on the farm where women are getting more involved in the running of the farm and decision making.

“The younger generation (of women) are more willing to tackle both, having young children and keeping leadership roles.”

“Lots of women working full time is an indication of some very innovative women out there - young women setting up businesses, etc.”

“Women tend to be the innovators out of necessity. There is a saying that necessity is the mother of invention.”



WOMEN WHO ARE TRAINING IN STEM (SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS) HAVE INCREASED FROM 14% IN 2013, TO 17% IN 2018.

Impact Collective Dashboard, Goal 5, Gender Equality

UNPAID WORK BY WOMEN HAS REDUCED FROM 60% IN 2013 TO 59% IN 2018.

Impact Collective Dashboard, Goal 5, Gender Equality

Barriers

- Women who choose to raise children can miss out on progressing their career as leadership roles require a lot from people.
- Some participants have experienced local and central government leadership groups as predominantly white, male and middle-aged ‘old boys clubs’.
- Misogyny seems to be increasing in Whanganui and across the board, with some men reluctant to accept women as equally or more capable than themselves.

Framework Tags

Gender Equality Reduced Inequalities Decent Work & Economic Growth
 Social Cohesion Human Capability

- Although equal pay for all genders has been legislated (or promised), this is still not always being experienced in reality.

Rural women

- Women are under-represented in agri-leadership roles as working conditions, pay-inequality and attitudes towards women working in the primary industry are still barriers to employment.

“We don’t want people thinking our rural woman just do tea and scones.”

“Women lose out on the corporate interaction and getting their face out there due to having children.”

“Men have left school and gone straight into something and working their way up the whole time vs. the women can lose up to 10-15 years, it’s not their fault but they are not there.”

“There’s definitely not enough women in agri-business leadership roles. Our research has shown us that working conditions and pay are barriers.”

“There are still women finding it difficult. There are still women that go along to the field days, and they are running the farm. They go along with their husbands who have nothing to do with the farm, but the sales people go straight away to him. So there is still that aspect.”

Opportunities

- Better considering gender appropriateness of roles rather than fulfilling diversity quotas, i.e. a blanket 50/50 goal across all.
- Making bridging courses more accessible for mothers to keep up to date with their careers when on maternity leave.

Good Mahi in the Community

- **NZI Rural Women Business Awards:** Celebrating rural women in business.

“These awards, the NZI Rural Women Business Awards, are also showcasing rural women business owners and women business leaders, so that’s good to help shift the number of women that are in those Board Chair roles.”

There are many people in Whanganui who are passionate about supporting and enabling Māori individuals and businesses to thrive.

Strengths

- Increasing numbers of Whanganui businesses are embodying Te Ao Māori at the heart of their organisations.
- Many Māori in Whanganui are creating employment for Māori who may have had the door closed on them in the past.
- There are many people in Whanganui that are passionate about seeing Māori economic development thrive.

“I think we have come a long way, but still have a long way to go, but Whanganui is really open to and being supportive of Māori businesses and people.”

“The passion for Māori economic development, a highlight that reminds you that it’s so important, and it’s thriving.”

“We are employing our own, we are employing those of our whānau who might have had the door closed on them.”

“How do you shift the power back, so that you’re doing things your way, with a Te Ao Māori world view, at the heart of how you approach your work?”

MĀORI EDUCATION ATTAINMENT IS THRIVING IN WHANGANUI. THE TERTIARY EDUCATION GAP BETWEEN MĀORI AND PĀKEHĀ IS SIGNIFICANTLY LOWER THAN THE NATIONAL AVERAGE (5.8% LOCALLY COMPARED WITH 11.3% NATIONALLY), AS IS THE SECONDARY EDUCATION GAP (3.4% LOCALLY COMPARED WITH 10% NATIONALLY).



Impact Collective Dashboard, Goal 10: Reduce Inequality

Barriers

- Organisations who are trying to hire and support more Māori are experiencing barriers such as funding and staff shortages.
- Whanganui doesn’t have a workforce that is reflective of the community i.e. Māori are underrepresented in health and teaching roles.
- There is still a degree of conscious and unconscious bias and racism experienced by some against Māori; some of this may be fear-based as Māori become more visible and capable in business environments.

“From the conversations I have had, people do experience barriers to employment due to the colour of their skin.”

“I would love to support more Māori teachers coming into early childhood, in here in particular, to support us, but we don’t get the support ourselves because we are dependent on funding from the government to do that.”

Framework Tags



“From the conversations I have had, people do experience barriers to employment due to the colour of their skin.”

“It’s really sad and frustrating to see. We’re all the same, we should be on the same level platform, but we’re not.”

“There has been a big shift, that is not to say there is not still a lot of racism though (conscious or unconscious).”

“There is definitely a conscious bias in Whanganui toward Māori and putting them down.”

“I hear it from my friends even, they don’t even know that they are saying things - they don’t personally know Māori people so they don’t understand.”

“Lots of people are really frightened that there are lots of Māori involved in business and doing a lot of good things and the publicity about them is increasing quite a lot.”

“Co-governance; lots are jumping up and down but it is just fear and ignorance.”

Good Mahi in the Community

- **Thrive:** Shifting the power with a Te Ao Māori world view.
- **Te Manu Ātatu:** Supporting and empowering Māori business and employment pathways.
- **Ministry of Social Development:** Funds various programmes focused on Māori and Pasifika to try and encourage the up-skilling, recruitment and participation of individuals from those cohorts.

UNEMPLOYMENT FOR MĀORI STILL REMAINS STUBBORNLY HIGH, WITH MORE THAN 30% OF THE MĀORI WORKING AGE POPULATION ON ONE OF THE THREE MAIN BENEFIT TYPES.

Impact Collective Dashboard, Goal 10: Reduce Inequality



There is still a conscious (and unconscious) bias in Whanganui preventing people with disabilities from accessing and being successful in obtaining employment opportunities.

Strengths

- People with disabilities are proactive and informed; they take on the majority of the responsibility themselves to ensure their safety and capacity to perform, as they are well aware of their limitations.
- The skills shortage has meant that employers are more willing, understanding and open to hiring and accommodating people with disabilities.

“The bonus of the skills or labour shortage is that employers have been a little bit more willing to look outside the square and have been coming to us and asking if we have got somebody (with a disability). So that’s been a real positive side of that whole situation.

“They (some employers) have become a lot more flexible about understanding the accommodations that may be needed, and that it may take that person longer to learn the job and may need a bit of special support.

“You (someone with a disability) have to scope out the premises to know what the hazards are yourself.

Barriers

- People are scared to disclose their conditions as assumptions around disabilities can influence an employer’s willingness to invest in a potential employee.

- Lacking confidence is a big one for people with disabilities, they’ve experienced many knock-backs and feel like they have no skills.
- There is a lack of follow-up from support agencies for youth with disabilities transitioning out of school into employment.
- People struggling with mental health and unable to work full time are included in this group, and there are some that would benefit from part time work and getting out of the house if employers were more open to it.

“There’s always going to be a sometimes conscious and sometimes unconscious bias with regards to individuals that are ‘different’.

“I don’t think there is equal opportunity, there are barriers that individuals face especially with disabilities but that’s going to be everywhere.

“It’s an education piece, employers will think that because you’ve got a disability they automatically think “oh you’re in a wheelchair” when disability could be anything, it could be mental health.

“It could be that the employee is just scared or not educated in that arena to be able to then deal with that so they tend to stay with things they feel comfortable with.

“People will say ‘what is wrong with them’...or they assume disability means a person in a wheelchair.

“They automatically think there will be some form of ‘issue’, health and safety the main one that is so untrue.

“Just so many knock-backs, they think they have no skills and nobody believes in them.

Framework Tags

Reduced Inequalities

Good Health & Wellbeing

Decent Work & Economic Growth

Social Cohesion

Human Capability

Opportunities

- Treating people as individuals as needs, experiences and abilities are all different.
- Focusing on what people with disabilities bring to an organisation rather than their disability.

“Same disability, different experience, so treating people like individuals, a person, is really important.

“Need to focus more on what they (people with disabilities) bring to the workplace.

Good Mahi in the Community

- **Workbridge:** Working with people with disabilities to help them gain and maintain employment.

Workbridge

“It’s all about looking for solutions for people in the workplace and making their job just as able as for a normal person.”

“People will say ‘what is wrong with them’... they are scared to disclose health conditions with fear that they will be put in the ‘no’ pile.”

“It’s an education piece, employers will think that because you’ve got a disability they automatically think “oh you’re in a wheelchair” when disability could be anything, it could be mental health.”

“We need to ensure we look at each person as an individual, “You tell us what will work for you, or what hasn’t worked, and then we can work together to figure it out”.”

“Same disability, different experience, so treating people like individuals, a person, is really important.”

“We have a whole person approach because that’s what’s gonna support a person best to get them into work, and retain that work.”

“It is all about creating that safe space, so that people feel safe and supported to share. To listen, rather than tell, and to let them guide us.”

“Manakitanga - being interested in who they are, where they come from, offering a cup of tea, baking them cake, creating that safe space where you don’t have to ask too many questions - people just share.”

“They have often had so many knock-backs in the past. Sometimes it is just that conversation that somebody believes in them that gets them going.”

“62% of those that come in our doors walk out with a job - we are pretty proud of this!”



People with convictions who want to turn their lives around are experiencing personal and organisational barriers to accessing and gaining employment.

Strengths

- People with convictions want to make changes and prove that they are 'not that person anymore' and gain employment.
- Some community organisations in Whanganui have introduced policies that allow them to take on people with certain convictions to help them gain work experience and prove they can be trusted.
- Gaining regular employment and a regular income are key indicators of stopping re-offending.
- People who have been in prison due to drug addictions have a huge capacity to help others due to their own lived experience and transformation.

"If you can get regular employment, regular income. Those are a key indicators of stopping further convictions or going back to a life of crime."

"We have a policy that we can take people with convictions provided they are not child sex offenders. People come here to get that on their CV, to prove that they can be trusted."

"It's just being able to get them started and giving them that support."

"It's having some businesses and people that understand the journey they've been on and supporting them to be able to make it at work and set it up so that it's achievable rather than putting all these restrictions and barriers that we know that they possibly aren't going to be able to achieve at the position."

"For places like AFFCO, where they're desperate to get people that will actually turn up... If you want to get to work and you're trustworthy enough to get the job, the work is there."

Barriers

- People are scared to disclose their convictions as they are quickly judged and this can influence an employer's ability to hire them; there is a sense that they don't get a second chance.
- There is a lack of support available for ex-criminals to successfully return to work.

"They are judged automatically, you need a crim check and people won't give you a chance. Especially when you're next to someone with the same skills but no convictions."

"I've worked in the justice field for many, many, many, many, many years and they don't get a second chance."

"I know of a few people in that situation who really struggled to get the support to return who want to do the right thing. They want employment but it just doesn't quite cross that line. The barriers are really tough."

"I was in a job in Whanganui looking for staff and suggested taking a punt on somebody who was coming out of the criminal justice system and they weren't as open to it as I expected. It's a higher risk and we don't have the capacity to hold somebody accountable if they are making mistakes."

"Sometimes it is not just the positive disclosure around the disability, it is the positive disclosure around the criminal convictions. How do I tell them and prove I am not that person anymore?"

Framework Tags

Reduced Inequalities | Peace Justice and Strong Institutions | Good Health & Wellbeing | Decent Work & Economic Growth | Social Cohesion | Human Capability

"It's incredibly difficult to get employment if you've got a record. If you've done enough to go into prison, you've got a big record."

"So many people recognise the value of lived experience and somebody that's survived through something to work with somebody that's in that struggle. But there's organisations out there that still don't, for example, for me to go and work for a DHB somewhere, because I have a criminal record, because of my past, I can't get a foot in the door - but I would be a great person to be working with somebody in a psychotic episode, or on an extreme drug journey."

Good Mahi in the Community

- **Balance:** Hiring ex-addicts with lived experience as peer support workers.
- **AFCO:** Hiring and providing employment to people with criminal records.
- **Prisons:** Offering programmes for convicts to learn new skills.
- The government is also now offering a tattoo removal programme.

Drug addiction and imprisonment are significant issues amongst some Whanganui families; addicts need non-judgemental support from those with lived experiences to unravel their trauma and really turn a corner.

Strengths

- Many addicts believe the only way forward is prison, an institution or the cemetery; prison and the programmes they offer have saved many lives from addiction and made them want to change.
- Being accepted, listened to and not judged by those who 'get it' and have lived experiences provides addicts with a great support stream.
- Whanganui has numerous supports available for people of all backgrounds; addicts just have to be willing to engage and change to benefit from them.

"Listening is the most important thing, just listening to people. You don't need to fix them, or advise them or rescue them. You just listen. I think that's the most important thing."

"It's really helpful for people and it's helpful for them to feel like they're talking to someone who understands and gets it and, and has no place of judgement."

"There's a huge amount of support for this in Whanganui for some people, but the key is to get them to engage with it."

Barriers

- Drug addictions are evidently a major issue in Whanganui that lead to many broader downstream social issues i.e. family violence, financial troubles, car fatalities, etc.

- With increased access to A-class drugs, society is becoming an increasingly dangerous place for children to grow up in; some of these drugs are literally killing people i.e. methamphetamine.
- People turn to addiction to escape trauma, often drugs are cheaper and more accessible than seeking professional help and support.
- Getting out of a place of struggle is really hard for people; there is a lot of deep-rooted trauma that needs to be addressed to prevent a relapse.
- The mental challenge of opening yourself up to being vulnerable or failing is huge for drug addicts and is often the first step to recovery.
- There are many broader impacts on children and families of having a family member suffering from drug addiction and/or in prison.
- There is a huge stigma and judgement towards those with drug addictions in Whanganui.
- Lived experience support is currently not mandated in the Mental Health Act, preventing those best set up to help, helping those who need it most.

"This is killing our children. It's killing our mums and dads, it's killing our brothers and sisters, and that's the reality of it."

"The stigma out there is still huge, even for those of us who work here and accept it and are quite comfortable, we still hide in the community, our journeys and our stories, because there's still quite a lot of stigma and judgment."

"We can have the most amazing abilities and skills and willingness to help, but people have to just reach their own point where they want change."

Framework Tags

Good Health & Wellbeing

Peace Justice and Strong Institutions

Social Cohesion

Human Capability

Self-managing and Empowered Leaders

Living healthy lifestyles

Participating fully in society

"Recently, the majority is drug addiction, often it's methamphetamine, which is in the cycle that will lead into family harm."

"Our children have grown up in a world that is incredibly dangerous - we didn't experience it like this, there's drugs that are at an A-class level that are available, like pot was 10 years ago."

"If you don't get to the root cause (of your trauma and drug addiction), chances are that something's gonna poke there again, at some point down the track."

"Legislation has a big impact on the journeys of those going through mental health and addiction; lived experience support needs to be mandated so that they are not alone."

"People don't have access to support services, making drugs a more affordable way to deal with trauma."

"It's generational. And I will argue that point, I don't care who tells me differently. From my own life experience, addiction is a gene, it's just passed down through generations all the way along."

"You'd be amazed. People, if they actually took the blinkers off, would be quite shocked at who's doing what, within their own little whānau."

Opportunities

- A trauma centre with a space to help those with addictions to detox and heal.
- Updating legislation to allow ex-addicts with criminal records to be more easily hired so that they can help others in crisis through their own lived experiences.
- Breaking down barriers of judgment and stigma around drugs; hate the drug, not the person.

- Educating those without the lived experiences.
- For people to be kind and take the blinkers off what may be going on in their own family.
- Making help and support more accessible, non-discriminatory and an open door policy.

"Helping people in the community understand that, you know, people who experience mental health, mental distress and emotional distress, they're not out to hurt people."

"Like a lot of people say, 'Oh, it's none of my business or, you know, I'll leave them be or whatever', it is really important that we actually acknowledge that someone's having a rough time, and that we reach out."

"If I had to, I guess, give someone advice on how to get out of that kind of struggle, just reach out and just keep reaching out and just keep talking until someone listens."

Good Mahi in the Community

- **Balance:** A peer support mental health and addiction service (Whanganui DHB provides great support to Balance).
- There are a lot of great services in Whanganui including NA, AA, recovery support groups, Mana Man and The Anti-P Ministry.

Balance Whanganui

“Balance is a Mental Health and Addiction, Peer Support service. We come from a place of lived experience, so we have all had our own experiences and been through something significant in our lives that we’ve then used to propel us into recovery and learn a lot about how to keep ourselves safe and well.”

“When we work with people, we really work from that place... rather than a place of “I can help you because I read it in a book”. It’s really helpful for people. It’s helpful for them to feel like they’re talking to someone who understands and gets it and has no judgment.”

“I’m really passionate about peer support. I started 10 or 11 years ago. So it’s been a long time. I have a family history of being a child of someone with mental health and then I have my own journey of mental illness myself. Then I’ve gone on to have kids with disabilities. So it’s a lived experience, it’s a passion and I just want to reach others who are going through what I went through and reach them where they are.”

“There are a lot of different issues in this community. But we have an open-door policy, and anyone can access help, because, anyone can experience mental or emotional distress or addiction, and it’s not discriminatory, so neither are we.”

“There are big problems around homelessness, alcohol addiction and meth addiction. There is a lot of violence in our community and there’s a lot of trauma.”

“Not only us but there are a lot of people who are really passionate and dedicated to working in this community. There are quite a few really amazing organizations that also have the open doors and the aroha that people need.”

“I thought that I was kind of like a lost cause and this was the hand I’ve been dealt. That I am just unwell, I take pills, I can’t work and I have no future, that’s what I thought it was. But when I went there and saw that these people had homes and families and careers, and they were out there living the lives that they wanted to live, that’s when I realized that I could have something better than what I had. That’s when I realized that recovery was actually possible.”

“One time when I was in a public bathroom this lady ran up to me and hugged me and I didn’t really remember her... she was like, “thank you so much I’ve got my life together and I’ve got my children back and now I’m studying to be a nurse. I’ve never been so happy in my whole life.” I just burst into tears there in the public bathroom. That’s just the best you can hear from people is that they’ve found their hope and found some sort of passion or direction.”

“When people come here, they’re coming home. When people are around the people here, they’re with their tribe.”

“That’s how I want people to feel that they can just walk in and have a cup of tea and be around people who are going to accept them, even if they’re going to say some really strange things or are behaving in a really strange way, even if they’re in tears, they can just come here and have a cup of tea and be around their own.”



“If you notice someone is having a hard time, don’t ignore it. A lot of people say, it’s none of my business, or I’ll leave them be, it is really important that we actually acknowledge that someone’s having a rough time and that we reach out.”

“Listening is the most important thing, just listening to people and you don’t need to fix them or advise them or rescue them. You just listen.”

“What we want to see is that peer support and lived experience be involved in all areas of mental health and addiction, that we’re there to uphold people’s human rights, and that we’re there to be the people who understand exactly how it is going through that... So that they’re not alone, even if they have to go through that. It would be nice to just be there with them.”



Many participants reported a significant number of people in Whanganui that are dealing with intergenerational, underlying and complex trauma, which can have many negative downstream outcomes e.g. family violence, poor mental health, abuse, and behavioural issues.

Strengths

- Building a relationship with those suffering trauma and their families is really important to create a safe space and address trauma effectively and many social services in Whanganui take this approach.
- People with trauma, at times, are able to compartmentalise and use their historic experiences to empower themselves.

*“We don’t meet whānau with an intention or an expectation - it’s really to get to know them and to understand what is happening for them first.
“We are working in those spaces where there is vulnerability - and we might be meeting somebody that for the very first time they have reached out outside of their own whānau social support networks.*

Barriers

- Intergenerational trauma is apparent in Whanganui where people have increasingly complex personal lives, facing a multitude of challenges and issues.
- Whanganui (and New Zealand) doesn’t have enough support to help people heal from trauma and there are financial barriers for many families to go private.
- Some support organisations are more reluctant to engage as those with complex trauma require more complex interventions, time and effort.
- Social workers lack the training required to support people in crisis with complex issues that are getting turned away from the organisations that are equipped to help them.

- People who are not experiencing or know someone experiencing complex trauma are often unaware or may choose to be unaware as dealing with trauma, and its downstream outcomes, is in the “too hard basket”.
- Lack of awareness or lack of care perpetuates complex trauma, often “ignorance is not bliss”.
- People with complex trauma histories are experiencing massive barriers to employment due to the complex issues they are dealing with impacting their ability to engage in and prioritise work.
- Complex trauma, anxiety and depression are not seen as health barriers or disabilities and are instead often perceived by some as ‘normal’.
- Offending, intimate partner violence, child abuse, addiction and unemployment are common downstream impacts of underlying trauma.

“If people were reading the stats and they were shocked by the family violence rate, I’d be angry. Because how can you not know that we have a portion of our society that’s in the shit!

“There’s some people coming in with intense needs i.e. one person with multiple huge issues like incest, suicide, drug addictions. That’s just one person, which is in the whole family.

“Colonisation has played a huge part in Aotearoa’s ills and they are coming to the surface.

“Some practitioners are now more reserved to take people on because they know how much work is involved, they know how messy it is.

“We are frustrated about dealing with high needs people, crisis, we are not supposed to be crisis, we’re not trained, but we are having to deal with it.

Framework Tags

*“Not enough support in the country to help people heal from their trauma so people aren’t getting the help they need.
“There are some constructs in New Zealand that coming along to a group and experiencing a programme, that you’ve got a deficit or there is something wrong or you need to fix something... and that is not at all what we hold.*



Opportunities

- Providing people with a safe place to process, i.e. a “trauma centre” to help those with trauma and/or addictions to detox and heal.
- Giving people the opportunity to talk, and be heard.
- Providing more and ongoing support and engagement for people to ensure they heal.
- Using a strengths-based approach, identifying the existing strengths and resources a family has and working in the home environment.

“We need a trauma center to help support and get to that stuff underneath. Because to me, that’s a start point. A rehab would be amazing, a detox center would be amazing. But a trauma center.

“Just because we’ve had this amazing conversation does not mean they are healed, there needs to be ongoing work.

“When you have the opportunity to talk about stuff that’s been traumatising for you. That’s very healing.

“It brings a greater understanding of what are their resources, what are their strengths - often it is strengths that whānau aren’t even aware that they have.

Good Mahi in the Community

- **Jigsaw:** Exists to help families be really great for their children, using a strengths-based approach in the families home environment.

Jigsaw Whanganui

“Jigsaw exists to support families to be really great for their children. For children to thrive, they need a family environment that is safe, that is warm, and where they can grow and develop. That’s basically why Jigsaw exists.”

“The other part about it is working very, very clearly to uphold the mana and dignity of the families we are privileged to work alongside.”

“Probably now, we meet a lot of families that are isolated and isolated from wider support.”

“Our young people, especially our young men are not taught how to manage really big emotions. Part of our job is to give them those tools and to recognize that it’s okay to be angry, but it’s what you do with it that counts. Anger is okay, but violence is never okay.”

“It’s looking at how to be aware of healthy relationships, better ways of conflict management, and awareness of the social and cultural historical effects or impacts on people’s lives. If they’re using violence, we’re identifying different tools and techniques so that they can get to a place where they aren’t using violence so that they can be better partners and better parents.”

“We’re really looking at how they grew up, what life was like for them, and how they were parented because often they will carry on that cycle. So part of that process of really honing in and looking at that, it is often the first time that they realize that, actually, not everybody has grown up in the same way and it’s not the norm.”

“Building relationships with the whānau is really important. We work alongside families to make sure it’s as easy as possible for them to come along, remove some of the barriers or help support them to remove barriers. We really get to know them and what they’ll need in that space to be at their best. It’s a really big part of the group process as well.”

“We don’t meet whānau with intention or expectation, it’s really to get to know them and to understand what’s happening for them first.”

“Everyone comes along because they love their tamariki and they want the best for them. Really we just help to hold āhurutanga, a safe space, so that whānau have the chance to reflect on what they’d like to strengthen.”

“One of the big things for us as social workers is to understand the context in which whānau are living in, and then for us to be responding and authentically to that.”

“It brings a greater understanding of what are their resources, what are their strengths, and often its strengths whānau aren’t even aware that they have. Often we’re working in those spaces where there is vulnerability, and we may be meeting somebody where for the very first time they’ve reached out outside of their own whānau or social support networks.”

“There’s a big advocacy role there, because often we see that some of those survivors of violence do get lost in the system. So it’s about supporting them to have their voice heard.”



There are several personal barriers that prevent or make it challenging for people with trauma to get support.

Barriers

- Many people don't know where to go to get support in the community due to a lack of awareness and knowledge of what is available, emphasising the sense that there is 'nowhere to go'.
- Many people dealing with trauma lack the confidence to 'walk through the door' and reach out for help; they fear the unknown, rejection and opening up.
- People struggle to open up about their experiences as they feel shame, embarrassment and have been judged and knocked back by others many times before.
- Working with social workers can be intimidating and many people haven't had positive experiences in the past, including being churned through multiple agencies.
- Some people don't have families or friends for support meaning they have to reach out to 'strangers' outside of their family for support, which is much more daunting.
- The stigma around men showing emotion or being a victim means many men don't deal with or suppress their trauma. There are also few support services targeted at helping men overcome these barriers.
- Some people are reluctant to go to organisations where they have personal, whānau or iwi connections, as they don't want them to know their personal business.

"They are too embarrassed to say anything, and that is another trap, the shame trap - and it is big!

"There's shame associated with their trauma. So a lot of the time they can't open up to their own families.

"Often the whānau that come through our door have had this stamp of rejection put on them for many years... and they have been dis-engaged from all sorts of things.

"Just getting the confidence to walk through the door is a big step.

"They hear the word social worker and they put their guards up, because a past experience of what it means for them as a family has sometimes not been a positive one.

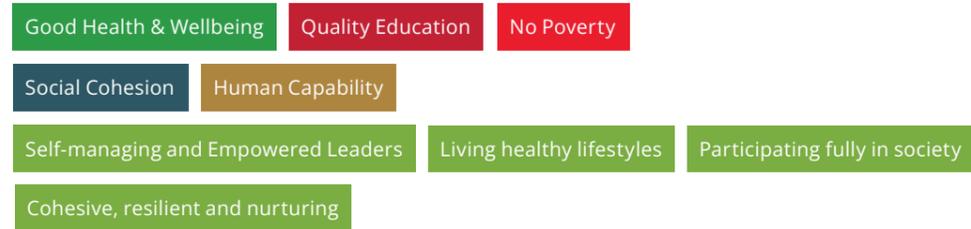
"A lot of Māori won't go to Māori organisations because 'why should they know my business, I don't want aunty to know, I don't want uncle to know' and yet it's probably the right place to go because then the wider family can come in around them.

"The country is so used to not accepting and acknowledging emotions, particularly with men... they are told 'have a beer', 'have a ciggy', 'man up', 'toughen up', 'don't show your emotions', 'don't cry'.

"It's harder for men dealing with trauma as they aren't meant to show emotion.

"We are seeing this time and time again - families will come in and they will just say 'I didn't know where else to go'. When we have drilled down a little deeper, there has been nowhere else to go.

Framework Tags



Opportunities

- Welcoming people and creating a safe space through manaakitanga.
- Providing people with a space (and relationship) to talk and be heard without judgement so that they have a voice.
- Connecting with people with personal understanding and similar or shared lived experience; people who "get it".
- Treating people with respect and like humans (so that they will respond the same way).

"It's not until they feel confident to tell you what's really going on. That's our experience, it's like cheese, isn't it? Good things take time.

"It's all about creating that safe space, so that people feel safe and supported to share.

"Building a relationship so that they feel comfortable to talk to us, in that way we meet another need as sometimes it is just having someone to talk to.

"I have walked that walk and for me there is something really special about engaging with and meeting someone who has walked that journey and actually knows what it is like.

"An empowering part of this is to connect them to others who are on similar journeys that they could help.

"What's really important for us is that we're not having transactional relationships. We're meeting on a deeper level of understanding.

"Working very, very clearly to uphold the mana and dignity of the families we are privileged to work alongside.

"The challenge for us is always about working alongside, upholding their mana and building trust. Building their own power and authority in their lives.

Good Mahi in the Community

- **Whanganui Learning Centre:** Empowering people through education and autonomy.
- **Jigsaw and Family Works:** Both offer non-judgemental open-door policies, where they don't turn people away (despite their lack of resources).

Mental health and trauma support services right across the system are over capacity, burnt out, and struggling to meet the demand of the community.

Barriers

- Social support services are overloaded and don't have the capacity to meet the need for social support within the Whanganui community, meaning many people who are struggling, are left unable to address their trauma.
- Huge waiting lists across the board risk re-traumatising people when services eventually do engage. Additionally, big delays can mean people move on and don't feel the need to address their trauma, perpetuating the issue further.
- Many social support services feel as though they are viewed as an 'ambulance at the bottom of the cliff', meaning they have to try to create change when behaviour is already well entrenched.
- Publicly funded government organisations, i.e. MICAMHS and WINZ, won't take people unless they tick all of the boxes or have hit rock bottom, meaning many who are in crisis get turned away and end up in the doorways of already overloaded social support services.
- Families in crisis feel frustrated, helpless and unheard when engaging with some of these government agencies as communication is so poor.

"Supports and interventions aren't put in early enough meaning services are the ambulance at the bottom of the cliff trying to create change when lifestyles are already entrenched."

"There's so many really good services, but they're overloaded, they have massive waiting lists. They don't have the capacity to be able to meet the needs of the community."

"Struggling is being nice, they (social and mental health services) are at absolute breaking point at the moment."

"There are mental health support services here that are definitely overworked. My partner works at Te Awhina, and they are always busy. There are never enough beds. Instead, they have people sleeping on the couches. They have them all over the show."

"The mental health system as a whole in New Zealand is not where it needs to be. I think much improvement is definitely needed."

"There's been years and years of not funding mental health and mental health services properly, and we've got to the point where it's become a crisis now."

"It's a specialized area of counseling through ACC sensitive claims... the waitlist for that type of counselling is longer than our arms put together. It's horrendous. And it means kids end up in this inbetween space."

"It's more lethal than that. They're angry and there's the risk of retraumatization because of delays in the system."

Framework Tags



"Bigger agencies where they work with mental health or addiction, a lot of them have screening tools and scores that will dismiss people if they don't meet a 'certain score' and send them back out into the community. Unless you have hit bottom they won't take you."

"People have been to so many places where they haven't been listened to."

"The communication is really poor, and it's a real frustration point for whānau. It's that sense of I'm doing all I can and still feeling helpless and without power, without means of those resources."

"You spend a lot of your time on the phone trying to find support and to get what you think you need."

"Adults are having lots of trouble finding access to counselling, affordable counselling. How can you fix all this intergenerational, underlying, complex trauma if you're not offering the means for people to address it?"

Opportunities

- More investment is needed for services and people to be better supported such as more specialists with training in mental health, social work and therapies to plug the gap.
- Engaging earlier, with earlier preventative interventions for better mental health outcomes.

"There is no holistic approach. When you work with a young person, you can only teach them to survive the trauma but how amazing would it be to teach the parents to stop the family harm and change the environment rather than teaching the kid to survive."

"We are able to offer families some of that counselling for children we see exhibiting quite strong anger and violence, becoming quite deregulated pretty quickly, so intervening earlier may lead to better outcomes."

"The bigger picture, funding, everything, if more things are put in earlier, maybe we will see better outcomes."

"Mental health, they've got to look at the issue of why it's a problem. It's not just drugs and alcohol, there are a whole lot of things in society. And it's generational. It's been going on for 2 or 3 generations."

Good Mahi in the Community

- **Family Works, Jigsaw, The Learning Centre:** Many great social support services in Whanganui with open door policies.

Access to various essential healthcare services is a challenge for some in Whanganui.

Strengths

- Some participants viewed Whanganui DHB (hospital) and the Whanganui Accident and Medical as really valuable despite their lack of resources.

“Every time I go I have been blown away with what they (Whanganui Accident and Medical) do with the seemingly lack of resources.

Barriers

- Many people cannot get registered or get an appointment with a doctor in Whanganui, as they are all full, meaning they either don't go, wait for weeks, or pay high fees at Whanganui Accident and Medical.
- The rural communities are feeling increasingly isolated from healthcare services including online telehealth services as many lack internet connections.
- Due to some cancer treatment facilities being in Palmerston North, there is a huge amount of travel required for some cancer treatment patients which takes its toll on families.

“It is so freaky that for a town with this many people, it is so hard to see doctors.

“I am having difficulty finding a doctor for the family. You can't just go to WAM, god knows what you'd catch in the waiting room. It's the last place you really want to be.

“(A GP practice in Whanganui) have stopped seeing people in person and gone all online - they say that in 3 years time we're going to have such a shortage in physicians that telehealth is their way forward, so they are starting now. That is not what people want, they want to be seen face to face.

“My husband was diagnosed with cancer and had to go for treatment outside of town - he just couldn't get over the amount of travelling people had to do to get treatment.

“Having to travel to Palmerston is hard on them, hard on their families.

Framework Tags

Opportunities

- Making healthcare and health prevention services more accessible to the community.

Good Mahi in the Community

- **The Robert Bartley Mobile Health Bus:** Bringing healthcare services to the community.
- Whanganui Accident and Medical
- Whanganui District Health Board

“The bus is bringing health to the people of the community as opposed to waiting for somebody to come for health help.

“Accessing essential health care is a problem for some and the Robert Bartley health bus is one very active way of addressing that problem.

The Waka Hauora Mobile Health Bus Whanganui

“Robert was diagnosed with cancer about four years ago. He had to go for treatment out of town and he just couldn't get over the amount of traveling that people had to do to get treatment. He thought one day, perhaps a mobile unit could be the go.”

“When the council was going to replace the library bus, he woke up one morning, and he said, “I know what they can do with that old bus, we'll convert it into a mobile health clinic”.

“His initial dream was that it would be a mobile chemo bus. But after various discussions with the health board, they decided we'll have a health bus instead. So really going more for prevention at this stage, but his ultimate dream was to have a chemo bus and maybe that will come to.”

“There are some districts, like Ohakune, or Marton, you're traveling almost three hours to get treatment. So it makes sense to take it around the regions to take it to the people.”

“Being mobile, it can be adaptable, so whatever is the need at the time. A big one would be prevention of, whether it's bowel screening or things to prevent cancer. With dad, he found out too late...”

“If it was six months earlier and he got a checkup it could have been prevented. He was a real advocate near the end for that, he was telling anybody to go get a checkup. Prevention is key.”

“It was very important for us that we got the community involved in the fit out of the bus.”

“Everybody had their part to play in it and how we all came together, how we cohesively came together and did it in a very, very short time was sort of testament to the energy that was brought to the job by everyone there.”

“While we were discussing with the health board as to what the requirements were, we then gained a real insight into what multiple uses the bus would be put to. A huge amount around education, going to schools, marae and the hard to get places where the bus was bringing health to the people, to the community, as opposed to waiting for somebody to come for health help.”

“It became a thing of its own, where we could just see more and more great uses that it was going to be put to.”

“The next phase is building up on sponsorship and funding in different applications to be able to grow this further, to be able to give back. That was hugely important to dad, it's also important to us as a family as well that we continue doing that.”

“I think he'd be really proud. That's what he wants is to get out there and help people with this bus. So if it draws your attention, and allows them to feel a bit of happiness, he just wanted something positive for people.”



With many parents working or feeling pressure to work full-time to make ends meet, there are various downstream impacts on families such as having a high reliance on early childhood education services, missing personal appointments, and having no free time to volunteer.

Barriers

- Parents feel pressure to return to work with rising living costs and low incomes meaning more families are choosing to put their children in childcare because they need to work.
- With the pressure to work full-time, charity and community organisations are experiencing a shortage of volunteers as people are unable to balance full-time work, family and volunteering. This means many volunteer organisations are predominantly made up of older volunteers, raising concerns over succession and future survival.
- Juggling work and family means many parents don't always have enough time to actively provide support for their kids.
- Parents working full-time also experience little time to prioritise themselves and their health and wellbeing, often being too busy and unable to make their appointments without taking time off work.
- People today are busier and more connected to work than they once were and struggle to disengage due to the 'always on' role our devices play in our lives.

“That whole thing about missing personal appointments, or having no free time, it's not necessarily to volunteer but it's to be a part of things where you feel like a person instead of an employee or a parent. That whole cycle of losing yourself, that has a massive toll on your mental health.”

- “Probably more now for Whanganui, where both parents are having to work and work full time and have various pressures on the family.”*
- “Having no free time to volunteer, I can see that, and they don't join organisations. We are very aware of that because the full time working situation just swallows them up completely.”*
- “All of the (volunteer) organisations that exist in the city are just folding up one by one because the next age group is just not coming through. It's gonna have long term implications and very changed communities.”*
- “I volunteer with a couple of organisations and have done so for a long time, but it's very, very difficult to balance volunteer, family and work.”*
- “Access to various health care services is always going to be difficult when you're working full time, and some organisations still only offer 5 days sick pay, so you can't take time off to take your kids to the doctor or the dentist. We need to get better at that.”*
- “Parents are having to race back to work after the maternity leave finishes because actually surviving on one income is hard. So there are more babies, baby-babies, under one year olds in early childhood care.”*
- “Some parents can't be active parents because they have other things taking their money, time, energy etc, not because they don't want to.”*
- “Working the long hours, long days. Then there's no time or energy left for you to pursue something else.”*

Framework Tags



Opportunities

- A four day work week so parents have more time for themselves and their families (if they are still able to earn enough to make ends meet).

Low incomes, coupled with rising living costs, are putting increasing pressure on many families in Whanganui.

Barriers

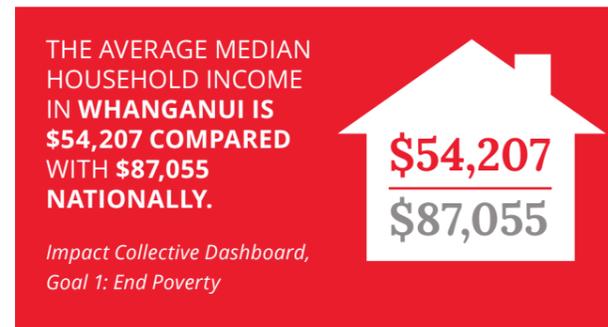
- Incomes are lower in Whanganui than in the rest of the country. With Whanganui's entrenched belief around low pay, people leave Whanganui for higher-paying roles or 'trade-off' higher income for the lifestyle.
- Many feel the cost of living, particularly rent and food, in Whanganui is exponentially rising and incomes and benefits are not increasing proportionately.
- Some people are unable to get ahead with the increasing cost of living. Housing is a massive financial burden for many people as prices leave them short on basic necessities, unable to save and feeling defeated. This feels like a no-win circle, no matter how many jobs they have.
- For many low-income families, accessing essential services is an increasing issue as the cost of transport increases, i.e. petrol and car maintenance. Families now have to think twice about where they go as they cannot afford to travel.
- Raising a family on one income coupled with the cost of living is significantly more challenging for many single parents. Some families even struggle to survive with two incomes.
- Some feel financial hardship driven by the rising cost of living contributes to other downstream social issues, for example, rising crime and poor mental health.

"The prices of rent that people are ending up paying are leaving them so, so short for other basic necessities but there isn't another option for them."

- "It's like golden handcuffs. You get in and get this money. Then you want to leave, but you're not sure what else to do because you're not skilled for any other job and you get paid too much so you can't leave because you need that money."*
- "Petrol prices, food prices, then COVID chucked in there too, are all huge stressors."*
- "There is more pressure now with the price of living and interest rates going up that will make it even harder for a lot of people."*
- "Very few families now can raise a family on one income. No matter who is earning it, they don't earn enough."*
- "From a mental health perspective, that has a knock on effect on anxiety to make ends meet especially if you've got family to feed and you've got to choose between feeding your family and heating the house."*
- "Financial wellbeing is having a real detrimental and negative effect on people's mental health."*
- "I've got one client who worked nearly 70 hours a week to be able to pay the bills."*
- "The mentality that 'we pay people less because that is what we do here', that is not acceptable here."*
- "The biggest thing is the lack of houses now and rental prices, living costs are higher and the wages are not matching."*
- "Accessibility is an issue, even being able to get to the doctors or the hospital is hard and has a cost."*
- "People have to take care of petrol if they own a car, car expenses, their rent, their power, and then if they have got children and they are a single parent, it is even harder."*

Framework Tags

- No Poverty
- Good Health & Wellbeing
- Social Cohesion
- Financial & Physical Capital
- Human Capability
- Self-managing and Empowered Leaders
- Living healthy lifestyles
- Economically secure and successfully involved in wealth creation



22.3% OF WHANGANUI HOUSEHOLDS DO NOT HAVE ACCESS TO THE INTERNET AND 9% DO NOT HAVE ACCESS TO A CAR.

Dot Loves Data, Dynamic Deprivation Index, March 2022

Good Mahi in the Community

- **Whānau Manaaki:** Helping kids from lower income families access kindergarten with a transport run initiative.
- "We have our transport run which supports our families out in the Castle Cliff and Gonville area. We transport up to 40 children a day, pick-ups and drop-offs and it play a vital role in some families lives."

People are drawn into debt and are struggling financially for many reasons, i.e. they may lack financial literacy or need relief from hardship.

Strengths

- For many, living with debt is normal. When managed and assessed well, it can benefit people, i.e. by evaluating the 'risk vs. reward' and ensuring the debt is for an appreciating asset (known as "good debt").

"Most people are in debt, but it's the risk vs. reward and the ability to manage what you're doing with that debt."

Barriers

- People can be drawn into easy but unmanageable debt for various reasons, i.e. low financial literacy and financial hardship.
- Many believe advertising, online shopping, and 'buy now, pay later' schemes put people at risk of getting into 'bad debt'.
- For people who are used to 'being without' financial resources, adjusting to 'being with' can be challenging as it requires behaviour change.
- No amount of budgeting advice or education can better the financial situation of some people as they simply do not earn enough.

"I've had several clients sit down for budget advice and I say 'you can't do any more than you're doing, your income doesn't match your outgoings'. And those outgoings are essential items like rent, food, they are just the essentials."

"There is a lot around education and financial literacy, even for myself. I grew up in the countryside, I felt like I wasn't prepared to even understand what happens when you took on a huge student loan. I had no idea how interest rates worked."

"It's usually a whole range of factors that goes into something like this. It's not just financial literacy that's going to resolve it."

"People are sucked in and taken advantage of because they aren't actually able to afford that thing. So, people are left with a huge bill."

"The poverty trap isn't just that people are not getting enough money to live off, they are getting caught through finance schemes and not being financially literate."

"They get tired and it's like why can't I have this even though I know I shouldn't. I'm tired. It's hard. This gives me a feeling that I'll be okay."

Framework Tags

No Poverty

Quality Education

Good Health & Wellbeing

Social Cohesion

Human Capability

Self-managing and Empowered Leaders

Economically secure and successfully involved in wealth creation

Opportunities

- Teaching students fundamental skills in school, e.g. financial literacy, money management, and budgeting, to equip them later in life.
- Supporting people to manage their finances through advice, skills and education, and investing more in local budgeting services.
- Teaching broader fundamental skills that will help people manage their finances, i.e. cooking nutritious meals on a budget.

"Life skills, essential skills you might need to survive or to be self reliant or resilient. Like money management and budgeting. I don't remember learning anything about that at school."

"Understanding how to manage your finances or basics around, say, interest rates. They are real things and they can make a big difference in how you manage your life."

"Quite a few of these (services) would do better if they had more money made available. So that they can be better promoted and maybe people would then turn to them for help."

"Probably not just managing their money wisely, but with the cost of food, knowing how to prepare cheap, nutritious meals would be an issue as well."

"Financial literacy needs to be something the schools pick up."

Good Mahi in the Community

- Tupoho, Iwi & Community Social Services Trust, Whanganui City Mission, Red Cross: Financial Mentoring, Budget Advice and Debt Management

"We can work through their finances with them - we can suggest to them sometimes 'hey we know you have got your warrant due - you go and get that tyre that is needed - we'll give you a food parcel'"

Theme 34

For some people, financial hardship can lead to an increased reliance on the welfare system and many downstream social issues, i.e. food poverty, selling substances, and family violence.

Strengths

- Some feel Whanganui is shifting from pushing ‘unwanted’ community members out, to embracing them and working together.

“Our community’s response was, we don’t want to do that. They’re our family, they’re our community, we want to embrace them and encompass them, but make it work together.”

Barriers

- Whanganui has many lower-socioeconomic areas with economically disadvantaged people. Some with an intergenerational reliance on the welfare system.
- For many people living in poverty, “simple” costs, e.g. housing and food security, are significant issues. It doesn’t take much to tip them over the edge.
- Some people living in poverty are in a position where they are forced to get creative with their daily survival, resorting to the ‘informal economy’ to support their living, i.e. fishing, hunting or selling substances.
- Some feel the extremes driven by the gap between rich and poor are substantial in Whanganui.
- Financial hardship is experienced across all backgrounds and cultures.
- Many believe financial hardship correlates with increased stress, which leads to more family violence and substance abuse.
- COVID-19 has amplified many financial pressures, pushing some people over the edge.

“They want to meet those needs for their children so they sacrifice food for themselves quite often.”

“It is impacting on those people who have, intergenerationally, lived off the welfare lifestyle. It has been easy and relatively comfortable, now that’s come to a screaming halt.”

“I’ve been having conversations with a few of our partners, and it sounds like a lot of support is still targeted around COVID response and support in this area. But what about everyone who doesn’t have covid that are just struggling because of all the other implications that have happened because of it?”

“There’s a lot of emphasis on low incomes and it’s obviously correct, but it’s all that lower to middle as well.”

“People living in poverty, everything is hard and it doesn’t take much to tip them over the edge.”

“One of the main instigators of domestic violence is lack of income, lack of money to be able to run the household and feed the kids. The pressures that brings.”

“The informal economy, families are innovative with how they go about daily survival...It might be by hunting, fishing, bartering, it might be by selling substances. A whole lot of that happens here.”

Framework Tags



WHANGANUI HAS ABOVE AVERAGE LEVELS OF UNEMPLOYMENT, WITH 23% OF THE GENERAL POPULATION AND 31% OF MĀORI ON SOME FORM OF UNEMPLOYMENT BENEFIT.

Impact Collective Dashboard, Goal 1: End Poverty



WHANGANUI HAS A DEPRIVATION LEVEL OF 8, PLACING IT AMONGST ONE OF THE MORE DEPRIVED DISTRICTS IN NEW ZEALAND.

Dot Loves Data, Dynamic Deprivation Index, March 2022

Opportunities

- Lifting incomes, particularly low-to-middle incomes, or introducing a ‘living wage’ to support the bottom line.
- Employing a ‘whole’ approach that involves social policy, workforce, education and the environment to build a better future for the region.

“Lifting people’s income streams becomes really important. It’s a challenge for policy, workforce development and for education.”

“It’s not solely about those in the bottom rung only, although they are clearly people that need support, but the bit higher up as well.”

Good Mahi in the Community

- Whanganui Learning Centre: Community garden
- Kai Ora, Whanganui Kai Collective: Kai Hub project
- Stone Soup: Building strong partnerships
- Community donations to Whanganui Foodbanks
- Property Brokers: Pack the bus initiative
- Koha Shed
- Te Ora Hou Whanganui

“We recognised that many of the families that came through, food was an issue. Housing was an issue. So in response to that, we dug up a bit of land.”

“Our aim is to try to fill this bus and then give it away, give all the stuff away so people can have the Christmas that they deserve.”

Some people are experiencing several barriers to accessing and maintaining welfare support.

Barriers

- Some people struggle to overcome their pride when seeking welfare support as they don't want to be seen as struggling.
- Accessing welfare assistance is not an easy process for many. There are many hoops for people to go through to prove they need support.
- Criteria for getting support is an additional barrier for many as thresholds exclude certain people.
- Forms, processes, and terminologies used in welfare applications are challenging for many people with comprehension barriers. They assume everyone can read and write, yet the reading age across New Zealand is low.

"I know a woman they put into a course and failed. When we assessed her she didn't have a hope in hell of ever achieving those courses, so she ended up a solo mum of three with \$50k of debt."

- "People don't know what is available to them and the process isn't easy."*
- "People on the fringe can't even read and write and they are embarrassed about that, they can't fill in forms."*
- "If you want food from the City Mission, you need to go through MSD, get your letter, show your bank statement and prove you haven't bought booze recently and then, like, go through their system... If I was coming here, feeling already kind of whakamā (ashamed), that wouldn't be a very inviting situation."*
- "You almost have to prove you don't need support to get support."*
- "Statutory agencies are causing a lot of issues for whānau and forcing people back into bad situations."*
- "They have moved forward and come this far, we don't want to get their hopes up and then... boom!"*

Framework Tags

No Poverty Quality Education

Social Cohesion Financial & Physical Capital Human Capability

Opportunities

- Breaking down the stigma around seeking support.
- Making processes around attaining welfare support more accessible for those with reading and writing barriers.

"Some people get the perception with a food bank that it is for down-and-outers and people that don't use their money wisely and have made poor decisions, but this is not actually the case."

- "There are some really good ideas to help take the pressure off, particularly around food in our community at the moment. But it's about the right people getting access to it, not the ones who just know about it."*
- "We try to make sure that anybody can feel free to come and ask for a food parcel. We want to get the word out there that people can come to us if they have a need."*

Good Mahi in the Community

- **Kai Ora, Whanganui Kai Collective:** Kai Hub project, tackling the issue of Food Waste and Food Insecurity through a mana-enhancing approach. Kai Hub is not a Food Bank or only for those who are starving or in need. They save wasted food and want to use it.
- **Harrison Street Community Church,** Food Pantry.
- Various community groups and initiatives, i.e. Rotary, Lions, churches, food banks, and major supermarkets, donating food and provide welfare support.
- **Whanganui City Mission, Foodbank:** Providing food support for families in need.

Some families in Whanganui have an intergenerational reliance on the welfare system. They depend on the benefit as many experience barriers to employment.

Strengths

- Being employed provides many people with a sense of purpose and achievement as they know 'they can do it'.

Barriers

- Some people receiving the benefit lack the interest, engagement and motivation needed to follow their aspirations. This can often be caused by intergenerational behaviour as they have had unemployment modelled to them throughout their upbringing.
- Some believe New Zealand has a culture of people feeling entitled to financial support which can lead to an intergenerational reliance on welfare. People expect money from the government when they need it as they see it is their "right".
- For some beneficiaries, the value of gaining employment doesn't always outweigh the benefits welfare support, meaning some decide to remain on the benefit, as receiving guaranteed income is more secure.
- Transitioning off the benefit into employment is very daunting for some. They fear losing their 'financial security blanket' and often experience complications with the institutional systems, i.e. IRD and MSD.
- Some believe government agencies try to 'get people off their books'. Without considering their individual needs and circumstances, agencies can cause unrest in families, force people back into bad situations, or set them up to fail.

- For some, being on the benefit is not a choice. Many complex reasons are often behind unemployment, including caring for family members with severe conditions or disabilities, sole parenting, personal illnesses, trauma, or being unable to find meaningful work.

"What I was getting paid, somebody on the unemployment benefit with the low energy payment got paid more than I did. So what's your incentive to go out and get a degree? Why would I? When I could stay at home and make more money than you. I can't fight that."

"Is it actually worth working when you weigh it up? If I went to work, I'd get however much extra, but then I'm paying for fuel to get to work. Is it worth the stress?"

"Many are concluding that actually, they don't want to work 40-50 hours a week to only gain an extra \$50-100 a week."

"In order for them to find meaningful work where they can build skill, the walls and the barriers to do that are huge. It's easy for them to stay on unemployment benefits."

"It's learnt behaviour, if you grow up in a household where you don't have any incentive to follow your dreams and aspirations in another direction, you're more than likely just going to follow the same pattern."

"It is all hurt. You can't go to work when you have so much hurt."

"There are a number of jobs available in Whanganui but there are a number of people that are not fit for employment with health needs. Mental health is a big one still."

Framework Tags



"There are some people that genuinely do want help, do want to better themselves, but they are also individuals that are just not interested and are completely disengaged."
"Some might say it's a choice, but actually, it's not for some families. That's not actually a choice."
"Going into work gives you all sorts of headaches. With IRD, you need to declare your income, and every time they access your benefit there is the opportunity for it to be stuffed up. So people get afraid to move off the benefit. It's their security blanket, they know that that's coming in each week."

5,313 WHANGANUI RESIDENTS RECEIVE A BENEFIT.

Ministry of Social Development, Benefits Fact Sheet, March 2022

75% OF RECIPIENTS (3,999) HAVE BEEN ON THE BENEFIT FOR 12 MONTHS OR LONGER.

Ministry of Social Development, Benefits Fact Sheet, March 2022

44% OF WHANGANUI'S BENEFIT CLAIMANTS ARE MĀORI.

Ministry of Social Development, Benefits Fact Sheet, March 2022

Opportunities

- Breaking the cycle by focusing on getting youth into employment so that unemployment doesn't become intergenerational.

Good Mahi in the Community

- **Ministry of Social Development, Whanganui:** Providing financial incentives for businesses to hire candidates that require more support.
- **Ministry of Social Development:** Working to support people within the community to find and gain employment.
- **Work and Income:** Supporting people into work. They keep in regular contact and alert job seekers of new employment opportunities as they arise.

Although many believe Whanganui is more affordable than other areas of New Zealand, purchasing a home in Whanganui is still an issue for many, with high housing prices and the lack of availability.

Strengths

- Many feel Whanganui is still one of the most affordable places to buy a house in New Zealand. This attracts first home buyers and retirees to the region.
- Some local young families have experienced less barriers to purchasing their first home due to housing being more affordable here compared to other cities.

Barriers

- Many believe the housing market has slowed down as house prices begin to decline. However, house prices and rentals remain high and unattainable for many.
- As prices have increased in Whanganui, some people cannot afford to purchase a house with a single wage.
- Whanganui is experiencing a housing crisis (inflated prices and lack of availability) meaning finding a home is an issue for many low and high socioeconomic families.
- Some believe the housing crisis is also the root cause of many downstream issues, i.e. mental health and the breakdown of the family unit.
- More affordable housing in Whanganui is attracting out-of-town owners and investors. They are ‘strangers’ to local residents and are degrading local community spirit as communities can be out-of-sight and out-of-mind.
- Some believe housing availability is the primary limiter of economic growth in Whanganui. Without housing for their workforce, businesses cannot move to the region.

“What we hear in Whanganui about the housing situation is from a lower socioeconomic end of the spectrum, but it’s absolutely an issue at the higher levels as well. It’s full spectrum housing.”

“A lot of our friends are also looking at Whanganui, because we came here and we managed to buy a house. We feel a lot of responsibility around the inevitable gentrification that’s causing.”

“If your working, you should be able to afford a place to put your family in, but you can’t do that here. It’s disgusting!”

“Houses are going down but they are way higher than they were last year, it makes it unobtainable for lots of people.”

“When we bought our house it was \$250 grand and now we could sell it for \$600 or \$700 grand. What the heck, it’s so not worth it.”

“The housing bubble is at the root cause of a lot of other stuff and is a way to put the majority of the population in some sort of debt slavery that has really negative impacts on mental health and all sorts of other downstream effects.”

“Housing is probably our main limiter of Whanganui’s growth potential at the moment. The discussions always start somewhere, but inevitably they end up with ‘where is my workforce going to live?’”

Framework Tags

No Poverty

Good Health & Wellbeing

Sustainable Cities & Communities

Financial & Physical Capital

Human Capability

Living healthy lifestyles

Economically secure and successfully involved in wealth creation

67% OF WHANGANUI HOUSEHOLDS OWN THEIR OWN HOME.



Impact Collective Dashboard, Goal 1: End Poverty



WHANGANUI HOME OWNERS SPEND AN AVERAGE 12% OF THEIR INCOME ON MORTGAGE REPAYMENTS.

Impact Collective Dashboard, Goal 1: End Poverty

IT WOULD TAKE A PROSPECTIVE WHANGANUI HOMEOWNER 16 YEARS TO SAVE FOR A HOME DEPOSIT BASED ON AVERAGE WHANGANUI HOUSE PRICES AND LOCAL INCOME LEVELS.

Impact Collective Dashboard, Goal 1: End Poverty

WHANGANUI SITS CLOSE TO THE NATIONAL AVERAGE FOR THE AFFORDABILITY OF PURCHASING A HOME, BUT NEW ZEALAND HOUSING AFFORDABILITY IS NOW SOME OF THE WORST IN THE WORLD AT 8.8 TIMES THE AVERAGE HOUSEHOLD INCOME.

Impact Collective Dashboard, Goal 1: End Poverty

Opportunities

- “Better planning and strategising for the future housing need and growth of Whanganui.
- “Supporting people to purchase their own home, i.e. rent-to-buy schemes and savings or retirement plans.
- “Developing low input, high performing housing systems, for example, eco-thrifty housing and renovations.

“Something is needed specifically around the future planning for growth and housing. It is not happening because there is a bit around ‘who’s responsibility is it’.”

“There are lots of places someone could have bought at a reasonable price and been encouraged to do up. Those sort of initiatives are not there for people. Or even ‘rent to buy’.”

“Even home ownership in some cases, working with those organisations that can help people into a savings plan or retirement plan.”

Good Mahi in the Community

- Whanganui District Council: Whanganui Housing Strategy, a framework for addressing Whanganui’s housing needs.

City Mission Whanganui

“We are providing food for people that are in need and struggling with their financial security and their food security.”

“It started off with a few church groups realizing there was a need in the city, similar problems to what is happening today; lack of work, high rents, and lack of rental properties. So the need has just grown as time has gone by.”

“The community just rise to it. A lot of it is just people giving regularly and because they choose to help meet the need.”

“I don’t know that we will ever solve the need but the fact that we’ve got the community behind us, and the city behind us to take care of people means that we’ll be able to function.”

“The main one is the high rent. Most people are on a benefit, they have no reserves. So what they get each week is what they have in their pockets. So if they have car expenses, rent, power, and then if they’ve got children and they are single parents, it’s even harder.”

“They want to meet the needs for their children, so they sacrifice food for themselves quite often.”

“It’s been good to get to know people, to help them have no stigma in requiring a food parcel. And we take care of the mana, they talk to us and get to know us, so we can look after them more than once, as often necessary, and build relationships so that they feel comfortable talking to us. So that way we meet another need. Because sometimes it’s just having somebody to talk to.”

“We also have a fantastic budgeting program and so if we know people’s needs, and they come to us often needing a food parcel, we can suggest that they get the budgeting assistance. We can work through their finances with them.”

“We can suggest to them sometimes “hey, we can see you’ve got your warrant due and you can go and get that tyre that’s needed, we’ll give you a food parcel.” That way, they can still continue to look after their needs. They’re not worried about getting a fine because they’ve got no warrant and that sort of thing. So we just keep having those conversations.”

“We try to make sure that anybody can feel free to come and ask for food parcels. People can get the perception with a food bank that it’s for down-and-outers and people that don’t use their money wisely and have made poor decisions. But that’s not actually the case.”

“So we just try and keep making sure we get the word out there that people can come to us if they have a need.”



With the rising costs of rent, lack of rentals, and state and emergency housing, finding quality housing in Whanganui is an increasing challenge, especially for medium and low-income families.

Barriers

- Gentrification has driven many people out of rental accommodation as rents have increased across many Whanganui communities, meaning they are forced further away, disrupting local communities.
- Many people are put up in temporary-accommodation long term as Whanganui has no pool of emergency housing for people in need, meaning many people are getting put up in hotels long term.
- Some believe Whanganui didn't foresee the real estate boom when selling state housing to the public many years ago. Since then, the waiting list has grown exponentially, as there is not enough state housing to meet the demand.
- Many feel there is an increasing number of homeless families who cannot find a home. They are couch surfing, living in cars and living in overcrowded houses.
- Some feel the Whanganui community is resistant to social housing developments and homeless residing in their neighbourhoods. There is a 'not in my backyard' mindset and stigma against these low socioeconomic families.
- Demands on renters are very high, higher than they once were. Some tenants feel constant stress and fear that they will be 'put on the street' if they don't maintain a certain level of care for their rental property, which can be unrealistic for many.

- Some renters struggle to get traction for essential property maintenance as landlords are unresponsive. They are often required to go through the housing tribunal to keep their home and family healthy, which is an additional stress for many.
- Many believe the accommodation supplement in Whanganui hasn't adjusted to match the rising cost of housing and is still one of the lowest in the country.

“There are lots of people flooding in which has put huge pressure on the system and lots of people are being kicked out of their multi-generational rentals because someone has made a quick buck.

“The lack of rentals here is phenomenal, the lack of housing full-stop. We need more houses.

“You just need to drive around some of the streets in Whanganui and you will see people living in their cars.

“You used to be able to go to Castlecliff and live comfortably, but now you can't. The houses haven't improved yet the rental prices have gone up because of the rejuvenation.

“Families who are renting in vulnerable situations are under constant stress and pressure, about the slightest little bit of untidiness or damage. That's quite common.

“Gonville, about three or four years ago, Housing New Zealand established four state houses... That was met with a massive neighbourhood response of “not in my backyard”.

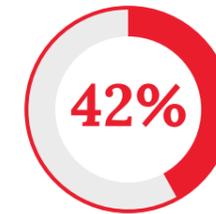
Framework Tags



“It's a whole process, when all they want is someone to fix the back door because there's a big draft and when it rains the door warps and it's not healthy for their children. That can be a real added stress for our families.
“I just came from Te Oranganui, there were families on our books that had 12 to 15 people living in a four bedroom house.

DUE TO LOWER INCOMES IN WHANGANUI, WHANGANUI RENTERS SPEND AN AVERAGE OF 42% OF THEIR INCOME ON RENT.

Impact Collective Dashboard, Goal 1: End Poverty



Opportunities

- Running ready to rent type programmes; helping people build knowledge around how to be a good tenant and improve people's rental skills so that they stay competitive in the limited rental market.
- Ensuring landlords are more engaged, responsive and educated around the rental standards and compliance (from both tenants and landlords).
“Improving their ability and skills as a tenant, for example, running ready to rent type programmes with the local community, helping people to get the knowledge of how to be a good tenant. This will allow them to compete for the limited rental properties that are available.

Good Mahi in the Community

- Various community groups and initiatives supporting people living in high deprivation and homelessness.

The cost of power is higher in Whanganui and its rural settings, further contributing to rising living costs.

Barriers

- The cost of power is a significant expense for some families, especially for medium and low-income households.
- Some families restrict power usage to save on costs, especially during winter, i.e. people going without heaters, which has ripple-on effects on their health.
- Power can be a significant component of business running costs, i.e. manufacturers powering factories and machinery. Along with various other expenses, the higher cost of power in Whanganui can cause considerable strain for some of these companies.
- Some are puzzled as to why we pay more for power here, feeling the only explanation is that power companies are 'profiteering' from the high cost of power in Whanganui.

"I'm astounded that the power and utilities are more expensive and we're one of the lowest income towns in New Zealand."

"Power is a large expense, huge, particularly in winter for those on fixed incomes."

"Heating, they can't afford to heat their houses, particularly for elderly, but families as well."

"Sometimes people aren't using heaters and things in winter because of the cost, and then that whole ripple effect in relation to sickness, asthma, etc."

"It's the fat cats that are profiteering there!"

"It comes up with the manufacturers, the cost of doing business is to the point where for some of them, about 12 months ago, they said, "it's gonna sink us"

WHANGANUI RESIDENTS ARE PAYING 32.13 CENTS PER KILOWATT HOUR FOR ELECTRICITY. THIS IS SLIGHTLY HIGHER THAN THE NEW ZEALAND AVERAGE OF 29.36 CENTS PER KILOWATT HOUR.

MBIE, Electricity Service Costs, February 2022



Framework Tags

Affordable & Clean Energy No Poverty Good Health & Wellbeing

Natural Environment Financial & Physical Capital

Living healthy lifestyles Economically secure and successfully involved in wealth creation

Opportunities

- Supporting people to do their due diligence by checking price comparisons, i.e. ringing around and doing their homework to get a lower price.
- Community organisations who are helping those living in high deprivation could offer advice or strategies to make it easier for people to get lower prices.

"People need to ring around and ask "what can you do for me, what can you offer me". They will offer you a lower price."

"Organisations helping those in poverty, they could say "here's a strategy" to get lower (power) prices."

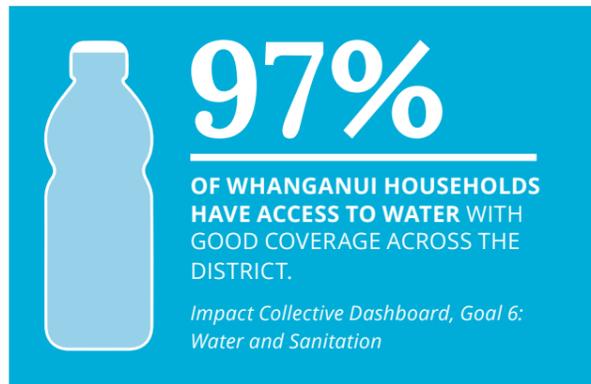
Whanganui is well resourced with free, unrestricted water. People can use what they need when they need it; however, this can lead to unnecessarily high usage.

Strengths

- Many people don't think twice about their water consumption due to there being no restrictions or costs (other than rates).

"It's a positive for us as a district because we're pretty well resourced in that space (water).

"I've lived in places where you have to pay for water that you use. It's nice that we don't have to pay for water that we use.



WATER CHARGES IN WHANGANUI ARE **28% LOWER THAN THE AVERAGE NEW ZEALAND COST.**

Impact Collective Dashboard, Goal 6: Water and Sanitation



Barriers

- Many people in Whanganui consume more water than necessary due to having no restrictions, water charges or educational campaigns in place. In the absence of these, consumption goes to the back of people's minds.
- Many people battle with limescale in the Whanganui water. It can be damaging to appliances and often requires filtration.
- Some people in older neighbours, streets and homes of Whanganui experience dirty water due to outdated pipes and infrastructure.

"Whether it's a good thing that we just obsessively consume water, I'm not sure.

"This is the only place in New Zealand, in Summer, where you can just use as much as you like but not have to care.

"If you give someone something for free, there is no incentive (to limit their use).

"They also have to get some sort of uniformity with the quality of water... They just need to filter the water so that people aren't chipping their teeth every time they have a glass of water or having to wash the kettle out with vinegar every two weeks. The limescale!

"Yes we do have unrestricted water, but they are constantly working on those pipes!

Framework Tags

Clean Water & Sanitation Responsible Consumption & Production Industry Innovation & Infrastructure

Good Health & Wellbeing Quality Education

Natural Environment Financial & Physical Capital Human Capability

Living healthy lifestyles Economically secure and successfully involved in wealth creation

Responsible stewards of their natural and living environments

WHANGANUI RESIDENTS CONSUME SIGNIFICANT AMOUNTS OF WATER. THE AVERAGE WHANGANUI HOUSEHOLD CONSUMES 312 LITRES PER PERSON COMPARED WITH 183 LITRES NATIONALLY.

Impact Collective Dashboard, Goal 6: Water and Sanitation

Opportunities

- Ensuring people are more conscious of personal water usage, i.e. requesting a consumption-based payment, so that we consume water sustainably and minimise environmental impact.

"If you make people pay for it, they will think about how many times they are going to water their lawns.

"If they're consuming more water, per person, but they're doing it in a sustainable way, with less impact on the environment, then I think that's okay.

Elderly

This life stage encompasses all older adults that are aged 65 years old and above.

Good Health & Wellbeing

Theme 41—Whanganui has increasing numbers of grandparents raising grandchildren. They are struggling with the sudden shift in their lifestyle, adapting to a generational change in parenting styles and are lacking support.

Theme 42—Many retired people in Whanganui are active, independent and thriving with well-supported lifestyles that allow them to contribute to their communities and share their knowledge.

Theme 43—Some older members of the Whanganui community feel isolated, unsupported, and at times, as though they are treated like “second class citizens”.

Theme 44—Many older people feel left behind as many essential services have moved online, i.e. banking and healthcare. They lack the ‘real human’ support and guidance to learn how to use online services confidently.

Whanganui has increasing numbers of grandparents raising grandchildren. They are struggling with the sudden shift in their lifestyle, adapting to a generational change in parenting styles and are lacking support.

Barriers

- There are increasing numbers of grandparents raising grandchildren for various reasons, i.e. addiction and abuse within parents and families, and many are feeling unequipped to do so.
- Raising grandchildren is extremely tough for many grandparents - it is a massive lifestyle change. They must juggle their own needs, i.e. health conditions, energy levels, and work, with the needs of their grandchildren who often have complex trauma, behavioural issues, or disabilities.
- Many grandparents, who are new to raising grandchildren, struggle to find and build connections with others in similar circumstances in the community.
- Many grandparents raising grandchildren struggle to navigate various systems and access financial and social service support, which is already very limited.
- Some grandparents have drastically different parenting techniques which creates additional challenges; how they raised their children is completely different to how children are raised today.

“Often these children come with behavioural issues, trauma, disabilities. So, we’ve got many grandparents in the 70s raising their grandchildren who are struggling to keep themselves well. That’s the reality, that’s what is happening at the moment.

“Another grandmother that’s been given two grandchildren, who’s health isn’t great because she’s in her 70s. It just makes me wonder, when did this become okay? They’re not capable of looking after themselves yet they’re being asked to raise grandchildren.

“It’s taking a little bit of confidence to get people making connections with new people. But there are a number of isolated grandparents, particularly if they are new or going through a court process where they have to keep themselves and their grandchildren more protected.

“They are just struggling to make connections within their own community because they’ve suddenly got children and they’re not sure where to go with them and what to do with them.

“We just see more and more struggles and having to go through the systems, it’s really challenging for grandparents.

Framework Tags



Good Mahi in the Community

- **Woven Whānau:** Supporting grandparents to raise grandchildren, connect with one-another and access financial and social service support.
- **Mental Health and Wellbeing Support, Hāpai Oranga:** Supporting the health and wellbeing of grandparents to raise grandchildren.

Theme 42

Many retired people in Whanganui are active, independent and thriving with well-supported lifestyles that allow them to contribute to their communities and share their knowledge.

Strengths

- Many retired people in Whanganui are active participants in society with fit, active and independent lifestyles.
- Some retired people feel very well supported socially and financially with what is available to them, i.e. New Zealand Superannuation and community groups.
- Some retired people are active volunteers, willing to share the knowledge they've obtained over the course of their lives with others as they have the time to spare.

“It’s the independence. The old retired folk that I’ve come across are still sprightly, still active participants in society that thrive on independence.”

“There are some seniors in Whanganui who are very well put together and have great support systems that allow them to have great retirement.”

“Our volunteers are part of that group, most of our facilitators, they are sharing the skills they’ve learned. We have seniors teaching seniors.”

“I feel we are very well served, we get the super, all elderly get the super, whatever they are doing.”

Framework Tags

Good Health & Wellbeing

Sustainable Cities & Communities

Reduced Inequalities

Social Cohesion

Human Capability

Self-managing and Empowered Leaders

Living healthy lifestyles

Participating fully in society

Cohesive, resilient and nurturing

Some older members of the Whanganui community feel isolated, unsupported, and at times, as though they are treated like “second class citizens”.

Strengths

- Whanganui has numerous opportunities for people to join local clubs and volunteer groups, which enable some elderly to build supportive connections and friendships.

“I’m looking forward to the friendship and meeting the other ladies because quite a few of us live on our own now and it can get lonely and we all have missed the big group around the table.”

Barriers

- Some older people feel isolated, lonely, and without human connection as family members are no longer nearby, and friendships have diminished. COVID-19 has isolated them further.
- Some older widows or those living rurally, struggle to reach out for support as they are raised to be self-reliant and feel like a burden to others.
- Many older people have worked hard to get where they are today yet some have experienced being treated as ‘second class citizens’ and undervalued in society.
- Some older people who retire and move to Whanganui struggle to make connections. It is hard to get into a clique when they are new to the area.

“We have worked really hard in our lives to get to where we are and we don’t appreciate getting treated like second class citizens because we have grey hair.”

“You’re always gonna get social isolation as people drop off and their friend circle kind of diminishes.”

“We have a really weird thing in New Zealand where our old people just want to get tucked away. In most other countries, they are valued and looked after.”

“Some are living with candles, and these are our old people, all of them are 60+ and that’s the age bracket up the awa that says nothing. They are all on their own and they feel like a burden.”

“It’s very hard because if you’ve lived in town your whole life, you have a friend base. If you’re new, it’s hard to get into a clique.”

Framework Tags



Good Mahi in the Community

- **Gonville Knitters:** Providing older people with friendship.
- **60s Up Movement, Whanganui:** Promoting the enjoyment of life for people, helping them develop friendships and engage in activities during old age.
- **The Men’s Shed:** Providing older people with something to do and a place to build friendships.

Men's shed Whanganui

"It started in Australia and it just took off. I think there are about 80 sheds in New Zealand at the moment. We have about 50 odd members."

"Men particularly, work, work, work all their lives, retire, stop, and then think "oh, wait, what now?" So that's what this Men's Shed establishment was set up for. They can come here. If they have a project, they can come and do it."

"We've been gathering up gear, it's all brought here in a big pile. We get donated lots from widows. Chaps that had little containers of this, containers of that so I sort through them, what we need and put them in order. That keeps me out of mischief."

"You would never know what's going to come in that door next. "Can you do this?" "Can you make that?" and 95% of the time it's "yes" or "we'll give it a go"."

"Because when you retire, you've got to have something to do. Otherwise, you just go downhill."

"As a result of those people doing those things it keeps them active, keeps the mind going. It's being with the other guys, other guys and other ladies."

"There was one fellow who lost his wife and he also had a bit of a fall and he was in a very low spot. He confided to me that he was going to commit suicide. But his daughter thought she had to get him involved for something, she dragged him along here and it wasn't long before he was part of us. He really enjoyed it."

"It's a very friendly place. Everybody seems to get along with each other. That's what it's about."

"What I like about it is the different skills the guys have. We can help one another. I help others in ways that they can't do either. So we all have different skills. It's good."

"A lot of the guys who come here are a bit lost. They may have lost their loved ones, lonely. So they've started a welfare group on a Wednesday morning now where they just come and have a coffee. We don't have any machines running. That's good for the men."

"I found that another part of your life opens up and you feel good when you come back to your community and help people."

"It's the company for me. They come in and get items they want, and ask if such and such is there."

"Quite often someone will stop and have a chat, a very personal chat, you know, they just need someone to talk to. I have made some very firm friends here."



Gonville Knitters

“We do knitting for dementia people, slippers and hats for the kindy kids (they may not all get hats but they will all get slippers), we also give knitting to Plunket, Birthright, and anybody else that we know that if someone comes in and says ‘name’s’ got six kids and she needs ‘X’ amount, whatever, we hand out.”

“The kindies are really, really happy to get the slippers and hats, they really are! We usually start after the next term after Easter. And I’ll go around and do two or three a day until I get around all of them.”

“Tommy the cop will come in and say someone’s had a burglary and they’ve lost all their belongings, if we can help out, we will.”

“We get people who come in here, like hubby might come in and his wife’s knitted a jersey that needs repairing and she’s not there anymore or a blanket, and we will, one of us will sort it, and fix it.”

“Even the homeless, you know, we help them because someone might knit a whole lot of big hats, we will take them into the homeless, because they’re always looking for clothes for them. And some of the ladies will hand over stuff that hubby don’t want.”

“I think you have to care about people and worry about how people are coping out there, especially these days with COVID and benefits are getting harder for people to cope with and they can’t buy food so how can they afford to buy clothes.”

“A lot of us have made big friends out of it. A lot of us have made friends that you know, we wouldn’t have done if we were staying at home and we wouldn’t have done these things sitting at home.”

“We are a good group of ladies who all care about each other. Somebody to worry about them. Are they okay? Are they safe?”

“When everybody says oh, so and so hasn’t been in today. Is she okay? One of us will ring up and check that she’s around and everybody checks in. Maybe she’s in hospital and she needs a ride home or she needs medication picked up or something. We will try and help each other, the best we can.”

“The need is ongoing, it doesn’t end, there is always more to do. It’s not going home and saying, well, I’ve done my bloody shirt for the day. Sorry, that’s not it. We don’t do that. I get home and sort it all out and think okay, so I’ve got another box to hand out for the slot today or some kids across the street. You know, I bet they could do with a couple of little baby outfits.”



Theme 44

Many older people feel left behind as many essential services have moved online, i.e. banking and healthcare. They lack the ‘real human’ support and guidance to learn how to use online services confidently.

Barriers

- Many older people are struggling with the shift toward digital and are reluctant to embrace the change. They feel disadvantaged, isolated and frustrated as everything they have known has changed, i.e. paying with cheques or using cash.
- Some older people do not have the digital literacy skills to do everything online and lack the confidence and support needed to learn. They are left behind as technology changes at a rapid pace.

“For older people life is hard at the moment anyway, because everything they have known and the way they did things has changed.”

“Elderly people have been really disadvantaged by not having access to the internet, or even if they’ve got access, not understanding what they’re meant to do.”

“Technology is huge and has played a big role. They just can’t handle it, so it is isolating for them.”

“Everything going online, it’s really hard for those that don’t have good access to or good understanding of how technology works. It moves so quick, it can be hard to keep up.”

STATS NZ ESTIMATES THAT UP TO **36% OF THOSE AGED OLDER THAN 75 DO NOT HAVE ACCESS TO THE INTERNET.**

Stats NZ, Digital Inclusion and Wellbeing in New Zealand



Framework Tags

Good Health & Wellbeing

Quality Education

Reduced Inequalities

Sustainable Cities & Communities

Natural Environment

Financial & Physical Capital

Human Capability

Self-managing and Empowered Leaders

Participating fully in society

Opportunities

- Businesses being more considerate and accommodating of the needs of older people when services transition online.
- Providing older people with in-person, human help and support.

“It’s down to businesses to be educating the elderly and adapting their business for them as well.”

“Elderly appreciate if they can come and do the rebates in person, whereas the banks are pushing to be basically human free.”

Good Mahi in the Community

- **Senior Net and Hakeke Street Community Centre:** Providing a tech talk for elderly, funded by Tuatahi Fibre.
- **Senior Net and Collegiate:** Students helping elderly with technology.

“We have a tech talk on with Senior Net who has partnered with us because we lost check books at the same time as the country shut down and the elderly really panicked. They know about online, “every time you go online you’ll get scammed” it’s that fear about that. Tuatahi Fibre sponsored the partnership.”

“Collegiate Students are supporting elderly with technology. They go down to the age concern in the city and they’ll teach people how to use a mobile. You can go down there for about an hour, theres a demand for it.”

This phase captures themes that are relevant for the Whanganui community across all life stages.

Good Health & Wellbeing

Theme 45—Some families are eating poorly due to rising costs of food, knowledge poverty and lack of time to prepare nutritious meals, leading to poor health outcomes in some families, i.e. obesity.

Responsible Consumption & Production

Theme 46—A shift towards a regenerative food system is beginning to take shape in Whanganui, with some local businesses sourcing produce locally and using sustainable practices, contributing to a circular economy.

Life on Land

Theme 47—Whanganui has some pockets of new initiatives that champion the importance of creating better and more sustainable relationships with our environment.

Theme 48—Whanganui has highly fertile and resilient land, which some feel benefits local growers and farmers. However, with urban development and varying land governance, fertile land is becoming increasingly limited.

Peace, Justice & Strong Institutions

Theme 49—Some participants reported a more significant presence of violence and offending in Whanganui and feel the law enforcement and justice system may not be serving its purpose.

Theme 50—Some participants reported feeling safer on our roads due to less movement, drunk driving and better driving education; however, some have noticed more recently, an increase in reckless driving in our community, causing disruption to many neighbourhoods.

Industry, Innovation & Infrastructure

Theme 52—Many people in Whanganui who cannot access the internet, primarily rural, elderly and lower socio-economic families, feel disadvantaged as we have become heavily reliant on technology for basic tasks.

Reduced Inequalities

Theme 53—Many view Whanganui as a diverse and culturally inclusive community compared to other places in New Zealand; however, there is still a way to go as discrimination is still experienced.

Theme 54—Many feel Whanganui is embracing the revitalisation of the Māori culture and the history of the region for the betterment of Māori and the community.

Sustainable Cities & Communities

Theme 51—How we come together has lessened and changed. Many people feel separated and seek connection but struggle to find the places or spaces to do so. COVID-19 has amplified this further.

Theme 55—Many feel Whanganui is a tight-knit community with some generous people that offers a great lifestyle with easy access to services and resources, especially for those with the time and money to enjoy it.

Theme 56—Our rural Whanganui communities feel forgotten about and are increasingly unable to access essential services as very few are available locally.

Theme 57—Populations in rural communities are decreasing as farms become mass purchased, mechanised and converted into carbon farming, disconnecting and further isolating rural families.

Some families are eating poorly due to rising costs of food, knowledge poverty and lack of time to prepare nutritious meals, leading to poor health outcomes in some families, i.e. obesity.



51.5% OF WHANGANUI CHILDREN ARE DEEMED TO BE A HEALTHY WEIGHT.

Impact Collective Dashboard, Goal 2: End Hunger

Barriers

- Many medium and low income families have the perception that healthy food is more expensive. Instead they opt for cheap, unhealthy food alternatives as they are more affordable and enjoyable, i.e. takeaways or junk food, which contributes to obesity.
- Many parents are time-poor and busy with multiple responsibilities. They don't have the time to cook and eat nutritionally. Instead, they opt for unhealthy food alternatives as they are more convenient.
- Some believe supermarkets prioritise money over wellbeing by selling and promoting poor quality and unhealthy food alternatives, contributing to poor health outcomes for families.
- Some believe individual eating habits are an intergenerational cycle. People don't know any different, as eating unhealthy is how they've always eaten.

- Many feel basic knowledge about nutrition and cooking is a skill that has been lost and is lacking today. It is no longer an essential skill taught in schools or by some parents, leading to unhealthy choices.
- Some feel the benefits of Whanganui growing and sourcing food locally are not reflected in local food prices, as prices for fresh produce are high.

“One day I asked “why do you buy this stuff and bring it to class” and then one of the students snapped at me and said, “it’s not my fault that my mom doesn’t have time to make me lunch in the morning”.

“As an outsider coming in. I don’t understand why fresh vegetables are so damned expensive when they’re grown here. When you’re growing stuff on your doorstep, there’s no reason why you should have to pay \$7 for a cauliflower.

“At the end of the day. It’s all about making money, operations and businesses making money from their products and services. There’s no censorship.

“With the rising cost of food, it is easier to go to the local fish and chip shop and spend \$5 on the \$5 pack and it is cheaper than the supermarket... it fills up their tummy.

“Impact of covid with food costs going up is meaning parents are opting to buy cheaper unhealthy convenience foods.

“Youth are making unhealthy choices because they have low education around nutrition or no relationship with food.

“You put a lettuce sandwich in front of a child and hamburger, which one of them will they choose? And the hamburger is cheaper than the sandwich! So which one is the family going to choose to put money towards?”

Framework Tags



15.3% OF WHANGANUI CHILDREN ARE DEEMED OBESE, COMPARED WITH 9.3% NATIONALLY.

Impact Collective Dashboard, Goal 2: End Hunger

Opportunities

- Supporting parents to access healthy, easy and convenient food alternatives when pushed for time.
- Equipping parents and children with cooking skills and nutrition knowledge, i.e. how to shop for and make low cost and nutritious meals.
- Providing education and support for families to grow their own food, i.e. fruit and vegetables, to reduce household costs.
- Enabling people to learn for themselves (rather than doing it for them) and maintain skills for a lifetime, i.e. learning to cook and grow.
- Action from the government is required to tackle the cost of healthy food.
- Investing in community vegetable gardens.

“When you see that obesity is on the rise. When you see crime is on the rise because people are not able to feed themselves. If there was more education around meals that you could cook and grow your own produce. I think we’d see a shift in many areas.

“When we got here, there was so much land being used to produce food. We’ve often thought that that’s a huge loss for this community around how we feed everybody. If we could, having some self sufficiency and sustainability so that prices are fairer because there’s no shipping costs.

“Those core staples, meat is expensive, just make vegetables accessible, because then families can get by and get their nutrients and be able to eat in a healthier way.

“How do you enhance someone’s mana if you’re continually receiving handouts as opposed to teaching them how to do it themselves (budgeting, cooking, growing kai).

Good Mahi in the Community

- Whanganui has an abundance of personal vegetable gardens
- **Thrive**

A shift towards a regenerative food system is beginning to take shape in Whanganui, with some local businesses sourcing produce locally and using sustainable practices, contributing to a circular economy.

Strengths

- A positive shift towards regenerative farming is occurring within Whanganui, as some initiatives strive to grow food while simultaneously healing the land.
- Some Whanganui businesses focus on sourcing food through local partners and suppliers who share similar environmental values.
- Some people and initiatives are growing and sourcing food from their own gardens and land in order to build a closer relationship with their food and its origins.

“Along the way we get to form closer relationships and collectively deepen our relationships to food and where it comes from.

“It’s great knowing that our vegetables have just come from a farm like 10 minutes down the road - knowing what they have put into their products and that we are able to create this awesome kai with it.

“Keeping this material locally and creating more organic material that we can use on our top soil is an important part of food security in our region and broader New Zealand.

Barriers

- Many believe the current food system is a ‘straight line’ rather than circular. This causes a considerable amount of unnecessary waste.

- Some believe there is a lack of information and education around sustainable practices meaning that there is confusion around what is recyclable and compostable which is leading to huge volumes of unnecessary waste, i.e. compostables going into landfill.
- Some believe local growers in Whanganui are struggling to survive and reducing in numbers due to having to compete with large scale supermarket chains.

“Supermarkets, as efficient as they are, as distribution platforms, are also what has to a large extent destroyed local food economies. There’s significantly less local growers since the supermarkets moved to town. They’ve been bankrupted.

“If we’re not applying this thinking to food, then we’re really missing the boat, because food is just such a fundamental, and it shouldn’t be all about profit, it should be about how do people get affordable, healthy and local food that actually is nutritious for them.

Opportunities

- Building closer relationships with food and the environment by learning how to grow and cook food. This can help improve health, wellbeing, and knowledge for generations to follow.
- Encouraging people to use reusable containers when getting takeaway food, i.e. bringing a cup or bowl to help minimise waste, and the need for composting and recycling.
- Providing more education around waste, recycling and compost (soil health) to cultivate a mindset change that becomes the next generations ‘normal’.

Framework Tags



“It comes from that top level down. If we want there to be more happening it needs to come from higher up. We need to be educating.

“The more we can do across all of these different organisations in Whanganui, the greater the impact that we can have on our environmental and social health.

“We need a lot more education and we need to change mindsets around what is recyclable and compostable. Because if we can teach the younger generation, this can start being the new normal.

“How do people get an option to purchase local nutritious food and support part of the circular economy, so that they are putting their energy and their time and their hard earned money into supporting other people who care about that as well?

Good Mahi in the Community

- **Kai Ora, Whanganui Kai Collective:** Working to transform the kai system in Whanganui.
- **Easy Earth:** Diverting organic waste currently being sent to landfill and turning that ‘waste’ into high-quality compost.
- **Learning Environment:** Dedicated to regenerating Pīwakawaka Farm as part of supporting the social and environmental wellbeing of Whanganui. They provide kai (veggie) boxes, apple juice, native trees, and ecological services.

- **Honest Kitchen:** Supporting the local Whanganui community, using local and seasonal ingredients (i.e. from Pīwakawaka Farm) and using 100% compostable containers.
- **Whanganui District Council:** Undergoing a project that strives to implement kerbside pick-up for recycling and organic waste in Whanganui.

“It’s a really awesome model for us - we get the blessing of feeding local families really beautiful food and they get the blessing of being able to eat it and being nourished by it.

“If we can get that resource and capture it and make it into compost and get it out there to the local community gardens, farms, etc, that is a really exciting proposal.

“Having a facility where we can actually compost a lot of our compostable content is really important knowing this gets composted and put back out onto our farms contributes to that whole circle of positivity.

“it’s not just great because it is good compost, it is great because we know that it is contributing to the minimisation of waste that is going into our landfill.

Piwakawaka Farm, Learning Environment, Easy Earth and Honest Kitchen

“There’s particularly amazing things happening in Whanganui in terms of food systems and localizing a regenerative food system here in Whanganui.”

“A really great example of that circular economy is with Honest Kitchen, where we’ve got a bin there that picks up the compostable packaging that their customers use. Then getting that material out to Piwakawaka Farm (Learning Environment) and supporting their mahi to grow permaculture vegetables, and fruit for people in the community.”

“Our relationship with Easy Earth compost. They’re doing amazing stuff, collecting food waste, from cafes, and restaurants around Whanganui. That’s the first municipal compost initiative of its kind in Whanganui. We have the pleasure of putting that compost straight on our beds.”

“It’s not just great because it’s good compost, but it’s great because we know that it’s contributing to the minimization of waste that’s going into our landfills.”

“That’s something we really appreciate. A facility where we can actually compost a lot of our compostable containers. That’s really important to us as well. Knowing that, that actually gets composted here, it happens, and then that goes back out to our farms that comes right back to that whole circle of positive energy. And we’re able to do that on every level.”

“By supporting this enterprise and putting this compost on our beds, we feel like we’re contributing to minimizing food waste in Whanganui and that’s part of closing up that cycle. If we can start providing food to local providers, local cafes, and restaurants, and then their food scraps, which are essentially our food scraps, end up going to Easy Earth then we’re closing up that system, closing up that cycle.”

“Everything we pull out of the garden goes into the compost heap that comes back into the garden. So in every way possible, we try to cycle nutrients back into the system so that there’s no waste.”

“We try to source as much as possible locally, and every day part of my job is seeing if we can just grab one more local supplier, and working with the local vegetable suppliers.”

“It’s great in the morning, just watching them come with the big things and knowing that it’s just coming from a farm, literally 10 minutes down the road. We’re then able to create this awesome kai with it and then give that to our customers.”

“There are always improvements that need to be made. So it’ll be exciting to see how much further we can take it.”



Whanganui has some pockets of new initiatives that champion the importance of creating better and more sustainable relationships with our environment.

Strengths

- Some initiatives in Whanganui are gaining momentum, striving to be ‘good guardians’ of the land through sustainable practices, regenerative agriculture and ecology management.
- Some feel restoring the awa and returning it to its natural state has helped Whanganui build a stronger relationship with, and appreciation for the river and the broader environment.

“By supporting this enterprise and putting this compost on our beds, we feel like we are contributing to minimising food waste in Whanganui, and that is part of closing up that cycle.

“I love it now that when you go to the recycle center, it’s a lot busier than it was when I first arrived.

“That’s our goal, to not just grow food and watch the quality of the land deteriorate, but to do both simultaneously. That’s called regenerative agriculture. People write PHD thesis’ on that.

“Everything that grows and lives in the world, cycles into another form of life in the world. If a bird falls from a tree and dies, it gets broken down and consumed by the forest floor. Same with every leaf, every branch, every tree, every animal, there is a process of reintegration.

Barriers

- Many feel severe challenges stemming from climate change, and environmental deprivation is causing irreparable damage. If measures are not put in place, the Whanganui environment, along with many others, will degrade and lose countless species.
- Whilst Whanganui has made some progress around taking better care of our environment, many believe the region is still behind and that the government needs to better support and mandate progress, i.e. establishing basic recycling schemes and reviewing environmental practices in businesses.

“That along with other stories just really accumulated to me, thinking that what we’ve got left is so special and we are taking it for granted. It is declining.

“Though we’re on the right path now, we’re still way behind where we need to be and that only comes from government initiatives and funding.

“My mum talks about when she was a kid, there being flocks of thousands of seagulls at the beach, and everyone used to complain about them. Now people complain about hundreds. Will they still be complaining when there’s none? I hope not. I think they should be complaining that they aren’t there.

Framework Tags



Opportunities

- Educating people about regenerative systems, cyclical relationships and interconnectedness to help the region thrive, rather than survive, through environmental challenges.
- Building greater awareness of the environmental damage being done.
- Implementing environmental actions, i.e. pest prevention and trapping, and these do not have to be costly.

“If I can get people out here with me and teach them that (the degradation of our environment), then they’ll start to engage and start to be aware of, you know, the damage that’s been done.

“So my take home message would be that, anyone can do this trapping, and you don’t have to do it with the big heavy dangerous docks, you can do it with a Victor trap which costs, you know, \$4 at Bunnings. And you can do that in your backyard.

“Beyond teaching them permaculture, what we want to do is cultivate systems thinking. Because... as long as they’re open minded, and they can see interconnectedness, and they’ve got a more holistic worldview, then we’ve succeeded.

“How do we not just survive what is coming (global warming) but really thrive together and be well together?

Good Mahi in the Community

- **Easy Earth, Learning Environment and Honest Kitchen:** Creating a local circular economy to reduce and reuse waste.
- **Learning Environment and The ECO School:** Providing environment-based education and training opportunities.
- **Ngaa Rauru Kiitahi:** Supporting pest prevention and ecosystem preservation and education.
- **Te Ao Hou Marae:** Employing sustainable practices.
- **Te Awa Tupua, Whanganui River Settlement:** A spiritual and physical entity that supports and sustains both the life and natural resources within the Whanganui River and the health and wellbeing of the iwi, hapū, and other communities of the River.

Whanganui has highly fertile and resilient land, which some feel benefits local growers and farmers. However, with urban development and varying land governance, fertile land is becoming increasingly limited.

Strengths

- Many believe Whanganui has some of the most productive and fertile land. Combined with a stable climate and innovative farming industry, farmers (and households) are able to successfully grow a variety of produce.
- Some believe Whanganui is less impacted by droughts than other areas of New Zealand, as the region has access to a large underground water source (aquifer).

“Whanganui has a strip of the most productive fertile land in the country. It isn't known for anything because we grow everything.”

“The land here is amazing, our soil in our garden is fantastic.”

“We have quite a large aquifer. The aquifer is a couple hundred meters down under Kai Iwi, it's quite large. So we don't get impacted by droughts anywhere near what anyone else does.”

“We have great weather, a relatively stable climate and our farmers are forward-thinkers.”

Barriers

- Some believe the selling of productive and fertile land for housing development, pasture or forestry is reducing fertile land.
- Many feel there is some productive and fertile land available in Whanganui with untapped potential; however, iwi and government policies and processes, create barriers to obtaining and utilising this land.

Framework Tags



“..you find you're importing strawberries and all sorts of other things that can be grown here. Yet they are coming in from Australia. How stupid we are.”

“My concern is that the urban spread keeps pushing and pushing, and the fertile lands, it's not just Whanganui, but it's of concern and very evident around Auckland. So you find you're importing strawberries and all sorts of other things that can be grown here. Yet they are coming in from Australia. How stupid we are.”

“When we first moved here 30 years ago, there were a number of orchards and different food producing farms. I just watched them all get cut down or moved into pasture.”

“A lot of land that is available, it's ungoverned and it's not settled. If you take the patch of land that is governed and has potential, it becomes a very narrow patch of actual opportunity.”

Some participants reported a more significant presence of violence and offending in Whanganui and feel the law enforcement and justice system may not be serving its purpose.

Barriers

- Many people feel there is more presence of violence, crime, and gangs in Whanganui compared to other areas of New Zealand. However, crime is considered to be rising across the country.
- Some people reported feeling dissatisfied with police responses to call-outs and that police are often ill-equipped and under-trained to manage the complexity of situations.
- Some believe there is a strong culture of family violence in Whanganui that is not just experienced in lower socio-economic families. It is experienced by children and families across a range of socio-economic backgrounds and cultures.
- Many believe family violence often goes unreported, and that violence survivors often get lost in the system. They require support and advocacy so that their voices are heard.
- Many feel the justice and punishment system in Whanganui is not fit for purpose, often leading to offenders reoffending as they 'get off lightly' without adequate punishment.
- Some believe the justice system is set against men and that they must tread carefully as all it takes is one accusation, i.e. sexual assault and family violence.
- Many changes are occurring nationally within the justice system; however, this is taking time and isn't always trickling down locally to Whanganui.

- As an alternative to the mainstream justice approach, Whanganui has some organisations that support a restorative approach to justice. However, their success is dependent on personal relationships and networks due to it being a newer approach in comparison to the mainstream justice system, that is not yet fully integrated.

"It's well recognised that our judicial systems don't achieve a hell of a lot other than keeping people locked in institutions that perpetuates crime."

"Within Whanganui, we have a very strong restorative practice. But I don't think it's had a lot of institutional support."

"There is no punishment system, there is just a system. So people keep re-offending and re-offending because why not."

"Certainly agree that there is high violence. The justice system is not serving its purpose at all; it is being reviewed, it's taking a very long time and I don't know where that is at. It needs to be turned on its head really."

"When I first moved here, people would say "there's so many gangs here" but how much of that's a story. But then, the more that I'm here the more its dawning on me that theres a whole lot of fucked up shit going on here."

"Family violence isn't tied to one culture or one ethnic group. It's often how people are brought up."

"I'm well aware that there is a huge bias against males. All it takes is one accusation and you're stuffed, so you've got to have witnesses."

"What goes unreported... you hear lots of stuff going on and I call the police quite often but if something happens and the police don't turn up, it's quite clear I'm the only one calling the police."

Framework Tags

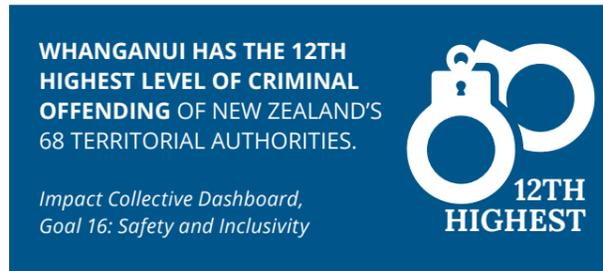
Peace Justice and Strong Institutions

Sustainable Cities & Communities

Social Cohesion

Financial & Physical Capital

Human Capability



WHANGANUI HAS THE HIGHEST LEVEL OF OFFENDING IN NEW ZEALAND FOR MOTOR VEHICLE THEFTS AND THE SECOND HIGHEST FOR ABDUCTION, ROBBERY AND SEXUAL ASSAULTS.

Impact Collective Dashboard, Goal 16: Safety and Inclusivity

WHANGANUI HAS A STATIC CRIME RATE OF 44, MEANING 44 CRIMES ARE COMMITTED PER 10,000 PEOPLE PER MONTH.

NZ Police Victimisation Rates, March 2022

Opportunities

- Prioritising initiatives that look into the effectiveness of the mainstream justice system in order to make it more user friendly and effective.
- Rethinking the police model with more extensive and specialised training (i.e. mental health) so that they are able to respond appropriately.
- Enabling trained professionals to respond to night emergencies where specialised skills are required, i.e. family violence.
- Educating youth about healthy relationships to help end the cycle of family and partner violence.

- Providing people with the tools and techniques required for better communication, emotional regulation and conflict management so that violence isn't used.

"We're one of the shortest education's in the world in New Zealand for police, it's a 16 week course, 900 hours vs. 10,000 hours in Spain, combined with the egos that are joining the police force, you've got a recipe for disaster."

"There's no one else to call, it's not like you can call up Jigsaw and get them to respond at 2am, you have to wait for the morning."

Good Mahi in the Community

- **Jigsaw, Whanganui:** Running workshops with men that teach them response-based practice. This is targeted at shifting the responsibility back on the person using violence.
- **FLOW team at Whanganui Police:** Specialised team as a part of the Whanganui family violence project, aiming to better respond to family violence.
- **VIN (Violence Intervention Network):** Building greater awareness around family violence in our community.
- **Restorative City Whanganui Trust, Whanganui Restorative Justice:** Utilising a community-based model of restorative justice to provide a community perspective on the offending and to offer support to the victim and offender.
- **Safer Whanganui:** Providing leadership and direction for the promotion of community safety in Whanganui.

Some participants reported feeling safer on our roads due to less movement, drunk driving and better driving education; however, some have noticed more recently, an increase in reckless driving in our community, causing disruption to many neighbourhoods.

Strengths

- Some feel Whanganui’s drinking culture has reduced as drunk driving checkpoints have become more regular.
- Some believe fatalities have lessened since Whanganui put in place speed reduction programmes across the region.
- Some feel changes to learner-driver education has helped build awareness around road safety.
- Some also felt that COVID-19 lockdowns have meant that there have been less cars on our roads, which may also be contributing to our roads being safer.

“The thing that changed it was the drink driving rule because there used to be this huge emphasis on going to the different bars and getting cheap drinks, which you still can, then you’d drink drive home. But when they started doing checkpoints at the gates and you would get smashed with alcohol related offences.

“Up where I live there used to be a fatality every year. There was a big black spot where they’ve now slowed right down. But since they reduced the speed there, where there were a lot of fatalities or serious crashes, I’m not seeing them as often as I used to.

“It’s about safety, wellbeing, wellness and welfare. So there’s less movement as a result of that. The less cars on the road, the less likely we are to crash. COVID has also built a greater awareness and care of whānau wellbeing and welfare which has restricted movement. There haven’t been changes. The only change has been that we’re locked down. It’s just about continued education and police presence.

IN CONTRARY TO THE LIVED EXPERIENCE...



THE NUMBER OF SERIOUS AND FATAL CRASHES IN WHANGANUI HAS ALMOST DOUBLED SINCE JUNE 2013.

Impact Collective Dashboard, Goal 16: Safety and Inclusivity

Framework Tags

- Peace Justice and Strong Institutions
- Quality Education
- Sustainable Cities & Communities
- Social Cohesion
- Human Capability

Barriers

- People feel there are many reasons for high or low crash rates on Whanganui roads meaning it is difficult to pinpoint just one cause, i.e. drugs, drivers licenses, driving without seatbelts, foreign drivers and people driving without seatbelts.
- Some believe the increase in drunk driving checkpoints and rules has contributed to the closure of rural pubs, further reducing local services for isolated communities.
- Some people in rural communities have ‘normalised’ and are still drink-driving as there are very few alternative travel options available and they feel they have no choice, i.e. taxis.
- Some feel that campaigns and advertisements do not help reduce crashes on the road. Instead, they risk re-traumatizing crash victims.
- Many have noticed an increase in reckless driving in Whanganui, particularly amongst youth.
- Some cyclists feel unsafe on Whanganui roads due to inconsiderate driving. Feeling unsafe can deter people from cycling which impacts the possibility of adopting cycling as a means of transport.

“People finishing work. They are finishing work, then they get a box, come home, and they’re drinking on the way.

“I don’t think the campaigns have ever worked. Car accident ads are retraumatizing for people who have had car accidents, they are appalling. I’ve drunk and driven up the river plenty of times. You just get into the same (habit), it’s normal. Still too many car accidents, some real idiots on the road - how the hell did they get a license!... some of it is diabolical, people blatantly going through red lights - like they have a death wish or something. Generally the driving culture here (nationally and in Whanganui) is really bad for cyclists, people skidding past you, cutting you off, not giving you enough space... In Scotland you have to give cyclists 1.5m or you can be prosecuted... This is also key to reducing the number of cars on the road, if people feel safe they will cycle, quite a pressing shift for health and environmental reasons.

How we come together has lessened and changed. Many people feel separated and seek connection but struggle to find the places or spaces to do so. COVID-19 has amplified this further.

Strengths

- Some feel lockdown gave people the opportunity to slow down and spend more time connecting with their families, boosting the family unit moral.

“Best thing about the first lockdown was it slowed us down, re-prioritised, did stuff with the family, it boosted everyone’s morale and everyone came back ready for the next one.

“It’s as simple as, they spent time with the family.

Barriers

- Many feel our ability to come together for social cohesion and our mental health are under severe strain as people are more self-focused, disconnected and separated. Technology has amplified this further.
- COVID-19 lockdowns, regulations and mandates have also impacted how people engage, participate and connect, isolating people further.
- Some feel there are few (and lessening) spaces for families to come together and connect, particularly spaces that don’t cost.

“That’s what a lot of my family’s talk to me about. A lot of them are seeking connection, and they feel lonely or they wonder whether they are the only ones, as a parent, doing it tough.

“While people have been isolated in their homes, they have been using online platforms to try and connect more which is leading to all sorts of negative mental health implications. It’s termed the ‘narcissism epidemic’ in other countries, where people are putting forward the best, most superior version of themselves, which isn’t reality.

“We don’t do anything together anymore. Technology pulls you apart as individuals rather than pulling you together.

“A young family I know, if it’s a weekday, and they want to take their children somewhere, it’s very tough. They’re struggling to find places to connect with others that aren’t going to cost them a lot of money.

“My journey was that I needed that community and that support, but there really weren’t spaces for us to go in the community.

Framework Tags

Sustainable Cities & Communities

Good Health & Wellbeing

Social Cohesion

Financial & Physical Capital

Human Capability

Participating fully in society

Opportunities

- Providing different social events, community groups and venues for people to engage in so that everyone has an option.
- Fostering community connectedness by encouraging and creating inclusive, non-judgemental spaces where people can relate; bringing people together over shared interests and ambitions.

“Just bringing our community back together and people working together again. We’ve become really individual and consumerist. Whereas it should be about people.

“Those trainings bring our people back together over a shared kaupapa. That is truly strengthening for our awa, our people and our whenua as well.

“It’s just somewhere that accepts you for who you are regardless of your background and regardless of your history. It’s a place to be, to feel connected and for their child to feel a part of a community.

Good Mahi in the Community

- **Whanganui River Markets:** A great place for people to meet others and connect.
- **Woven Whānau:** Addressing the rising issue of parental isolation in New Zealand by creating parent pop ins around the community and monthly dinners for people to build connections.

“The Market is great, people can come together, but we need more of that in the evenings, after work so people can then socialise, so that people can enjoy their time in their leisure time.

“We are building up parent pop ins around the community. We’ve got one just started and the Harrison Street Hall. These are spaces that parents can just pop in to after dropping kids off to school.

Hakeke Street Community Centre Whanganui

“It started really from a need from the childcare center. As we started building relationships with whānau, we started seeing that there was a need for support.

“From there, we built this vision where we could support whānau with counseling, advocacy support, and really connecting whānau to be the best that they can be.

“We’re very much standalone, which gives us the power to create what our community needs. The people that lead us, our community.

“It’s been the community that’s let us know what they want.

“We are 95% run by volunteers. A lot of those volunteers bring their own skills and have become facilitators of programs, which offer this amazing opportunity to our public to come and relearn without judgment. It’s a safe space. It’s from there that those volunteers put that plan into place to help work with these people, which improves their lives.

“It’s about connecting whānau and individuals to each other, and to agencies, to try and empower them to have their own voice. We walk alongside people, we don’t do it for them.

“The focus for us was around taking away barriers, what we knew was we had people who weren’t connecting with services, due to a multitude of reasons, relationships, financial.

“But quite quickly, agencies became involved and said, “Hey, let’s bring that over to you”. So the likes of jigsaw have come in and run courses. So that it’s in the community for the community.

“A lot of those people wouldn’t know where to go for support, or have the confidence to go and do that or don’t want an agency involved. So by us bridging that gap that makes it a lot easier for people to be able to connect to who they need to.

“It’s really about being mana-enhancing, so the community takes ownership of it. What do we know when people take ownership, that leads to them feeling valued. That’s really what we’ve noticed here.

“You name it, we do it. If we’re not doing it, we’re willing to.

“We know that through relationships is where we can really interject change and support whānau to achieve their goals. We’re so proud of this community, we’ve had so much awahi, so much love. We’ve had support from so many people, and iwi.

“That’s whānau leading whānau. That’s so empowering for communities because it’s not about our vision. It’s not about what we want. It’s about what the community wants.

“I think it’s been a personal goal for both of us to leave our mark on this world, but in a positive way. And to see the small changes that we’ve been able to offer people just fills our souls.



Woven Whānau

“An opportunity to gather organisations alongside parents to be better together - how do you normalise asking for parent help?”

“We are not a social support agency, we are just parents walking alongside parents, to enable families to connect to other families that they would not have connected with otherwise.”

“It’s all left on us - I have walked that walk and for me there is something really special about engaging with and meeting someone who has walked that journey and actually knows what it is like.”

“When they come to woven whanau, they just get a cup of coffee.... informal time to share your journey with other people and see that the hard stuff is normal.”

“Our pop-in service; A core group of parents that meet here twice a week - it’s their lifeline.”

“Also the parenting courses, we have resources on site and we can speak to this, we have our own experience.”

“Being a parent of 4 boys, and now being a nana as well, people can relax because they think, she gets it!”

“For some reason society thinks as soon as you stay home with the baby you lose all of the skills and abilities you had when you were working. When people are ‘disempowered’ with this, they isolate, they stick to the people they trust around them, and it is not actually the best for everyone - particularly with postpartum depression.”

“We believe that there is so much more you can do when you are in that space to support other parents and those in similar spaces.”

“What’s happening for the grandparents raising their mokopuno, this has always been a huge conversation and focus...It is just trying to connect with as many as we can and connect them to each other!”

“To do this role you have to love people, you have to be confident enough to have that conversation, and to just ask if you see someone struggling, are you okay?”

“Our dream is that parents are connecting well, and their skills are growing, and that we will have a woven whānau representative in every aspect of parental care... how do the spaces where the children are growing up become better for them?”



Many people in Whanganui who cannot access the internet, primarily rural, elderly and lower socio-economic families, feel disadvantaged as we have become heavily reliant on technology for basic tasks.

Strengths

- Whanganui has many locations with free internet i.e. library, hotspots, etc.

“There is lots of free access to the internet around Whanganui. My kids’ phones, they don’t get any top ups because they just use the internet, it’s free. They just go from hotspot to hotspot.”

Barriers

- The internet is rapidly becoming a necessity with many services moving online, which has been sped up by COVID-19. This means people feel disadvantaged without access to the internet for basic things, i.e. banking, online learning, etc.
- There is also a ‘technical knowledge’ education barrier for some, i.e. low literacy individuals and elderly, meaning they are unable to perform some tasks required to access essential services online.
- Some low-income households can’t afford the internet as it is the first bill to cancel when money is tight.
- Children of rural and low-income families are disadvantaged by the shift towards digital, especially during COVID-19. Many were unable to access the internet for online learning.
- Some low-cost internet offerings, i.e. Skinny Jump, are unable to handle the volume of internet users due to the need to increase the capacity of the infrastructure, meaning some cannot access these more affordable rates.

“There’s no money, there’s no housing, there’s no food. You can’t even fill the bottom of Maslow’s triangle. So do you have Wifi?”

“My budget just goes on electricity and gas and internet. But it’s just basic. I don’t count it as a luxury, the internet is not a luxury. It’s a basic. It’s a necessity, like electricity.”

“The whole banking system has changed, everything is now online. Work and Income, Inland Revenue, all of those things are mostly online these days. There’s just all these barriers in the way.”

“If you’re applying for a job but you have no internet or computer literacy, you are automatically cast out.”

“Just about any organisation has an app, and if you call you don’t actually get a person. There’s so many people that have been disadvantaged by that.”

“COVID has really increased this as well, with a whole lot of stuff going online. They’ve cut other face-to-face services. It’s almost been fast-forwarded over the last 2 years.”

“We (Hakeke Street Community Centre) do skinny jump here, but our cell towers are overloaded... It’s now to the point where we can no longer connect people with the internet because the infrastructure doesn’t have the capacity. That will continue to be a problem until the capacity is increased so that the number of people using the internet can increase. We have to say no to a few because there’s just no room on the internet for them.”

Framework Tags

Industry Innovation & Infrastructure | No Poverty | Reduced Inequalities | Good Health & Wellbeing

Social Cohesion | Financial & Physical Capital | Human Capability

Self-managing and Empowered Leaders | Participating fully in society | Cohesive, resilient and nurturing

98% OF WHANGANUI HOUSEHOLDS HAVE THE ABILITY TO ACCESS THE INTERNET VIA WIRELESS, ADSL OR FIBRE TECHNOLOGIES, BUT ONLY 78% OF HOUSEHOLDS DO SO. THE NEW ZEALAND AVERAGE IS 86%.

Impact Collective Dashboard, Goal 1: End Poverty



THE AVERAGE MEDIAN HOUSEHOLD INCOME IN WHANGANUI IS \$54,207 COMPARED WITH \$87,055 NATIONALLY, MEANING THAT MANY FAMILIES OR HOUSEHOLDS DO NOT HAVE SUFFICIENT DISCRETIONARY INCOME TO AFFORD INTERNET ACCESS.

\$54,207 | \$87,055

Dot Loves Data, Dynamic Deprivation Index, March 2022

BASED ON THE NEW ZEALAND DYNAMIC DEPRIVATION INDEX, THERE IS A 0.93 CORRELATION (1 = 100% / 0 = 0%) BETWEEN HIGH DEPRIVATION LEVELS AND A HOUSEHOLD NOT ACCESSING THE INTERNET. INTERNET ACCESS IS THE STRONGEST CORRELATION WITH DEPRIVATION LEVELS OF ALL SOCIO-ECONOMIC METRICS USED.

Stats NZ, Digital Inclusion and Wellbeing in New Zealand

Opportunities

- Better educating customers when businesses move services online.
- Ensuring businesses offer another pathway to access services for individuals who are unable to use or access the internet.

Good Mahi in the Community

- **Hakeke Street Community Centre:** Providing internet connection on an affordable prepaid basis for local families.
- **Starlink:** Providing rural communities with satellite connection to the internet.
- **Inspire Free, Whanganui District Council:** Free, local Wi-Fi network available for anyone to use at a number of places around Whanganui.

Many view Whanganui as a diverse and culturally inclusive community compared to other places in New Zealand; however, there is still a way to go as discrimination is still experienced.

Strengths

- Some feel Whanganui is a friendly and culturally inclusive region that embraces and celebrates its multicultural and diverse makeup.
- Some feel Whanganui is an accepting community that welcomes and supports minority groups.
- Some feel there has been an increase in conversation and information available for rainbow communities.

“In Whanganui we like to be as one, we like to be inclusive. More so than it used to be. It’s definitely a strength of Whanganui.”

“Being culturally diverse isn’t a bad thing. Being culturally diverse is a great thing we should celebrate, celebrate our diversity in all ways, shapes and forms.”

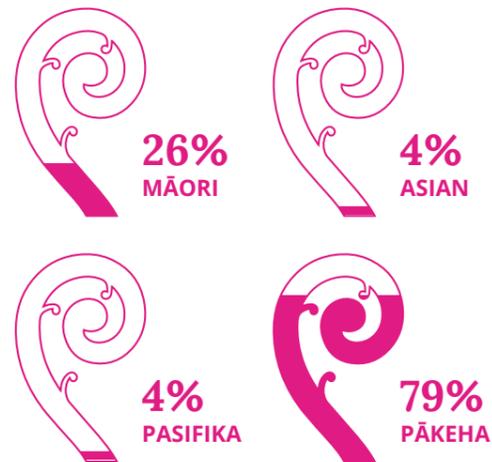
“It’s been the most noticeable thing moving from Waiheke, where it feels super segmented and polarised. Coming here, there is just a feeling of less or a gap and more diversity.”

“Quite a lot has happened in the last year, there’s been quite a significant increase in programs, workshops and resources for our rainbow community.”

“Whanganui is a fairly tolerant and accepting community, there is always something out there to have everyone included, for instance, pride week.”

WHANGANUI IS AN ETHNICALLY DIVERSE POPULATION WITH 26% OF THE LOCAL POPULATION IDENTIFYING AS MĀORI, 4% ASIAN, 4% PASIFIKA AND 79% PĀKEHA (THE TOTAL PERCENTAGE IS GREATER THAN A TOTAL OF 100% DUE TO PARTICIPANTS BEING ABLE TO SELECT MULTIPLE ETHNICITIES THEY IDENTIFY WITH).

Impact Collective Dashboard, Goal 4: Education



Framework Tags

- Reduced Inequalities
- Sustainable Cities & Communities
- Social Cohesion
- Human Capability
- Participating fully in society
- Confidently participating in Te Ao Māori
- Economically secure and successfully involved in wealth creation

Barriers

- Some consider Whanganui to be more conservative and conventional, with some experiences of discrimination towards marginalised people still present beneath the surface.
- Some experience gender equality to be worse in Whanganui than other urban centres, with some reporting experiences of misogyny in some public forums and a lack of diversity shown by some government institutions.

“Whanganui has moved a long way, some of our institutions have also, but scratch the surface, we have a pretty long way to go. And it doesn’t need to be much of a scratch.”

“Generally Whanganui feels like a smaller town, slower and more traditional, from a conventional Pākehā family type way.”

“When you go into the chambers, and it’s like, all the old men on the walls, it’s very intimidating. There is one woman but they’re all white. It’s obviously not a space for women or people of colour to feel empowered.”

“There is a pretty clear divide between wealthy white landowners and urban Māori poor which is a historical situation but would be nice to remedy.”

Opportunities

- Empowering the next generation to voice injustices for the betterment of all.

“The next generation is open to voicing injustice, wants to see collaboration and wants to see the betterment for all.”

Many feel Whanganui is embracing the revitalisation of the Māori culture and the history of the region for the betterment of Māori and the community.

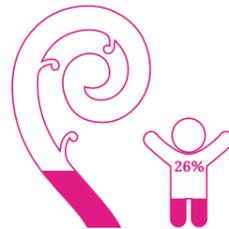
Strengths

- Many experience Whanganui as a bicultural town working towards equality for Māori, with many in the region embracing Te Reo and Te Ao Māori, i.e. schools, organisations, etc.
- Many people believe giving sovereignty to the Whanganui awa was a globally momentous movement achieved by mana whenua taking dominion over their land.
- Some perceive the self-esteem of Māori people to be better as Whanganui has a strong iwi presence that nurtures Māori culture and wellbeing.
- Some Māori communities are revitalising mātauranga Māori in Whanganui, embracing their culture to stop the loss of their language and way of being.
- Some perceive the history of Whanganui’s awa and environment is well known to many Whanganui people, Māori and non-Māori.

“What Māori want for their whānau is what everybody wants, and if they get it right in health and education, they will get it right for everybody. It is not rocket science, it is just being inclusive.

*“The whole history with the awa, the mountain to the sea, it seems to be embedded in Whanganui not just Māori.
 “The connection from iwi of the river, that’s given the river sovereignty, legal sovereignty. That is an environmental movement and it’s globally momentous to give a river personhood and that’s come from Māori taking sovereignty over their own space. Through connecting up all the hapū of the river, and trying to work together.
 “Parikino is an example of that. Whānau decided 20-30 years ago that ‘we need to stop the loss of our culture, our reo, our way of being’.*

WHANGANUI HAS A STRONG MĀORI POPULATION WITH 26% OF THE LOCAL POPULATION IDENTIFYING AS MĀORI.



Impact Collective Dashboard, Goal 4: Education

Framework Tags

Reduced Inequalities Sustainable Cities & Communities
 Natural Environment Social Cohesion Human Capability
 Self-managing and Empowered Leaders Living healthy lifestyles Participating fully in society
 Economically secure and successfully involved in wealth creation Cohesive, resilient and nurturing
 Responsible stewards of their natural and living environments

Good Mahi in the Community

- **Te Awa Tupua, Whanganui River Settlement:**
 A spiritual and physical entity that supports and sustains both the life and natural resources within the Whanganui River and the health and wellbeing of the iwi, hapū, and other communities of the River.

Many feel Whanganui is a tight-knit community with some generous people that offers a great lifestyle with easy access to services and resources, especially for those with the time and money to enjoy it.

Strengths

- Some feel Whanganui is a great sized city that provides an excellent lifestyle with everything the community needs. People have easy access to quality services and many free resources, i.e. biking, rowing, kayaking, arts, neighbouring cities and national parks.
- Some middle-aged retired people see Whanganui as an ideal city to retire in as it provides an excellent lifestyle for those with more time and money.
- Some believe Whanganui has a positive community 'feel' with many people and organisations doing amazing things; contributing to the community and helping where they can.

“Whanganui is the goldilocks town. Not too big, not too small, not too hot, not too cold.

“It’s the neutral spaces that don’t cost that people need. Our libraries in places like that a little gold mines really.

“No matter what your interests are, there are a lot of possibilities here to get involved in the community, expand your hobbies, learn new things.

“There are many beautiful people in the community who just love to give and donate.

“Whanganui is more geared up for middle-aged people, it has got everything my age group needs.

Barriers

- Whanganui provides a great lifestyle at the cost of lower incomes. People choose lifestyle over income.

“People are choosing to stay, because this is their lifestyle, they have friends here, etc, even though they know they could go elsewhere and get nearly double their income. They choose the lifestyle.

Framework Tags



Good Mahi in the Community

- **Stone Soup:** Strengthening the community bonds and restoring a sense of pride to their suburb.
- The many, many other amazing community organisations we have spoken to throughout our research.

“Stone Soup means the community builds connection and relationships, which makes things easier when they are tense or get hard.

Our rural Whanganui communities feel forgotten about and are increasingly unable to access essential services as very few are available locally.

Barriers

- Essential services are difficult for many rural people to access as few are available locally. People must travel to access the support they need, particularly healthcare, midwives and childcare. This gives rural communities a sense of being forgotten.
- Some rural families feel an amplified financial pressure of additional or higher costs to use and access services, i.e. travel expenses, rural postage, rural internet, etc.
- Internet and cell coverage is poor in rural New Zealand. This is a disadvantage for many rural families as they often do not have inadequate or any connection to the internet.
- Rural communities are at the end of the service pipeline, meaning they have less influence on what they receive and how they receive it.
- Some rural families often face scrutiny from others, with the finger pointed at them regularly. Yet, they often help prop up the New Zealand economy.

“I live in a rural setting and I do think society’s kind of turned its back on rural communities. Services are pretty much non-existent.”

“The little schools close, the health centres aren’t there. I don’t know how it is going to end up.”

“We’ve heard some of those awful, awful tragedies of children on the farm. It’s because there is no other option for families but to have their children alongside them.”

“I’ve got a brother who is contracted all over the world and in really tricky places to set up satellites for the internet. He can’t believe that New Zealand is still not as good as the highlands of Papua New Guinea.”

“Farmers have the finger pointed at them a lot for a lot of the climate change issues, which I don’t agree with, and they are just getting taxed and health and safetied out of the game.”

Framework Tags



THE AVERAGE TRAVEL TIME FOR A WHANGANUI RESIDENT TO THEIR SECONDARY SCHOOL IS 4 MINUTES, TO THE LOCAL HOSPITAL IS 8 MINUTES AND TO THE CLOSEST SUPERMARKET IS 5 MINUTES.

Dot Loves Data, Community Compass Dashboard, Access to Services



FOR MORE RURAL LOCATIONS, UPPER WHANGANUI RESIDENTS SPEND AN AVERAGE OF 39 MINUTES TRAVELLING TO A SUPERMARKET AND 45 MINUTES TO GET TO WHANGANUI HOSPITAL.

FOR MOWHANAU RESIDENTS AVERAGE TRAVEL TIMES ARE 17 AND 21 MINUTES TO THE SAME LOCATIONS.

Dot Loves Data, Community Compass Dashboard, Access to Services



THESE TRAVEL TIMES ARE ON A PAR WITH RURAL LOCATIONS IN SURROUNDING DISTRICTS SUCH AS SOUTH TARANAKI, RUAPEHU AND RANGITĪKEI.

Dot Loves Data, Community Compass Dashboard, Access to Services

Good Mahi in the Community

- **Jigsaw, Whanganui:** Prioritising rural communities with the people they serve.
- **Robert Bartley Bus:** Bringing health services to rural communities.

“Robert Bartley bus, that’s the forerunner of another adventure they’re going to do and that will help relieve and support some of the access issues.”

Populations in rural communities are decreasing as farms become mass purchased, mechanised and converted into carbon farming, disconnecting and further isolating rural families.

Barriers

- Many rural people and families are becoming increasingly isolated, meaning farmers are struggling to find staff as a solitary lifestyle with limited or a lack of access to some services is undesirable.
- Many feel the mechanisation and mass purchasing of farms and carbon farming have reduced the populations of rural communities. Rural schools, support services and community hubs have closed due to dwindling numbers, isolating rural families further. Schools, in particular, played a pivotal role in providing a space for community connection.

“Families have changed and communities have changed a lot. All those little communities, little pockets of people, now because there are bigger farms, there’s less people, there’s also less support networks for women with young children.

“They are in trouble, I don’t know what the solution is. It’s just isolating.

“Farms have also become very mechanised. So there are a lot of empty worker cottages, they don’t require the number of workers anymore, because the machinery is doing that for them.

“The government sector encouraging forestry is huge in this space, in terms of reducing the rural community. The urban dweller might think it’s quite good, but it’s actually quite damaging.

“Things have changed. When we first moved there, in 96, there were 35 children at the school. Now there are 4. The ones that are older either travel or they board for high school. So the baby sitters are not there.

Framework Tags



IN CONTRARY TO THE LIVED EXPERIENCE...

THE TOTAL POPULATION OF WHANGANUI'S RURAL COMMUNITIES OF UPPER WHANGANUI, MOWHANAU AND KAITOKE-FORDELL INCREASED BY 441 BETWEEN 2006 AND 2018.

KAITOKE-FORDELL RESIDENTS INCREASED FROM 801 TO 1173, MOWHANAU RESIDENTS INCREASED FROM 1155 TO 1290, WHILE UPPER WHANGANUI RESIDENTS DECLINED FROM 1218 TO 1152



Stats NZ, New Zealand Census Usual Resident Population Counts, 2006 - 2018.

Opportunities

- Leveraging those in regular contact with rural communities, particularly livestock agents or local posties, to check in on rural families.

“I would recommend reaching out to your rural posties. If anyone knows what’s going on out there, that your rural postie, they’re there through thick and thin, they are always there.

“The other group of people are livestock agents that go on farms, or vets. They aren’t as regular as a postie, but they’re in regular contact with farming families.

Good Mahi in the Community

- **Rural Women New Zealand:** Supporting women and families in rural communities. ‘An authoritative voice on health services, education, environment and social issues in the rural communities.’

“Our focus really is just on being together. So, we talk, we walk, we listen, and we laugh. We’re really good at all those things.

Enablers and Barriers

This phase captures enablers and barriers within the system that are impacting the ability for organisations to work with and effectively meet the needs of the Whanganui community.

Enabler

Theme 1—Some felt there is a notable shift towards doing things differently in pockets of the community, with increasing numbers of local initiatives and government agencies prioritising working together and taking a community-led approach.

Barriers

Barrier 1—Many believe there is still a significant disconnect between decision-makers (leadership and management) and those on the ground (community and front-line workers), resulting in many services and policies being created in silo's, without consultation with the community.

Barrier 2—Many people believe government organisations address aspects of a person in isolation from their families and environment. They need to take a whole-person approach instead, for long term and enduring outcomes.

Barrier 3—Some people believe society is not one-size-fits-all, and although there are many more supports available for Māori than there once were, some still experience additional pressure and expectations.

Barrier 4—Many community organisations experience ongoing challenges when obtaining and maintaining financial support. They simply want to do the best for their communities, but often feel like they are 'up against a wall' when accessing funding.

Barrier 5—Some participants feel data has many limitations as it is only ever a point in time, is open to interpretation and does not capture the lived experience.

Enabler 1

Some felt there is a notable shift towards doing things differently in pockets of the community, with increasing numbers of local initiatives and government agencies prioritising working together and taking a community-led approach.

Strengths

- Many organisations are beginning to work alongside other sectors and services for collective impact. They are striving to prioritise collaboration over duplication to achieve more together.
- Many community organisations are beginning to display an authentic community-driven approach. They prioritise listening to, consulting with and working alongside those with intimate and lived experience.
- Many organisations recognise the value of networks, connections and relationships with community partners. They lean on these networks to provide support instead of denying help to those in need.

“As it unfolded and we saw the community groups taking a lead position, we realised it can be done a different way, it doesn’t have to be done in the same way as in the past.”

“It was a very successful piece of work and a very collaborative way of working with the police, courts, NGOs, government agencies, Ministry of Education, iwi and social services. It was beautiful because everybody was working together to devise a plan. It wasn’t just one social service sector’s responsibility.”

“We haven’t said no to anyone yet. However, we work really strongly with other community partners so that we don’t have to. Our list of partners is longer than my arm.”

Opportunities

- Empowering people to create, lead and facilitate change as they are the experts in their own lives.
- Providing local solutions to local issues for more relevant responses that reflect the unique needs of the community.
- Making training and education around community-led development more accessible for local businesses and organisations.

“Facilitated and created by those who have actually been there is more effective than anything else. They have an intimate understanding of what it’s like to be incarcerated, what it’s like to be traumatised, what it’s like to feel like you’re all alone.”

Good Mahi in the Community

- **Ministry of Social Development, Whanganui:** Employing a new community-led approach with a regionally delivered and centrally supported model and high trust contracts.
- **The Impact Collective:** Listening to the voices of the Whanganui community.
- **TCLT:** Re-building and working alongside their communities up the awa to create better outcomes.

“Moving to high trust contracts, instead of clauses and clauses of hoops to jump through, saying these are the outcomes we want you to deliver and that’s all there is to it.”

“There are a huge amount of organisations that want to engage with our community because we’re rural, isolated, and predominantly Māori. People want to engage, they want to help, but they don’t necessarily know how so we can be that mechanism to help make that happen.”

TCLT Whanganui

“The TCLD trust was formed four years ago, as a mechanism to aid community-led development originally in the middle reaches of the Whanganui river. So Matahiwi, Ranana, Jerusalem, also known as Hiruhārama and Pipiriki.

“The community knows what the community needs, you know, so essentially, everybody has a voice and their voice is important.

“We’ve got a vision, and that vision is determined by our people up the awa. You know, it’s their dreams and aspirations that lead this. It’s all of ours, really, because we’re all from the awa, we all want the best for our people.

“We do have challenges, but we navigate around them. If we can’t do it this way, we’ll just keep going around until we can find a way forward.

“Together, we’ll get whatever he needs to be done, done. But what do you want for your village where you live? What’s important to you and your family? Is it a bus shelter, because your kids are out in the rain when the bus is going to come pick them up?... Whatever that looks like, we’ll look at working together and finding solutions, local solutions as well.

“There are a huge amount of organizations that actually do want to engage with our community because you know, we’re a rural, isolated, predominantly Māori community, and people want to engage, they want to help, but they don’t necessarily know how. So we can be that mechanism to help make that happen. So they’ll make contact with us and say, “hey, I hear you’re doing some really great stuff up the river, how can we help”. Then we’ll say “well, come in, come and see what we’re about.

“The thing that I love about this program is that we all whakapapa to the river. What I do with the awa workshops, it’s all about empowering our own. We’re all investing in ourselves and knowing that we can be healthier.

“Most of us have lived or associated with these communities for a long time. So we’re quite lucky, we’re already aware of what those core needs, or core aspirations have been.

“We’ve gathered data from other bodies, such as the rūnanga or the marae, in the past and looked at that data. We’ve also gone out there and spoken to the people.

“It all just happens from conversations and we’ve just got those relationships because they’re our whānau, they’re our friends, they’re our neighbors. So it all starts from there.



“The people living up there and the ones from town, they are really positive and really excited about the work we’re doing. So we sort of let the work just speak for itself... The proof is all here because we’re all about action and we want to get things done.

“When you actually produce the results or produce the goods, then that speaks for itself. You start to gain trust. I’d like to see us all coming together and working together to help move, move things forward. That would be the ultimate for me to have all the people, kotahitanga, helping one another and working together.



Barrier 1

Many believe there is still a significant disconnect between decision-makers (leadership and management) and those on the ground (community and front-line workers), resulting in many services and policies being created in silos, without consultation with the community.

Strengths

- Due to the smaller population size of Whanganui, some believe it enables people to have greater access to and build better relationships with local leaders, i.e. counsellors, board members, or CEOs.

“Whanganui is much better connected due to its size compared to many other places. That counsellor, board member or CEO is more connected to their community.”

Barriers

- Many notice an increasing gap between leadership and front line workers. Leadership can lose touch, forming decisions, policies and rules without awareness of or consultation with the realities on the ground.
- Many believe government institutions lack follow-through and action (“all hui, no dui”). With some often making commitments to change approaches and attitudes, these institutions often disappoint communities and organisations with empty promises, further damaging trust.
- Some feel decision-making from government institutions can be incredibly slow due to internal politics, indecisiveness, and siloed ways of working. This frustrates frontline workers and community organisations further.

- Some community organisations need to manoeuvre around the system to ensure their purpose isn't derailed by institutional rules trying to keep them 'in a box'. Manoeuvring is exhausting and further damages trust.
- Some people feel that the 'powerful and privileged' mindset of some leaders can inhibit progress and the ability to create positive change, as they are resistant to change and know how to play the system well.
- Many organisations, especially within leadership and management, are accustomed to working in silos. They focus only on their priorities, often duplicating effort and impacting their ability to work collectively and consider broader community needs.

“If you say you're gonna do something, because our people have heard it so many times in the past, and it doesn't happen, it's not only demoralising, but it just destroys the trust in those external organisations, and internal organisations at times. So we are really big on making shit happen. We're very big on outcomes.”

“My staff rolled their eyes when I said about going to a community co-design collaboration. We've done it before, said it before. Nothing is going to change. It's disheartening.”

“It's like green-washing but applied to the community-led approach. They'll put out a little survey to tick a box but then do what they want to do anyway. The power is still not in the community, if you don't listen and just do what you have always done, you are not changing anything.”

“Government policies, they come up with new ways of doing things without consulting the people on the ground. Every rural community in the country has been affected by those policies. It's just really decimated some of those communities. They are just, way worse off.”

“You're led in by “let's collaborate, let's hear what your ideas are, we want to hear from the community” then you do that and there's nothing.”

“Working collectively is a battle. Organisations work in silos. Organisations say ‘we're not going to do that because that's not what we're here for’.”

“But the tension at the moment is the central government wanting to come in and create a huge super-structure for health and tertiary education. They are almost going against delivering outcomes for the community with their voice, to creating structures that create a bigger gap and even more disconnection.”

“Mental health for a while was promoting the theory that any door is the right door. But that never worked, if you don't come to the right door you're not going to get help.”

Opportunities

- Taking time to build authentic and trusted relationships between leadership, frontline workers and communities to gain insight into what is happening on the ground and deliver outcomes.
- Increasing training and education around community-led development for decision-makers and those in the positions of power.

“Relationships are really important because we don't have visibility across all of the communities because they don't engage with us, which means we can't support their needs.”

Good Mahi in the Community

- **TCLT:** Gaining the trust of people up the awa who have been let down in the past by always delivering on their promises.
- **The Impact Collective:** Providing a voice to the community that is based on data and people insights.

“The proof is all here, because we're all about action, and we want to get things done.”

Barrier 2

Many people believe government organisations address aspects of a person in isolation from their families and environment. They need to take a whole-person approach instead, for long term and enduring outcomes.

Barriers

- Some government organisations address individual aspects of a person in isolation. People are required to relive their experiences multiple times with multiple services, especially those with complex situations.
- Some government organisations look at people in isolation from their families, environment, and background. They miss valuable context and family involvement, diminishing long term outcomes.

“Government organisations look at the person in isolation of their families, their environment and their background or past. Everyone has a story as to how they get to where they are at, but they just put a band-aid on it.

“The number of organisations that end up being involved is a tricky one too. If you look at a complex situation, they may have up to eight organisations with contact to the family. Eight different organisations! That’s eight different times they have to retell that story of trauma.

“There was quite a big gap. We knew their families would be struggling but we didn’t have the time to focus on the families. It was really upsetting but our focus was to work with the person in front of us, the person with a mental health diagnosis.

“There’s a big burden on families. If we’re not going to offer them the support to build on the skills that we’re talking about in therapy, none of that’s going to work long term.

Opportunities

- Honouring all aspects of a person and their interwoven nature with a whole-person approach to wellbeing.
- Addressing issues holistically with family-wide interventions to ensure treatment is effective long-term.
- Better collaboration between organisations to ensure a person only has to tell their story once.

“It’s a good question to ask yourself in all aspects of your life, and just understanding that you can’t compartmentalise your life, your whole. Sometimes we try to do that, we try to go cool, there’s this section of my life, and that has nothing to do with this section of my life. When actually, everything just is interwoven.

“That’s something that we’re probably sitting on as well, with different organisations having that conversation. How does it work? Where just one person has to know the story, and then they come alongside and work in a way that the family doesn’t have to retell, every time they meet the next person.

“Te whare tapa whā, all of those elements are really important when putting people into work, into a sustainable work, we still have to think about their whānau and how is this gonna impact on their whānau, on their hinengaro, on their tinana, all those things we have to take into consideration.

Good Mahi in the Community

- **Whanganui Learning Centre and Jigsaw:** Using a whānau-centric approach.
- **Workbridge:** Using a whole-person approach.
- *“That’s what Workbridge does, we have a whole person approach because that’s what’s gonna support a person best to get them into work and retain that work.*

Whanganui Learning Centre

“The Learning Centre has been going strong in this rohe for 45 years delivering a range of educational activities in response to what the community needs. 300-400 families a year come through our door.

“At the center of everything we do is whānau voice - that’s why we are there - that’s what drives us. If one person comes through the door, we recognize they are not an island and we will involve the whole family where we can.

“Often we see that the different aspects that make up a person’s life are siloed - one organisation does this and that is all they do OR they do a short term fix. We realised this and said hey that’s not really valuing this person and that’s not honouring who they are.

“Often the whānau that come through our door have had this stamp of rejection put on them for many years... and they have been dis-engaged from all sorts of things... we found that if we just simply take the time to be with them to listen, they have everything they need within themselves to thrive, they just need somebody to get alongside and nurture that and to grow it.

“We are seeing this time and time again - families will come in and they will just say ‘I didn’t know where else to go - when we have drilled down a little deeper, there has been nowhere else to go...

“That’s the holistic approach that we take, what would we do if this was our brother, our sister, our child. And we just worked really hard to honor that.

“We also try very hard not to be the voice, but to promote their voice, but not speak for them. You have to check in constantly - is this what I am hearing? - and those are the basic principles we use to empower their voice.

“We might have a series of things that we know we can do with people, but actually we have to hear what it is they need before we choose what we’re doing.

“We are a neutral space, we are not affiliated with any church group, or with iwi, or anybody, we are a neutral space

“It’s a place to stand, a place to be accepted and heard, and a place to be who they are.

“Education is always at the core of it. But how do you define education? So we just see that as everyday, thriving in your community, and what does that look like?

“We’ve helped with housing, we have put in some drug and alcohol referrals, we’ve looked at food parcels for people, and then we’ve done technology assistance, health and wellbeing classes, confidence classes, budgeting, there’s a whole array of things.

“Because we have worked with some of these families who have had difficulty at school themselves, and they have come to us as adults, when their children start to have difficulty, we are the place they come to - because we have built that relationship and trust.



“We haven’t said no to anyone yet. However, we work really strongly with other community partners. The list is longer than my arm.

“We link to every other community and organisation in the rohe - so if we are unable to provide immediate assistance for them, we’ll walk with them to refer them to somewhere else.

Barrier 3

Some people believe society is not one-size-fits-all, and although there are many more supports available for Māori than there once were, some still experience additional pressure and expectations.

Strengths

- Many believe there are more networks, supports and opportunities available today for Māori to thrive in Whanganui than there once were.

“There was a hell of a lot less support available once upon a time. Now we have networks that exist and different supports set up through iwi with scholarships, workshops, etc.

“We have a lot of networks and support mechanisms for Māori by Māori here in Whanganui as opposed to other places around New Zealand.

Barriers

- Gaining representation of, and participation from mana whenua is challenging for many organisations as they are over-stretched and over-capacity with internal priorities.
- Some people believe Māori experience additional cultural labour, with expectations to understand and pass on knowledge of Te Reo and Te Ao Māori being a burden for some, including for youth.
- Some feel the divide between Māori and non-Māori still exists as structures create a sense of “us” and “them”.
- Some organisations feel that maintaining a Te Ao Māori perspective is often still challenging within systems and societies that are predominantly Pākehā.

“Everyone always looks at you, because you’re the only brown person in the room, and then you feel pressure to be able to do it... it’s all very, very complicated.

“When people are looking for iwi representation, you’re going to struggle because there are only so much of us and we’ll always support Māori first.

“That’s been one of the challenges. It’s been maintaining that Te Ao Māori perspective within a group that is increasingly Pākehā.

“We don’t want to do things that fragment the divide between iwi and mainstream even further.

Opportunities

- Ensuring approaches and views are culturally diverse and non-homogenised as needs, barriers and priorities differ.

“We have to get away from trying to homogenise society. Society is not a one size fits all type of thing. And, I can speak on this because I’m Maori, the system was not set up for us.

“We’re trying to design this within the Māori worldview as well as Pākehā and other cultures as we are in a multicultural society.

“Bicultural approach is important to be inclusive of world views within a bicultural space.

Good Mahi in the Community

- **Kai Ora, Whanganui Kai Collective:** Employing a bicultural approach and team to be inclusive of bicultural people within the bicultural space of Whanganui.

Barrier 4

Many community organisations experience ongoing challenges when obtaining and maintaining financial support. They simply want to do the best for their communities, but often feel like they are ‘up against a wall’ when accessing funding.

Strengths

- In the absence of sufficient funding, some organisations are pushed to be creative, leveraging existing knowledge of the current funding landscape to navigate around the system.

“You need to kind of know the system and have the skills to be able to do that to navigate around to get the money.”

Barriers

- Funding is an ongoing battle for many community organisations. It can create division and competition and is especially tough for those that aren't eligible for more reliable centralised funding.
- Some organisations are challenged with maintaining the integrity of their offering when applying for funding. Influenced by meeting funding criteria and requirements, these organisations can experience ‘mission drift’, straying from the original need they set out to address.
- Positive change, value and growth is complex and is, at times, challenging for many organisations to measure. Success means different things to different people and is difficult to quantify for funding applications and reporting.
- Sourcing funding requires time and effort as navigating the often complex funding landscape can be time-intensive and like a ‘full-time job’ for some.

- Understanding the ins and outs of funding is challenging for some organisations. They don't always have staff with previous knowledge, skills or experience navigating the funding landscape, to lean on.
- Reporting required to fulfil funding obligations is resource-intensive for many organisations. They are often drowning in reporting to keep funders happy.
- Many organisations don't receive enough funding (and resources) to meet the needs of the community. Coupled with declining funding opportunities since COVID-19, some organisations are having to get creative and are working beyond what they are funded for to address the need.
- Funding can be minimal and narrowly focused for many organisations, meaning their time and ability to address the broader context and complexity of what a person is going through, and maintain general business costs (e.g. staff salaries) is limited.
- Some believe some institutions attempt to protect their funding by handing responsibility (and people) to other organisations. Although the “any door is the right door” approach is desired, some want costs to come out of someone else's pocket.
- Some feel there is an unfair distribution of funding which is a barrier to accessing financial resources for some organisations, i.e. non-Māori organisations who support Māori are often underfunded, as they cannot access Māori-specific funding.
- Inconsistent regional boundaries across government organisations can also make it challenging for some to access funding.

“We are told time and time again by our students that we are taking the most authentically Māori approach, yet we can't get the funding because we are not a Māori organisation.”

“Funding of course is always an issue, has been since the dawn of time and will probably be ongoing.”

“Funding creates a huge division between people and just when you think you've got everybody rolling in the same direction, funding can destroy because it's competitive.”

“Mission drift is where you start off trying to address an issue but end up having to jump through different funding hoops which makes it more about this than what they set out to address.”

“Mental health for a while was promoting the theory that any door is the right door. But that never worked, if you don't come to the right door you're not going to get help.”

“Getting the funding wasn't a big deal. It's the jolly stuff you have to do for the funders afterwards, the reporting. Is it really worth it?! 40k maybe, but not 3k.”

“You go down the rabbit hole forever because you're dealing with human beings, and success means many different things to many different people. But when it comes to funding, you have to have a definitive.”

“The ministry doesn't fund that because that's a separate silo, but corrections doesn't fund that, because they don't have a separate system for that either. So you're into another silo. It's all siloed.”

“In the absence of funding we are very creative! It is very hard to employ people because we don't have the funding to hire them.”

Opportunities

- Better enabling organisations that support a similar cause, to come together, rather than duplicate efforts and compete against each other for funding.

“You can't rely on government funding - this is also why organisations are competing against each other. When they need to get together, swallow their pride and say we're both working for the same thing, let's join up”

Good Mahi in the Community

- TCLT: Building strong relationships for funding so that the awa is not reliant on government support.

“If it wasn't for these external organisations that we are involved with and have made connections and strong relationships with, it would have been really hard to survive.”

Barrier 5

Some participants feel data has many limitations as it is only ever a point in time, is open to interpretation and does not capture the lived experience.

Barriers

- Data can be challenging for some organisations to draw on as it can often be sporadic, inconsistent and outdated, i.e. only updated periodically (once a year) or retrospectively.
- Many organisations believe data struggles to capture the lived experience of human beings and often bears no resemblance to what is happening on the ground.
- Some organisations experience difficulty obtaining iwi-related data as collection requires people to explicitly list Māori and iwi affiliation, which isn't always possible.

“Poverty, overcrowding, crime, gangs, drug and alcohol, substance abuse, etc, that is life, data can't capture life.

“Data is the photograph at that particular time, in that particular place. It changes all of the time.

“To get data that is relevant I am dependent on people listing they are Māori and then what iwi they affiliate with, otherwise we can't get it.

“One of the tensions is that data only gets updated once a year, so you're looking for other little points that can indicate you're on the right track on a shorter term basis.

“The ministry statistics bore no resemblance to what was happening on the ground.

Opportunities

- Paring quantitative data with qualitative insights to obtain a broader picture of what goes on, on the ground.

“Statistical data is one part of it but the qualitative data really fleshes it out the facts.

Good Mahi in the Community

- **The Impact Collective:** Providing a common data set that is accessible by all, for people to have a common conversation.

Summary of Findings



The purpose of this section

This section aims to summarise all of the themes and insights captured in this report, into an easily digestible, and actionable format. It is designed to be used as a tool to enable active discussion and prioritisation of future focus areas for community-led initiatives and services

Strengths and Barriers System Map Variations

Building on the system map introduced earlier in this report, this section presents two further variations. The first is to highlight the elements of the map that are strengths in the Whanganui community (see figure 20), the second to highlight the elements of the map that are barriers in the Whanganui community (see figure 21).



Figure 20 — Impact Collective Equity and Wellbeing Framework - Whanganui Strengths



Figure 21 — Impact Collective Equity and Wellbeing Framework - Whanganui Barriers

Strengths

This section summarises all of the current strengths in the Whanganui community; the lived experience, what they are impacted by and what they then have downstream impacts on. The size of the circle indicates the respective size of this strength, in comparison to the others, in the Whanganui community.

Barriers

This section summarises all of the current barriers in the Whanganui community; the lived experience, what they are impacted by and what they then have downstream impacts on. The size of the circle indicates the respective size of this barrier, in comparison to the others, in the Whanganui community.

Opportunities

This section aims to encapsulate all of the fantastic ideas we heard throughout the research from members of our community into a digestible and relevant format.

We hope this section, in particular, can act as a springboard for community-led creation of services and initiatives to either build on enhancing the existing strengths, or help to overcome the existing barriers.

Strengths



Figure 20 — Impact Collective Equity and Wellbeing Framework - Whanganui Strengths



Sustainable Cities and Communities

The lived experience

- Many view Whanganui as a diverse and culturally inclusive community compared to other places in New Zealand.
- Many feel Whanganui is a tight-knit community with some generous people that offers a great lifestyle with easy access to services and resources, especially for those with the time and money to enjoy it.
- Whanganui offers free natural resources and boasts an active sporting community for young people.
- Many retired people in Whanganui are active, independent and thriving with well-supported lifestyles that allow them to contribute to their communities and share their knowledge.

What it is impacted by...

- There are growing numbers of thriving niche and innovative businesses in Whanganui that are creating new employment opportunities.
- Many feel Whanganui is embracing the revitalisation of the Māori culture and the history of the region for the betterment of Māori and the community including significant efforts to better education and business opportunities for Māori.
- A shift towards a regenerative food system is beginning to take shape in Whanganui, with some local businesses sourcing produce locally and using sustainable practices, contributing to a circular economy.



Quality Education

What it impacts...

- Some participants reported feeling safer on our roads due to less movement, drunk driving and better driving education.
- Engaging in early childhood education builds great support communities for both children and their parents.

The lived experience

- Whanganui has high early childhood education attendance.
- Some believe Whanganui has some of the best schools in the country.

What it is impacted by...

- There are benefits of leveraging the land as a vessel for learner-centred education and self-discovery.
- There have been some significant efforts to better education opportunities and pathways for Māori, which have led to some excellent outcomes.
- Providing free food in schools offers many benefits including better concentration and learning outcomes for children.

What it impacts...

- Engaging in early childhood education has educational benefits for both children and their parents.
- The growing numbers of thriving niche and innovative businesses in Whanganui are creating new employment opportunities for those who are educated with skills.
- Some participants reported feeling safer on our roads due to better driving education.



Good Health and Wellbeing

What it is impacted by...

- Whanganui is well resourced with free, unrestricted, good quality drinking water.
- Increasing numbers of local businesses are beginning to source produce locally and use sustainable practices.
- Many feel Whanganui is a tight-knit community with some generous people that offers a great lifestyle with easy access to services and resources.
- Providing free food in schools offers many health and wellbeing benefits for children and their parents.



Reduced Inequalities

The lived experience

- Many view Whanganui as a diverse and culturally inclusive community compared to other places in New Zealand.
 - Many feel Whanganui is embracing the revitalisation of the Māori culture and the history of the region for the betterment of Māori and the community and enabling Māori businesses to thrive.
 - Whanganui has come a long way with the equal treatment and opportunities available for women in the workplace.
- Many retired people in Whanganui are active, independent and thriving with well-supported lifestyles.

What it is impacted by...

- There have been some significant efforts to better education opportunities and pathways for Māori, which have led to some excellent outcomes.



Life on Land

The lived experience

- Whanganui has some pockets of new initiatives that champion the importance of creating better and more sustainable relationships with our environment.
- Whanganui has highly fertile and resilient land, which some feel benefits local growers and farmers.

What it impacts...

- Leveraging the land as a vessel for learner-centred education and self-discovery has many mental health benefits.



Decent Work & Economic Growth

The lived experience

- There are growing numbers of thriving niche and innovative businesses in Whanganui that are creating new employment opportunities
- There are many people in Whanganui who are passionate about supporting and enabling Māori individuals and businesses to thrive

What it is impacted by...

- There are many benefits of engaging in early childhood education for both children and their parents such as educating and creating career pathways for parents



Responsible Consumption & Production

Zero Hunger

The lived experience

- A shift towards a regenerative food system is beginning to take shape in Whanganui, with some local businesses sourcing produce locally and using sustainable practices, contributing to a circular economy.
- Providing free food in schools offers many benefits.

What it is impacted by...

- Whanganui has some pockets of new initiatives that champion the importance of creating better and more sustainable relationships with our environment.
- Some local businesses in Whanganui are actively educating themselves around using more sustainable practices.
- Whanganui has highly fertile and resilient land, which some feel benefits local growers and farmers.

Barriers



Figure 21 — Impact Collective Equity and Wellbeing Framework - Whanganui Barriers

The lived experience

- Access to various essential healthcare services is a challenge for some in Whanganui.
- There are a significant number of youth and adults in Whanganui, that are dealing with intergenerational, underlying and complex trauma, which can have many negative downstream outcomes e.g. family violence, poor mental health, abuse, and behavioural issues.
- There are several personal barriers that prevent or make it challenging for people with trauma to get support.
- Mental health and trauma support services right across the system are over capacity, burnt out, and struggling to meet the demand of the community.

What it is impacted by...

- Falling behind or getting kicked out of school has negative impacts on the health and wellbeing of these youth.
- Technology heavily impacts how many youth connect, interact, feel, think and play.
- Some employers who are not treating employees well, equally or investing in them, can negatively impact their health and wellbeing.
- Barriers to gain employment for those with disabilities or convictions can lead to poor mental health and wellbeing for these individuals.

What it impacts...

- For youth who are struggling to find their place in this world and following tertiary or career pathways they don't thrive in, this can negatively impact their mental health and wellbeing.
- Increasing financial pressures, and the need to work full time to make ends meet, are putting a number of significant mental and physical stressors on families.
- The lack of affordable housing in Whanganui is having many negative impacts on the health and wellbeing of those families who cannot find a place to live.
- Some families are eating poorly due to rising costs of food, knowledge poverty and lack of time to prepare nutritious meals, leading to poor health outcomes in some families, i.e. obesity.
- Some older members of our community, as well as those living more rurally, are feeling increasingly isolated and experiencing barriers to access some essential services.
- How we come together has lessened and changed. Many people feel separated and seek connection but are struggling to do so, having negative impacts on their mental health and wellbeing.
- Youth offending is high and on the rise in Whanganui, and there is a sense that offending youth are not getting appropriate repercussions for their behaviours and actions.
- Drug addiction and imprisonment are significant issues amongst some Whanganui families; addicts need non-judgemental support from those with lived experiences to unravel their trauma and really turn a corner.
- Some families in Whanganui have an intergenerational reliance on the welfare system due to facing physical and/or mental health issues.
- Whanganui has increasing numbers of grandparents raising grandchildren as a result of parents not being physically or mentally healthy enough to be parents.

Sustainable Cities and Communities

The lived experience

- How we come together has lessened and changed. Many people feel separated and seek connection but struggle to find the places or spaces to do so. COVID-19 has amplified this further.
- Our rural Whanganui communities feel forgotten about and are increasingly unable to access essential services as very few are available locally.
- Whilst Whanganui offers free natural resources and boasts an active sporting community for young people, there is a sense that there is not much here for youth to do, meaning they are bored.

What it is impacted by...

- Transitioning from early childhood education to school can be daunting for some parents and their children if they are not well supported by their communities to ensure a positive and smooth transition.
- With some employers in Whanganui still taking an 'old-school' approach to how they treat, develop, and invest in their staff, many are struggling to attract and maintain employees.
- There are still inequalities and stigma experienced against women and those with disabilities or convictions in the Whanganui employment realm.
- With increasing numbers of parents in our community needing to work full time to make ends meet, they have less time to contribute to their families and the community.

What it impacts...

- Due to many teachers being over-capacity and a lack of additional support in schools, some students are going unnoticed and falling through the cracks or getting expelled from schools.
- Youth offending is also high and on the rise in Whanganui and there is a sense that offending youth are not getting appropriate repercussions for their behaviours and actions.
- Whanganui is facing a skills shortage across the board, particularly in education, healthcare, social support services and the trades.
- Mental health and trauma support services right across the system are over capacity, burnt out, and struggling to meet the demand of the community.
- Some families in Whanganui have an intergenerational reliance on the welfare system.
- Some families are eating poorly due to rising costs of food, knowledge poverty and lack of time to prepare nutritious meals.

Quality Education

The lived experience

- There are still some barriers to accessing early childhood education for some medium and lower-income families.
- Transitioning from early childhood education to school can be daunting for some parents and their children; they need to be well supported to ensure a positive and smooth transition.
- The academic-focused education system doesn't work for everyone. Many teachers are over-capacity and there is a lack of additional support in schools, meaning some students are going unnoticed and falling through the cracks.
- University is not accessible for some youth and their families due to financial and learning barriers.
- University is not the only pathway that is best suited for everyone, with some youth often ending up in debt, without a qualification that provides them with a career pathway.
- Many felt youth are unprepared for the transition from school to the workforce and that schools are not equipping youth with essential 'work-ready' skills.

What it is impacted by...

- Many reported a significant number of people in Whanganui that are dealing with intergenerational, underlying and complex trauma, which can result in learning and education barriers for these individuals.
- With many parents working or feeling pressure to work full-time to make ends meet, there are various downstream impacts on families such as having a high reliance on early childhood education services.

What it impacts...

- Students who get expelled from school experience barriers to accessing the support they need, meaning some are left bored, unable to access education and getting into trouble.
- Youth offending is high and on the rise in Whanganui
- With some employers in Whanganui still taking an 'old-school' approach to how they treat, develop, and invest in their staff, many are struggling to attract and maintain employees.
- Some people are drawn into debt and are struggling financially due to a lack of financial skills and literacy.

- Some families in Whanganui have an intergenerational reliance on the welfare system. They depend on the benefit as many are uneducated and lack the skills needed to obtain employment.
- Many older people feel left behind as many essential services have moved online, i.e. banking and healthcare. They lack the education to learn how to use online services confidently.
- Whanganui is well resourced with free, unrestricted water but this can lead to unnecessarily high usage due to a lack of education or awareness on responsible consumption.
- Some families are eating poorly due to knowledge poverty and lacking the cooking skills to prepare nutritious meals, leading to poor health outcomes in some families, i.e. obesity.



Decent Work & Economic Growth

The lived experience

- With some employers in Whanganui still taking an 'old-school' approach to how they treat, develop, and invest in their staff, many are struggling to attract and maintain employees.
- Whanganui is facing a skills shortage across the board, particularly in education, healthcare, social support services and the trades.
- There is a sense that many youth in Whanganui are not 'work-ready', overwhelmed with choice, lacking skills and having unrealistic expectations for their first job.
- Some Whanganui businesses are also not 'youth-ready', providing environments that are unsafe for youth to be in.

What it is impacted by...

- There is still a conscious (and unconscious) bias in Whanganui preventing people with convictions and/or disabilities from accessing and being successful in obtaining employment opportunities.
- The academic-focused school and university systems do not suit all, meaning many youth are dropping out of these environments, unskilled and unprepared for work.
- University is also not accessible for some youth and their families due to financial and learning barriers, meaning they cannot obtain the qualifications or skills needed to obtain some work.

- Those in Whanganui who experience complex, intergenerational trauma, experience additional barriers to being able to gain and maintain employment.

What it impacts...

- With many parents working or feeling pressure to work full-time to make ends meet, there are various downstream impacts on families such as having a high reliance on early childhood education services (and missing out on bonding with their children), missing personal appointments, and having no free time to volunteer.
- Those that are unable to obtain employment are often left feeling worthless and bored which can have a number of negative downstream impacts, i.e. offending, drugs and alcohol, getting creative to make money illegally.



No Poverty

The lived experience

- Low incomes, coupled with rising living costs, are putting increasing pressure on many families in Whanganui.
- People are drawn into debt and are struggling financially for many reasons, i.e. they may lack financial literacy or need relief from hardship.
- Some people are experiencing several barriers to accessing and maintaining welfare support.
- With the rising costs of rent, lack of rentals and state and emergency housing, finding quality housing in Whanganui is an increasing challenge, especially for medium and low-income families.
- There are some barriers to accessing ECE and University for some medium and lower-income families.

What it is impacted by...

- Some families in Whanganui have an intergenerational reliance on the welfare system. They depend on the benefit as many experience barriers to employment.
- Pay equity and/or fair pay is still not experienced in some industries and many experience lower incomes in Whanganui compared to bigger cities in NZ
- Many participants reported a significant number of people in Whanganui that are dealing with intergenerational, underlying and complex trauma, which can influence their ability to earn or be good with their money meaning they cannot obtain the qualifications or skills needed to obtain some work.



Reduced inequalities

What it impacts...

- For some people, financial hardship can lead to an increased reliance on the welfare system and many downstream social issues, i.e. food poverty, selling substances, and family violence.
- Some families are eating poorly due to rising costs of food leading to poor health outcomes in some families, i.e. obesity.
- With many parents working or feeling pressure to work full-time to make ends meet, there are various downstream impacts on families such as having a high reliance on early childhood education services, missing personal appointments, and having no free time to volunteer.
- Some people in Whanganui cannot afford or access the internet, primarily rural, elderly and lower socio-economic families, meaning they are disadvantaged as we have become heavily reliant on technology for basic tasks.

The lived experience

- Some discrimination is still experienced in the Whanganui community
- There is still a conscious (and unconscious) bias in Whanganui preventing people with convictions and/or disabilities from accessing and being successful in obtaining employment opportunities.
- There is still a way to go with equal treatment and opportunities available for women in the workplace.
- Pay equity and/or fair pay is still not experienced in some industries
- Some students in schools with behavioural issues and/or learning disabilities are going unnoticed and falling through the cracks.
- University is not accessible for some youth and their families due to financial and learning barriers.
- Access to various essential services such as healthcare and internet is a challenge for some in Whanganui, i.e. rural, elderly and lower socio-economic families.
- Some older members of the Whanganui community feel isolated, unsupported, and at times, as though they are treated like "second class citizens".



Peace, Justice & Strong Institutions

The lived experience

- Some participants reported a more significant presence of violence and offending in Whanganui and feel the law enforcement and justice system may not be serving its purpose.
- Youth offending is high and on the rise in Whanganui, and there is a sense that offending youth are not getting appropriate repercussions for their behaviours and actions.
- Drug addiction and imprisonment are significant issues amongst some Whanganui families; addicts need non-judgemental support from those with lived experiences to unravel their trauma and really turn a corner.
- Some have noticed more recently, an increase in reckless driving in our community, causing disruption to many neighbourhoods.

Opportunities



Good Health and Wellbeing

Youth

- Better exposure of existing youth support services in schools and youth spaces.
- Making strong mentors more accessible for youth.
- Educating youth on what to do with and how to better handle their emotions (e.g. stress tolerance and resilience).
- Educating youth about the purpose and dangers of using technology and devices.

Adult

- Providing people with a safe place to process, i.e. a "trauma centre" to help those with trauma and/or addictions to detox and heal.
- Providing more and ongoing support and engagement for people to ensure they heal.
- Making help and support more accessible, non-discriminatory and an open door policy.
- Giving people with the opportunity to talk, and be heard, without judgement.
- Connecting with people with personal understanding and similar or shared lived experience; people who "get it".
- Engaging earlier, with earlier preventative interventions for better mental health outcomes.
- Making healthcare and health prevention services more accessible to the community.



Sustainable Cities and Communities

Youth

- Supporting youth who have become disengaged and connecting them to a thriving community.
- Creating more engaging and affordable entertainment solutions for youth in Whanganui, i.e. 'Timeout' facilities.
- Creating a space of belonging for youth to build self-worth and confidence.
- Targeting programmes at bridging the gap for students who are expelled and unable to access support.

All

- Providing different social events, community groups and venues for people to engage in so that everyone has an option.
- Fostering community connectedness by encouraging and creating inclusive, non-judgemental spaces where people can relate; bringing people together over shared interests and ambitions.
- Leveraging those in regular contact with rural communities, particularly livestock agents or local posties, to check on rural families.



Quality Education

Infant

- Ensuring early childhood education is easily accessible for all families as it has a positive impact further down the track.
- Ensuring families are actively engaged and included in their children's early childhood education.
- Ensuring relationships are built with schools before the child starts school so that they are supported in their transition.

Youth

- Building more flexibility into the school system so that it can be responsive to the needs of individuals.
- Intervening earlier and providing better support when children begin to fall behind in school.
- Allowing learners to direct their own learning pathway and grow as and how they need or want (learner-centred education).
- Facilitating transformative and transferable learning experiences through caring for the land, having deeper conversations and building greater awareness of the environment.
- Better guiding youth through the school system, i.e. providing school children with more tools like Clifton Strengths to help them identify their strengths and suited career paths.



Decent Work & Economic Growth

Youth

- Providing students with meaningful non-academic pathways from school.
- Making the transition into university for school students smoother, i.e. the process of obtaining financial support.
- Making local tertiary and career pathways more visible for young people in the effort to support them to stay local.

All

- Providing flexible training opportunities for people to educate and up-skill while working.

- Enabling youth to identify their unique talents and 'the world of employment possibilities' by connecting with themselves and others.
- Providing youth with access to diverse and influential role models for mentoring, i.e. older people with skills and wisdom.
- Creating greater awareness and exposure of trade pathways.
- Supporting youth to learn essential work-ready skills and tools (i.e. CVs and interviewing skills) for themselves rather than doing it for them.
- Showing youth the work-progression 'pathway' so that they understand the journey and potential growth ahead.
- Working with youth on an individual level to help them build confidence and self-esteem.
- Offering paid work experience to youth.
- Supporting businesses to be more 'youth ready'.

Adult

- Empowering the next generation to take the lead so that businesses move away from preconceived ideas of 'how things should be'.
- Businesses need to address their brand and employment offerings, including culture, rewarding staff and offering more work-life balance.
- Tailoring training programmes to better match the skills required for jobs that are in demand in the Whanganui community.

- Supporting and employing local knowledge and skill so that it isn't lost.
- Companies need to put more thought into succession planning and training staff appropriately.
- Empowering individuals to create their own self-employment opportunities and impact within the employment landscape and supporting them through the journey of becoming their own employer.
- Enabling people to leverage their own and others' networks and skills to develop within employment and business.
- Better channeling the innovation and creativity in Whanganui to create more employment opportunities.
- A four day work week so parents have more time for themselves and their families (if they are still able to earn enough to make ends meet).



No Poverty

Infant

- Extending and adding additional transport services for isolated and high deprivation areas to make early childhood education more accessible to low income and isolated families.

Youth

- Teaching students fundamental skills in school, e.g. financial literacy, money management, and budgeting, to equip them later in life.
- Breaking the cycle by focusing on getting youth into employment so that unemployment doesn't become intergenerational.

Adult

- Supporting people to manage their finances through advice, skills and education, and investing more in local budgeting services.
- Teaching broader fundamental skills that will help people manage their finances, i.e. cooking nutritious meals on a budget.
- Lifting incomes, particularly low-to-middle incomes, or introducing a 'living wage' to support the bottom line.
- Breaking down the stigma around seeking welfare support.
- Making processes around attaining welfare support more accessible for those with reading and writing barriers.



Reduced inequalities

Adult

- Better considering gender appropriateness of roles rather than fulfilling diversity quotas, i.e. a blanket 50/50 goal across all.
- Making bridging courses more accessible for mothers to keep up to date with their careers when on maternity leave.
- Treating people as individuals as needs, experiences and abilities are all different.
- Focusing on what people with disabilities bring to an organisation rather than their disability.
- Updating legislation to allow ex-addicts with criminal records to be more easily hired so that they can help others in crisis through their own lived experiences.

All

- Empowering the next generation to voice injustices for the betterment of all.



Peace, Justice & Strong Institutions

Youth

- Applying and introducing a restorative approach within education to build 'restorative schools'.
- Educating youth about healthy relationships to help end the cycle of family and partner violence.

All

- Prioritising initiatives that look into the effectiveness of the mainstream justice system in order to make it more user friendly and effective.
- Rethinking the police model with more extensive and specialised training (i.e. mental health) so that they are able to respond appropriately.
- Enabling trained professionals to respond to night emergencies where specialised skills are required, i.e. family violence.
- Providing people with the tools and techniques required for better communication, emotional regulation and conflict management so that violence isn't used.



Industry, Innovation and Infrastructure

Elderly

- Businesses need to be more considerate and accommodating of the needs of older people when services transition online.
- Providing older people with in-person, human help and support.

All

- Better educating customers when businesses move services online.
- Ensuring businesses offer another pathway to access services for individuals who are unable to use or access the internet.



Life on Land

All

- Building greater awareness of the environmental damage being done.



Youth

- Working with and involving children (and families) in designing the food menu at school and making the food, giving them greater visibility and accountability for food waste.
- Introducing free food earlier, i.e. during early childhood education, so that it becomes a way of life earlier and before unhealthy eating habits and preferences develop.
- Catering to cultural differences in food preferences across different areas of our community.
- Getting kids and schools involved in growing food.

All

- Supporting parents to access healthy, easy and convenient food alternatives when pushed for time.
- Equipping parents and children with cooking skills and nutrition knowledge.
- Providing education and support for families to grow their own food, i.e. fruit and vegetables, to reduce household costs.
- Action from the government is required to tackle the cost of healthy food.
- Investing in community vegetable gardens.
- Building closer relationships with food and the environment by learning how to grow and cook food. This can help improve health, wellbeing, and knowledge for generations to follow.
- Providing more education around waste, recycling and compost (soil health) to cultivate a mindset change that becomes the next generations 'normal'.
- Educating people about regenerative systems, cyclical relationships and interconnectedness to help the region thrive, rather than survive, through environmental challenges.

“..but what would it be if Whanganui took a different approach, was entirely transparent about the issues we have, and then took the rest of the country on the journey to solve them over the next 3-5 years, that would be amazing!

Workshop participant
Whanganui

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