Hamilton City Council
Te kaunihera o Kirikiriroa

Notice of Meeting:

I hereby give notice that an ordinary meeting of Hamilton City Council will be held on:

Date:	**Tuesday 24 November 2015**
Time:	**9:30am**
Meeting Room:	**Committee Room 1**
Venue:	**Municipal Building, Garden Place, Hamilton**

Richard Briggs
Chief Executive

Community Forum Subcommittee
OPEN AGENDA

Membership

Chairperson	Cr M Gallagher
Deputy Chair	Cr P Yeung
Members	Cr K Green
	Cr D Macpherson
	Cr L Tooman

Quorum:	**Three Members**
Meeting Frequency:	**Quarterly**

Brendan Stringer
Committee Advisor

17 November 2015
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Terms of Reference:

- To provide a forum for discussion on issues affecting our community.
- Make recommendations to the Strategy and Policy Committee on community related matters.
- Receive reports from Government agencies and social services organisations working in our communities about their priorities and work in Hamilton to ensure elected members are kept up to date on social and community issues and policies.
- The Strategy and Policy Committee may ask this sub-committee to consider and report on specific social and community issues.
- This sub-committee may recommend Council involvement and/or advocacy on social issues.

Power to recommend:

- The sub-committee must make recommendations to the Strategy and Policy Committee.

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1 Apologies

2 Confirmation of Agenda

The Committee to confirm the agenda.

3 Declaration of Interest

Members are reminded of the need to be vigilant to stand aside from decision making when a conflict arises between their role as an elected representative and any private or other external interest they might have.

4 Public Forum

Due to the nature of the Subcommittee, no Public Forum is required for this Meeting.

Hamilton City Council
Te kaunihera o Kirikiriroa

council report

Item 5

Committee:	Community Forum Subcommittee	**Date:**	24 November 2015
Report Name:	Chairperson's Report	**Author:**	Brendan Stringer

Status	*Open*

The Chair will give a verbal Report.

Recommendation

That the Report be received.

1. Attachments

2. Attachment 1 - Draft 2016 Community Forum Work Plan

Draft 2016 Work Plan
Community Forum SubCommittee

Date	Theme	Potential presenters	Comments
17th February 2016	Social Statistics	Salvation Army	2016 State of the Nation Report
		Poverty Action Waikato	2015 Window on Waikato Poverty Report
		Ministry of Social Development	Community Investment Strategy update
		Momentum Waikato	Vital Signs Project
		HCC Parks and Open Spaces	Community Occupancy 6-monthly Update
4th May 2016	Environmental	Waikato-Tainui	River cleanup projects
		Waikato Environment Centre	
		Waiwhakareke	
		Department of Conservation	
		HCC Transportation Unit	Cycleway and Te Awa River Ride update
2nd August 2016	Vulnerable Children	NZ Police	
		Family Safety Net	
		Children's Action Team	
		Child, Youth and Family	

Hamilton City Council
Te kaunihera o Kirikiriroa

council report

Item 6

Committee:	Community Forum Subcommittee	**Date:**	24 November 2015
Report Name:	Community Forum Subcommittee Minutes 19 August 2015	**Author:**	Brendan Stringer

Status	*Open*

Recommendation

That the Subcommittee confirm and adopt as a true and correct record the Minutes of the Community Forum Subcommittee Meeting of 19 August 2015.

1. Attachments

2. Attachment 1 - Community Forum Subcommittee Open Minutes 19 August 2015

Item 6

Attachment 1

Hamilton City Council
Te kaunihera o Kirikiriroa

Community Forum Subcommittee

OPEN MINUTES

Minutes of a meeting of the Community Forum Subcommittee held in Committee Room 1, Municipal Building, Garden Place, Hamilton on Wednesday 19 August 2015 at 9.30am.

PRESENT

Chairperson	Cr M Gallagher
Deputy Chair	Cr P Yeung
Members	Cr K Green
	Cr D Macpherson
	Cr L Tooman
In Attendance	Her Worship the Mayor Hardaker
	Cr Chesterman
	Lance Vervoort - General Manager Community
	Blair Bowcott – Executive Director Special Projects
	Andy Mannering – Manager Social Development
	Renee McMillan – Team Leader, Planning and Assets
	Ishana Ageel – Acting Programme Manager, Strategy & Relationships Management
	Nick Chester – Social Development Policy Advisor
	Ian Mayes – Eco Design Adviser, Building Control
	Linda Kelm Handley – Community Occupancy Advisor
Also In Attendance	Dr Wayne Cartwright – Deputy Chair, Sustainability Advisory Panel
	Annie Perkins – Member, Sustainability Advisory Panel
	Desiree Ratima – Strategy and Research Manager, Creative Waikato
	Adrienne Clothier – Funding and Development Manager, Creative Waikato
	Rupert D'Cruze – Director of Music, Hamilton Community Centre of Music
Committee Advisors	Mr B Stringer and Mrs J Pani

1. Apologies

There were no apologies.

2. Confirmation of Agenda

Resolved: (Crs Gallagher/Green)

The Committee to confirm the agenda.

3. Declarations of Interest

No members of the Committee declared a Conflict of Interest.

4. Chairperson's Report

The Chairperson noted that no report was required for the Meeting.

5. Community Forum Subcommittee Open Minutes 3 June 2015

Resolved: (Crs Gallagher/Yeung)

That the Subcommittee confirm and adopt as a true and correct record the Open Minutes of the Community Forum Subcommittee Meeting of 3 June 2015.

6. Sustainability Advisory Panel March 2014 Report

The Executive Director Special Projects ('Executive Director') introduced the staff report and provided a summary of the background. The Executive Director confirmed the Sustainability Strategy report ('the Sustainability Report') would fall within the responsibility of the General Manager Strategy & Communications once appointed.

The Chairperson referred to the Subcommittee's prior resolution in August 2014 that the Sustainability Report be presented to the Strategy and Policy Committee, and noted his understanding was that this did not occur. He would discuss the process of the Subcommittee's recommendations being received by its parent committee with the Chairperson of the Strategy and Policy Committee.

The Executive Director introduced Dr Wayne Cartwright, Deputy Chair of the Sustainability Advisory Panel ('the Panel'), and Annie Perkins, member of the Panel. Dr Cartwright noted the apologies of Jeanette Fitzsimmons, Chair of the Panel, and Rachel Goddard, member of the Panel, who were not able to attend the Meeting. He spoke to his presentation, a copy of which was circulated to Elected Members in attendance, and highlighted that the Panel:

- worked to tight timeframes to produce the Sustainability Report on 9 March 2014, which was presented to Her Worship the Mayor;
- believed the Council process for considering the Sustainability Report became obscure and did not feel that it was dealt with satisfactorily. The expected review of the 2014 performance of the Sustainable Hamilton Strategy could not proceed given Council's position;
- submitted the Sustainability Report again, as part of the Council's 10-Year Plan consultation in May 2015;
- stated that the findings and actions in the Sustainability Report remained valid and that it would be beneficial to Hamilton if it was applied. Dr Cartwright suggested this could occur

effectively and at relatively low cost; and

- recommended that Council introduced a revitalised sustainability and environmental care strategy for Hamilton, which it considered was apolitical.

Dr Cartwright responded to the following questions:

- **Resourcing**
  When it reviewed the Sustainable Hamilton Action Plan, the Panel observed Council resource for sustainability initiatives was dispersed across the organisation with limited management involvement. The Panel was open to work with senior staff to implement the strategies as Council considered appropriate; a workshop was suggested as a possible approach.

  The Executive Director acknowledged that the recommendation for the Sustainability Report to be considered as part of the 2016/17 Annual Plan process was the only mechanism to consider financial resourcing.

- **Strategy Position**
  Dr Cartwright suggested the Sustainability Strategy would be an umbrella-type strategy, rather than a stand-alone plan. He also agreed such a strategy, by its nature, would extend beyond the city boundaries and would require Council to work with other authorities.

The Chairperson thanked Dr Cartwright and Annie Perkins for their presentation.

Resolved: (Her Worship the Mayor Hardaker/Macpherson)

Recommendation to Strategy and Policy Committee

That:

a) the report be received;

b) the Sustainability Report be referred to the Chief Executive for review as to its application to Council's operations. The Chief Executive is to report to the Strategy and Policy Committee by February 2016; such report to include a summary of all initiatives within the organisation that fit within the Sustainability Framework contained in the Sustainability Report; and

c) the Chief Executive gives consideration to, consult with the Sustainability Panel on, and make a recommendation to the Strategy and Policy Committee as to whether the Council should have a stand-alone Sustainability Strategy.

7. Creative Waikato Report

The Manager Social Development introduced Desiree Ratima and Adrienne Clothier, both representing Creative Waikato, and noted the apologies of Sarah Nathan, Chief Executive of Creative Waikato, who was not able to attend the Meeting.

Miss Ratima spoke to her presentation, a copy of which was circulated to Elected Members in attendance, and outlined the purpose and history of Creative Waikato. She highlighted, and responded to questions on, the following priority areas for their organisation:

- **Māori Arts Development**
  $35,000 had been allocated for the 2015/16 financial year to produce and present a Māori Arts Discussion Paper to identify gaps and opportunities given a burgeoning Māori arts scene in

Waikato. Era Peihopa was Creative Waikato's dedicated resource for Toi Māori

- **Regional Capability Building**
  $60,000 had been granted in the 2015/16 financial year, with up to a further $60,000 allocated for the 2016/17 financial year, to deliver a programme to strengthen development of artists and arts organisations across Waikato.

- **Art Production Space**
  Availability of space was the most important resource for artists. Creative Waikato was exploring how best to support inception of new production locations; Miss Ratima was not aware of any conversations with Wintec in relation to its facilities in Alexander Street.

- **Art Gallery**
  Creative Waikato commissioned a discussion paper to provide context for the development of a public art gallery in Waikato. The General Manager Community confirmed that following the report from the Chair of the Arts Forum Advisory Panel, presented to the Strategy and Policy Committee on 11 August 2015, that Committee resolved that the requested pre-feasibility study be taken into account in the 2016/17 Annual Plan process.

- **Founders Theatre**
  It was suggested that deferring the upgrade of the Theatre would result in significant cultural events not being held in Hamilton. Elected Members reminded the Creative Waikato representatives that Council had allocated budget to complete an analysis on the options for the Theatre, which would be presented to Council in order to discuss what investment was required. It was also highlighted that there was a funding provision in later years of the 10-Year Plan for an upgrade of the Theatre should the analysis report support this action.

- **Funding**
  It was acknowledged that the creative sector fared well in the last funding multi-year community funding allocation from Council. Creative Waikato was exploring other sources of financial support, including a crowd-funding website.

- **Contemporary Music Challenges**
  The Nirvana Lounge was the only venue centred exclusively on supporting local and touring live contemporary music artists. There were on-going discussions with Zeal in relation to the use of its space for this purpose. Elected Members also noted the work that the Tron Music Trust had commenced on this matter.

- **Hamilton Street Art Festival**
  10 new street art works were proposed for Hamilton's Central Business District for the festival, which would take place in late October 2015.

- **Orchestras**
  A new trust had been established to enable more coordination, combined management and a governance structure for local orchestras. The trust would determine the strategic direction in order for a development orchestra to become operational in January 2016.

- **Clarence Street Theatre**
  The new trust and board took possession of the theatre from 1 July 2015.

The Chair thanked the representatives from Creative Waikato for their presentation.

Resolved: (Crs Gallagher/Yeung)

That the Report be received.

8. Sistema Waikato Report

The Manager Social Development introduced Rupert D'Cruze, Director of Music, Hamilton Community Centre of Music, who spoke to his presentation, a copy of which was circulated to Elected Members in attendance. Mr D'Cruze highlighted, and responded to questions on, the following points:

- **Governance, Management and Staffing**
  An overview of the structure and individuals working on the Sistema programme was discussed. Council's provision of a Community Development staff member on a part-time basis was identified as crucial support.

- **Partner Schools**
  Sistema Waikato worked with the following schools Rhode Street; Crawshaw; Nawton; and Forest Lake, which involved a total of 55 children. The 97% attendance by participants underscored the success and commitment of the individuals involved.

- **Support**
  A summary of the organisations that assisted Sistema Waikato was noted. This included provision of:
  - 'whisper instruments' that were MDF-made to help young children's initial interest in music; and
  - food and drink as it was recognised that the partner schools were located in lower socio-economic areas.

  Sistema Waikato was looking to make an application to the D.V. Bryant Trust for 2016.

- **Future Plans and Development**
  - It was intended for the 2015 intake to remain in the programme for the remainder of their time in primary school and possibly to extend to secondary school. 60 additional children would be included in the 2016 group.
  - As the programme expanded, additional premises may be required.
  - The focus of Sistema Waikato was on lower decile-ranked schools, though it would assess the integration of the activities across the wider community in the future, subject to funding.

Resolved: (Crs Gallagher/Her Worship the Mayor Hardaker)

That the Report be received.

The Meeting adjourned from 11:07am to 11:20am

9. Community Occupancy Policy Six-Monthly Report

The General Manager Community and Team Leader Planning and Assets, spoke to the staff report and provided a summary of the Community Occupancy Policy's ('Policy') implementation. A correction was recorded in relation to the table *New agreements granted* in the attachment to the staff report – the lease terms stated as being for 1 year were for 18 months.

Staff responded to the following questions:

- **Governance Process**
  It was confirmed that the Finance Committee had the required delegations to approve community occupancy agreements. Elected Members agreed that it was appropriate for community groups that applied for exceptional circumstances under the Policy to be invited to attend and present at the Finance Committee meeting that was to consider its application. The General Manager Community would discuss this process with the Chair and Deputy Chair of the Finance Committee.

  Elected Members were advised to refer any enquiry from a community group in relation to an occupancy issue to the General Manager Community or the Parks & Open Spaces Manager.

- **Hamilton Cadet Forces Charitable Trust**
  Staff would present a report to the Finance Committee to recommend a two year renewed term for the Trust. Should the Trust or Council find alternative premises prior to the expiry of that renewed term, staff confirmed it was feasible to present a report back to the Finance Committee to vary the arrangement.

- **Fischer and Associates**
  The occupancy agreement for the Nawton Tennis Courts was on hold pending the proposed overbridge to Minogue Park that was contemplated under the Biking Plan.

Resolved: (Crs Her Worship the Mayor/Yeung)

That the Report be received.

The General Manager Community requested that the valuable work undertaken by the Community Occupancy Advisor on the implementation of the Policy be noted.

10. Options to Support Energy Efficiency Initiatives

The Executive Director and Acting Programme Manager, Strategy & Relationships Management spoke to the report and noted it was presented in response to the Subcommittee's resolution at its Meeting on 3 June 2015.

The staff report would be included for consideration, as part of the review the Subcommittee recommended that the Chief Executive undertake as resolved under Item 6 - *Sustainability Advisory Panel March 2014 Report* – at the Meeting.

Elected Members also requested that it would be useful for information to be provided, in that review, on:

- the impact of proposed government initiatives for improved standards on rental properties; and
- the potential responsibility of Council in relation to such initiatives.

It was noted that draft legislation was expected in October 2015.

Resolved: (Crs Her Worship the Mayor Hardaker/Macpherson)

Recommendation to Strategy and Policy Committee

That:

a) the Report be received; and

b) the Voluntary Targeted Rates (VTR) Scheme (including the option for rates postponement) is considered in the 2016/17 Annual Plan.

The Chair noted that the Subcommittee would be open to receiving updated presentations from other organisations, such as WEL Energy, the Waikato District Health Board and the Energy Efficiency and Conservation Authority, as to the work they undertook.

The Executive Director would discuss the Subcommittee's resolution with the Chief Executive in terms of prioritising resources.

11. Hamilton City Truancy

The Manager Social Development spoke to the report and highlighted that, from the information available, truancy was not considered a significant issue for Hamilton city. He noted that no central record was maintained; it was voluntary for schools to contribute to the Ministry of Education's annual survey. It was the responsibility for each school to keep track of truancy issues.

Resolved: (Her Worship the Mayor Hardaker/Tooman)

That the Report be received.

12. Community Activity Report

The Manager Social Development spoke to the report and referred to, and responded to questions on, the following points:

- **30 under 30 Project**
  Elected Members commended the Project and noted that there appeared to be little print media coverage of the successful nominees, and queried whether there had been sufficient media briefings.

- **Community Profiles** (as compiled from the 2013 National Census and 2014 Community Profile Council Survey)
  It was expected that the profiles would be uploaded onto Council's website in early September 2015, and presented at the next Subcommittee meeting. The Chair suggested the information in the profiles could be used for internal decision-making, such as the Annual Plan.

- **Ethnic Communities Forum**
  Staff would report key points from the Forum to the next Subcommittee meeting.

- **Glenview Foodbank**
  Key foodbank providers operated from a central location, which created access difficulties for some residents that required their services.

Resolved: (Crs Green/Yeung)

That the Report be received.

Her Worship the Mayor retired from the Meeting (11:58am) during discussion on Item 12 and did not take part in voting on that Item.

13. Community Forum Subcommittee Action List - 19 August 2015

The Subcommittee reviewed and discussed the Action List. The GM and Manager Social Development responded to questions on the following points:

- **Partner Schools – Swimming Pools**
  The GM confirmed that there was additional budget for another partner pool and staff were reviewing potential locations including an offer made by Hamilton Boys' High School. The partner school programme detailed specific criteria that needed to be satisfied prior to a school being included in that programme. The GM advised that the matter would be reported to the Finance Committee once the 'Expression of Interest' process completed. It was suggested that staff should consider an appropriate geographical spread of partner schools and the future community needs.

  The GM also observed that in accordance with the 10-Year Plan, staff would present another report to the Finance Committee in relation to the options for the $4.4 million available for additional pool resource. These matters would be considered together.

- **Richmond Park School**
  The GM advised staff discussed this matter at the last bi-monthly meeting with the Ministry of Education representatives; the principal contact for which was based in Wellington. Staff would continue to converse with the Ministry's representative on this matter. It was expected an update would be provided to the Subcommittee before December 2015.

- **Older Persons Advisory Panel**
  A range of high-level issues that affected older persons in Hamilton would be presented on behalf of the Subcommittee at the Advisory Panel's next meeting; an update would be provided to the Subcommittee at its November 2015 meeting.

  Staff confirmed that the Older Persons Plan went through a series of working group meetings that resulted in changes being made to the plan prior to its adoption by Council.

Resolved: (Crs Yeung/Green)

That the Report be received.

14. Summary Discussion

In light of the discussions at the Meeting, the Chair noted he would be:

- clarifying the process for receipt of the Subcommittee's recommendations by its parent committee, in accordance with the Subcommittee's Terms of Reference, with the Chair of the Strategy and Policy Committee; and
- working with staff to refine the Subcommittee's work plan and direction for the next six months.

The Meeting was declared closed at 12:20pm.

Hamilton City Council
Te kaunihera o Kirikiriroa

council report

Item 7

Committee:	Community Forum Subcommittee	**Date:**	24 November 2015
Report Name:	Multicultural New Zealand Report	**Author:**	Deanne McManus-Emery

Status	*Open*

Recommendation

That the report be received.

1. Attachments

2. Attachment 1 - Multicultural New Zealand "Our Multicultural Future"

3. Background

Multicultural New Zealand, formally known as the New Zealand Federation of Multicultural Councils consists of 18 regional councils from Auckland to Invercargill offering a range of community services and has national councils for youth, women, seniors and business. It offers a collective voice for ethnic, migrant and refugee communities to inform and advise government, organisations and the general public on multicultural policy and practice.

At the inaugural National two-day hui of 13 and 14 August 2015, for Managers and Coordinators of the Migrant Centre's, the "Our Multicultural Future" report was launched. The Hui proved an opportunity to engage with government officials from Ministry of Social Development, New Zealand Police, Ministry of Business Innovation and Employment and the office of Ethnic Communities enabling those who attended to bring prevailing problems and issues from within the migrant services sector directly to government's attention.

This national meeting and the launch of the report was an important event in Multicultural New Zealand's history and future. It is hoped the report will attract attention towards current multicultural issues in New Zealand and also illustrate how Multicultural New Zealand aims to work towards solving these issues. This meeting provided the space for potential dialog and information sharing between people and organisations working with diversity issues on an NGO/grass-roots level and those dealing with this diversity within government organisations.

At the end of the two days a working party was formed representing a cross section of the Multicultural Centre's around the country to develop a National Strategy that would provide a framework for further engagement and a call to action. The Waikato Migrant Resource Centre represented by Hamilton Multicultural Services Trust is part of this national working party.

The attached report was commissioned by Multicultural New Zealand assisted by a grant from the New Zealand National Commission for UNESCO. It is based on the outcomes of 34 workshops involving 581 participants throughout New Zealand in February-June 2015.

Former Race Relations Commissioner Joris de Bres conducted the workshops and wrote the report.

Its purpose is to provide a starting point for developing a national action plan for multiculturalism and multilingualism in dialogue with government and community organisations.

This presentation will be delivered by Tayo Agunlejika from Multicultural New Zealand.

Signatory

Authoriser	Lance Vervoort, General Manager Community

OUR MULTICULTURAL FUTURE

New Zealanders talk about

[redacted]

Participants noted that there continues to be widespread ignorance about the history and meaning of the Treaty and the relationship it preserves between Māori and the Crown. Minority ethnic communities, especially new migrants, are uncertain about their place in relation to the Treaty alongside Māori and Pākehā. As the diversity of New Zealand increases and Asian peoples become a significant proportion of the population there are questions as to what the Treaty will mean for these new groups in the future.

There is a lack of recognition of the status of Māori as the indigenous people of New Zealand and what that entails, a lack of knowledge of te reo Māori, tikanga Māori and the impacts of colonisation and a lack of engagement with Māori. There continues to be Pākehā racism towards Māori and a view persists that democracy means majority rule without the need to make provision for indigenous or minority rights. Some of this prejudice can be replicated within ethnic communities. There are fears that Māori will be subsumed as a minority and further marginalised in a multicultural society.

There are perceived tensions between the concepts of biculturalism and multiculturalism. Some argue that many issues of biculturalism remain unresolved and that these need to be addressed before we progress to multiculturalism. A more common view amongst participants was that they are not in opposition and that as expressed in one group "we can be both, recognising the Treaty and indigenous rights in a multicultural context."

As noted in another group: "Establishing a bicultural foundation has been difficult – Māori and Pākehā are still sorting out past and current issues – so we know it is going to be hard and take time to establish a fully successful multicultural society."

Individuals

VALUES

Important personal values identified by participants for a successful multicultural society were non-discrimination, tolerance, acceptance, understanding, respect, curiosity, honesty, empathy, awareness of one's own as well as other cultures, being open to change and new ideas, welcoming newcomers, manaakitanga and whanaungatanga, valuing difference and being prepared to make compromises and adjustments to resolve cultural conflicts.

FEELINGS

Participants noted that in a successful multicultural society people feel safe, comfortable in their own skin, proud and confident in their own identity and free to practice their culture, language and religion. Everyone feels they belong and are able to participate in the community on an equal footing. They are relaxed about living in a diverse community and feel comfortable and confident in different cultural contexts. As well as their heritage identities, people feel a shared identity as New Zealanders.

SKILLS

Two key skills identified as important for a multicultural society were language and cultural competence. A society was envisaged in which being able to speak two or more languages is the norm, and people take the trouble to understand different accents, pronounce names correctly and speak in a manner that people whose first language is not English will understand. People are culturally competent – they have a good knowledge and understanding of other cultures, are able to communicate with people of different cultures and respect and accommodate cultural differences.

Barriers identified included the persistence of negative attitudes such as racism, xenophobia, prejudice, intolerance, and closed-mindedness. Minorities continue to experience discrimination on the grounds of the colour of their skin, their language, religion, accent, dress and national or ethnic origin and are subjected to mocking, labels and stereotypes.

There can be a lack of exposure to other cultures, a lack of appetite for cultural diversity and an unwillingness to engage in meaningful dialogue or to understand different perspectives. Some simply don't care about other cultures or even about their own. Others can be rigid about their cultures and want to hold on to practices that are inconsistent with current perceptions of inclusion and equality.

Negative feelings noted by participants included a range of fears – of difference, of the unknown, of change, of loss of identity, culture and power and of other cultures taking over. People can feel awkward or be afraid of causing offense. Migrants may lack confidence to engage with others, be afraid to ask questions because of bad experiences or fear conflict if they assert themselves.

Participants noted that New Zealand continues to be predominantly monolingual and monocultural. Pākehā are often unaware of how dominant, pervasive and privileged their culture continues to be. There are a range of communication problems – intolerance of other languages and accents, not understanding accents, talking too fast, mispronouncing names, cultural insensitivity, a lack of cultural awareness and a lack of confidence in engaging with others from different cultural backgrounds. Lack of English language proficiency was seen as a major barrier and access to ESOL (English for speakers of other languages) as insufficient.

EDUCATION AS ONE OF THE DRIVERS OF CHANGE

Education was seen as one of the key drivers of a successful multicultural society. While participants referred to opportunities for adults to acquire greater knowledge and skills (through the media, public awareness campaigns, multicultural events and educational opportunities) and to the role of families in value formation and cultural maintenance, there was a consistent emphasis on the importance of schools in equipping children from a very young age with the values, knowledge and skills for life in a multicultural society, training the teachers to undertake this task with sensitivity and skill and creating a school environment that is safe, inclusive and affirming of children from all ethnicities, cultures and beliefs. It was widely felt that the education system does not meet these expectations as well as it could.

VALUES

Participants specifically identified values that should form part of children's education for a multicultural society. These were tolerance, understanding and respect for diverse cultures, beliefs, languages and accents, open-mindedness and curiosity, pride in themselves and their own identity, non-discrimination, inclusion and a recognition of shared values and aspirations across cultures and beliefs. Both the content of the curriculum and the environment of the school should reflect these values.

Participants felt that there was a need for a greater emphasis on these values in the education system in order to counter the prejudice, stereotypes and ignorance of other cultures that children may have inherited from their families and to ensure that children are safe from bullying and ridicule, interact positively with one another and do not become segregated into their own groups.

KNOWLEDGE

Ignorance was widely identified as one of the greatest barriers to a successful multicultural society and the role of the education system was seen as vital in imparting cultural literacy and knowledge. Such knowledge includes the history of New Zealand, its peoples and places, te ao Māori, the Treaty of Waitangi, the impacts of colonisation, and different societies, cultures, religions and world views.

Participants strongly felt that the education system did not at present place sufficient emphasis on these subjects and that without adequate information and knowledge we cannot expect to nurture a more collaborative, respectful and inclusive society.

SKILLS: CULTURAL COMPETENCE AND LANGUAGES

Participants frequently referred to the need for the education system to give children the skills they require for life in a multicultural society. Key skills identified were cultural competence and language.

Cultural competence includes the ability to live in, appreciate and contribute to our multicultural society, understand and be sensitive to people of different cultures and beliefs, to engage and interact positively with them and to build intercultural understanding. At a broader level it contributes to global competence, having the skill set to engage internationally.

The importance of learning Māori, Pacific and other community languages from early childhood through to primary and secondary schools was highlighted by many participants. Reasons included support for parents and children who wished to maintain their own first languages, affirmation of children who speak more than one language, the benefits of gaining access to other cultures through their languages and developing bi-lingual and multilingual skills for social and international communication. There was considerable support for all children to be taught te reo Māori as well as English, for all children to learn two or more languages and for there to be more opportunities for bi-lingual education.

There was widespread concern that learning languages other than English was not given a high priority despite the demonstrable benefits for a successful multicultural society.

CELEBRATION AND AFFIRMATION

Participants felt that early childhood centres and schools should affirm and celebrate the cultural diversity of their children, encourage pride in their diverse languages, cultures and identities and support cultural maintenance and intercultural understanding. They noted the need to recognise the difficulties that children can face living in two different cultures at home and at school.

TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT

It was noted that a prerequisite for children to acquire the above values, knowledge and skills is for teachers to be culturally competent. Teachers need both the skills and the commitment to deliver a curriculum and a school environment that values and affirms the diverse cultures and languages of their students and encourages intercultural understanding and respect.

One group observed that "teachers can lock or unlock the engagement of children in education but don't necessarily have the background or interest to make the effort to make the children of different ethnicities and cultures feel comfortable and valued. As a result children can be disempowered and impeded in their identity formation and become disengaged from education, and disadvantage is perpetuated."

Communities

KEY ATTRIBUTES

Key attributes of successful multicultural communities identified by participants were peace, harmony, safety, inclusion, integration, the absence of racism and discrimination, the acceptance of difference and the celebration of cultural diversity. Other qualities were neighbourliness, mutual support and cooperation, strong bonds within and between different communities and a shared sense of belonging and identity.

A MOSAIC OF DIFFERENT CULTURES

Participants saw multicultural communities as places with an exciting array of colours, foods, clothing, traditions, languages, and religion where the mainstream is not the culture of any single group but rather a cultural mosaic with all people enjoying an equal cultural citizenship. Diverse communities are supported in maintaining, celebrating and sharing their languages and cultures and major cultural events and occasions are widely acknowledged, enjoyed and celebrated by the community as a whole.

OPPORTUNITIES AND SPACES

The existence of good spaces and opportunities for people of different cultures and beliefs to intermingle and interact was a common theme. This includes the opportunity to share in the many and varied cultural and religious days and festivals, cultural performances, language weeks and multicultural events such as Auckland's Polyfest and other major multicultural festivals in cities and towns around the country. Community markets offer diverse foods and cultural products. Shared community projects are another opportunity. Members of ethnic communities expressed the desire to have more chances to interact with Māori as the tangata whenua, for example at local marae.

INTEGRATION

Participants recognised the importance of the integration of ethnic groups into the wider community while maintaining their own distinctive cultures. As one group envisioned it: "People are enabled to integrate into society as a whole while retaining their own culture, to engage with other communities, and to learn from each other. There is a continuous dialogue between people of different cultures and beliefs. Diverse groups do not merely co-exist but genuinely live together." Some stressed the importance of geographical as well as social integration with people living in neighbourhoods that are culturally diverse.

COMMUNITY CAPABILITY

Community capability was seen as a key ingredient in a successful multicultural society. The vison is that organisations serving and representing ethnic, migrant and refugee communities have the resources, capacity and capability to serve and represent their communities. This includes the maintenance of their languages and cultures, engaging with the wider community, helping newcomers, fostering intercultural understanding and meeting the needs of and giving effective voice to the concerns of their community members.

Many barriers were identified by participants. They include minority groups experiencing racism, prejudice, discrimination, religious intolerance and exclusion.

The public voice of ethnic, migrant and refugee communities was seen as weak. The reasons for this ranged from not wanting to cause a fuss, being afraid of causing offence, not being listened to or given space to speak, lacking the confidence to participate or lacking money or time for advocacy. Sometimes there is also a lack of mandated leadership within communities and a lack of support for people who do speak out. Conflicts exist within as well as between communities and competition for very limited resources can hamper cooperation between community organisations. Funding is a major issue for communities wanting to maintain their own language and culture and for organisations seeking to help newcomers and promote intercultural understanding and cooperation. There is insufficient communication and collaboration between different communities.

Participants noted that sometimes communities do not want to integrate into the wider society, preferring to remain in their own group. They may work to maintain and strengthen their own culture but not necessarily be interested in intercultural or multicultural activities. Conversely there can be pressure to assimilate to the majority culture rather than to integrate and this can particularly affect children. People of the majority culture have no need for acceptance because they have established networks and influence.

There were mixed views on the development of suburbs with concentrations of particular ethnic groups with some seeing it as reducing everyday engagement with other cultures and others as resulting from a natural desire to be amongst one's own or simply as a consequence of economic inequalities.

There was a view that community leaders talked the talk of a multicultural society but didn't walk it and that local government needed to do more to support, engage with and involve minority ethnic communities and to actively promote and foster cultural diversity and equal opportunities.

Institutions

PARLIAMENT, PUBLIC BODIES AND THE MEDIA

Participants identified many issues relating to institutions, which are here taken to include Parliament, the judiciary, the public service and the "fourth estate" - the media. The vision that emerges is that the law and government policy provide a framework for a successful multicultural society, all ethnic minorities are fairly represented in democratic decision making bodies and the judiciary, public services are equally accessible to people from different ethnic, cultural and religious groups and all people are enabled to enjoy their basic human rights.

THE LAW AND POLICY

Participants saw the law as creating the framework for a multicultural society, providing a definition of what multiculturalism means in the New Zealand context (including the Treaty of Waitangi), setting out core values and principles, recognising cultures, languages and beliefs and establishing appropriate government infrastructure and requirements for cultural capability, cultural accommodation and accessibility in the delivery of public services.

Language policy was identified as a major issue, including official recognition of Pacific and other community languages in addition to te reo Māori and NZ Sign, the promotion of multilingualism and support for families, communities, and education providers to teach and maintain heritage languages. Provision should be made for interpreting and translation services for people who need them and for information about public services to be available in different languages.

The need for active government support for multiculturalism was also emphasised, including promotion of the benefits of cultural diversity, support for communities maintaining and sharing their languages, arts and cultures, acknowledgment of cultural festivals and encouragement of intercultural and interfaith engagement and cooperation.

HUMAN RIGHTS AND EQUAL OPPORTUNITIES

Participants frequently noted that although human rights and equal opportunities for all are affirmed by law, significant social and economic inequalities are experienced by minority ethnic groups and these threaten to undermine harmonious relations and limit cultural interaction. The vision was of a society in which people of diverse cultures, live, work, succeed, participate, are safe, housed, educated and cared for and able to freely practice their language, culture and religion within a framework of universal human rights supported by legislation and policy. Where there are conflicts of cultural practices or values these are resolved by reference to human rights.

DECISION MAKING

Participants saw representation and participation of all ethnic groups in decision making bodies or "seats at the table" as a vital ingredient in a successful multicultural society. Such bodies include Parliament, the judiciary, government departments, local councils, district health boards and school boards of trustees as well as sports, cultural and community organisations and businesses.

PUBLIC SERVICES

Participants placed great importance on the equal accessibility of public services to people of all ethnicities, cultures and beliefs. This requires public agencies to be culturally competent, reflect in their staff the diversity of the communities they serve and be sensitive and responsive to the differing needs and practices of diverse cultural and religious groups. Information about services should be available in different languages and in plain English and interpreters should be freely available when required.

MEDIA

Participants saw the media as having the potential to be a powerful contributor to a successful multicultural society. The vision is simply that the mainstream media fairly reflect and represent the diversity of society in both staff and content and enable a positive discourse about multiculturalism.

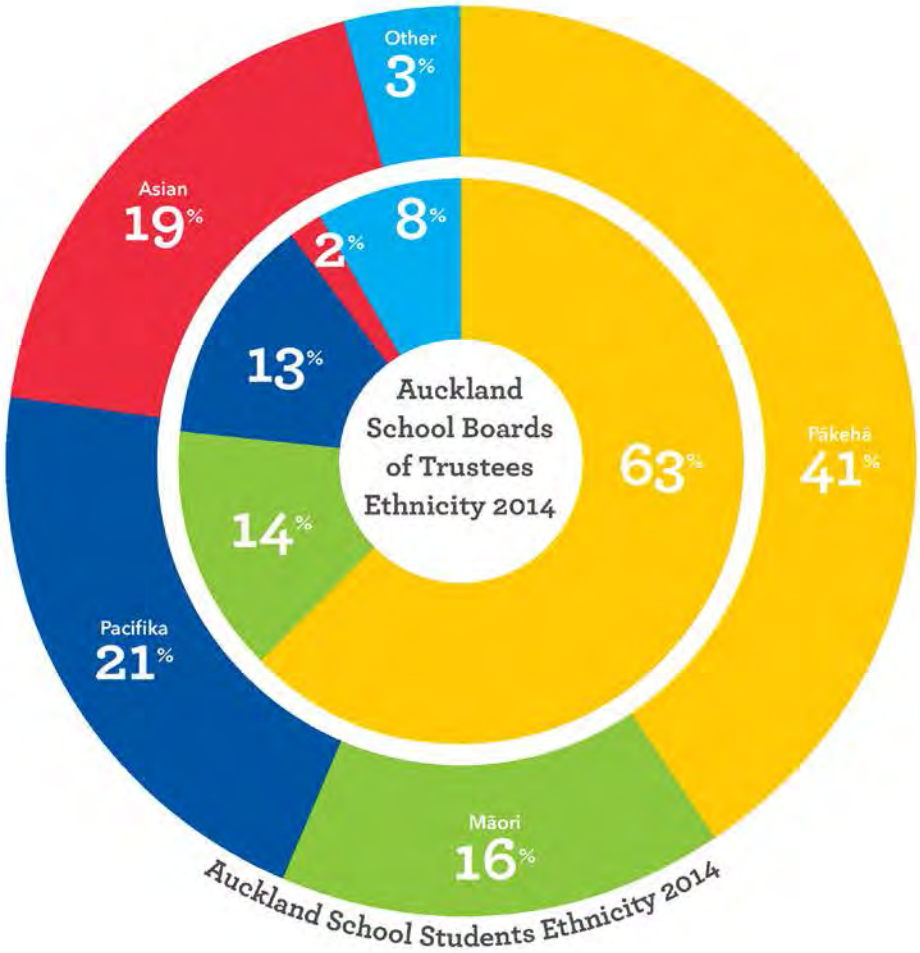
Participants felt the government did not pay sufficient attention to cultural diversity and that policies and practices needed updating to take account of the demographic changes that have taken place. Both the benefits and the challenges of a multicultural society are underestimated and insufficiently examined and researched. The evolving process of increasing cultural diversity requires more careful management. There can be a failure to address difficult issues of cultural difference. There are tensions between cultural and traditional practices on the one hand and democratic features of our existing society on the other, e.g. in relation to human rights, gender roles and the treatment of women that require mutual understanding, compromise and accommodation (which is not easy).

Participants noted that there are inequalities in power, resources, income and access to information and services and that these often occur along racial lines. There is discrimination in employment, and unemployment of young people is disproportionately high. People at the bottom of the pile economically and socially don't have the chance to participate on an equal basis and can feel marginalised and disaffected. As one group noted: "Struggling for the basics, poverty, unemployment, low pay and poor housing make it hard to understand and engage with others or to advance to all levels of society."

It was noted that at present Māori, Pacific and other ethnic minority groups are seriously under-represented on decision-making bodies. As one group said, "The diversity of the population is not reflected in the governance of society." When people from minority ethnic groups stand for election they often fail "because the majority votes for their own" and there is insufficient commitment by government, councils and other bodies to take effective measures to increase representation.

It was noted that many public institutions continue to demonstrate unconscious structural discrimination or institutional racism. They remain predominantly monocultural in their recruitment practices, systems, policy development, workplace culture and the way they deal with their diverse clients. They do not possess the necessary cultural capability to develop policies and practices that would enable them to serve all people equally. As one group noted, they can be in "denial that there are any problems, place them in the too hard basket and shut them out by a focus on business as usual". There is insufficient engagement with diverse ethnic communities and a lack of information in languages other than English.

There was a widespread view among participants that the media, and especially (but not only) talkback radio, reinforce prejudice, stereotypes and racism through their representation of minority communities. Differences were seen in the degree and manner in which different groups are reported in the media and the different levels of influence they wield. Pākehā dominate the staff and management of the mainstream media and the selection of news, including from overseas, is Euro-centric. Overseas news can be reported in a way that impacts negatively on local ethnic or religious communities. Journalists without knowledge of other cultures can be insensitive and cause tension. Public funding to support the media representation of ethnic minorities is meagre. There is concern that social media offer a platform for bullying, nastiness, offensiveness and the perpetuation of stereotypes.



The ethnic composition of schoolchildren in Auckland in 2014 demonstrates the demographic changes that have taken place there. Of just over quarter of a million students (not counting international students), approximately 41 per cent were Pākehā, 16 per cent were Māori, 21 per cent were Pacific and 19 per cent were Asian. By contrast, approximately 63 per cent of board of trustees members were Pākehā, 14 per cent were Māori, 13 per cent were Pacific and 2 per cent were Asian[5]

5. Source: Ministry of Education, https://www.educationcounts.govt.nz/statistics/schooling/boards_of_trustees

Newcomers

THE SETTLEMENT JOURNEY

The vision that emerges from the workshops is that new migrants and refugees are made welcome and supported in their settlement journey. They are encouraged to maintain their own identity, language and culture and to integrate into the wider New Zealand society. They feel included, embrace their new country and develop a sense of belonging. They are provided with up to date information about their rights and obligations and the services available to them, such as health, education, housing, schools and New Zealand laws and systems. They have the opportunity to learn about the Treaty of Waitangi, New Zealand's history, cultures and shared values, to experience a powhiri on a marae and to engage with Māori as tangata whenua.

EMPLOYMENT

Skilled migrants' qualifications, education and experience are recognised and valued and they are able to find commensurate employment. Temporary migrant workers and international students are well looked after.

COMMUNITY CAPABILITY

Community groups are resourced to provide ongoing support for migrants to access services, make friends, build networks and engage socially with others in their local neighbourhood or rural community. Migrant families are supported in dealing with the stresses of adapting to a new cultural context including parenting in a different legal and cultural environment and young people transitioning between cultures inside and outside the home. There are spaces and opportunities for migrants to express their views and articulate their needs.

Participants considered that settlement support for newcomers is inadequate, too short term and under-resourced by government. National settlement policy does not necessarily translate into local delivery. While refugees and RSE workers have a formal orientation process there is no equivalent provision for migrants and they are often unaware of available systems and services, their rights and entitlements, legal requirements and sanctions, the history and the cultures of New Zealand and the status of Māori as tangata whenua. Opportunities for newcomers to engage with tangata whenua are limited. Community organisations providing migrants with support for settlement and integration struggle to find resources. There is insufficient opportunity and support for learning English (ESOL) and inadequate access to interpreting and translation services.

Many issues were noted in relation to employment. Although immigration policy is skills-based people who have the requisite qualifications and experience face difficulties in finding commensurate employment and having their qualifications and previous experience recognised. Recognition processes are slow and there is perceived to be patch protection by some professional groups. The criterion of New Zealand experience for employment can place migrants in a Catch 22 situation in terms of obtaining relevant work that will qualify them for residence. There is a need for greater help in transitioning migrants into skilled employment. Available work opportunities may involve low pay, long hours, short hours, or zero hour contracts. Stresses arise for workers on temporary visas from what is perceived as the inflexibility of immigration policy in determining eligibility for permanent residence. In the workplace migrants can experience discrimination and language and communication barriers.

Participants considered that the economic, social and cultural contribution of migrants is undervalued. Migrants feel unsure about their acceptance and ask how long it takes to belong or to become a kiwi. They can feel shy and reluctant to put themselves forward for fear of being misunderstood. Successful migrants do not get the same recognition, exposure and media coverage as others and come up against a "glass ceiling" and "tall poppy syndrome". Migrants can become the scapegoats for unemployment, soaring house prices, dog attacks and other social ills and this can be reinforced by politicians and the media. There are not enough platforms and spaces where migrants feel free and safe to express their views and concerns.

Conclusion

The purpose of the consultation that forms the basis of this report was to identify a shared vision for a multicultural society and the barriers to achieving it. As is evident from both the summary and the individual workshop reports that follow, participants have contributed richly to that process. They were not asked to offer solutions to the problems identified because we wanted to move to that phase once a degree of consensus had emerged on what the challenges were. This report therefore provides the basis for a second stage of consultation to identify practical and achievable actions that can be taken to meet those challenges.

The form of the next round of consultation will be different from the first. Initially at least it is our intention to take the outcomes of the workshops to people responsible for those areas - various government departments, education groups, local councils, businesses, the media and community organisations as well as researchers - to identify what they are able and willing to do in their area of expertise to advance the vision of a successful multicultural society. This will be a process of engagement over a number of months. Thereafter, most likely in the New Year 2016, we hope to develop a draft action plan for further consultation with those who have contributed to the initial workshop programme.

Some actions in response to this report do not however need to await the completion of a strategic action plan. Given the forthcoming triennial elections for school boards of trustees and local government in 2016 it is important to develop a programme now to encourage more diverse representation. The Constitutional Advisory Panel made recommendations in 2013 for action in relation to the Treaty of Waitangi which if implemented by Government would advance the vision of the role of the Treaty contained in this report. Government departments and local bodies need to take steps to address structural discrimination in their organisations and services with or without a strategic plan. A community languages framework is overdue. Strengthening community capability for cultural diversity and further improving settlement support for migrants are ongoing priorities.

Multicultural New Zealand looks forward to further engagement on these issues over the coming months.

34 Workshop summaries

Thirty four workshops on "Talking about Multiculturalism" were held around New Zealand from February to June 2015. They were hosted by a variety of organisations. Participants included members of local multicultural councils, local government and other community workers, educators, young people, members of Pākehā, Māori, Pacific, Asian and other ethnic communities, Members of Parliament, mayors, councillors, council chief executives, academics and public servants. They were facilitated by former Race Relations Commissioner Joris de Bres and local volunteers. Participants were asked to describe aspects of a successful multicultural society (vision) and barriers to achieving it (barriers). Most workshops were held in response to organisations that expressed an interest in hosting them after initial publicity through Local Government New Zealand and Multicultural New Zealand. The following summaries capture the main points raised by participants but do not purport to reflect the views of the organisations that hosted the workshops or of all the participants collectively.

12 Feb 2015

21 participants

Christchurch:
City Council Refugee and Migrant Network

A society that is characterised by acceptance, understanding, respect, equity, harmony, and curiosity.

A society that is characterised by acceptance, understanding, respect, equity, harmony, and curiosity. Services are accessible to all. There is an absence of racism and discrimination, and the Treaty of Waitangi, New Zealand's bicultural heritage and the role of mana whenua are understood. Education promotes and fosters these values, and systems are responsive to and reflective of diversity, recognising diverse cultures, needs and beliefs. People share a common language but are also encouraged and supported to maintain their own community languages. People and communities are connected to each other and celebrate and share their cultures together. Migrants and international students are made welcome and included by the host community. All people have a sense of belonging. In a word (from one group): "A successful multicultural society is unified in our understanding, respect and acceptance of all our cultures. It has policies and systems that support multiculturalism."

... resistance to change and a lack of champions for multiculturalism.

Barriers include racism and discrimination, a lack of understanding of the Treaty of Waitangi and the role of mana whenua, inadequate education for multiculturalism in schools and adult education, poor media representation of minority cultures and communities, a lack of appetite for diversity, a lack of voice for minority groups and a lack of funding for community groups to foster understanding, interaction and cultural diversity. Some groups keep to themselves for fear of losing their culture and there are intergenerational tensions. There is some religious intolerance, a lack of collaboration between community organisations, a lack of a common language and support for maintaining diverse languages, a lack of relationship between ethnic and migrant communities on the one hand and tangata whenua on the other, resistance to change and a lack of champions for multiculturalism.

18 Feb 2015

15 participants

Tauranga: City Council

Differences are not just tolerated, but accepted and celebrated.

People of all ethnicities have equal opportunities, equally enjoy their rights, are equally involved and represented in decision making processes and in sports and cultural activities. Differences are not just tolerated, but accepted and celebrated. People feel comfortable in their own skin. Newcomers are welcomed and encouraged and supported to retain their own identity, culture and language and to integrate into the wider society. There are opportunities for people to interact and share their cultures. There is two-way understanding between people of different ethnic groups, including between Māori and Pākehā, and between Māori, Pākehā, Pacific, other ethnicities and new migrants. The Treaty of Waitangi is central to our understanding of ourselves as a nation. Education at all levels, including new migrants, reinforces our appreciation of the Treaty of Waitangi and cultural diversity.

There is limited capacity for community groups to represent their communities adequately, because of a lack of funding and in some cases confident leadership and advocacy.

Barriers include public attitudes – ranging from shyness (whakamā) in relating to people from other cultures to fear of people who are different and "deep seated, unashamed, bold-faced, self- serving racism". There is a lack of acceptance by some of people's right to practice their own culture, speak their own language and follow their own religion, and a degree of NIMBY – not in my back yard – in relation to having anything to do with other cultures. There can be a lack of neighbourliness and community ties. The predominant culture is Eurocentric. Media, including social media, can reinforce stereotypes, prejudice and racism. Some groups do not want to integrate into the wider society. Communication can be hampered by a lack of knowledge of English, and of other languages, and of intercultural skills. There is limited capacity for community groups to represent their communities adequately because of a lack of funding and in some cases confident leadership and advocacy. There is a lack of buy-in on the part of local government to actively foster cultural diversity, equal opportunities and equity of outcomes. Migrants continue to struggle to have their qualifications recognised, due to slowness of processes and some protectionism by professional groups.

18 Feb 2015

7 participants

Tauranga:
Multicultural Council

We live together, not apart, know each other in our neighbourhoods ...

Our society is characterised by a shared identity as New Zealanders, including our diverse cultures and ethnicities. We live together, not apart, know each other in our neighbourhoods, and communicate reciprocally with an eagerness and curiosity to learn about each other's cultures, languages and beliefs. People of all cultures are fully represented at all levels of our democratic institutions and public and private organisations. The Treaty of Waitangi is acknowledged and celebrated and the bicultural relationships it established are seen as an essential part of our multicultural society. We are open and welcoming to migrants and support them to settle and integrate, to embrace their new country and to maintain their own language and culture. Education of our children prepares them to live in, appreciate and contribute to our multicultural society.

... lack of awareness of other cultures and laziness about learning about them ...

Barriers include ignorance, fear and mistrust, a lack of understanding and acceptance of the Treaty of Waitangi, lack of engagement with Māori, lack of awareness of other cultures and laziness about learning about them, communication difficulties in terms of languages, accents, lack of ability to speak English or other languages, intergenerational transmission of prejudice, insufficient attention in our schools to preparing children to live in a multicultural society, institutional barriers to participation by ethnic minorities, media reinforcement of prejudice and communities living in isolation from others.

20 Feb 2015

20 participants

Rotorua:
Multicultural New Zealand

There is a level playing field where everyone has equal opportunities.

All people are treated equally and fairly and not judged on the basis of how they speak or look. There is a level playing field where everyone has equal opportunities. Everyone is recognised for their aptitude, knowledge and ability to be a citizen. There is no racial vilification, no racial profiling, and people are treated with respect. People live in harmony, there is an acceptance of difference, diversity is celebrated, and New Zealand is a showcase of diversity in the world. People are able to practice their diverse cultures and traditions within the bounds of New Zealand law and maintain their languages. The law provides a framework for a multicultural society. People feel proud of their own culture and language and are willing to share it with others. Newcomers settle well, integrate, understand and are understood by those here before them. People of all ethnicities participate fully in New Zealand society. New Zealand's bicultural foundation is embraced. Society continues to evolve in response to demographic and cultural change. All children learn te reo Māori as well as English in school and are able to learn other languages. They are given an understanding of other cultures and New Zealand's history. Multiculturalism contributes to economic and social development, including connection to overseas markets and communities.

There is still insufficient visibility of diverse cultures, e.g. cultural festivals and performances, and representation in the media.

A key barrier is current public attitudes, which can include pressure to assimilate, xenophobia, fear of difference, ignorance about other cultures including the indigenous culture, denial, and a lack of legal provision for multiculturalism. Prejudice can be passed on from parents to children. Members of minority groups can experience prejudice, fear, loneliness and isolation, lack of confidence, a lack of voice in decision making processes and structures, and discrimination in employment. Some continue to struggle with the ability or confidence to speak English. Some want to stay solely within their own communities. There is still insufficient visibility of diverse cultures, e.g. cultural festivals and performances, and representation in the media. New migrants (and many existing residents) do not have a positive understanding of the Treaty and the rights and obligations it entails. There needs to be more settlement support with some of the fees collected from migrants being given to community groups to promote integration and intercultural understanding. Many children do not learn te reo Māori at school, and schools need to do more to foster cultural diversity, cultural maintenance and intercultural understanding, not just in the curriculum but also in the school environment. Youth unemployment can lead to a sense of disaffection or alienation. Diversity is a two-way street with all parties having a responsibility to respect and understand each other, but too often it is one way.

27 Feb 2015

27 participants

Whanganui:
Multicultural Council

All cultures are valued, shared and celebrated.

A society that is peaceful, safe, harmonious, inclusive, accommodating all, free from discrimination and racism and an umbrella under which everyone's basic needs are met and everyone's rights are recognised. People value difference, know how to deal with it and live with it. There is a sense of unity and common identity between cultures and communities. All cultures are valued, shared and celebrated. People respect each other and learn about, understand and appreciate each other's cultures and beliefs. Young people value and retain the cultures they inherit from their family while managing and embracing the different cultures they experience outside the home. Migrants feel included and all people have a sense of belonging to New Zealand. It is a good place for grandchildren.

There is a tendency to stay in one's own group, a lack of integration and inclusion, and a lack of mixing between cultures.

Many of the barriers to achieving a successful multicultural society are personal ones - a lack of cultural awareness (of practices, beliefs, and important days), ignorance, a lack of will and motivation to understand other cultures, rigidity of attitudes and fear (of the unknown, of difference, of offending people). Some of this is simply human nature, and some just takes time to overcome. There is a tendency to stay in one's own group, a lack of integration and inclusion and a lack of mixing between cultures. Overseas conflicts (both current and historical) can have a negative impact and the media and politicians can promote or reinforce stereotypes and hostility to migrants or minority groups. It is more difficult when a group is a minority because of the predominance of the majority culture. Children from minority ethnic groups can experience bullying at school, can find it hard to live in two different cultures at home and at school and to maintain their own inherited culture. They may also stick to their own group and not necessarily be interested in other groups. Language is a barrier in a variety of ways, limiting communication, understanding and access. Government does not sufficiently resource migrant assistance, settlement and integration.

6 Mar 2015

30 participants

Whanganui:
Local Government NZ Zone 3 (Central North Island)

Cultural diversity is matched by intercultural communication.

A society characterised by tolerance, reciprocal respect and understanding, acceptance of different cultures and languages, harmony between diverse ethnic groups, acknowledgment of the tangata whenua and recognition of the Treaty of Waitangi as the context for multiculturalism. Everyone is able to express their own culture and speak their own language without fear of censure. There is a richness of cultures. People are able to maintain, celebrate and share their cultures and they are able and willing to learn about those of others. Cultural diversity is matched by intercultural communication. People of all ethnicities and cultures have equal opportunities and are included in governance and management in the workplace and in the community. The community is proactive rather than reactive to a changing world and education prepares young people for life in a multicultural society.

Not everyone can communicate in a common language and a lack of English can lead to an inability to understand systems and services.

Barriers include a lack of community resilience and an unwillingness to change. Education does not sufficiently prepare people for life in a multicultural society and there can be a lack of willingness to engage with people from other cultures or a lack of exposure to other cultures. Not everyone can communicate in a common language and a lack of English can lead to an inability to understand systems and services. Institutions are not necessarily geared to full participation and access by people from minority cultures. The media can reinforce stereotypes. Different ethnic communities can be separated geographically and hence also in schools, reducing everyday engagement with other cultures and ethnicities. People have a fear of the unknown, of change, of difference, of loss of power or of being overlooked. There is still racism towards Māori as well as other cultures, xenophobia, bigotry, intolerance, prejudice, negativity, ignorance and a lack of respect for and understanding of other cultures. People can be confused about their cultural identity or not see that their own culture is only one of many. There can be an unwillingness to engage in meaningful dialogue about issues and to understand different perspectives. There remains a perception that Western culture is superior to others and that democracy means majority rule without the need to make provision for indigenous or minority rights. There is a lack of respectful conversation about the issues of biculturalism as well as multiculturalism. Multiculturalism can be seen by some as being in opposition to biculturalism and many bicultural issues remain unresolved.

7 Mar 2015

8 participants

Christchurch:
Pacific Youth (PYLAT Council)

The particular challenges of young people in navigating a new and different multicultural context are sympathetically acknowledged.

A harmonious society, where people are accepting of the ways and thoughts of others, embrace each other's cultures and get along. People know their own culture, are confident in engaging with other cultures and are comfortable with each other, welcoming and not exclusive. Māori culture is an integral part of the national culture, it is showcased as such and all people have an understanding of it. New Zealand is seen as a nation located in the Pacific, part of the wider Pacific community, and the cultures and languages of the New Zealand Realm and the wider Pacific community are recognised as such within New Zealand. Everyone has a sense of belonging. Intermarriage is not frowned upon within families or communities and the multiple cultural identities of people of mixed descent are equally affirmed. People of all ethnicities have equal opportunities including access to employment and special measures to achieve equality are welcomed. People are open to change, new ideas and innovation, they are well informed about systems, processes and practices and are able to use this knowledge to empower themselves and their communities. Cultural practices and traditions comply with the law and the law reflects and respects diverse cultures. Education teaches young people about other cultures and to be open minded. Schools and communities have a diversity of cultures and ethnicities. Family and community elders create a space for new generations to have a say and develop as leaders and the particular challenges of young people in navigating a new and different multicultural context are sympathetically acknowledged.

Minority ethnic groups can experience condescension, patronising, stereotyping, typecasting and pigeon-holing, and feel awkward, pressured to perform, and driven back to their own.

Barriers include racism – not just institutional racism but also "just plain racism" as encountered on the streets and elsewhere. "There is still a lot of hate." There is hostility towards special measures such as scholarships and targeted services. Minority ethnic groups can experience condescension, patronising, stereotyping, typecasting and pigeon-holing, and feel awkward, pressured to perform and driven back to their own. Language barriers can also contribute to young people hanging together and remaining isolated from other groups. People can be comfortable with their own and not want to mix. They can then be identified as "the other" – the "black table", the "brown table" etc. On the other hand, young people may want to fit in to the dominant culture and can be negative about their own. Systems are not designed with all cultures in mind and people from minority ethnic groups can have difficulty accessing and influencing these systems. Parliament, the judiciary and all decision making bodies are not representative of the diversity of society. The media can reinforce stereotypes. It is hard to get work, and, in a vicious cycle, to get the previous experience often required for work. There can be a clash of cultures in relation to laws and regulations. There needs to be a change of thinking and both majority and minority ethnic communities need to be open to other groups. Māori and Pacific people can feel uncomfortable in the migrant space. Elders are often not prepared to let the next generation come through, become leaders and participate in decision making.

10 Mar 2015

15 participants

Wellington:
Multicultural Council

Migrants are well settled and accepted.

All cultures are valued, celebrated and empowered to realise their full potential to make a social and economic contribution. Diverse communities are integrated into society as a whole while maintaining their own distinctive cultures. They are well connected, work together and bring people together. Understanding of and respect for other cultures and beliefs is reciprocal. Diverse cultural and religious festivals are acknowledged and celebrated by the whole community. Schools and families prepare young people for life in a multicultural society, teaching tolerance, understanding and respect for diverse cultures, beliefs, languages and accents. Migrants are well settled and accepted. Neighbours are neighbourly, irrespective of national, cultural, or ethnic background. People of diverse backgrounds have equal opportunities and access to employment, health, education, business, sports and culture. There is space for leaders of all communities at the table - "people of different colours in powerful positions". People of all cultures are able to actively engage and participate at all levels of society and community.

Migrants struggle to find work appropriate to their skill level, have difficulty in meeting working visa requirements and are thus uncertain about their future.

There is insufficient engagement between cultural groups and it can be difficult for ethnic minorities and migrants to cross the barrier to mingle with Māori and Pākehā in the mainstream. There are not enough opportunities to interact. Cultural or ethnic groups work to support, maintain and strengthen their own culture but not necessarily intercultural or multicultural activities. There is a lack of community engagement with refugees. Family subcultures can perpetuate prejudice and the school curriculum and environment do not prepare young people sufficiently for life in a multicultural society. The government does not do enough to promote multiculturalism and intercultural understanding. There is a tension between visions of a bicultural and a multicultural society and a lack of understanding of the Treaty of Waitangi. Migrants struggle to find work appropriate to their skill level, have difficulty in meeting working visa requirements and are thus uncertain about their future. Work opportunities may involve low pay, long hours, short hours or zero hour contracts. The criterion of New Zealand experience for employment can put them in a Catch 22 situation in terms of obtaining relevant work that will qualify them for residence. In the workplace they can experience language and communication barriers. Even good English speakers can have difficulty understanding the New Zealand accent or being understood because they have a different accent. People who suffer low wages and long working hours do not have the capacity for wider social interaction or further education. If they cannot find work, they can get disgruntled. There is a lack of ongoing settlement support for migrants in communities and a lack of information about opportunities and services. The Government lets people in but then leaves them to fend for themselves. There is no mechanism or vehicle to integrate skilled migrants into the workforce. While there are certain expectations and requirements at the national level there is a disconnect with local services largely run by volunteers and NGOs who are poorly resourced.

12 Mar 2015

41 participants

Auckland:
Mount Roskill Community Network

People are confident in their own identity and freely express their own culture, speak their own language and practice their own religion.

A society characterised by peacefulness, tolerance, mutual acceptance, knowledge, understanding, respect, trust, and empathy. The role of Māori as tangata whenua is recognised and celebrated and all ethnic groups actively engage with them. People of different cultures are welcoming of each other, are integrated and intermingle easily on a day to day basis. There are opportunities to collaborate in events to share and celebrate their cultures and to make them accessible to all. People have a positive curiosity about each other's cultures, languages and beliefs. "It's OK to be different". People are confident in their own identity and freely express their own culture, speak their own language and practice their own religion. People know their neighbours, offer each other a helping hand, and are supported by strong community networks. People of all ethnicities are represented and participate at all levels of decision making across all sectors. Workplaces, government and communities recognise, include and are responsive to the diverse demographics of their environment and ensure that information, services and opportunities are equally available to all. Employers champion diversity in their businesses. Schools recognise and celebrate the diversity of their students and enable them all to maintain their cultures and achieve educational success.

The system – in education and justice – doesn't treat people fairly.

Barriers can include negative personal attitudes such as stereotypes, racism, intolerance, prejudice, false perceptions and ignorance of other cultures and "white flight" from communities. There can be communication issues arising from different forms and styles of communication, language barriers and pronunciation (e.g. of names). There can be an unwillingness to learn, a lack of openness or an indifference to other cultures and fear – of difference in language, appearance or practice, of the unknown, of offending others, of loss of identity or of being outside one's comfort zone. There can be a lack of confidence, awareness or pride in one's own identity. At the community or societal level, barriers include isolation and exclusion and inaccessibility of government and council services and information. Systems can be resistant to change and can be biased against people of minority cultures. "The system – in education and justice – doesn't treat people fairly". There is a monocultural bias in education. Inequality is a major barrier, especially as it tends to be along ethnic lines. The affluent don't mix with the poor and for the poor "just making ends meet is enough". Lack of funding is an issue for communities trying to maintain their language and culture and to foster multiculturalism. Some groups are resistant to engagement outside of their own group. The media portray some groups negatively, fostering negative attitudes and moral panic. There are differences in the degree and manner in which different groups are reported and different groups have different levels of influence on the media. Minority ethnic groups can become the victim of populist political agendas.

17 Mar 201

25 participants

Hamilton: City Council Multicultural Council and Migrant Services Trust

Everyone feels they belong and are able to participate in the community with equal standing.

Everyone is accepted without judgment, prejudice or having to conform. They are valued for who they are and what they can contribute. People of different cultures understand, respect and empathise with each another, are open to all cultures, enjoy one other's company and value diversity. Everyone feels they belong and are able to participate in the community with equal standing. Newcomers are welcomed and supported to interact and integrate into the wider community while maintaining their own language and culture. The national culture is multicultural with due recognition of the indigenous language and culture of the tangata whenua. No single culture is predominant. People are free to express their cultures and traditions within the law. All cultures are visible through food, dress, language, religious observances and cultural celebrations and all contribute from a position of strength to the national culture. There is extensive collaboration and interaction between people and communities of different cultures and there are opportunities to meet and learn about each other. Education, starting from early childhood, supports children and their parents to maintain their own languages and cultures and to learn about those of others. Being able to speak more than one language is the norm.

They can be shy to ask, be afraid to speak because of bad experiences, fear being judged and give up too easily.

Barriers include a lack of time, space and inclination for people of different cultures to have meaningful intercultural communication beyond festivals and food. There can be pressure to assimilate to the majority culture and people of the majority culture have no need for acceptance because they have established groups and influence. They may not be interested in other cultures beyond the "tourist" level of festivals, handicrafts and food. Racism, stereotyping, lack of differentiation, narrow-mindedness, cultural insensitivity, defensiveness, self-protection and a fear of other cultures "taking over" can hamper relations with minority groups. Minority groups can erect their own barriers, not taking the initiative to reach across. They can be shy to ask, be afraid to speak because of bad experiences, fear being judged and give up too easily. There can be cultural differences in the way people interact, leading to misunderstanding and cultural insensitivity. There are unequal opportunities. When people are at the bottom of the pile economically, socially and financially, they don't have the chance to participate on an equal basis. There is insufficient collaboration and communication between different communities. Language is a barrier in a number of ways – people cannot make themselves understood, nuances are missed and self-confidence is damaged. Not all languages are able to be heard, there is a lack of interpreting services to bridge the gap, there is insufficient access to learning English, "New Zealanders speak too fast" and New Zealand is a predominantly monolingual society.

26 Mar 20

23 participants

Auckland:
Auckland Council

People are confident in their own identity and freely express their own culture, speak their own language and practice their own religion.

People are open-minded and tolerant. They are familiar and comfortable with the diversity of cultures, and respect and understand them. They are curious about, and want to connect with other cultures, and there are opportunities, activities and places that trigger that curiosity including shared celebrations of important cultural occasions. People feel free to be different, to maintain their own identity, language, dress, and religion and to adapt their practices as appropriate within a framework of common values, common language and a shared national identity. Multiple identities are acknowledged. Diverse groups engage with one another and are integrated into society as a whole. People of all ethnic groups have equal access to public services and equal opportunities to be involved in democratic processes. Legal and policy frameworks support diversity, inclusion and participation and provide pathways and networks to support a multicultural society. Multiculturalism is promoted in the school curriculum and the media represent the cultural diversity of the community.

The system – in education and justice – doesn't treat people fairly.

Barriers to a successful multicultural society include individual bias, stereotyping, finger pointing, fear of the unknown, fear of difference, ignorance, closed minds and cultural inflexibility. There is a lack of cultural awareness, cultural competence and willingness to change. Prejudices can be passed on from generation to generation in the home and community. Myths about minority cultures can be created or reinforced by the media. People in minority ethnic groups can feel intimidated by the majority culture, lack the confidence to share their own and feel culturally unsafe. Some migrants come from societies that do not have democratic traditions or where public institutions do not have public confidence. There is an imbalance between cultures and a lack of multicultural education in the community. There is inequality of power, resources, income and access to information and services. There is economic marginalisation and deprivation and discrimination in employment. Immigration rules can lead to insecurity and separation and the special needs of refugee communities beyond initial settlement are not adequately addressed. Institutions are not representative of a multicultural society, there is a lack of recognition of organisational cultural bias, and an inadequate understanding by institutions of the needs of ethnic communities. There can be a lack of awareness of social issues, denial that there are any problems, placing issues in the "too hard basket" or shutting them out by a focus on "business as usual". Language can be a barrier, either because of a lack of competence in English or the availability of information and communication in other languages through translation and interpretation.

30 Mar 2015

13 participants

Wellington: VUW Centre for Applied Cross-cultural Research 1 (graduate students)

Government policies are flexible and support a multicultural society, cultural and language maintenance and equitable participation.

People understand, accept and respect the different cultures that make up society and recognise the value of the products of these different cultures such as language, artistic expression, concepts, dress, food and cultural events. They are able to adapt to a changing world including greater global mobility. People from ethnic minorities continue to embrace their own identity and maintain their traditions, culture and heritage without having to submit to the mainstream identity in order to advance socially and participate in society in an equitable way. People of all cultures show friendship to one another. Government policies are flexible and support a multicultural society, cultural and language maintenance and equitable participation. People of all cultures have equal access to services, resources, facilities and opportunities and don't feel ashamed, guilty or hesitant in accessing them. Schools are resourced to teach children and young people about other societies, cultures and viewpoints and to offer multiple language learning opportunities with all students being required to learn a minimum of two languages. Communities are supported in celebrating and sharing their cultures and major cultural events and occasions are recognised, enjoyed and widely celebrated. People of all cultures and ethnicities are represented fairly and inclusively in the media and the media enable a positive discourse about multiculturalism.

Policies and practices are outdated, not just at government level, but also in institutions that affect people's everyday lives.

Barriers to a successful multicultural society include closed-mindedness to other cultures, ignorance, prejudice ("I have heard people in the street tell me to go back to my own country"), an unwillingness to engage, stubborn and ingrained views about what society should be like, being stuck in the past and an unwillingness to reach out to people of other cultures or to move out of one's comfort zone. There is inequality of access to information (some are information rich, some are information poor, some can afford information technology, some cannot). Economic and social inequality affects civic participation, e.g. voter turnout, when people don't feel connected to the process and systems are inflexible. Government and media do not pay enough attention to diversity. Policies and practices are outdated, not just at government level but also in institutions that affect people's everyday lives. There is a lack of representation of diverse cultures in the media and the arts. There are differences in the level of diversity and the accommodation of diversity in provincial compared to urban areas. There are tensions between cultural and traditional practices and democratic features of Western society, e.g. in relation to human rights, gender roles and the treatment of women, requiring mutual understanding, compromise and accommodation (which is not easy). There are also tensions between concepts of biculturalism and multiculturalism with some fearing that multiculturalism may drown out biculturalism or that issues of biculturalism need to be addressed before issues of multiculturalism are attempted. The terminology of biculturalism and multiculturalism can create a false dichotomy. There is widespread misunderstanding of what the Treaty means, the relationship of Māori and the Crown and the Treaty's inclusiveness of all cultures, not just Māori and European. Minority ethnic communities, especially new migrants, are uncertain as to where they fit in and whether their cultures are equally recognised alongside Māori and European.

7 Apr 2015

9 participants

Wellington: Police National Headquarters

Government policies are flexible and support a multicultural society, cultural and language maintenance and equitable participation.

A successful multicultural society is one in which people of diverse cultures can live, work, succeed and participate, are safe, housed, educated and cared for and are able to freely practice their language, culture and religion within a framework of universal human rights supported by legislation and policy. Where there are conflicts of cultural practices or values, these are resolved by reference to human rights. People are prepared to challenge and deal with instances of racism and discrimination. They are open to, appreciate, understand, value and engage with different cultures, are prepared to get out of their comfort zones and recognise the diversity within as well as between cultures. Communities are culturally rich, vibrant, strong, and resilient and provide space for people to be themselves and engage with others. They have a clear sense of national identity, national values and what it means to be a multicultural society. New migrants are welcomed, supported in the settlement process, encouraged to maintain their own language and culture, apprised of New Zealanders' shared values and identity, encouraged to integrate and enabled to participate. The development of a multicultural society is seen as always a work in progress, building on the unique New Zealand narrative of Māori and Pākehā working out a fair and just bicultural relationship and taking into account the constantly changing demographics of communities. New Zealand is working towards being a successful multicultural society with a bicultural foundation based on the principles of manaakitanga (support), whanaungatanga (community) and tikanga (protocols).

There is insufficient public education about different cultures and religions and the benefits of diversity.

Barriers include ignorance, myths, lack of understanding and wrong assumptions about other cultures, unconscious bias, intolerance and racism. People may derive negative attitudes to other cultures through intergenerational transfer, the language used in public discourse and the media, the continuing predominance of monoculturalism and multilingualism and insufficient recognition of the need to change. The result can be marginalisation, shutting people out, pressure for assimilation and attitudes such as "we know best" and "my way is the right way". Institutions can also be monocultural, including in their recruitment practices, non-inclusive workplace culture, cultural competence or the use of languages other than English (via translators and interpreters). Schools do not sufficiently teach students about other cultures, religions, civics and languages or equip them to discuss and understand cultural differences. People have different understandings of what is meant by multiculturalism and the lack of a functional definition can hamper policy development or lead to a failure to address difficult issues of cultural difference. There is a lack of settlement follow-up for new migrants and national settlement policy does not necessarily translate into local delivery. There can be an "us/them" attitude to new migrants which can be reinforced by populism. There is not enough public education about different cultures and religions and the benefits of diversity. What New Zealand values and national identity are is not clearly articulated. There are differing levels of diversity in our urban, provincial and rural areas and therefore differing levels of experience of the issues. Establishing a bicultural foundation has been difficult – Māori and Pākehā are still sorting out past and current issues – so we know it's going to be hard and take time to establish a fully successful multicultural society.

16 Apr 2015

26 participants

Oamaru: District Council and Multicultural Council

There are strong and mutually supportive relationships between different cultural groups.

A successful multicultural society is characterised by tolerance, understanding, respect, friendliness and sensitivity towards diverse cultures and beliefs. All people have a sense of inclusion and belonging. There are opportunities to share, learn about and celebrate all cultures and to take part in shared activities towards common goals. There are strong and mutually supportive relationships between different cultural groups. All ethnic groups are represented and have a voice in decision-making processes at the local and national levels. Public services cater to the differing needs and practices of cultural and religious groups and all people have equal access to them. Interpreting and translation services are available and public information and forms are in plain English and other languages. People have the means and the skills to equally access digital services. New migrants (including temporary migrant workers) are welcomed, supported to integrate into the local community and provided with up to date information about their rights and the services available to them such as health, housing, schools and New Zealand systems. Community groups are resourced to provide ongoing support for migrants to access services, make friends, build networks and engage socially with others in their local neighbourhood or rural community. ESOL tuition is available to all who need it both in the community and at the workplace. Education prepares children for life in a multicultural society, including teaching them about other cultures and beliefs and to speak other languages.

People can be lumped together into large collective groupings (e.g. Asian or Pacific) without any understanding of the considerable diversity within these groups.

Barriers include ignorance, false assumptions about and a lack of familiarity with other cultures, intolerance, prejudice, racial discrimination, cultural insensitivity and a lack of respect for migrants (or a belief that migrants are taking New Zealanders' jobs). People can be lumped together into large collective groupings (e.g. Asian or Pacific) without any understanding of the considerable diversity within these groups. People who are different from the mainstream culture can be regarded as inferior. Negative attitudes to other cultures can be passed on inter-generationally. There can be peer pressure for young people to conform to the majority culture and to abandon their own. Migrants can suffer culture shock, which discourages them from integrating, and they face many difficulties in the process of settlement including a lack of transport options, not knowing their rights in relation to services (e.g. culturally appropriate services in the health sector), communication with health professionals and other service providers and the non-availability of interpreters and ESOL support. They have difficulty understanding English speakers who talk too fast.They can feel a pressure to conform to the majority culture and may suffer a lack of self-confidence. Community organisations supporting migrants to settle and integrate are under-resourced. Education about other cultures in schools is insufficient and does not start early enough. Children are mostly not taught more than one language. Decision-making bodies do not represent or reflect the diversity of the community.

17 Apr 2015

8 participants

Dunedin: Council of Social Services and Multi-Ethnic Council

Public institutions understand and accommodate different cultural practices and attributes.

Characteristics of a successful multicultural society include harmony, respect, cultural sensitivity and understanding of the values and perspectives of others. People are valued no matter what their race or how long they have been here. People care for and stand up for each other and all have a sense of belonging. Public institutions understand and accommodate different cultural practices and attributes. People aren't socially isolated, there are support networks and a good social infrastructure and services are equally accessible and available to all. People are enabled to integrate into society as a whole while retaining their own culture, to engage with other communities and to learn from each other. There is a continuous dialogue between people of different cultures and beliefs. All people feel they are part of a common vision for New Zealand and have pride in themselves as New Zealanders. Diverse groups do not merely co-exist but genuinely live together. There are public spaces and activities that are attractive to all communities to bring people together in a common purpose. All groups are included in decision making. Migrants are seen as a plus, being well-prepared and well-qualified to contribute to society, and their contribution is promoted by government and the media.

There is intolerance of people who look different or have different accents.

Barriers include stereotypes, preconceived ideas and cultural insensitivity. "There are plenty of examples of discrimination." There is intolerance of people who look different or have different accents. There is limited knowledge and understanding of the values of other cultures and a lack of events that celebrate cultural diversity. People from minority ethnic groups are not included in decision-making, "feel separated from the hierarchy" and do not feel they belong. The law and systems are predominantly monocultural and need to be updated to reflect more and different cultures and beliefs. Services are not equally accessible to all. Law enforcement and security staff can profile certain groups and not treat them with equal respect. People tend to stay within their own communities rather than blending in. New migrants can be ignorant of how things work in New Zealand and be reluctant to go to the police, for example, because of the reputation of the police in their country of origin. They may be reluctant to take responsibility for their own integration, to raise their own voice, to meet people of other cultures, to get involved and not be afraid or shy to ask if they need or don't understand something. On the other hand, they may not have the time, given their work and family commitments, to engage with other cultures or the mainstream. Stronger leadership is needed from within migrant communities to make their voice heard.

16 Apr 2015

18 participants

Invercargill:
Multicultural Council

People listen to one another and allow time for those who are not fluent in their language to absorb what is being said, share their skills and knowledge and help each other.

A society that is characterised by enlightenment, tolerance, harmony, curiosity, understanding, integration, social inclusion, acceptance and respect for different cultures, languages and accents. It entails a process or journey of mutual discovery and collaboration. There are spaces, opportunities and activities that enable people to intermingle, learn about and engage with each other. People listen to one another and allow time for those who are not fluent in their language to absorb what is being said, share their skills and knowledge and help each other. There are good support systems in place. People are encouraged to be aware and proud of their own culture and origins as well as those of others. The role of Māori as tangata whenua is respected and Māori language and customs are embraced by all and seen as a valuable point of difference for New Zealand in the world. New migrants are supported to settle and integrate into the wider society and learn about New Zealand's history and cultures while maintaining their own language and culture. Commonalities between indigenous and migrant cultures are recognised and celebrated and connections built between migrant communities and Māori. The education system equips young people from the very start with knowledge and understanding of other cultures and languages, is inclusive of children of every culture and background and teaches all children Māori language and culture.

What people say can be misinterpreted and health and other professionals lack cultural competence.

Barriers include ignorance, stereotyping, narrow-mindedness, monocultural attitudes and practices, overt, covert and institutional racism, discrimination, lack of cultural awareness, lack of acceptance and an unwillingness to share power. There are many unresolved issues between Pākeha and Māori and ignorance about New Zealand's history. There are social and economic inequalities between groups and unequal opportunities, including in obtaining employment. There is insufficient engagement with diverse ethnic communities. The education system does not prepare children enough for living in a multicultural society by teaching them about different cultures and beliefs. The media, especially talk-back radio, sensationalise issues, perpetuate stereotypes and feed prejudice against minority groups. There are significant communication difficulties including language barriers. What people say can be misinterpreted and health and other professionals lack cultural competence. People can give up or lose confidence when going to the doctor, for example, and their "English gets all muddled up" or they can be unaware of their rights to culturally appropriate treatment. Community organisations that support migrant settlement and integration and promote intercultural communication and cultural diversity struggle to find resources. People from minority ethnic communities lack a voice and may fear recrimination or censure if they speak out or complain. Outside the larger centres they may lack facilities to meet or practice their religion. Immigration policy takes a narrow view of suitability for settlement and settlement support for new migrants is inadequate. Migrants have insufficient information about New Zealand laws and customs and what support is available to them.

20 Apr 2015

12 participants

Wellington: VUW Centre for Applied Cross-cultural Research 2 (staff and associates)

Diversity is recognised in principle and accommodated in practice with mutual compromise.

People don't just tolerate but accept and value the diversity of cultural practices and beliefs. They show an interest in each other's cultures and a willingness to engage with them. Diversity is recognised in principle and accommodated in practice with mutual compromise. The mainstream is not the culture of any single majority group but rather a cultural mosaic with all people enjoying an equal cultural citizenship. The foundational bicultural principles of New Zealand society are appropriately brought forward and integrated into the wider multicultural context. All groups are supported to maintain their own heritage and language and to participate in an equitable way in society as a whole. Government policy acknowledges the diversity of cultures and integrates multiculturalism into practice in social and educational systems. Education for a multicultural society begins in the earliest years and includes fostering awareness of and engagement with different cultures and beliefs, growing up together, learning other languages, opportunities for bilingual learning and developing global competence. The media reflect and represent the diversity of society.

Extremism in the international arena has a negative impact on the public perception of local communities.

Both the benefits and the challenges of a multicultural society are underestimated and insufficiently examined and researched. More open and honest debate is needed. There is a lack of understanding as to what multiculturalism might look like, how one can best contribute to it or how one may hamper its acceptance. The evolving process of increasing cultural diversity requires careful management. A shift is required from institutional, hierarchical, and centralised thinking and power and control to a more decentralized, devolved and collaborative approach. Even though the demographics show that "the kiwi way" is no longer just the Pākehā way there continues to be an assumption that Pākehā culture is the mainstream to which everyone else should accommodate or "fit in". This monoculture has been embedded in institutional and community practice and there is insufficient diversity in the management and governance of organisations. In public perceptions migrants can become the scapegoats for unemployment, soaring house prices, dog attacks and other social ills and this can be reinforced by politicians and the media. Extremism in the international arena has a negative impact on the public perception of local communities. People with position power in government and the community do not show sufficient leadership. There can be silence about everyday racism and people who do speak out can attract a public backlash. People haven't worked through how multiculturalism fits with biculturalism and what impact this has on our national identity. Migrant histories have not yet been built into an inclusive national history in which all people can see themselves. The media continue to have a predominantly European and US orientation with little about the source countries of many ethnic or migrant groups. Public funding to support the media representation of ethnic minorities is meagre. Few languages other than English and te reo Māori are taught extensively.

28 Apr 2015

16 participants

Upper Hutt: City Library and Multicultural Council

New migrants are welcomed, and are able to obtain employment commensurate with their qualifications and experience.

A place of exciting colours, different foods, clothing, traditions, languages and religions. People are tolerant, understanding, accepting, and respectful of other ethnicities, cultures and viewpoints and are comfortable in expressing their own. They recognise the need to make mutual compromises and adjustments to resolve cultural differences and to explore what people of different cultures have in common. All communities are valued and included irrespective of their size and their special days are acknowledged and celebrated. The law recognises the diversity of cultures and festive days and public policy supports integration rather than assimilation. People are enabled to deal with the evolving mix of ethnicities and cultures without disruption. Relations between communities are peaceful, harmonious, mutually supportive and cooperative. There are shared public spaces and facilities that can be used by diverse cultural and religious groups and where people can intermingle and learn about each other. New migrants are welcomed and are able to obtain employment commensurate with their qualifications and experience. Schools teach children about different cultures and beliefs and the learning and speaking of more than one language is encouraged.

Issues relating to the Treaty of Waitangi remain unresolved. Relationships between Māori and Pākehā continue to reflect that and this rubs off on attitudes to other ethnic groups.

Barriers include intolerance, fear, stereotyping, ignorance, cultural insensitivity, discrimination, labelling, lack of understanding, and laziness about learning about other cultures. The media, including social media, can reinforce and encourage stereotypes. Communication difficulties range from lack of English language skills and lack of confidence on the part of migrants to lack of understanding of different accents and speaking too fast on the part of existing New Zealanders. National and local community leaders do not "walk the talk" of multiculturalism and ethnic communities are not represented equally in central and local government, the public service and other organisations. Sometimes the emphasis on ethnicity for statistical purposes, while important, is not explained and makes people feel they are being singled out. Although immigration policy is skills based, people who have the requisite qualifications and experience face difficulties in having their qualifications and experience recognised. They may also face discrimination in employment. There is insufficient education about migrants in schools and workplaces. Issues relating to the Treaty of Waitangi remain unresolved. Relationships between Māori and Pākehā continue to reflect this and it rubs off on attitudes to other ethnic groups. There is a risk that people of the same ethnicity congregating in the same suburbs may lead to ghettoisation.

29 Apr 2015

26 participants

Waitakere:
Waitakere Ethnic Board

All cultures are celebrated and people are encouraged to intermingle and interact, especially through the many different cultural and religious festivals and days.

A society characterised by tolerance, awareness, understanding and acceptance of its different cultures, languages and beliefs and a sense of shared values and identity. People of different cultures live together in harmony, trust, respect and learn from and look out for each other. Ethnic communities are integrated into the wider society and while maintaining their own culture do not live or keep themselves apart. All cultures are celebrated and people are encouraged to interact through the many different cultural festivals. Community leaders promote intercultural and interfaith understanding and engagement. People of all ethnicities enjoy equitable outcomes in education, health, housing, justice and employment. New migrants are welcomed and able to access services freely. There are spaces and opportunities for them to express their views and articulate their needs. Their qualifications and experience are recognised and they are able to find commensurate employment. The Treaty of Waitangi and the bicultural origins of New Zealand provide a foundation for multiculturalism and this is recognized in law and public policy. There is a willingness to share power with other groups. Children are taught the values of a multicultural society from a young age, at home and in school and they are able to learn their own language, history and heritage as well as those of others and of New Zealand.

There are not enough platforms and spaces for migrants to express their views and concerns freely. Religious doctrines can be misinterpreted to justify divisions and violence.

Barriers include ignorance, a lack of understanding and respect, intolerance, stereotyping, racism and a sense of superiority. People can have preconceived ideas based on what they have learnt at a young age in the home, from the media and other social influences and they may succumb to herd thinking or peer pressure. They can be unwilling to learn about other cultures. There can be a fear of change and of the unknown on the one hand and of not being accepted or included on the other. People can lack the confidence to participate and hence suffer isolation. When people speak out for their communities they can be unsupported by their own. There are not enough platforms and spaces for migrants to express their views and concerns freely. Religious doctrines can be misinterpreted to justify divisions and violence. There can be prejudice and discrimination within ethnic communities towards other groups and Māori. There are not enough events to celebrate and share cultures and the government does not promote cultural diversity enough. Political leaders can incite racial tensions to win votes. The divide between the haves and the have nots tend to be along racial lines. The diversity of the population is not reflected in the governance of society and when people from minority groups stand for local elections they tend to fail because the majority votes for their own. The media fail to reflect the diversity of society. There is not enough funding for service providers helping new migrants. Services that are available are not sufficiently promoted and publicised. Many migrants find after arrival that they are unable to work in their profession because their qualifications are not recognised. Education does not teach young people enough about different cultures and migrant histories. As the diversity of New Zealand increases and Asian peoples become a significant proportion of the population there are questions as to what the Treaty will mean for these new groups in the future.

4 May 2015

6 participants

Parliament

The role of Māori as tangata whenua is recognised, and all the different cultures, languages and foods are celebrated.

People are tolerant, understanding and respectful of people from different cultures. Everyone is able to be who they are (be it in terms of culture, belief, disability or sexual orientation), maintain their identity, feel they belong and be comfortable in a diverse community ("I fit in here, because I see myself in the world around me"). As well as their heritage identities they have a strong identity as New Zealanders who live in this land together. The role of Māori as tangata whenua is recognised and all the different cultures, languages and foods are celebrated. People have the tools to learn, maintain and pass on their languages and cultures and the opportunities and spaces in which to practice them. Public institutions accommodate different cultures, languages and beliefs and are accessible to and representative of all. People are able to see themselves in every aspect of everyday life (public festivals and events, sports, television, the arts and public life) and they have a real and effective voice in Parliament, councils, elected boards and public bodies. A national languages policy ensures that national languages, Pacific languages and community languages are officially recognised, maintained and strengthened and that children develop bilingual or multilingual skills. New migrants are welcomed, supported to settle and given opportunities to learn about and experience New Zealand's indigenous culture. Agencies and community organisations that support migrants have strong networks and receive sufficient resources to deliver their services.

There can be insufficient time or opportunity to develop relationships with people from other cultures, to learn about and understand them and hence become more tolerant.

Fear of other cultures "taking over", a sense of superiority of one's own culture over others, personal and structural racism, lack of trust and negative attitudes to other languages and cultures. There is a lack of recognition of the status of Māori as the indigenous people. Those who hold power and control are unwilling to share it and have a sense of entitlement. There is a lack of representation of minority communities in decision making bodies and insufficient commitment to make the extra effort to ensure that different voices are included in everything we do. While young people have grown up in a more multicultural environment, older generations are less comfortable with the change. There can be insufficient time or opportunity to develop relationships with people from other cultures, to learn about and understand them and hence become more tolerant. Organisations that support migrant and ethnic communities are often under-resourced and competition for resources can hinder cooperation. Women have a key role in the development of a multicultural society as they "hold culture and can move it to a new place when they feel confident to do so" but many women suffer discrimination and violence in their communities. There can be a lack of honest examination and discussion about cultural practices, particularly as they affect women and children who have a right to equality and safety. Some practices may derive not from culture but from colonisation. People who have come from countries with conflicts of caste, religion or ethnicity may replicate them here despite having left them behind. Conflicts exist within as well as between communities. Change can be a challenge for those who wish to hold on to old ways while those who adapt can also be challenged. Many migrants end up having "one foot in the old way, one foot in the new way".

8 May 2015

33 participants

Manukau: Local Government

NZ Zones 1 & 2 (Northland, Auckland, Waikato, Bay of Plenty, East Coast)

Diverse communities integrate into society as a whole and trust, interconnect and collaborate with each other.

A peaceful and vibrant society characterised by tolerance, understanding, trust and respect for other cultures. People mutually acknowledge, are open to, value and embrace cultural differences (and enjoy the diversity of food!). They are willing to compromise and adapt in order to accommodate all. People are able to maintain their own cultures and practice them in the public sphere and enjoy self-determination and equal treatment. All cultures are celebrated along with a shared national identity and the Treaty of Waitangi. Diverse communities integrate into society as a whole and trust, interconnect and collaborate with each other. There are public spaces and opportunities for people to mingle, share and build understanding. People of all cultures participate and are represented in governance. Media messaging about people of different cultures is representative and fair. Building intercultural understanding is seen as an ongoing process and is supported by the education curriculum.

There can be pressure to assimilate rather than integrate.

Barriers include ignorance, intolerance, preconceptions, self-protection and prejudice. There can be a lack of understanding and a lack of willingness to understand. People can have a fear of losing their own identity, a fear of the unknown or of causing offense. Language and communication barriers can hamper understanding. There can be pressure to assimilate rather than integrate. Different cultural values and practices are not well understood, for example in business dealings. There are significant inequalities between ethnic groups and a lack of support systems for new migrants. Professional protection limits the ability of highly qualified migrants to find work appropriate to their experience and qualifications. There can be a lack of political leadership, including advocacy for the contribution of migrants and appreciation of the impact of migration. The media can encourage stereotypes, e.g. Islamophobia. Migrant and existing communities may tend to live separately from one another. There is not as yet a strong national identity embracing diversity and the Treaty.

16 May 2015

40 participants

Auckland:
Secondary Schools Race Unity Conference

They can laugh about themselves and each other but know the boundaries and are sensitive to the cultures and feelings of others.

The mainstream is multicultural and multilingual. No culture is superior or inferior to others and all cultures are acknowledged, recognised, accepted, respected, shared and embraced. People feel free to express their viewpoints, to speak up rather than shut down and they listen and are open to different perspectives. They are eager to learn about other cultures and they inform themselves before making judgments. They get their information from engaging with real people, not just the internet. They can laugh about themselves and each other but know the boundaries and are sensitive to the cultures and feelings of others. Identity is not determined by people's appearance but by the culture(s) they identify with.

Communities are inclusive and accommodate diversity. Similarities and differences are both celebrated. People empathise with and trust one another. There are opportunities and spaces for people to have their say, learn about each other, interact, bridge cultures, build relationships and trust and work together on common projects that achieve something and make a difference. There are many large public events to celebrate diverse cultures (and not just foods) and also smaller events where people can get to know each other better. Community leaders walk the walk, not just talk the talk of a multicultural society. People recognise that there are barriers to be overcome and that the need for change is ongoing. Schools teach children from an early age about different cultures and histories, enable them to interact positively with people of other cultures, not to become isolated and to treat people equally and respectfully.

There is fear and mistrust of people from other cultures and beliefs, fear of change, insecurity and a reluctance to move out of one's comfort zone.

Barriers include ignorance, a lack of empathy, prejudice, racism, stereotypes, putdowns, bullying, social stigmas, and xenophobia. People are identified by physical features rather than their culture. It is sometimes difficult to separate out what is fact and what is prejudice. The majority language and the majority culture dominate (monolingualism and monoculturalism). This can be reflected in the mispronunciation of names and intolerance of other languages and accents. There is fear and distrust of people from other cultures and beliefs, fear of change, insecurity and a reluctance to move out of one's comfort zone. People may feel that their own culture is threatened by diversity or fear conflict if they assert themselves. They do not speak out or take action when they observe racism and discrimination and may not know how to handle such situations. People may accuse others of being PC but also not know the impact of what they say on the people affected. The media can encourage stereotypes and feed prejudice, be unfairly selective in the news they report and focus on negative stories. People tend to associate actions reported from overseas (e.g. terrorism) with communities at home. New technology (social media) is very impersonal. It offers a platform for bullying, nastiness and offensiveness and the perpetuation of stereotypes. There are not enough opportunities to meet people from different cultures and communities and there is a lack of understanding of different cultures. Cultural communities can become isolated in the wider community. Schools do not give young people the skills, the curiosity and the knowledge they need for life in a multicultural society. There is no subject choice for people to learn about religions and cultures.

19 May 2015

27 participants

Nelson:
Multicultural Council

They have a sense of belonging, of tūrangawaewae, and a shared understanding of what nationhood means in New Zealand.

Diversity is the norm. Different cultures, languages and beliefs are accepted, respected, supported, shared, valued, celebrated and enjoyed and there is a place for everyone's culture in society. There are spaces and opportunities where people of different cultures can connect with each other. Relationships between diverse communities are harmonious. People are respected for their person and their skills, not judged by the colour of their skin. They feel safe, secure, settled and included. They have a sense of belonging, of tūrangawaewae, and a shared understanding of what nationhood means in New Zealand. Everyone can participate fully in whatever they wish, in work, sport, cultural activities and education. They have access to public services in ways they understand, e.g. through the availability of interpreters and information in different languages. Government policies and practices encourage and support multiculturalism and inclusion. Schools teach children tolerance and understanding of different cultures, languages and beliefs from an early age.

People are judged by the colour of their skin, their speech, their English, and their appearance.

Ignorance, racism, stereotypes, prejudice, generalisations, xenophobia, fixed attitudes, a lack of curiosity or an unwillingness to learn about other cultures. People are judged by the colour of their skin, their speech, their English and their appearance. There is fear of difference, fear of other groups taking things away from them or taking over and a belief that help given to migrants and refugees is unfair and that all people should be treated the same. People do not understand the refugee journey. New Zealand and New Zealanders are relatively isolated and do not value languages other than English or the fact that there are people who can speak two or more languages. The skills and contribution of migrants are undervalued. The media generate or encourage negative stereotypes about migrants and ethnic groups (e.g. Chinese buying houses in Auckland), they can "whip up a storm" and report events and conflicts in other parts of the world in a way that impacts negatively on local ethnic or religious communities. Migrants feel unsure about their acceptance and ask how long it takes to belong or to become a kiwi. They can feel shy and reluctant to put themselves forward for fear of being misunderstood. The public voice and representation of ethnic communities is weak. Lack of proficiency in English can be a major barrier to participation, inclusion, acceptance and access to services. Conflicts and discrimination within ethnic communities can also impede participation and recognition. The government does not sufficiently promote and support multiculturalism and there is a lack of spaces and opportunities for people to encounter other cultures. Education and training for a multicultural society are inadequate. People need to learn more about different cultures, languages and beliefs, cultural sensitivity, intercultural communication and shared values and aspirations. Both the host community and new migrants need to acknowledge and understand New Zealand's history.

21 May 2015

8 participants

Christchurch:
Multicultural Council

Diverse communities are represented in positions of power and decision making, having "seats at the table".

In a successful multicultural society people are mutually accepting and respectful and acknowledge, value, embrace and celebrate diverse cultures, languages and communities. People are not pressured to assimilate to a dominant culture and integration of newcomers is a two way process with both the host society and migrants being open to and accommodating the other, transcending the boundaries of their own identity and culture. People have equal access and opportunities in education, politics and the economy and enjoy equal rights in every aspect of society. Diverse communities are represented in positions of power and decision making with "seats at the table". The government acknowledges and supports different cultures and accommodates their needs. Newcomers are valued for the skills and knowledge that they bring with them. Through teacher training and the school curriculum teachers and children acquire the knowledge, confidence and skills to live in a multicultural society and to interact with different cultures. Education for a multicultural society begins at a very young age.

There is no legal and policy framework for multiculturalism, and not enough infrastructure to welcome and support migrants and refugees.

There is still racism and discrimination in all walks of life – at work, in the street, in the justice system. "I'm sick of being asked where I come from, you're never a kiwi if you look different, i.e. not white." There is an embedded monoculturalism with people not even being aware of their own monoculturalism. The dominant culture brings with it a form of economics that emphasises the individual and entrenches the commodification of everything. There is an unwillingness to learn about other cultures and limited exposure to them. There is a lack of awareness, acceptance of and respect for different cultures and a lack of cultural sensitivity. People are unaware of Māori culture and protocols as well as those of other groups and are ignorant of the history of New Zealand. There is a fear of dilution of the dominant culture and of take-over by migrants. The economic, social and cultural contribution of migrants is undervalued. Successful migrants do not get the same recognition, exposure and media coverage as others and come up against a "glass ceiling" and "tall poppy syndrome". The positive benefits of a multicultural society are not sufficiently promoted. There are different understandings of the meaning of multiculturalism, including a view that we "can't be multicultural until we are bicultural", even though we can be both, recognising the Treaty and indigenous rights in a multicultural context. Multiculturalism can be misinterpreted as a collection of monocultures co-existing rather than cultures reaching out to and interacting with one another and celebrating the combination. There is no legal and policy framework for multiculturalism and not enough infrastructure to welcome and support migrants and refugees. While refugees have a formal orientation and settlement programme there is nothing comparable for migrants and they are often unaware of systems and services available, the history and the cultures of New Zealand and the partnership between the Crown and tangata whenua. While cultures in their home countries continue to evolve, migrant cultures can become frozen in time and new generations are not necessarily given the space to grow into their own identity in their new context. Education of both young people and adults does not sufficiently provide them with the values, knowledge and skills for life in a multicultural society.

27 May 2015

10 participants

Gisborne: Tairāwhiti Multicultural Council

People feel safe and secure in their own culture, welcome different perspectives and have a shared sense of belonging.

There is a smorgasbord of different peoples and cultures and people accept and respect each other in all aspects of society. All cultures are visible and recognised for their contribution. Diversity is celebrated. People feel safe and secure in their own culture, welcome different perspectives and have a shared sense of belonging. There are opportunities to learn about, experience and celebrate different cultures. People live in shared neighbourhoods and enjoy equal opportunities regardless of ethnicity, culture or religion. The special place of Māori as tangata whenua is recognised and respected. Early childhood centres and schools instil cultural literacy in children, teaching knowledge of other cultures, the history of New Zealand peoples and local places and different world views and religions. They provide access into the Māori world and Māori and other non-European views of the relationship between the individual, the collective and the environment. Children learn to speak both English and Māori. Teachers have the skills and the commitment to deliver a curriculum and a school environment that values and affirms the diverse cultures and languages of their students and encourages intercultural understanding and respect.

There is institutional racism with the underlying assumption that "this is the way we do stuff around here."

Barriers include ignorance, a lack of exposure to other cultures, complacency, monoculturalism, monolingualism and a lack of communication and common ground. The dominant culture and institutions are Eurocentric and insensitive to tangata whenua and people of other cultures, with a sense of the superiority of European culture and beliefs over others. There is institutional racism with the underlying assumption that "this is the way we do stuff around here." The culture is materialistic, valuing individual wealth and position over the common good, and there is a power imbalance. Teachers can lock or unlock the engagement of children in education and don't necessarily have the background or interest to make the effort to make the children of different ethnicities and cultures feel comfortable and valued. As a result children can be disempowered and impeded in their identity formation and become disengaged from education, and disadvantage is perpetuated.

27 May 2015

11 participants

Wellington: VUW Centre for Applied Cross-cultural Research 3 (young people)

There is representation of all the various cultures in all facets of society, such as government and the media.

In a successful multicultural society there is tolerance and acceptance of diversity and the cultural traditions it entails. This tolerance is founded on understanding and leads to both harmonious relations and mutual respect between the various ethnicities and cultures. This respect is not only for people of different cultures but also for the things that they value. Learning about different cultures is encouraged from an early age rather than having people brought up to believe that there is one correct way of behaving or thinking. There is representation of all the various cultures in all facets of society such as government and the media. The media are accessible to all the different groups. This means that there are newspapers and news broadcasts available in different languages – allowing different groups more awareness of what is happening in that society. This accessibility via translation also covers such areas as laws, instructions on how to vote and so forth. There is a desire on the part of migrants to integrate into the mainstream society. This is a bi-directional relationship with both sides making the effort. Scholarships and affirmative action help to raise groups up and a truly successful multicultural society is one where affirmative action is no longer needed.

A one size fits all approach in terms of law and politics will not work as this 'one size' will fit the majority but not the minorities and does not take into account different aspects of different cultures.

Stereotypes and discriminatory behaviour act as a barrier to achieving a successful multicultural society. These include sweeping generalisations about a person's background, personality and behaviour based solely on their cultural group. This reliance on stereotypes and bias may be implicit, with people not consciously behaving in a discriminatory way but doing so none the less. This stems from a lack of education in early childhood about different cultures and can also be in part due to stereotypes in the media which can inform the mainstream public's opinion of migrants. If there is unwillingness on the part of the host society to learn or to open themselves up to new experiences then this also acts as a barrier. A one size fits all approach in terms of law and politics will not work as this 'one size' will fit the majority but not the minorities and does not take into account different aspects of different cultures. There are also socio-economic barriers such as the non-transferability of degrees, so migrants may not be able to use their skills or knowledge in their new country. This then leads to a wealth disparity between migrants and host members where the affluent repress the minority, which in turn can lead to resentment on the part of the minorities and therefore unwillingness on their part to integrate.

30 May 2015

8 participants

Wellington: VUW Centre for Applied Cross-cultural Research 4 (young people)

New migrants are encouraged to embrace and adopt aspects of the host culture (New Zealand) while maintaining aspects of their heritage and home country.

A successful multicultural society involves both individual and national level acceptance and integration. On an individual level it is a place where people from various cultures respect and accept each other's cultural practices, values, religions, lifestyles, and beliefs with an open mind. People are culturally aware of their community and diversity is celebrated. New migrants are encouraged to embrace and adopt aspects of the host culture while maintaining aspects of their heritage and home country. At the national level, the government adopts laws that are sensitive to cultural differences and helps eradicate discrimination and negative stereotypes. Government promotes culture-related holidays, festivals and cultural practices and invests in cultural institutions that foster collaboration and inclusion. Laws allow all people to have equal opportunities to access resources such as education, medical help, employment and economic benefits. Additionally, a strong educational foundation vitally contributes to the maintenance of a successful multicultural society. It helps gain access to more culturally diverse interactions, provides opportunities to learn and speak another language and adds to the breaking down of stereotypes and discrimination.

Generations with negative views of "outsiders" may pass down their views to their children and continue to foster negative stereotypes about people residing outside of their own group identity.

The barriers to a multicultural society are abundant and destructive in everyday life. They include inequality, narrow mindedness, discrimination and fear of what the impact of a multicultural society might be on themselves. People in an unsuccessful multicultural society stereotype, discriminate and disrespect other cultures. Traditionalism and wanting to keep life and society just as it is with no ambition to create a more including environment can be detrimental. Generations with negative views of "outsiders" may pass down their views to their children and continue to foster negative stereotypes about people residing outside of their own group identity. Lacking an educational system that teaches cultural acceptance and understanding is another barrier. Without proper information and knowledge about diversity we cannot expect to nurture a more collaborative and including society. Government sometimes fails to show the type of leadership required to invest and support ways of making a country more accepting of other cultures. This includes legal barriers such as unequal visa opportunities and refugee acceptance (or lack thereof). Media can also be a significant barrier as they can selectively report news that causes and continues to cycle negative stereotypes for certain cultures and countries to the public.

7 June 2015

7 participants

Manukau: Sahaayta Counselling and Social Support

People from diverse communities mix and mingle, are integrated into the wider society and enjoy equal rights and opportunities ...

An inclusive society where different cultures and identities are recognised, accepted and understood. People from diverse communities mix and mingle, are integrated into the wider society and enjoy equal rights and opportunities including in employment. New migrants have the opportunity to experience a powhiri on a local marae, to feel validated and grounded by this, to encounter Māori as tangata whenua and to learn about the Treaty of Waitangi. There are local migrant hubs with multicultural staff where new migrants can register for information, orientation, education and connection with others from their own country or community. Migrant families are supported in dealing with the stresses of adapting to a new cultural context, including parenting in a different legal and cultural environment, of maintaining their language and culture and of young people transitioning between cultures inside and outside the home.

There is insufficient support for parents grappling with these issues and with legal constraints on accustomed parenting practices.

Not enough is done to prepare migrants for what they will encounter when they come to New Zealand in terms of cultural and legal differences and general information about accessing services. There is little follow-up with migrants after they arrive, especially through face to face contact. Many migrants know little about Māori and their culture and have never been to a marae. Lack of English is a barrier and there are insufficient opportunities for timely ESOL assistance. Women who cannot find work, who have language difficulties and who do not have transport options suffer social isolation. Parents are fearful of their children losing their culture and identity and young people struggle with the tensions between different cultures inside and outside the home, transitioning between the two worlds and feeling peer pressure to conform. There is insufficient support for parents grappling with these issues and with legal constraints on accustomed parenting practices. Health and social issues affecting Asian communities remain under the radar and do not get the attention they deserve even though there are growing issues of family violence, alcohol abuse, lack of self-esteem, grief and loss, depression and other mental illnesses.

12 June 2015

8 participants

Manurewa: Manurewa marae whānau

Being different is not an issue and it is normal for people to be able to be who they are and have pride in their identity.

People of all cultures live in harmony, showing mutual understanding and respect. No single culture seeks to assert dominance over any other. Being different is not an issue and it is normal for people to be able to be who they are and have pride in their identity. People have an understanding of their own whakapapa and practice whanaungatanga. They share and learn from each other's cultures. Māori as the indigenous culture takes the forefront, in a nice way, and people learn te reo Māori as a means of accessing and acknowledging it. New migrants all receive a powhiri and are given a grounding in tikanga, kawa and mana whenua, the Treaty of Waitangi, New Zealand history and the social, cultural and economic impacts of colonisation. The histories of all peoples are told, how and why they arrived here as migrants or refugees. Events like Polyfest enable all young people, including new migrant groups, to celebrate and reinforce each other's languages and cultures and to grow up appreciating one another. Early childhood centres and schools recognise and encourage all the languages and cultures of the children and their families.

There is a fear that Māori will be subsumed as a minority and marginalised even further in a multicultural society.

Barriers include stereotypes, labelling, casual racism, religious intolerance, ignorance and cultural insensitivity. There is a lack of education and understanding, manaakitanga and whanaungatanga. People don't have exposure to other cultures, they don't care, don't know anyone from them and it doesn't affect them day to day. There is a fear that Māori will be subsumed as a minority and marginalised even further in a multicultural society. People fear what they may have to give up if things change. Older generations, who maintain their influence, find it harder to change. The media portray negative images of Māori and other non-European peoples, and this is too easily absorbed. They do not identify people by their ethnicity if they are successful (e.g. Lydia Ko) but do if they are involved in something negative. There is stratification between the haves and the have nots and the increasing poverty disproportionately affects Māori and some other groups. The true history of colonisation and why things are the way they are now is not taught in schools, nor are children taught about different languages and cultures.

12 June 2015

11 participants

Manurewa:
Alfriston College, Year 12

Everyone feels included and is able to function as normal, no matter who they are. They are equal but also have their own identities.

People are tolerant, accepting and respectful of each person's culture, race and nationality. No-one is treated differently because of their culture and all cultures are embraced. People support each other, listen to each other and work together. They share the same core values but are willing to make compromises to accommodate differences. Everyone feels included and is able to function as normal, no matter who they are. They are equal but also have their own identities. There are multicultural opportunities in the community like Polyfest where all cultural groups come together with different songs and performances and anyone can go in and participate. Everyone has the same opportunities, is equally encouraged to do their best and equally recognised for it.

People are not treated equally and do not have equal opportunities. "If you can't include everyone, don't do it."

There is everyday racism and ignorance, people have prejudices, biases, preconceived notions, stereotypes and labels about each other and it is easy to mock or make light of other cultures. Things are done or said that are offensive and upsetting to people of other cultures. People can stick to their own group, walk past each other and sit separately, which gets in the way of getting to know others and can lead to isolation and segregation. People can lack the confidence to engage. There can be arguments between groups, fighting over nothing. History and international events can cause conflicts within and between groups. The way the media hype up those issues can whip up fear. Little is taught in schools about history and cultures other than Pākehā, Māori and Pasifika. Some don't follow their own culture and are losing it. Children should be taught about all cultures starting from when they are little and diversity within ethnic groups (e.g. Indian, Chinese, Middle Eastern, African) should also be taught. People are not treated equally and do not have equal opportunities. "If you can't include everyone, don't do it."

12 June 2015

11 participants

Manurewa:
Alfriston College, Year 10

People are not mocked for their different cultures and everyone is treated equally.

Society is one big family, where all cultures are equal and none is higher than the others. People accept, respect, support and get along with each other. They all learn about and appreciate different cultures and religions and join with others in the celebration of their cultural occasions. People are not mocked for their different cultures and everyone is treated equally. All jobs are open to everyone, everyone enjoys equal rights and all cultures have a say in everything.

There are not enough jobs for young people, and transport is not good.

Barriers include racism, stereotypes, not respecting other cultures and not understanding why another culture does something different. Some cultures think more highly of their own culture and have negative opinions of others. They make fun of people from other cultures, mock their music, can't understand their language and giggle at their accents. They can be intolerant of other religious beliefs and create conflict between different cultures. People can create their own barriers too and stay within their own cliques. Other barriers are poverty, poor housing and inequality, with the rich just getting richer. There are not enough jobs for young people, and transport is not good. Money should help the poor and improve education and health, not be wasted on a new flag. Schools don't have enough resources.

18 June 2015

7 participants

Parliament

They feel free to adapt their cultural practice in a new multicultural context without fear of censure.

Aotearoa is acknowledged as a society with Māori and Pacific roots which is Treaty-based and therefore embraces all peoples and cultures. People know and acknowledge the Treaty. People are free and able to practice their culture. The diversity of cultures is respected and celebrated and people feel able to be honest and open about their differences. There are spaces and opportunities for people to interact with and appreciate other cultures as well as to connect with people from their own communities. There are strong community bonds within and between cultures. People are secure in their own culture and have the opportunity to enhance their own cultural knowledge and to learn their own languages. They feel free to adapt their cultural practice in a new multicultural context without fear of censure. They are confident across cultures and feel at home in different cultural contexts. They have a strong shared identity as kiwis as well as their own specific cultural or ethnic identity. Diversity is promoted and accommodated at work, in sport, and in the public space and people are sensitive to the needs of others. The major cultural festivals of different groups are recognised and celebrated by the whole community. Newcomers are enabled to acquire an understanding of New Zealand history, tangata whenua, the Treaty, and New Zealand laws, customs and values including human rights. When receiving citizenship they do so in an appropriate Treaty context. Education prepares children for life in a multicultural and global society through both the curriculum and the school's values and environment.

People can feel threatened by cultures different from their own. Social media provide a new platform for casual racism.

Although New Zealand is multi-ethnic it remains predominantly monocultural and monolingual. Pākehā are often unaware of just how dominant, pervasive and privileged their culture continues to be, seeing it as the norm. There is racism, a lack of understanding of different cultures and values, a sense of the superiority of the dominant culture, a lack of openness to different languages and accents and a lack of understanding of the Treaty of Waitangi. Religious fundamentalism can feed prejudice and discrimination. People can feel threatened by cultures different from their own. Social media provide a new platform for casual racism. Second generation migrants can lose touch with their parents' culture as a result of continued pressure to assimilate. New Zealand has not yet completed the journey to a bicultural society and extending that to a multicultural society presents a big challenge. The focus of public discourse is on the economy and material interests rather than culture and rights. In order for cultural diversity to be fully recognised and nurtured in schools, programmes such as Te Kōtahitanga need to be extended to more teachers and to cover more cultures. There is a need for more public education on the Treaty and on local Treaty settlements.

19 June 2015

10 participants

Mangere Community

Everyone has the means to reach their full potential and wealth is evenly spread across communities.

The different cultures and languages of all New Zealanders are acknowledged and celebrated along with what we have in common as members of the human family. People live in harmony. They respect and support each other, want to learn about and experience other cultures and are prepared to make changes to accommodate them. They are not afraid to ask questions or to be open about what they do not know about other cultures. They are comfortable with who they are and can move easily between different cultural contexts. Mixed marriages are welcomed. Major cultural events like Polyfest, Fasifika, Matariki, Eid, Diwali and the Chinese New Year, language weeks and community markets bring people together and celebrate the new New Zealand. The arts, languages and cultures of different groups are supported. Everyone has the means to reach their full potential and wealth is evenly spread across communities. Public broadcasting supports and reflects a multicultural society. The education system promotes and normalises the values of a successful multicultural society from the very start, children know and are proud of their own culture and identity and appreciate and value those of others.

Mainstream public broadcasting does not sufficiently promote and reflect multicultural values.

Racism continues to rear its ugly head, taking different forms including the exercise of power and wealth. There is a lack of knowledge and understanding of other cultures. The predominant culture remains monocultural and monolingual. There is no national languages policy recognising community as well as national languages. The unequal distribution of wealth inhibits wider cultural interaction. Struggling for the basics, poverty, unemployment, low pay and poor housing make it hard to understand and engage with others or to advance to all levels of society. A multicultural society needs a level playing field. There is a growing apart through people of different cultures living in separate suburbs, be it by choice or economic necessity. People can be rigid about their cultures and want to hold on to practices that are inconsistent with current perceptions of inclusion and equality, or they can be cynical about their own culture and not be bothered with traditions. Social institutions remain largely monocultural and monolingual and there is a resistance to change. The notions of "one size fits all" and "everybody speaks English" prevail. Government departments, local councils and businesses need policies and strategies that accommodate diversity and ensure communication with people in the languages they best understand. Mainstream public broadcasting does not sufficiently promote and reflect multicultural values. The education system needs to do more to encourage children to be proud of their own culture and language, to learn those of others, to be able to manage and resolve conflicts and to learn about countries in the Pacific, Asia, Latin America, the Middle East and Africa as well as Europe, North America and Australia.

23 June 2015

24 participants

Blenheim: Marlborough Migrant Centre

People of different cultures feel comfortable with each other, work together and support each other.

A society that is tolerant, welcoming, respectful, inclusive, integrated and connected. Both unity and diversity are valued and each individual culture is celebrated. People appreciate and respect each other's cultures, are able to maintain their own and experience those of others. People of different cultures feel comfortable with each other, work together and support each other. All people are able to realise their potential, contribute their skills and knowledge, have equal access to resources and services, participate fully and be treated fairly. Service providers are responsive to diverse cultures, languages and beliefs and are engaged with diverse communities. Interpretation and translation services as well as English language tuition are available to those who need them. Newcomers are warmly welcomed, included and supported in their process of settlement, adjustment and integration. Progress in achieving a successful multicultural society is monitored through agreed measures.

Migrants are not sufficiently prepared for what they will encounter, including information about health, education, housing, employment conditions, finance and the law.

Barriers include racism, discrimination and prejudice and a lack of understanding, knowledge, acceptance and respect for others. Pockets of the community remain oblivious to the demographic changes that have taken place. Some are scared of change and of different cultures and religions. There is still a perception that migrants are taking the jobs of locals and there is not enough education of the local community. Language is a major barrier as English is necessary for education, employment, social connection and access to services. ESOL support is not available to all, important information is not translated into other languages and access to interpreters is limited. People from minority ethnic communities are under-represented in senior positions of power. Community organisations that provide services to migrants and promote understanding and integration do not have the resources, capacity and capability to do the job. Service providers are often not aware of the stresses that migrants experience which may lead to tension, violence or abuse in the home. Migrants are not sufficiently prepared for what they will encounter, including information about health, education, housing, employment conditions, finance and the law. They can withdraw into themselves, become isolated and have difficulty accessing services. Too much can be expected from small migrant communities in terms of supporting new migrants, for example through the Pacific Access Scheme. Greater pastoral care needs to be provided as is the case with the Recognised Seasonal Employer scheme. Skilled migrants have difficulty finding work appropriate to their qualifications.

Item 7

Attachment 1

ISBN No.

Item 8

Hamilton City Council
Te kaunihera o Kirikiriroa

council report

Committee:	Community Forum Subcommittee	**Date:**	24 November 2015
Report Name:	SHAMA - Hamilton Ethnic Women's Centre	**Author:**	Deanne McManus-Emery

Status	*Open*

Recommendation

That the report be received.

1. Attachments

2. Attachment 1 - SHAMA Hamilton Ethnic Women's Centre Trust information sheet

3. Background

This report is an update on Shama, Hamilton Ethnic Women's Centre Trust, and their activity. The Trust has been operating in Hamilton since 2002 as a connection point for migrant women in the city.

Shama Hamilton Ethnic Women's Centre Trust (commonly known as Shama) is a charitable trust formed after the identification of a gap in available services for ethnic women and children that are run by ethnic women. The founding members of Shama recognized that the challenges faced by ethnic women are complex and unique and their needs often sit outside what is catered for by mainstream social services and support programmes.

The programmes currently provided by Shama fall into three categories;

- Skills based programmes: English language and conversation, IT and computers, gardening, cooking, and sewing classes
- Support programmes: parent support and playgroup, school holiday programmes, after school education support for children from refugee families, legal and domestic violence workshops
- Individual support: one on one support is provided to ethnic women, children and their families by trained social workers that ranges from individual counseling through to systems advocacy

The Trust will share current challenges and the potential role Hamilton City Council can play to meet the needs of this sector of our community.

This report will be presented by Anjum Rahman, Strategic Manager Shama and Silvana Erenchun-Perez, Manager Shama.

Signatory

Authoriser	Lance Vervoort, General Manager Community

SHAMA Hamilton Ethnic Women's Centre Trust

Shama is a charitable trust formed in 2002 after the identification of a gap in available services for ethnic women and children that are run by ethnic women. The founding members of Shama recognized that the challenges faced by ethnic women are complex and unique and their needs often sit outside what is catered for by mainstream social services and support programmes.

Shama aims to support the development of a truly multi-cultural New Zealand where all women from ethnic minorities would be fully integrated into New Zealand society; to live lives of dignity, free from fear of violence and discrimination, and be recognized as valuable contributors to their local communities.

OUR MISSION

SHAMA is a vibrant social service agency and its mission is to provide support, advocacy, and programmes in order to empower all ethnic women, their children and their families.

WHO WE ARE

SHAMA was formed by a group of ethnic women to cope with:

- Feeling lonely
- Being away from extended family
- Adapting to life in New Zealand
- Discrimination
- Feeling helpless and powerless
- Lack of information

OUR VISION

Our vision is "For all ethnic women in New Zealand to achieve their aspirations and for them to be respected and recognised for their contributions to their families, communities and the wider New Zealand society". Shama's philosophy is founded on the aim to assist ethnic women,

children and families to fit in and be welcomed so that they feel they belong not just within their own ethnic community but into the wider mainstream community where they live. We work to empower ethnic women and families to build or find their own place to stand strong, to be free from fear, discrimination and violence.

OUR SERVICES

- Social Work —advocacy and support for clients when dealing with Government departments such as Work and Income or Immigration; or dealing with their local schools, doctors or other service providers.
  - At this moment, we actively engage with the Children Action Team to make sure that migrant and refugee communities are informed and engaged in the work they do, so we support the work around vulnerable children.
  - Domestic Violence prevention and support
  - Home visits and referrals
- Drop-in Centre
  - A vibrant and welcoming centre, where ethnic women come in for a cup of tea or coffee in a friendly and supportive environment.
- Lifeskills classes:
  - Gardening: Mondays 10am to 12pm
  - Sewing: Tuesdays 10am to 12pm
  - English: Wednesdays 10am to 12pm
  - Computer: Thursdays 10am to 12pm
  - Cooking & Conversation: Fridays 10am to 12pm
  - Computer Café: Anytime during office hours (Mon-Thurs 9am to 4:30pm) so that women can prepare their CVs, look for employment and have access to the internet
- Domestic violence & legal workshops
- Children's Holiday Programme focusing on families from ethnic minority communities.
- Homework Support – an after-school programme for children from refugee communities
- Counselling referrals
- Justice of Peace

Also, Shama is currently working on a Community Development Scheme, supported by the Department of Internal Affairs. Through this project we have set up 2 advisory groups, one for adults and one for youth. Both groups meet on a monthly basis and organise events and workshops that they see benefitting ethnic communities.

Contact Details:	
Office Opening Hours	Monday to Friday 9:00 am to 4:30pm
Address	27 Beatty Street, Melville, Hamilton 3206
Postal Address	PO Box 4218, Hamilton East, Hamilton 3216
Phone	(07) 843 3810 or (07) 843 3811
Email	shamahewc@xtra.co.nz
Social Workers Contact Details	
Ash Puri	Ph: (027) 243 3811 Email: socialworker1@shama.nz
Treesa Cheriyan	Ph: (027) 448 7711 Email: treeza.shama@xtra.co.nz

Item 9

Hamilton City Council
Te kaunihera o Kirikiriroa

council report

Committee:	Community Forum Subcommittee	**Date:**	24 November 2015
Report Name:	K'aute Pasifika Trust	**Author:**	Deanne McManus-Emery

Status	*Open*

Recommendation

That the report be received.

1. Attachments

2. There are no attachments for this report.

3. Background

The K'aute Pasifika Trust ("the Trust") has been operating in Hamilton since 1999 as a leader and connection point for Pasifika within the city.

K'aute currently employs six management and administration staff, two Social Workers, six Registered Nurses, six Community Health Workers and two Educators.

This report provides an update on the Trusts work to develop a Pasifika Hub within the city.

This report will be presented by Kim Holt, General Manager of K'aute Pasifika Trust.

Signatory

Authoriser	Lance Vervoort, General Manager Community

Hamilton City Council
Te kaunihera o Kirikiriroa

council report

Item 10

Committee:	Community Forum Subcommittee	**Date:**	24 November 2015
Report Name:	Ministry of Social Development - Enabling Good Lives	**Author:**	Deanne McManus-Emery

Status	*Open*

Recommendation

That the report be received.

1. Attachments

2. Attachment 1 - Ministry of Social Development, Enabling Good Lives report - November 2015

3. Background

This report will be an update on the Ministry of Social Development's initiative, Enabling Good Lives.

Enabling Good Lives is a national trial, occurring in Hamilton and Christchurch. The intent of the initiative is to enable disabled people and their families to have control of their lives. This includes having the "say so" in how resources are used.

At the completion of the trial there will be opportunity and need for political leadership around the future of the initiative.

This report will be presented by Christine Potts, the Director for the Enabling Good Lives Waikato trial.

Signatory

Authoriser	Lance Vervoort, General Manager Community

enablinggoodlives

Report to Hamilton City Council Community Forum Sub Committee – Enabling Good Lives Waikato.

Introduction: Enabling Good Lives is a partnership between the disability sector and government agencies aimed at long term transformation of how disabled people and families are supported to live everyday lives. The primary focus is to enable disabled people and their families to have greater choice and control over the supports they receive and the lives they lead.

There are two Enabling Good Lives demonstrations underway – one in Christchurch and one in the Waikato. In both demonstrations Government agencies have pooled funding to deliver better outcomes for people with disabilities and their families.

The recent Productivity Commission report Better Social Services, Aug 2015 states that Enabling Good Lives is perhaps the only real working example of pooled budgets operating in New Zealand.

The three Government agencies involved in Enabling Good Lives are the Ministries of Health, Social Development and Education. The Enabling Good Lives Waikato team have an administrative base in the Ministry of Social Development Hamilton.

Enabling Good Lives in the Waikato

The Waikato demonstration works with people who have sensory, physical and learning disabilities and their families and whānau. The demonstration is not a service but offers information and a short period of support to link people to their communities. Ministry of Health and Ministry of Social Development funding is also allocated through the demonstration. Enabling Good Lives gives funding directly to individuals cutting out bureaucracy and people having to deal with silos. The process of accessing support and funding is easy to understand with a quick response time and the minimum of paperwork.

A local leadership group of people with disabilities, families, service providers and Government officials make up the group. Disabled Māori and local Iwi are part of the leadership group. These leaders have worked over two years to co design a new way of working that gives people with disabilities control and choice in their lives.

Relevance of Enabling Good Lives to the work of Local Government

One of the strengths of local government is the opportunity it allows for citizens to be directly engaged in the process of governing their own towns, cities and regions. The Enabling Good Lives approach is a similar approach in that a group of citizens are taking action to have choice and control in their lives.

The Enabling Good Lives approach fits well with the Hamilton City Council Social Wellbeing Strategy which aims to support and strengthen the community by providing leadership and direction. The Council recognise that comprehensive improvement will not be achieved by the action of any one sector, but through on-going citywide collaboration and leadership. Enabling Good Lives also seeks to achieve these outcomes but has been developed through a central Government and local community partnership.

There is a high level of interest in the implications of taking an Enabling Good Lives approach wider than the disability sector – it is a good fit with the Government focus on community investment.

The Enabling Good Lives demonstration runs for two years – after that time Government will decide what the direction for disability services should be. It may be useful for the Council to consider whether they would add support for the Waikato work to continue. This approach has proved to be successful in the Horowhenua for example where the Social Service Sector Trials were championed by the local Council.

Thank you for the opportunity to present this Report.

Christine Potts

Director

Enabling Good Lives Waikato

Ministry of Social Development

Item 11

Hamilton City Council
Te kaunihera o Kirikiriroa

council report

Committee: Community Forum Subcommittee

Date: 24 November 2015

Report Name: Social Wellbeing Strategy

Author: Deanne McManus-Emery

Report Status	*Open*
Strategy, Policy or Plan context	*Social Wellbeing Strategy, Hamilton Plan*
Financial status	*There is not budget allocated*
Assessment of significance	*Having regard to the decision making provisions in the LGA 2002 and Councils Significance Policy, a decision in accordance with the recommendations is not considered to have a high degree of significance*

1. Purpose of the Report

2. The purpose of this report is to provide an update on the outcomes from the Social Wellbeing Strategy 2012 and options for the future of this strategy.

3. Executive Summary

4. The Social Wellbeing Strategy was established in 2006 as a cross-agency response to social issues within Hamilton. Hamilton City Council provided leadership to the strategy in partnership with Central Government Agencies based in Hamilton.

5. The Social Wellbeing Strategy has been reviewed a number of times since its implementation in 2006, with the most recent one undertaken during 2015.

6. The Social Wellbeing Strategy 2012 has delivered a number of actions which have facilitated the embedding of social wellbeing within council's business as usual.

7. At the request of the CEO, an assessment has been undertaken to identify how social wellbeing is linked to all current Council plans.

8. The Social Wellbeing Strategy 2012 should be retired and replaced with a Quality of Life Indicator Report that explicitly reports on key overarching social indicators. This will measure the trend changes to social outcomes in Hamilton rather than measuring the specific priorities of a social wellbeing strategy.

9. The Quality of Life Indicator Report will be aligned with the wider Hamilton Plan and other Plan outcome reporting that is currently being developed.

10. Hamilton City rejoins the Quality of Life survey to provide the evidence base for the Quality of Life Indicator Report.

11. Recommendations from Management

Recommendation to Strategy and Policy Committee

That:

a) the report be received;

b) the Social Wellbeing Strategy should be retired;

c) the Quality of Life survey is reinstated to provide the evidence base for a Quality of Life Indicator Report; and

d) a Quality of Life Indicator Report is developed to present key features of the Quality of Life survey and presented at the Strategy and Policy Committee in April 2016.

12. Attachments

13. Attachment 1 - Attachment 1 Embedding Social Wellbeing Strategy 2015

14. Attachment 2 - Draft Hamilton Quality of Life Indicator Report

15. Key Issues

16. Background

- The Social Wellbeing Strategy was established in 2006 as a cross-agency response to social issues within Hamilton. Hamilton City Council provided leadership to the strategy in partnership with Central Government Agencies based in Hamilton.
- Reporting on the Social Wellbeing Strategy was provided back to this leadership forum on a regular basis.
- In 2011, the strategy was reviewed in-line with the amendment of the Local Government Act (LGA) 2012. The strategy was re-written and adopted as the Hamilton Social Wellbeing Strategy 2012. This strategy stated that Council will support and strengthen Hamilton's community by providing leadership and direction. The key priorities of the 2012 strategy were:
  i. Connecting our communities.
  ii. Training our people for jobs.
  iii. Accessible housing for all.
  iv. Our homes, our neighbourhoods and our city are safe places.

17. Context

- The current Social Wellbeing Strategy 2012 has reached the end of its lifespan and at the request of the CEO, an assessment has been undertaken to identify how social wellbeing is linked to current Council plans.
- Much of the previous Social Wellbeing Strategy's intent is based on the Local Government Act's focus of 'Wellbeings'. The Act's stated aim was to promote the social, cultural, economic and environmental wellbeing of the community (the "four wellbeings").
- The Act was amended in 2012 to shift local government's focus away from wellbeings and now towards meeting 'the current and future needs of communities for good-quality local infrastructure, local public services, and performance of regulatory functions in a way that is most cost-effective for households and businesses'. This has

had an impact on how local government views its role in providing for the wellbeing of the community.

- However, there are significant elements of the LGA and other key legislation that makes a clear case that Hamilton City Council is still required to give regard to many of the same wellbeing elements as before although wellbeing is no longer listed in the purpose of the LGA.

18. Strategic alignment

- The Table below provides an overview of the Social Wellbeing Strategy 2012 actions to date, and the alignment and embedment the actions have within business as usual.
- A review of the current priorities of the Social Wellbeing Strategies in relation to the Hamilton Plan is summarised below:

Connecting our communities	
Alignment to Hamilton Plan	No direct alignment but does support the unstated objective of attracting and keeping people in Hamilton to grow the city. Building social connectedness through connecting our communities is a key element of this.
Alignment to Other Key Plans	None identified
Current Actions	Neighbours Day Project Develop a Multi-Cultural Calendar Active Citizenship Celebrating Community Champions
Additional Activity Assisting Goals	Promotion of www.neighbourly.co.nz Community Assistance Funding Advisory Panels Community Occupancy Policy

Accessible Housing for All	
Alignment to Hamilton Plan	Rewritten as 'access to affordable housing' in the Hamilton Plan
Alignment to Other Key Plans	Hamilton Urban Growth Strategy District Plan Strategic Social Housing Plan (under development by the social housing sector) Long Term Plan – planning and development Infrastructure Plan Development Contributions Policy
Current Actions	Exploring Opportunities to improve housing affordability Supporting Existing Energy Efficiency Programmes Up Skilling Our Housing Knowledge through Training Trainers
Additional Activity Assisting Goals	District Plan Development Contribution Policy Eco design advisor Partnership programme

Our Homes, Our Neighbourhoods and Our City are Safe Places	
Alignment to Hamilton Plan	No direct alignment but does support attracting and keeping people in Hamilton to grow the city by improving perception of Hamilton as a safe place.
Alignment to Other Key Plans	Central City Safety Plan Long Term Plan - safety
Current Actions	Local Alcohol Policy Bar Precinct Project Problem Gambling and Gambling Harm Anti-Violence Awareness Campaigns

Our Homes, Our Neighbourhoods and Our City are Safe Places	
Additional Activity Assisting Goals	Central City Safety Plan Pyschoactive Substances Policy Alcohol Licensing Central City Safety Team Class 4 Gambling Venue Policy

Training our people for jobs	
Alignment to Hamilton Plan	Yes – implicit in the Hamilton Plan as an element to enable movement toward Hamilton becoming a third city economy. Education and skills training is named as a critical pathway for improving productivity toward economic growth. Developing human capital helps to advance innovation and technology uptake (Kwon, 2009; Singer, 2012). However, this is outside of Council's statutory area of influence.
Alignment to Other Key Plans	None identified
Current Actions	None identified
Additional Activity Assisting Goals	None identified

19. Achievements to Date

- A list and details of projects associated with each priority area of the 2012 Social Wellbeing Strategy can be found in Attachment 1.
- The effectiveness of the Social Wellbeing Strategy in its current format is low, although many of the key aims and themes are addressed by other plans and policies, and much of what the strategy aimed to achieve has become embedded within council's business as usual.

20. Benchmarking

Ministry of Social Development Social Report

- The first edition of the Social Report was produced in 2001 by the Ministry of Social Policy. In 2002, the Ministry of Social Development undertook a review, inviting people around the country to give their views on the role of the Social Report and the things that were important to them. In the same year, the report was updated and translated into an online format for the first time. The Social Report was last published in 2010.
- The report identified how people were faring in New Zealand, how this had changed over time, and how social outcomes vary for different groups in the population. It helped to identify adverse trends at an early stage. While the report could not always show what is driving those trends, it could point to where there needs to be further analysis to help understand the changes and how to address them.
- The trends identified in the social report were influenced by many factors. The economy, government policy, international factors, demographic changes and the decisions and choices of individuals, families, communities and businesses all affect social outcomes. The cross-cutting nature of many social issues means the social report is not a tool for evaluating the effectiveness of specific government policies.
- The Social Report presented 43 social wellbeing indicators in 10 outcome "domains" or areas of people's lives such as health, education, standard of living and safety. This structure has influenced the proposed Hamilton City Quality of Life Indicator Report.

Other Council Social Wellbeing Strategies

- Several Councils in larger metropolitan areas have a Social Wellbeing Strategy, or similar document. Many of these have been created since the Local Government Act was amended. Examples include:

- Auckland Council – Thriving Communities Strategy – April 2014
- Dunedin City Council – Social Wellbeing Strategy – 2013
- Palmerston North City Council – Social Strategy – 2013

Defining Social Wellbeing

- Social well-being has been interpreted very broadly and encompasses much more than just 'social.' Most definitions of 'well-being' focus on quality of life and imply a healthy human condition as well as happiness and prosperity. Social science and health research suggests well-integrated individuals with shared community goals have better health and welfare outcomes (regardless of their socio-economic status). Few councils' have attempted to define what they mean by wellbeing, other than the 'de facto' definitions that can be inferred from the high-level community and council outcomes identified in the past LTCCP processes (Ministry of Culture and Heritage n.d.).
- 'Quality of Life' is a term that is often used interchangeably with wellbeing and is considered to be a key driver for attracting and retaining residents (Adelaja et al 2009).

21. <u>Reinstating the Quality of Life Survey and shifting to a Hamilton Quality of Life Indicator Report</u>

- The intention of the Hamilton Plan to build a stronger economy and a more attractive city for families and associated objectives are place-making and quality of life building priorities.
- Hamilton was, in the past, part of a 12 city Quality of Life project which assessed a number of New Zealand cities and compared a wide range of resident perceptions of their city. The last Quality of Life report that Hamilton was part of was undertaken in 2009. Tauranga and Hamilton withdrew from the project between 2010 and 2012.
- The previous Quality of Life project has recently been reformed since 2012 as a more cost effective Quality of Life survey.
- Reinstating the Quality of Life survey would provide a biannual data source and background evidence report for a Hamilton Quality of Life Indicator Report that would measure the main aim of the Hamilton Plan – "to build a stronger economy and a more attractive city for families."
- The Quality of Life survey is carried out every two years in partnership with several councils throughout New Zealand. The survey provides a report comparing quality of life in the cities that take part. This provides a robust evidence base that shows the best cities to live in the country. The 2014 survey was undertaken in partnership between councils in Auckland, Wellington, Porirua, Hutt City, Christchurch and Dunedin.
- The Quality of Life survey:
    - is distinct from annual resident 'opinion' or 'satisfaction' surveys which are concerned with council services rather than wider perceptions;
    - the results are directly comparable between council areas and over time;
    - the results are used by councils in monitoring wellbeing in their areas; and
    - there are cost efficiencies for participating in a joint survey.
- Topics covered include:
    - Quality of life
    - Health and well-being
    - Crime and safety
    - Community, culture and social networks
    - Council processes
    - Built environment

- Public transport
- Economic wellbeing

- The Hamilton Quality of Life Indicator Report would explicitly report on key overarching social indicators measuring the trend changes to social outcomes in Hamilton, rather than measuring the specific priorities of a social wellbeing strategy. Hamilton's Quality of Life Indicator Report would present Hamilton's quality of life indicators against Auckland, Wellington and Christchurch. This tool may be beneficial to raise the profile of Hamilton as an attractive place to live.
- The Hamilton Quality of Life Indicator Report would be aligned with the wider Hamilton Plan and other Plan outcome reporting that is currently being developed.
- The report would serve as the public interface to show how Hamilton is improving in its goal of increasing the attractiveness of the city and accompanying quality of life.
- The Hamilton Quality of Life Indicator Report would also serve as a catalyst for communicating with community partners to identify areas of need and actions to change the future.
- A draft Hamilton Quality of Life Indicator report is attached, which provides an overview of the type of trend data the report would provide, seeking data from both Census and the Quality of Life Survey.

22. Consultation

23. Staff have engaged with the key stakeholders that have contributed to the Social Wellbeing Strategy, to discuss the new approach. The response has been both positive and supportive as the new approach will provide useful information for all stakeholders

24. Options

- The Social Wellbeing Strategy has reached the end of its lifespan and should be replaced with a Quality of Life Indicator Report that explicitly reports on key overarching social indicators which measure the trend changes to social outcomes in Hamilton rather than measuring the specific priorities of a social wellbeing strategy.
    - The Quality of Life survey is required as a data source to support this option.
    - The report would be aligned with the wider Hamilton Plan and other Plan outcome reporting that is currently being developed.

Signatory

Authoriser	Lance Vervoort, General Manager Community

Embedding the Social Wellbeing Strategy

Connecting our Communities Encourage and support community-led initiatives Strengthen participation across diverse communities Inspire communities to take pride and ownership in Hamilton	
Initial Projects Identified	Current Status
Neighbours Day Project Neighbours Day Aotearoa is an annual celebration of neighbourliness during the last weekend of March. Ultimately we want to encourage neighbourly activity 365 days of the year. We can all choose to be a great neighbour. It's simple, it's worth it and we'll all be better off for it.	• HCC Community Advisors continue to utilise this event to work with Community organisations to promote ongoing and sustained social interactions between residents.
Develop a Multi-Cultural Calendar A publication was created and distributed in 2014 to increase awareness of events and encourage greater community participation at the celebrations.	• HCC Ethnic Development Advisor publishes Weekly Information and Events Alert for individuals and service providers. • HCC Ethnic Development Advisor produces and distributes, the New Settlers Guide to 4000 individuals annually.
Active Citizenship Specific projects designed to increase participation with democratic processes.	• HCC Democracy and Communication teams continue to promote ways to participate in submission and voting processes. • Disability Action Plan identifies work to improve access to voting and submissions for people unable to read print. • Rangatahi Youth Action Plan identifies the development of a youth specific project to increase voter turnout.
Celebrating Community Champions This project centred on coordinating existing opportunities for celebrating and creating awareness of community contributions made by individuals.	• Rangatahi Youth Action Plan project "30 under 30" has been rolled out in 2015. • Older Person Action Plan identifies a project to annually celebrate volunteers and their contribution to Hamilton City. • Civic Awards continue to exist alongside other recognition projects being run by Volunteering Waikato and Sport Waikato.
Additional activity assisting goals	
Promotion of www.neighbourly.co.nz	• HCC Community Advisors and Emergency Management Advisors are utilising this tool to work with Community organisations to promote ongoing and sustained social interactions between residents.
Community Assistance Funding	• HCC Social Development team administer annual contestable funding to support Community led projects and initiatives.
Advisory Panels	• HCC have established a Youth Council Advisory Panel and Older Person Advisory Panel to ensure the views of these demographics are considered when policies and plans are being developed.
Community Occupancy Policy	• Community Facilities are available for community organisations to create opportunities for community-led initiatives and connecting local communities.

Accessible Housing for All - Our people have access to warm, dry, safe and healthy homes - Develop Knowledge and skills in our community to ensure our homes are well maintained and energy efficient - Hamilton plans for diverse and affordable housing	
Initial Projects Identified	Current Status
Exploring Opportunities to improve housing affordability	•
Supporting Existing Energy Efficiency Programmes	• EECA reported to the June 2015 Community Forum Subcommittee that In Hamilton, approximately 25% of occupied dwellings had benefited from this programme; half of which are low income households. • Evidence indicated rental property owners had also taken advantage of these services. • DHB, Te Puna Oranga are still heavily involved in the rollout of insulation and energy efficient programmes.
Up Skilling Our Housing Knowledge through Training Trainers. Training was developed to increase the knowledge of experts working in family homes on what is required for healthy and energy efficient homes.	• Since development in October 2013, 24 workshops have been facilitated with 334 participants. These participants work in over 8,500 family homes each year. • HCC Eco Design Advisor will continue to provide necessary information and train relevant community members
Additional activity assisting goals	
District Plan	• District Plan Strategic Framework 2.2.6 guides residential development with the intent to provide options to meet resident needs, including high density provision and environmental consideration. • Residential 4.2.1 provides for a range of housing types and densities being available to meet the needs of all communities. • 4.4.1 provides for density of housing including the additional of provision to develop duplex dwellings • Addition of Design Guide Appendix has increased design considerations over previous plans
Development Contribution Policy	• Policy charges High Density Housing developments at 1/3 of standard rate.
Eco Design Advisor	• This role has seen over time a significant change in attitude of the developing community to increase the energy performance of new developments.
Partnership Programme	• HCC has agreements with 5 major developers to assist with building consent timeframes, in recognition of the quality of buildings developed, including sustainability options.

Our Homes, Our Neighbourhoods and Our City are safe Places Our city reduces harm caused by alcohol, drugs, gambling and family violence	
Initial Projects Identified	Current Status
Local Alcohol Policy	• Draft Local Alcohol Policy being presented to Strategy and Policy Committee on 3rd November 2015
Bar Precinct Project	•
Problem Gambling and Gambling Harm	• Hamilton Gambling Harm Minimisation Working Group has been formed with active involvement from HCC, DIA, DHB, Problem Gambling Foundation, SkyCity, and Salvation Army. • A Social Impact Assessment has been conducted around Gambling Harm occurring in Hamilton. • Further work is planned around Host Responsibility.
Anti-Violence Awareness Campaigns This project looked at coordinating current events relating to violence to lift the profile and increase awareness.	• Individual agencies involved in championing the different campaigns to reduce violence within the city are still heavily committed to their success. Community Advisors support events with promotion and capacity building.
Additional activity assisting goals	
Central City Safety Plan	• The Hamilton Central City Safety Plan was adopted in September 2014 with two approaches; setting boundaries about what is acceptable and unacceptable behaviour through enforcement of a public safety bylaw; and providing help and support for homeless and vulnerable people through The People's Project. • Two surveys have been conducted on perception of safety, which has showed an increase in feelings of safety between 2014 and 2015.
Psychoactive Substances Policy	• The policy was adopted in February 2014 and sets a clear framework to be applied to all applications that the 'Psychoactive Substances Regulatory Authority' considers when granting licenses for premises that sell approved products in Hamilton City.
Alcohol Licensing	• Alcohol licensing law in New Zealand is set by the Sale and Supply of Alcohol Act 2012.The object of the Sale and Supply of Alcohol Act is that the sale, supply and consumption of alcohol should be undertaken safely and responsibly and the harm caused by the excessive or inappropriate consumption of alcohol should be minimised. • Council issues ON, OFF, SPECIALS and Temporary Authority Licences and Managers certificates. • Council works with other Agencies such as the Police and Health Board with the aim of contributing to the reduction of alcohol abuse, so far as can be achieved by legislative means.
Central City Safety Team	• Ambassador Patrols. • City Safe Hotline. • 24/7 surveillance through CCTV camera network, with 28 operational cameras.
Class 4 Gambling Venue Policy	• The purpose of this policy is to provide for the continued availability of Class 4 gambling within Hamilton City in accordance with the purpose and intent of the Gambling Act 2003 and to encourage a decrease over time in the number of class 4 venues and gambling machines authorised in Hamilton city.
Hamilton Ethnic Communities – it's not ok	• The HEC – It's not Ok initiative resulted from the Refugee and Migrant Domestic Violence Project attended by representatives from NZ Police, HCC, Community and Population Health, WDHB, HAIP, Diversity Counselling NZ, Shama, WMRC, K'aute Pasifika, English Language Partners and a PhD student at UOW. • This plan is to inform and educate Hamilton ethnic communities that family violence is not ok, it's ok to ask for help and it is ok to help and eventually activate ethnic communities and find champions from the various community groups.

Training our people for jobs	
Initial Projects Identified	Current Status
Additional activity assisting goals	

Within Council all activities contribute to some degree to the social wellbeing of residents, for example.

- Council is the lead agency for meeting the leisure and recreation needs of local people through the oversight of the city's facilities, parks, reserves, walkways and cycle-ways.
- Council plays an important role in meeting the cultural and creativity needs of the community through local events and facilities to celebrate diversity, enrich heritage and express identity and belonging. This includes operating the Museum and Libraries.
- Ensuring the city is clean, safe and easy to move about in.
- Planning ahead to meet the needs of changing population in terms of spatial planning, connectivity and asset management.
- Providing essential services to maintain public health and safety to enable the city to function (Solid waste and three waters).
- Enforcing regulations related to the sale of alcohol, building regulations, food safety, dog control, and parking.
- Encouraging business growth, a stronger local economy and increase employment or investment opportunities.
- Providing environment and heritage protection.
- As a central point of contact in connecting a multitude of community groups and agencies with an interest in improving social wellbeing across the city.

Social Wellbeing Report

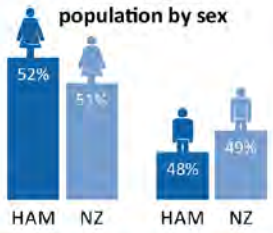
DEMOGRAPHICS

Selected ethnic groups

	HAM	NZ
MAORI	21.3%	14.9%
PACIFIC PEOPLES	5.1%	7.4 %
ASIAN	13.8%	11.8%
MELAA*	2.0%	1.2%
OTHER	1.6%	1.7%

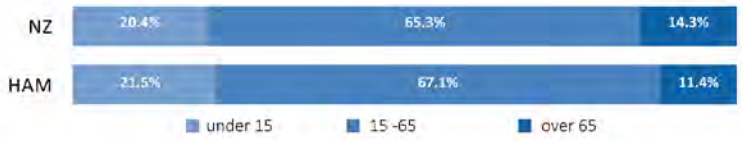
* Middle Eastern, Latin American and Arabic

Percentage of population by sex



The median age in Hamilton is **32.2**, lower than the national average of 38.0.

Age distribution



SOCIAL CONNECTIONS

Contact with family

- 50% of residents see family that don't live with them at least once a week.
- 73% of residents have non face-to-face contact with family that don't live with them at least once a week.
- 32% of residents feel they don't get enough contact with family that don't live with them.

Contact with friends

- 63% of residents see friends that don't live with them at least once a week.
- 73% of residents have non face-to-face contact with friends that don't live with them at least once a week.
- 34% of residents feel they don't get enough contact with friends that don't live with them.

Telecommunications access

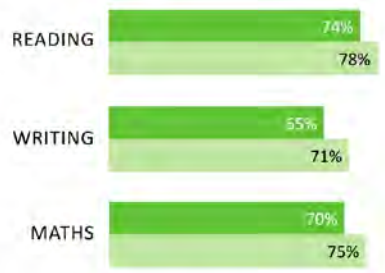
	HAMILTON	NEW ZEALAND
	83%	86%
	85%	84%
	77%	77%

83% of people identified barriers to contact with friends or family

29% of people felt isolated from people around them atleast 'some of the time'

EDUCATION AND EMPLOYMENT

Percentage primary students performing at or above expected levels



Secondary school leavers achievement rate

	HAM	NZ
NCEA LVL 1 OR HIGHER	85.7%	87.1%
NCEA LVL 2 OR HIGHER	76.9%	77.1%
UE STANDARD	50.3%	49.8%

Unemployment rate

Percentage of population with a bachelor's degree or higher

Relevant council plans
- Rangatahi Youth Action Plan

96.9% of children starting school have attended early childhood education compared to only 95.9% nationally.

HOUSING

Number of bulding consents and new dwellings

246 applicants on the NZ social housing register in Hamilton as at 30 June 2015.

of Hamilton residents own their own home compared to the national home-ownership rate of 65%.

16.2% of children under 15 live in crowded homes, compared to the national average of 15.8%

Relevant council plans
- City Growth Plan

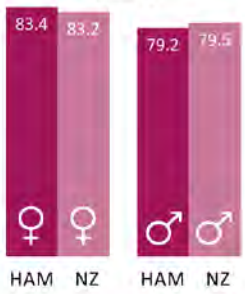
HEALTH AND WELLBEING

AA water quality rating

2426 Babies were born in Hamilton in 2013

58,717 Babies were born in NZ in 2013

Life expectancy by sex (years)



48% of Hamilton residents engage in 30 minutes or more of physical activity each day.

51% of NZ residents engage in 30 minutes or more of physical activity each day.

14.9% of Hamilton residents are regular smokers

15.1% of NZ residents are regular smokers

475 Class 4 gambling machines in Hamilton as of June 2015.

16,614 Class 4 gambling machines in NZ as of June 2015.

$5.7M Class 4 gambling profits in Hamilton as of quarter ending March 2015.

$193M Class 4 gambling profits in NZ as of quarter ending March 2015.

303 new liquor licenses granted in Hamilton each year.
76 Off license
193 On license

XXX alcohol infringement offence notices in 2014

256.3 Emergency Department visits per 1000 people compared to the Waikato average of 265.4

Relevant council plans
- Older Persons Plan
- Disability Action Plan

CRIME AND SAFETY

Square metres of tagging removed (thousands)

91% of residents feel safe walking in their neighbourhood during the day.

42% of residents feel safe walking in their neighbourhood at night time.

Self-perceived safety in the CBD

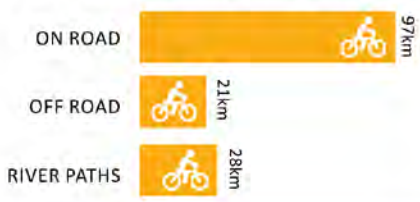
26% of Hamilton residents were self assessed victims of crime in the past 12 months.

INFRASTRUCTURE

1126ha of reserves provide access to parks and open spaces for residents.

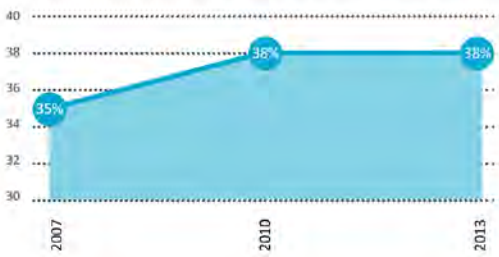
91% of houses in Hamilton are within 600m of a bus stop.

Kilometres of cycleway paths in the city



CIVIC ENGAGEMENT

Voter turnout for local government elections



Number of residents gaining Citizenship

Relevant council plans
- Older Persons Plan
- Rangatahi Youth Action Plan

Community Development and Leisure Unit
Private Bag 3010, Hamilton

hamilton.govt.nz/community-development
(07) 838 6699

Hamilton City Council
Te kaunihera o Kirikiriroa

Item 12

Hamilton City Council
Te kaunihera o Kirikiriroa

council report

Committee: Community Forum Subcommittee

Date: 24 November 2015

Report Name: Older Persons Plan 6 Monthly Report

Author: Deanne McManus-Emery

Report Status	*Open*
Strategy, Policy or Plan context	*Older Persons Plan*
Financial status	*There is not budget allocated*
Assessment of significance	*Having regard to the decision making provisions in the LGA 2002 and Councils Significance Policy, a decision in accordance with the recommendations is not considered to have a high degree of significance*

1. Purpose of the Report

2. The purpose of this report is to provide an update on the first 6 months of the implementation of the Older Persons Plan.

3. Executive Summary

4. The Older Persons Plan was adopted by Council in May 2015. The plan contains 20 actions to be completed by council over the next 3 years.

5. This is the first 6 monthly report on the delivery of the Older Persons Plan, which highlights the plan is on track.

6. The Plan is being delivered within the existing budgets set by Council.

7. Recommendations from Management

Recommendation to Strategy and Policy Committee

a) That the report be received

b) That the report be referred and reported at the February 2016 Strategy and Policy Committee meeting.

8. Attachments

9. Attachment 1 - Older Persons Plan

10. Attachment 2 - Background to Older Persons Plan

11. Attachment 3 - Older Persons Plan 6 month update - November 2015

12. Key Issues

13. Background

- The Older Persons Plan was adopted by Council in May 2015, and was developed by the Hamilton Older Persons Advisory Panel, with support from Hamilton City Council staff.
- The Panel was guided by a number of resources including policies and strategies from other local body councils throughout New Zealand and internationally, and is further supported by research and demographic data on the profile of older people in New Zealand and around the world.
- Tηε Older Person's Plan is an internal action plan that highlights achievable actions that council can give effect to. There are 20 actions in the plan. One action has been completed, and another nine have commenced and are on track. The remaining nine actions have progressed and will begin in 2016. One action is off track as it not due to commence until 2017.
- There are number actions with set completion dates; and a number of actions that are on-going or have annual commitments that will continue to be reported on a regular basis as required.
- Implementation of the plan is coordinated by Community Development, and completed by various units within council.
- The following list highlights the progress achieved from June – November 2015.

14. Implementation

Significant achievements of the plan to date include:

- Installation of accessible bus stops with shelters and space for wheelchairs/mobility scooters.
- The Installation of age accessible outdoor furniture at the Celebrating Age Centre.
- One city safety workshop held to encourage older people's wellbeing.
- Development of a communication plan for older people by the Older Persons Advisory Panel.
- Increase in large print, e-collections and audiobook collections have been implemented at Hamilton libraries
- Six workshops have been delivered in rest homes during the Adult Learning Week, providing information on e-books and how to access Hamilton Libraries' e-collection remotely.
- Promotion and acknowledgment of the International Older Persons Day held on 1 October.
- Providing assistance for an event encouraging older people to take part in physical activity and recreation opportunities.
- The development of guidelines to ensure all council information is more accessible to older people.

15. Financial and Resourcing Implications

The Plan is currently being delivered within existing budgets. The following figures have been provided by the business units responsible for delivering actions from within the Older Person's Action Plan. Please note this is not additional budget.

- Accessible outdoor furniture $ 9,118
- City Safe signage $ 1,300
- Libraries – Large print and e-book collections $ 187,000
- Accessible Bus Shelter and Kerb Programme $ 112,500
- Estimated Staffing resources to implement actions within the plan $ 20,000

Signatory

Authoriser	Lance Vervoort, General Manager Community

OLDER PERSONS PLAN

Hamilton City Council
Te kaunihera o Kirikiriroa

MAY 2015

OUTCOME	GOALS	OBJECTIVES		ACTIONS
PLAN PURPOSE HAMILTON IS A DESIRABLE PLACE TO LIVE FOR OLDER PEOPLE	**ACCESS** Older people can get around Hamilton and use facilities and services easily.	Facilities and services provided to older people are age appropriate and accessible	**1. Consideration will be given to ensuring council facilities** are accessible to older people, and recognise decreasing levels of independence and mobility of users. **2. Consideration will be given to the transport and mobility** needs of older people. **3. Council documents are publicised in a format which older** people can read and access easily.	1. Newly installed outdoor furniture from 2016 is of an age-friendly design. 2. Conduct a review of parking options and pick up and drop off zones at key locations used by older people by December 2016. 3. Council's 2 annual disability audits will continue to consider the needs of older people. 4. Continue to consider transport options for older people (both public and active transport), including provision of accessible bus shelters and footpaths/walkways, when preparing the Minor Safety and Access Improvements programme of work. 5. Develop guidelines for council information in formats more accesible to older people by December 2015. 6. Council utilises the communication channels available to it to raise awareness of and provide information about older person's issues relating to access, safety and inclusion.
	SAFETY Older people are safe and secure in Hamilton.	Increase older people's perceptions of safety and security	**4. City programmes for safety and personal well-being** consider the needs of older people. **5. Programmes aimed at increasing readiness for Civil Defence emergencies and evacuation will address the** needs of older people.	7. City Safety signage will continue to be produced in large font and contrasting colours, and can be easily read by older people. 8. A minimum of 2 city safety workshops will be held with older people's groups annually. 9. Hamilton's Resident Survey will continue to monitor issues for those aged 65-80 and 80 and over. 10. Make new resources available to prepare older people for a Civil Defence Emergency.
	INCLUSION Older people are a valued part of the Hamilton community	Older people can actively participate in the community and be engaged with issues that matter to them	**6. Older people are well informed and opportunities exist** for them to be engaged with Hamilton City Council. **7. Barriers to older people participating in the community** will be identified and addressed. **8. Opportunities are provided for older people to participate** in recreational and community activities that are age appropriate and affordable.	11. Continue early engagement with Older Persons Advisory Panel on Council plans and strategies. 12. Continue to provide age appropriate services and collections within city libraries. 13. Provide 6 workshops in rest homes on using mobile technology services provided by libraries by December 2015. 14. Undertake an audit of recreation programmes for older people by December 2016. 15. Develop guidelines to support community gardens, which may be used by older people by December 2017. 16. Explore opportunities to provide computers for use by older people in Council facilities by June 2016.
		The contribution that older people make to the Hamilton community is acknowledged and celebrated	9. The ethnic diversity of our older residents is celebrated. 10.The **contribution** older people make to Hamilton is celebrated and acknowledged. 11.**The contribution of older people to the voluntary sector** is acknowledged.	17. Implement 2 culturally appropriate programmes annually for all older people in partnership with Hamilton's ethnic community from January 2016. 18. Continue to acknowledge International Older Persons Day annually on 1 October and support organisations who celebrate it. 19. The Older Persons Panel will develop a plan for communicating with and obtaining the views of older people by June 2016. 20. Profile 10 volunteers within the older person's community during the annual volunteer week in June 2016.

Hamilton City Council

Older Persons Plan

Background Document

May 2015

Introduction

The Older Persons Plan has been developed by the Hamilton Older Persons Advisory Panel, with support from Hamilton City Council staff. The Panel was guided by a number of resources (see references). These included policies and strategies of other local body councils throughout New Zealand and internationally, along with research and demographic data on the profile of older people in New Zealand and around the world.

In the course of the Panel's discussions, three clear themes have developed in terms of priority areas. These are:

Access/Connectivity - The ability of older people to move around the city, and the accessibility of facilities and services offered. Older people often have different levels of need when it comes to access. Decreased mobility may force older people away from private transport and onto public transport. Older people are also more likely to walk as a means of transport than other age groups. Decreasing mobility may have an impact on the time it takes to cross roads or be seated on public transport. Older people may also have more difficulty in accessing facilities and services provided within the community.

Safety and Security – The desire for older people to feel safe in their community. Older people often live alone (about 25% of older people throughout New Zealand), and may have a lack of social connections and networks, making them more vulnerable in their own homes and in the community. Decreased mobility may also make built and natural environments more dangerous for older people.

Inclusion – The desire for older people to feel they are a part of the community. This includes the ability to be involved in what is happening in the city and to have their contribution is acknowledged by the wider community, These themes also recognise the higher level goal of ensuring Hamilton is a desirable place to live for older people, building on features that currently exist in Hamilton such as relatively affordable housing, a good hospital, existing transport options, recreation facilities and libraries, and social opportunities.

The overall aim of the Plan is for Hamilton to be a desirable place for older people to live. It recognises the diversity and value of Hamilton's older population, supports the concept of positive ageing and to being responsive to the changing profile of Hamilton's ageing population. The Plan outlines the desire to include older people in civic life, promote and celebrate their contribution to Hamilton and improve the accessibility of facilities and services for older people in a city which is "age-friendly".

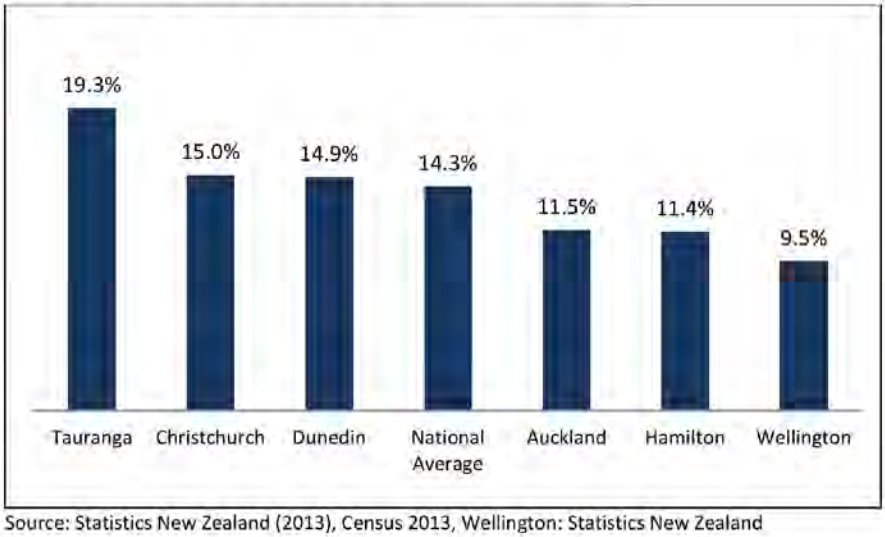
The Plan has common objectives with a number of other council documents, including:

- Access Hamilton Strategy
- Hamilton Central City Safety Plan
- Hamilton City Council Disability Policy
- Hamilton City Libraries Strategic Plan
- Hamilton City River Plan
- Hamilton Playground Policy
- Central City Transformation Plan

Background

Like many other areas of New Zealand, Hamilton has an ageing population. Census 2013 figures show 11.4% of Hamilton City's population are aged 65+, less than the New Zealand rate of 14.3% (see Figure 1).

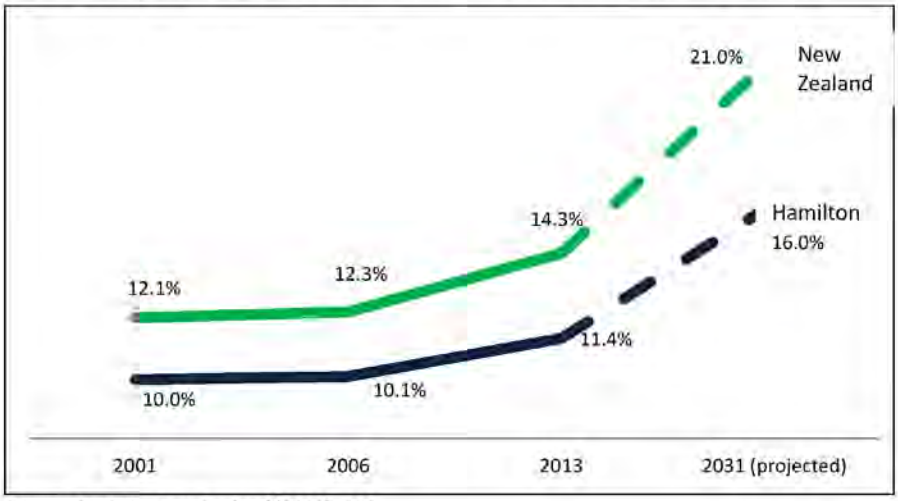
Figure 1: Percentage of New Zealand Population 65+ Years, 2013



Source: Statistics New Zealand (2013), Census 2013, Wellington: Statistics New Zealand

The proportion of Hamiltonians 65+ has increased. This will continue to increase significantly in the future to approximately 16% by 2031 compared to the New Zealand rate of 21% (see Figure 2).

Figure 2: Proportion of Population 65+ Years, Hamilton and New Zealand, 2001-2031



Source: Statistics New Zealand (2013), ibid.

The areas of Beerescourt, Chedworth, Flagstaff, Peachgrove, Peacocke, Rototuna and Te Rapa all have a high proportion of older people (between 15 and 28%). Most of Hamilton's older population do not live near the centre of the city. The attached map (Figure 3) shows the density of the Hamilton population aged 65+ years.

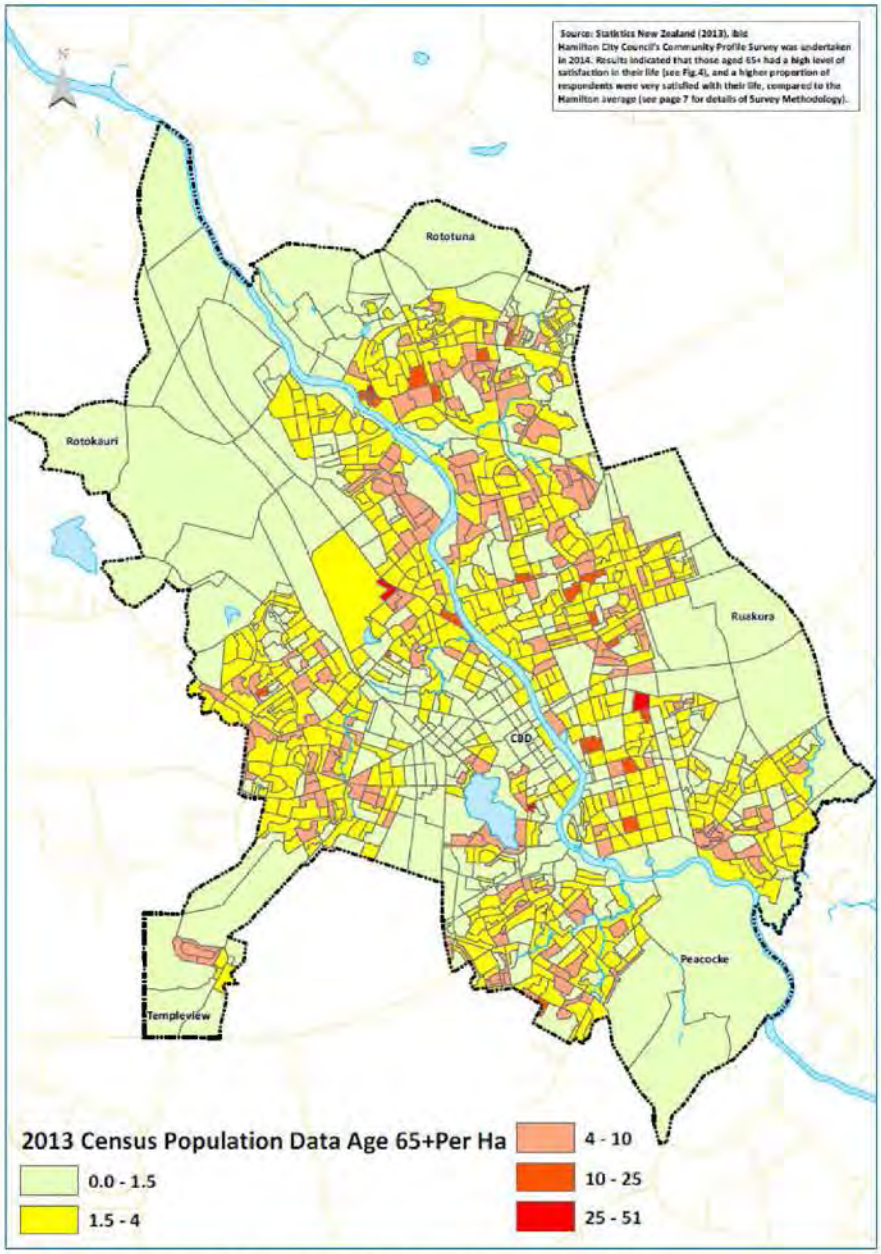
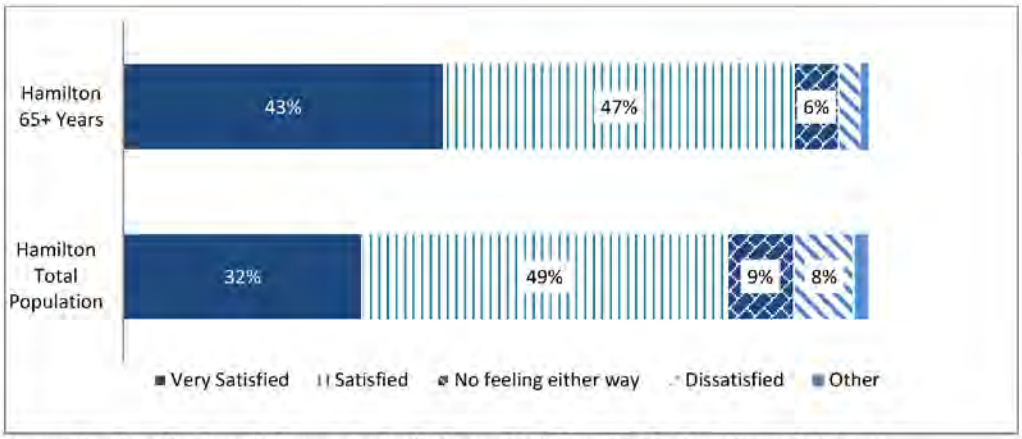


Figure 3: Distribution of Older People (65+ Years) in Hamilton, 2013
Source: Statistics New Zealand (2013), ibid

Hamilton City Council's Community Profile Survey was undertaken in 2014. Results indicated that those aged 65+ had a high level of satisfaction in their life (see Fig.4), and a higher proportion of respondents were very satisfied with their life, compared to the Hamilton average (see page 7 for details of Survey Methodology).

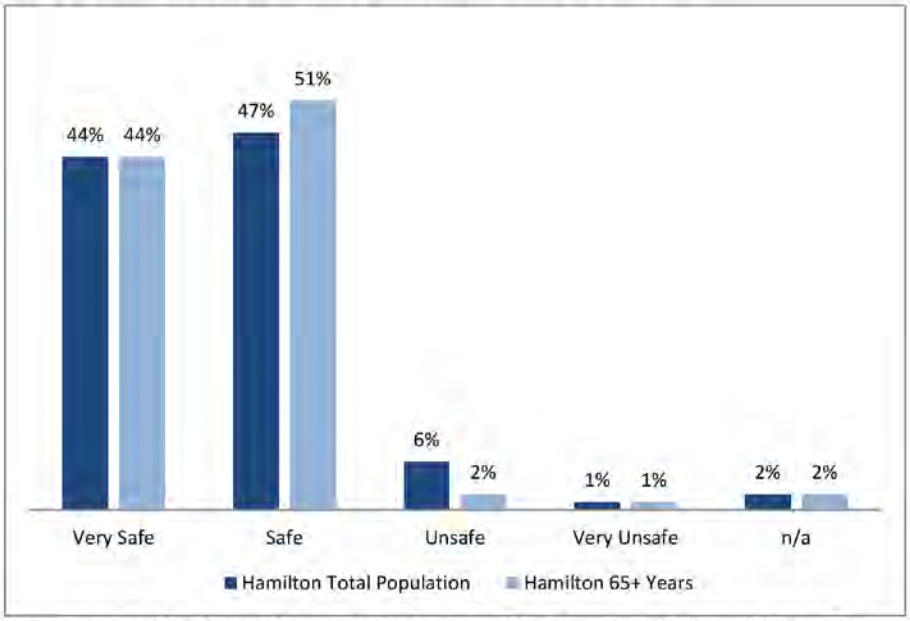
Figure 4: Level of Overall Satisfaction in Quality of Life, Hamilton Population, 2014



Source: Hamilton City Council, Community Profile Survey 2014. Question 19: "How do you feel about your life as a whole right now?"

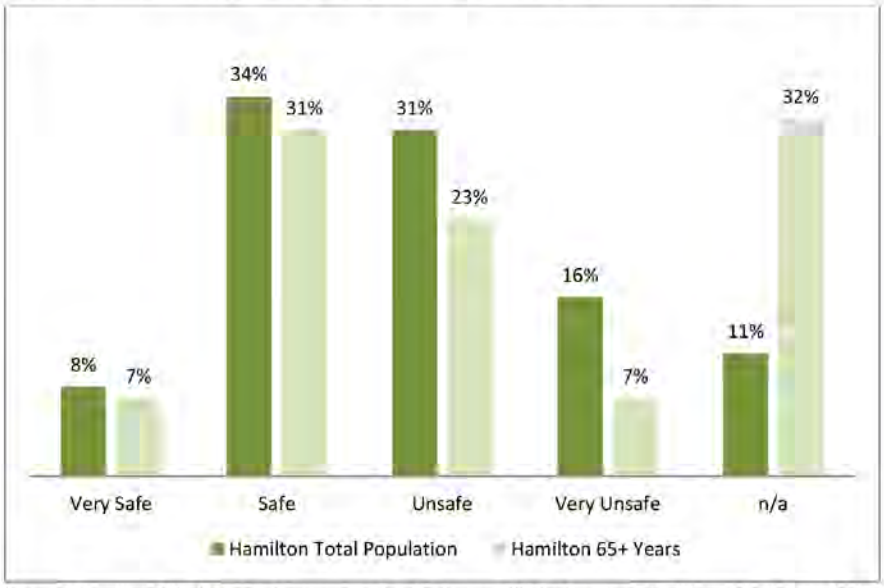
Survey responses also indicated that those aged 65+have different perceptions of safety in their own neighbourhood than the Hamilton average (see Figures 5 and 6).

Figure 5: Level of Safety during the Daytime, Hamilton Population, 2014



Source: Hamilton City Council, Community Profile Survey 2014. Question 14: "How safe do you feel walking alone in your neighbourhood during the Daytime?"

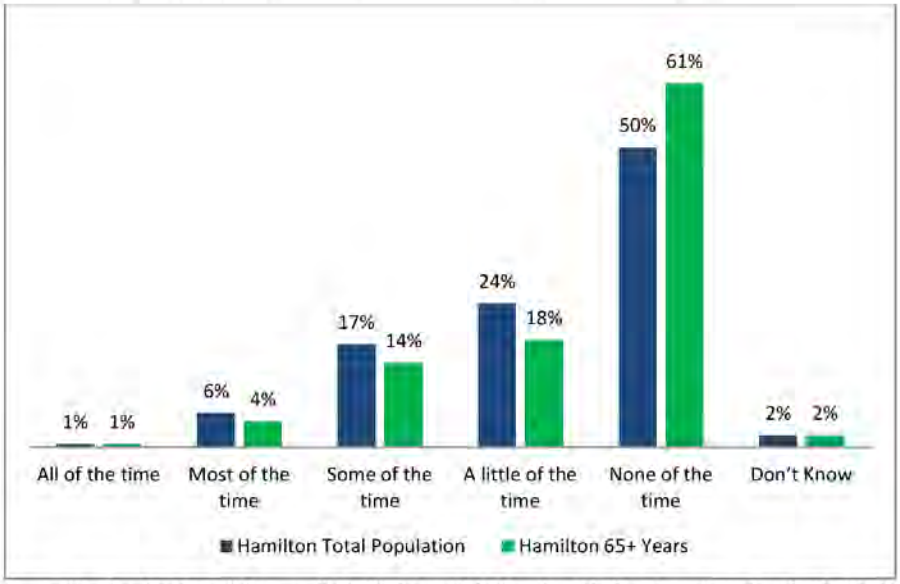
Figure 6: Level of Safety during the Night Time, Hamilton Population, 2014



Source: Hamilton City Council, Community Profile Survey 2014. Question 16: 'How safe do you feel walking alone in your neighbourhood during the Night Time?'

A lower proportion of respondents aged 65+ felt socially isolated compared to the Hamilton average (see Figure 7).

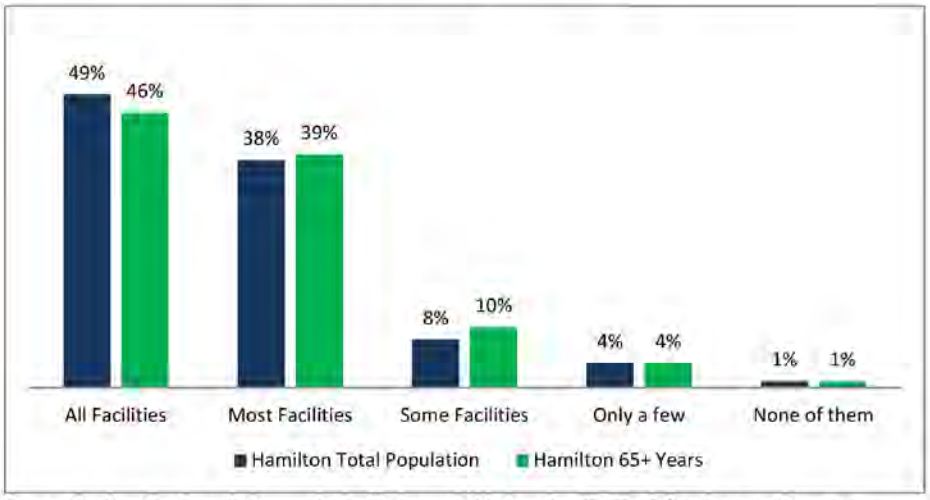
Figure 7: Degree of isolation from others, Hamilton Population, 2014



Source: Hamilton City Council, Community Profile Survey 2014. Question 41: 'Some people say they feel isolated from the people around them while others say they don't. They might feel isolated even though they see family or friends every day. In the last four weeks, how often have you felt isolated from others?'

Respondents aged 65+ indicated a similar level of access to facilities as the Hamilton average (see Figure 8).

Figure 8: Level of Access to Facilities, Hamilton Population, 2014



Source: Hamilton City Council, Community Profile Survey 2014. Question 25: 'The following questions are about facilities that are in Hamilton, such as shops, schools, post shops, libraries, medical services and so on. How many of the facilities that you want to go to can you easily get to?

Hamilton Community Profile Survey Methodology Note

The Hamilton Community Profile Survey was undertaken in September-October 2014. Asixty question online survey was open to all Hamilton residents and asked a series of questions about living in Hamilton. 1524 total responses were received, of which 251 (16.5%) were completed by people aged 65 and over. A selection of results pertaining to responses received from those aged 65+ is presented in Figures 4-8.

References

- Hamilton City Council (2014), Community Profile Survey 2014.
- Hamilton City Council (2014) *Terms of Reference*, Hamilton Older Persons Advisory Panel.
- Ministry of Social Development (2001) *New Zealand Positive Ageing Strategy* (2001) and subsequent Annual Reports.
- Office for Senior Citizens, Ministry of Social Development (2008) *Positive Ageing Goals and Objectives*
- Statistics New Zealand (2013) Census 2013: Quickstats about a Place: Hamilton. Retrieved on 22 October 2014 from Statistics NZ website http://www.stats.govt.nz/Census/2013-census/profile-and-summary-reports/quickstats-about-a-place.aspx
- World Health Organisation (2007), *Age Friendly Cities, A Guide*. Geneva: World Health Organisation

Older Persons Plan
6 month Implementation Report – November 2015

Action	Responsible Unit (Name)	Timeframe	Status	Comments
1. Newly installed outdoor furniture from 2016 is of an age-friendly design	Parks and Open Spaces Transportation	From January 2016 (ongoing)	On track	• Furniture installed at the Celebrating Age Centre, and on track for other installations in 2016.
2. Conduct a review of parking options and pick up/drop off zones at key locations used by older people	Transportation	December 2016	On track	• A user survey on mobility parking in the CBD undertaken in June 2015. • All loading zones in Hamilton can be used for this purpose. • Mobility parking and loading zone maps are available online – identify how to make these accessible for older people.
3. Council's 2 annual disability audits will continue to consider the needs of older people.	Facilities	Two audits annually	On track	• Discussions with council's Disability Advisor has commenced to determine a date for upcoming audits.
4. Continue to consider transport options for older people (both public and active), including the provision of accessible bus shelters and footpaths/walkways, when preparing the Minor Safety and Access improvements programme of work	Transportation	Ongoing work – completed throughout the year	On track	• Accessible bus shelters have been installed and 11 are to be completed in 2015/16. • Regular meetings are held with WRC to discuss the needs of older public transport users.

Action	Responsible Unit (Name)	Timeframe	Status	Comments
5. Develop guidelines for council information in formats more accessible to older people	Communications/Community Development	December 2015	On track	• Work currently underway on the guidelines.
6. Council utilises communication channels available to it to raise awareness of and provide information about older persons issues relating to access, safety and inclusion.	Communications/Community Development	Ongoing	On track	• No specific work undertaken but being assessed as part of Action 5. • The Older Persons Advisory Panel are developing a communications plan.
7. City Safety signage will continue to be produced in large font and in contrasting colours, and can be easily read by older people.	City Safety	Ongoing – addressed as new signage is created	On track	• New signs have been installed in large font and of contrasting colour.
8. A minimum of 2 city safety workshops will be held with older people's groups annually	City Safety	2 workshops annually	On track	• One city safety workshop has occurred with Blind Foundation in July 2015.
9. Hamilton's Resident Survey will continue to monitor issues of those aged 65-80 and 80 and over	Strategy and Research	December 2016	On track	• To be completed in 2016.
10. Make new resources available to prepare older people for a Civil Defence emergency.	Emergency Management	August 2015	On track	• Council will take advice from the Older Persons Advisory Panel on the best places in the city for these resources to be available.

Action	Responsible Unit (Name)	Timeframe	Status	Comments
11. Continue Early Engagement with Older Persons Advisory Panel on council plans and strategies	Community Development	Ongoing	On track	OPAP chair report to Strategy and Policy on 3 November 2015. Meeting dates for 2016: • 12 February • 15 April • 10 June.
12. Continue to provide age appropriate services and collections within city libraries	Libraries	Ongoing	On track	• Libraries continue to expand large print, e-book and audiobook selection and offer homebound service.
13. Provide 6 workshops in rest homes on using mobile technology services provided by libraries	Libraries	December 2015	Complete	• Workshops occurred in September 2015. Homes visited included Selwyn Sunningdale, Summerset down the lane, Forest Lake Gardens and Radius Maeroa, providing an opportunity for residents to develop confidence on how to use devices and services. • Residents shown how to use e-books and how to access the libraries' collections remotely. • No current plans to repeat.

Action	Responsible Unit (Name)	Timeframe	Status	Comments
14. Undertake an audit of recreation programmes for older people by December 2016	Community Development	December 2016	On track	• Staff supported a community event in organised by students from the University of Waikato in September 2015.
15. Develop guidelines to support community gardens	Parks and Open Spaces	December 2017	Off Track	• Work will begin on this action at a later date.
16. Explore opportunities to provide computers for use by older people in Council facilities	Community Development	June 2016	On track	• A stocktake of computer availability is currently underway.
17. Implement 2 culturally appropriate programmes annually for all older people in partnership with Hamilton's ethnic community	Community Development	From January 2016 (ongoing)	On track	• Some areas where programmes could be undertaken has been identified by Council's Ethnic Advisor.
18. Continue to acknowledge International Older Persons Day annually on 1 October and support organisations who celebrate it.	Community Development	1 October annually	Complete (but on-going)	• Acknowledged and promoted by Council in 2015. Age Concern has requested assistance with promoting through local media in 2016.
19. The Older Persons Advisory Panel will develop a plan for communicating with and obtaining the views of older people by June 2016.	Community Development	June 2015	On track	• This is underway – will be completed in early 2016.

Action	Responsible Unit (Name)	Timeframe	Status	Comments
20. Profile 10 volunteers within the older person's community during the annual volunteer week in June 2016.	Community Development	June 2015	On track	• Older People make a significant contribution to Hamilton's volunteer community. Profiling 10 of these people is a way of acknowledging the work that older people specifically contribute to the community. Early scoping has begun on the project.

Item 13

Hamilton City Council
Te kaunihera o Kirikiriroa

council report

Committee: Community Forum Subcommittee **Date:** 24 November 2015

Report Name: Community Activity Report **Author:** Deanne McManus-Emery

Report Status	*Open*
Strategy, Policy or Plan context	
Financial status	*There is no budget allocated*
Assessment of significance	*Having regard to the decision making provisions in the LGA 2002 and Councils Significance Policy, a decision in accordance with the recommendations is not considered to have a high degree of significance*

1. ## Purpose of the Report

2. The purpose of the report is to update the Subcommittee on current community trends identified from the community network and interagency meetings.

3. ## Executive Summary

4. Community Advisors will have facilitated 20 Community Network meetings and 6 interagency meetings across the city between August and December 2015.

5. The meetings provided attendees the opportunity to network and share relevant information. The local level interagency teams exist to specifically address safety, wellbeing and quality of life issues for local neighborhoods and citizens.

6. The key themes highlighted consist of the following:
   - The court recently ruled in favor of Waimarie Community House retaining the ownership of 53 Wellington Street. The Trust is now in the planning phase to determine the long term development of the site as a Community House.
   - The sale of the Vine Community Centre in Rototuna has now gone unconditional. The last day of operations from these premises will be 1st December 2015.
   - There is ongoing public concern around crime and the centralisation of police services away from community patrols.
   - New refugee families want to move out of their allocated homes because of space, dampness, security or other concerns. Red Cross can only provide them that first home and then it is up to them to make those decisions to move. The problem is when they find a house there is difficulty obtaining the lease due to having no references. Some who arrive through reunification are forced to live in homes housing more than 10 people. This is a gap in the service to refugees in particular no agency was responsible for this particular problem.

- Language support is a recurring concern. The Waikato Hospital funds interpreters, however other health providers, such as General Practitioners, Counsellors, social work and other related services have difficulty getting interpreters. Midlands formerly funded clients enrolled in their practice have now signaled they will no longer fund interpreters.

7. **Richmond Park School**

8. New Zealand Police have vacated their offices at the old Richmond Park School.

9. The Ministry of Education has entered into negotiations with Te Whare Kokonga for them to become the lead tenant of 4 classrooms and the Hall complex.

10. This agreement will allow ongoing access for community members and organisations to utilise these facilities.

11. **Disability Policy Action Plan**

12. Council adopted the Disability Policy in November 2012 to outline Council's commitment to recognising and meeting the diverse needs of people with disabilities.

13. Council is committed to equity and access for people with disabilities so that they can participate in and contribute to community and civic life. The development of the New Zealand Disability Strategy (2001) and the passing of the Building Act 2004 provided a clear focus of Council's role in the development of this policy.

14. Three action plans have been established since the adoption of the Disability Policy (2013/14, 2014/15, 2015/16 Disability Action Plan)

15. The Disability Action Plan ensures that Council operates and manages its infrastructure, facilities and services in a way that gives all people equity of access, inclusion and opportunity.

16. The visibility of the action plan and associated work has been regularly monitored through a cross council accessibility action group in collaboration with the disability sector.

17. A number of significant milestones have been achieved to date, including the following:
    - Judy Small began employment as HCC Disability Advisor on 20th January 2014.
    - In both 2013/14 and 2014/15, the HCC website received a positive report from the Blind Foundation's annual review for its accessibility.
    - A highly acclaimed accessible map was developed of the Hamilton CBD to allow people with disabilities, their families and older people to move around the city with greater ease. A second edition included a tactile version for visually impaired visitors.
    - Customer Service has installed a lower counter with its visitor registration software for people who use wheelchairs.
    - The Central Library received a Silver Access award from BeAccessible in 2013. It has improved access with a colour strip on the floor from the main entrance to the lift. Outside doors now feature colour contrasted vertical strips and the ends of shelves are colour coded for easier access.
    - To help staff deliver great customer service to the disabled community, a training video was produced, which demonstrates how the team can meet the needs of disabled customers and ensure they feel cared for and dealt with properly. https://www.youtube.com/watch?v=j1Coo9o5xXg
    - The recently adopted Older Persons Plan aligns with the goals and actions of the Disability Policy.

18. Ongoing attention needs to be given to the following;

- Some council documents are still appearing in PDF form only making it inaccessible and challenging for visually impaired residents. The solution is to make council documents available in word. Staff are in the process of progressing this issue.

19. Recommendations from Management

Recommendation to Strategy and Policy Committee

a) That the Report be received; and

b) That the Disability Action Plan Update be referred to the February 2016 Strategy and Policy Committee meeting.

20. Attachments

21. There are no attachments for this report.

Signatory

Authoriser	Lance Vervoort, General Manager Community

Hamilton City Council
Te kaunihera o Kirikiriroa

council report

Item 14

Committee: Community Forum Subcommittee

Date: 24 November 2015

Report Name: Ethnic Forum Report

Author: Deanne McManus-Emery

Report Status	*Open*
Strategy, Policy or Plan context	*Social Well-Being Strategy*
Financial status	*There is not budget allocated*
Assessment of significance	*Having regard to the decision making provisions in the LGA 2002 and Councils Significance Policy, a decision in accordance with the recommendations is not considered to have a high degree of significance*

1. Purpose of the Report

2. The purpose of this report is to provide the Subcommittee with an update on the Ethnic Forum held in August 2015, and to provide an overview of the new Ethnic profile.

3. Executive Summary

4. There are 160 ethnicities and more than 80 migrant and ethnic organisations in Hamilton, with varying degrees of history and service to their communities.

5. Council is involved as both a partner and supporter of many projects, activities and organised effort across the city to assist the ethnic communities of Hamilton city to thrive.

6. The recent Ethnic Forum provided an opportunity for targeted discussions on key issues that exist for the migrant community in Hamilton. The lack of available language support when accessing services and employment remains a key issue.

7. Staff have completed an Ethnic profile, which is aligned with the 11 Community Profiles presented to the Community Forum Subcommittee in October 2015.

8. Recommendations from Management

Recommendation to Strategy and Policy Committee

a) That the report be received.

b) That the Subcommittee nominate an elected member to champion:

(i) a cross-sector discussion with relevant stakeholders on ethnic employment; and

(ii) advocacy with local MP's regarding the lack of interpreting services within the city.

9. **Attachments**

10. Attachment 1 - Pacific and Ethnic Action Plan 2014/15 - completed status

11. Attachment 2 - Ethnic Forum 2015 Report

12. Attachment 3 - Ethnic Profile - November 2015

13. **Key Issues**

14. **Background**

15. Hamilton City Council has hosted the Ethnic Listening Forum since 2005.

16. The Ethnic (Listening) Forum provides an opportunity for ethnic communities to discuss with Council issues and concerns that they face while living in the City. Annual Actions Plans have traditionally been developed from the Ethnic (listening) Forum to guide work programmes and community discussions. This year two specific and directed action points have been agreed to by the ethnic community to address these issues.

17. In late 2014, the University of Waikato facilitated a workshop, with the outcome of a developed action plan that was reported to the Community Forum Subcommittee in October 2014.

18. The attached action plan identifies the commitment made by the community stakeholders. There are seven actions identified, with five actions already completed, and remaining two actions on track to be achieved.

19. Hamilton City Council have delivered on it's specific action as identified in the 2014 Action Plan:

    - Provided funding to five Ethnic and Pacific Organisations through the Multi-year Community Grant of $127,000 per annum (2015-18). This is an increase from 1 organisation receiving $41,885 per annum (2012-15).
    - Produced and distributed 4000 copies of the New Settlers Guide.
    - Three Maori Tikanga workshops have been facilitated at the Migrant Resource Centre.

20. The 2015 Ethnic Forum provided two opportunities for the community to participate, via a facilitated evening on 27th August 2015 and an online survey. The outcomes of this engagement identified two key issues, the lack of access to Language Support services and employment.

21. **Issues for Action**

22. *Language Support to Access Services*

23. Decypher is the sole professional interpreting/translating agency in the Waikato and is the main source of language support for the Waikato Hospital, the Waikato and Bay of Plenty Courts, the NZ Police, various prisons, the Immigration Department and other key clients.

24. Decypher has a team of over 80 professional interpreters that have been trained to work specifically in a community setting and cover over 40 languages, carrying out an average of 300 assignments per month in the Waikato and surrounding regions.

25. Decypher has a limited ability to offer additional free interpreting services to the community. Not-for-profit organisations, including Shama and Migrant Resource Centre are not funded to hire professional interpreters to deliver their service.

26. The financial gap estimated by the sector is approximately $20,000 per annum.

27. *Employment*

28. The unemployment rate in Hamilton of those born outside New Zealand is 6.9 per cent, compared to the Hamilton average of 9.5 per cent.

29. However, migrants are more likely to experience racial discrimination in the workplace than non-migrants (people born in New Zealand). Racial discrimination is not only associated with a person's ethnic group, but also whether or not they were born in New Zealand.

30. Census data indicates that there are a lower proportion of ethnic Hamiltonians on incomes above $50,000 than the Hamilton average, and more people on incomes of less than $20,000.

31. Hamilton is now the home of migrants and former refugees who are keen to find employment and raise their families. A concerted effort to address the current employment gaps as well as prepare for its future employment needs is required.

32. Council has links with the various sectors of education, training and employment, and is positioned to provide leadership by bringing the sector together to raise this issue with employers.

33. In summary, the sector has requested Council provide leadership in addressing these issues, and have requested support from Council Elected Member/s to champion a cross sector discussion with relevant stakeholders on ethnic employment and advocating on behalf of the sector with MPs in regards to the lack of funding of interpreting services within the city.

34. **Ethnic Profile**

35. The profile is designed to be used by the residents of the community themselves, to better understand the ethnic population and how it compares with the greater Hamilton community.

36. The Ethnic Profile was developed to be utilised by individuals and organisations with an interest in Hamilton's ethnic community. It is intended to enable and direct decision making within community initiatives and projects.

37. The profile specifically focuses on migrant and ethnic communities in Hamilton. The information contained includes;

- Demographic and social statistics compiled from the 2013 Census. Where applicable, results will be compared with the Hamilton average,
- Perceptions of the local ethnic community about their life experiences living in the area, compiled from the Community survey,
- The views of residents about social services and public facilities, compiled from the Community survey,
- Community needs, compiled from the Community survey.

Signatory

Authoriser	Lance Vervoort, General Manager Community

Pacific and Ethnic Forum 2014

The following actions were identified from the presentation provided by the community at the Community Forum Subcommittee in October 2014:

- Identifying organisations responsible for implementing each priority;
- Status key

  Completed In progress
- Comments as recorded in November 2015

Priority Identified and Organisations Involved	Status	Comments
1. Community Hub		
Hamilton City Council Hamilton Multicultural Services Trust K'aute Pasifika Trust Community Organisations Department of Internal Affairs Te Whaimanuwa Trust Te Whare O Te Ata		a. A number of local funders have been approached and are supportive of the concept to develop community hubs. b. K'aute Pasifika and the Hamilton Multicultural Services Trust met with Council Staff to discuss their individual needs and requirements of both Pacific and Ethnic communities. Both organisations have furthered their individual plans. c. The Fairfield Hall feasibility study was completed and made public in February 2015. A community meeting was held in July 2015 to further recommendations identified in the Feasibility Study. A working group is in the process of being formed to pursue actions agreed to. A presentation will be made to Council in 2016. d. K'aute Pasifika are investigating property options for the development of a Pasifika hub and will report to the Community Forum at the 24th November 2015 Subcommittee meeting. e. Hamilton City Council has convened a Community Facilities Working group to look at the ongoing strategic direction of Councils Community Facilities. A report will go to Strategy and Policy 8th December 2015 meeting.
2. Funding to provide support services as well as increased resources and funding		
Hamilton City Council Trust Waikato Community Waikato WEL Energy Trust DV Bryant Trust Settling In Fund COGS Lottery and others		a. 3 Funding workshops have been held with the purpose to increase access to local funding to support ethnic community groups. Trust Waikato, DIA and HCC all facilitated specific workshops with Ethnic participants. b. Funding Expo held on Wednesday 4 February at the Hamilton Gardens was very well attended. Aside from the stalls of Funders there were also four workshops that were held. c. 5 Ethnic and Pacific Organisations were funded through the Multi-Year Community Grant for $127,000 per annum, 2015-18. This was an increase from 1 organisation receiving $41,885 through a Service Level Agreement 2012-15. d. Funding advisors from all philanthropic and government funders are available to offer specific and ongoing support to community organisations.

3. Integration Programme for new settlers to Hamilton	
Citizens Advice Bureau Hamilton Multicultural Services Trust K'aute Pasifika Trust Red Cross Refugee Services Refugee Orientation Centre Hamilton City Council	a. Hamilton City Council will continue to produce and distribute, 4000 copies of the New Settlers Guide annually. (January) b. Citizens Advice Bureau (CAB) has been selected to deliver the face to face and workshop components of the settlement support service. New migrants are directed to the settlement information service via a "Welcome to New Zealand" email when they receive their visa. There are several variations of this email, depending on what type of visa a migrant is receiving, and whether they are offshore or onshore. c. When a new migrant visits CAB for advice or referral, they are referred to the appropriate settlement or mainstream agency; if they require language support, CAB Language Link is available to assist. d. In all cases however, the new migrant is directed to the free settlement information service, which is available through various channels, and CAB is one of those: - www.newzealandnow.govt.nz - Phone 0800 776 948 to ask a question (new migrants can ask for "Language Line" to speak to someone in their own language) - Email a question to newmigrantinfo@mbie.govt.nz - Facebook: https://www.facebook.com/NewtoNewZealand e. Hamilton City Council publishes Weekly Information and Events Alert for individuals and service providers. f. CAB is contracted to run four (4) workshops a year. g. WMRC continues to provide settlement services to migrants and refugees and with CAB will continue to run settlement and other useful workshops (employment, legal, culture, driving) for new migrants. h. Red Cross welcomes new refugees with a powhiri, orientation workshops and are contracted to support their settlement for the first three months. i. Refugee Support Volunteers are trained by Red Cross to assist new refugee arrivals with setting up their homes, enrolling, and supporting them for three months. j. In 2015, HMS Trust launched the Passport to Drive where refugees and migrants and the wider community can have access to driver training with a free initial assessment and a competitive training cost. HMS Trust was also funded by Immigration New Zealand – Refugee Resettlement to run the Pilot Driver Mentor Programme for refugees who have limited English and have failed the tests many times. k. In August 2015, the Waikato Migrant Resource Centre launched a new 'Assistance and Advice Service' which includes Immigration, Police, and Budgeting advice. This also includes the filling out forms, contacting landlords, accessing emails and others. l. Refugee Orientation Centre, Shama and Waikato Refugee Forum are a few of the other organisation that assist new refugees and migrants.

4. Cultural Kaumatua for Settlement Services		
Red Cross Refugee Services Te Runanga o Kirikiriroa		a. Te Runanga o Kirikiriroa have agreed to provide a kaumatua for the powhiri run by Red Cross for new refugees arriving in Hamilton City. b. Hamilton Libraries have run 3 Maaori Tikanga Workshops at the Migrant Resource Centre to interested individuals and organisations. c. Te Taniko O Kirikiriroa Charitable Trust (Hukanui Marae) has been accepted as a member of the Waikato Multicultural Council. The Trust is also keen to work with migrant communities.
5. Funding for Community Volunteer Supervisor		
Hamilton Multicultural Services Trust Hospitality Network Volunteering Waikato		a. Hamilton Multicultural Services Trust, Volunteering Waikato and Waikato Hospitality Network are working together to address the capacity of the Not-For-Profit sector in regards to volunteers. b. Network for Community Hospitality developing an online support programme re volunteers.
6. Local Network		
Hamilton Multicultural Services Trust English Language Partners		a. Hamilton Multicultural Services Trust and English Language Partners led the discussion around a strong network with the ability to support and advocate on behalf of ethnic communities. b. It was decided that community groups are already doing various advocacy types of activities. It was felt that what was needed was better networking among the community groups themselves rather than just the service provider. c. A Not-For-Profit settlement sector group hosted by Hamilton Multicultural Services Trust has recently been meeting to share the issues and challenges in the NFP sector. d. Shama received funding for a Community Development Project and have organised a Multicultural Youth and a Multicultural Adult Advisory Groups.
7. Increased funding for employment training/skills		
Hamilton Multicultural Services Trust Migrant Employment Group Ministry of Social Development		a. The Migrant Employment Group will continue to deliver the Ministry of Social Development's employment and training contract to assist refugees into training and employment. The demand for the service is high, and discussions will continue with MSD, to ensure funding is meeting the service delivery needs of the community. b. Pathways to Employment funded by MSD and Trust Waikato supports former refugees to employment, training and other career advice. c. As of July 1 2015, HMS Trust received additional funding from the Ministry of Social Development for additional places in its Migrant Employment Project.

2015 Ethnic Forum

27 August 2015, Reception Lounge, Hamilton City Council

Rationale

Hamilton has 160 ethnicities and with that are more than 80 migrant and ethnic organisations with varying degrees of history and service to their communities. Hamilton City Council has been hosting the Ethnic Listening Forum since 2005. The Ethnic (Listening) Forum provides an opportunity for ethnic communities to discuss with Council issues and concerns that are occurring for them within the City. Last year the discussion was facilitated by the University of Waikato with the result reported to the Community Forum Subcommittee in October.

This year Council facilitated a discussion around what themes and topics individuals, ethnic communities, and settlement organisations found of value for discussion.

ATTENDANCE

Shama Ethnic Women's Centre	Anjum Rahman Silvana Erenchun Perez Sheilah Jacay-Mungia Kamala Pather Rini Mayasari
Decypher Interpreting/Translating	Leanne Salisbury
Diversity Counselling New Zealand	Kou Kunishige
Red Cross	Silvia Dancose
Waikato Refugee Forum	Prosperine Kadiya
Refugee Orientation Centre	Guillaume Muzombo
JP Association	Vaninder Bassan
Global Organisatio of People of Indian Origin	Pradeep Kapoor
Kirikiriroa Multicultural Council	Suman Kapoor
Afghan Hazara Association of Waikato	Hassan Beigi Ali Abdulghani Khodadad Danish
Waikato Punjabi Cultural Community	Jay Randawha Sarkaw Mohammad
Hamilton Chinese Golden Age Society	Yanxia Wu
Zimbabwe Community Waikato	Driden Kunaka
Hamilton City Council	Fungai Mhlanga Lisa Pritchard Nick Chester Andy Mannering
NZ Police	Pere Paea
Department of Internal Affairs - Community	Jenny Nand

Apologies were received from various ethnic leaders and organisational representatives.

Context Setting

The programme started with a presentation from Nick Chester, Hamilton City Council Social Development Policy Advisor. He introduced the recently released 2015 Community Profiles explaining the relevant and interesting information that will be included in the report and how a Profile with a focus on Ethnic Communities will be developed. The Ethnic Profile will use Census data as well as community survey responses which will speak to topics such as: life satisfaction, community connection, health and wellbeing, income levels that will paint a better picture of Hamilton's ethnic communities and inform future planning.

The Process

Three questions guided the process used in this year's Ethnic Forum:

1. What are the important topic/themes that are currently affecting Hamilton's ethnic communities?
2. What can communities do about it?
3. How can Council support the discussion?

A participatory process (below) was used to draw out responses from the participants.

In the first stage everyone had a chance to identify and put forward two topics/themes that they believed were important for ethnic communities. Once the related topics where finalised, the group also identified the main theme/topic that described those groupings which were: *Employment opportunities, financial sustainability, communication and access to support, health and wellbeing and child/youth development.*

From the five topics shown above, two topics were prioritised: Communication and Access to Support along with combining Employment opportunities with financial sustainability. For each topic, suggestions were solicited on 'What communities can do' and 'How Council can support'.

What can Communities do

- Advocate/lobby
- Community groups should inform members of opportunities and programmes
- Share best practices
- Collaborate to develop youth leadership within communities
- Help with manpower to expand Migrant Centre (habitat for humanity approach)

COMMUNICATION AND ACCESS TO SUPPORT

How can Council support

- Lobby central government to ensure Hamilton is getting a fair share of available resources, and that those resources reach ethnic communities and organisations
- Inform communities of opportunities
- Newsletter/alert is very good
- Expand Migrant Centre
- Raise the capacity/opportunity for communities access funds
- Get to know ethnic communities
- Support activities/events of ethnic communities
- Provide opportunities to the youth
- Allow WMRC to erect a big sign on roadside to promote location for advice/assistance.

What can Communities do

- Share information
- Create awareness
- Run forum to raise issues
- Hold workshops
- Create collective voice/lobby group
- Elect more ethnic Councillors
- Guidance/mentorship

Employment opportunities and Financial sustainability

How can Council support

- Profile migrant and refugees to business/employers
- Provide opportunities and events to engage with employers and business associations
- Provide central database to link organisations/services to public
- Education recognition/degree conversion

Electronic Feedback

Some people who were interested but unable to attend the actual forum were given a chance to provide input on the same questions. The results on the topics could be summarised as:

- 'Helping high needs refugee families', and ' Promote diversity of cultures'– these could sit under 'Communication and Access to Support'
- Increase employment for Hamiltonians can also sit under Employment opportunities and financial sustainability.

The surveys also provided suggestions on what Council can do.

What will make a difference?

- Lobby Central Government so that Hamilton communities and organisations get a fair share of resources
- Support the development of the Waikato Migrant Resource Centre.
- Increase opportunities for community and Not-for-Profit groups to access funds.
- Review the policy on road signage for the Waikato Migrant Resource Centre to make it more visible to clients.
- Profile and provide opportunities for migrants and refugees to engage with employers and business groups.
- Provide venue/space to connect refugee youth and share their refugee journey.
- Council should get to know ethnic communities and support their activities and events.

A small working group was then established with Anjum Rahman, Sarkaw Mohammad, Vaninder Bassan, Jason Sebastian, Jay Randawha and Rini Mayasari giving direction to the next steps.

The following 2 specific pressure points were identified needing directed action.

Language Support to Access Services

Decypher is the only professional interpreting/translating agency in the Waikato and is the main source of language support for the Waikato Hospital, the Waikato and Bay of Plenty Courts, the NZ Police, various prisons, the Immigration Department and other key clients.

Decypher has a team of over 80 professional interpreters that have been trained to work specifically in a community setting and cover over 40 languages, carrying out an average of 300 assignments per month in the Waikato and surrounding regions.

Decypher has a limited ability to offer additional free interpreting services to the community. Not-for-profit organisations, including Shama and Migrant Resource Centre are not funded to hire professional interpreters to deliver their service.

The financial gap is estimated by the sector as approximately $20,000 per annum.

Employment

Hamilton is now the home of migrants and former refugees who are keen to find employment and raise their families. A concerted effort to address the current employment gaps as well as prepare for its future employment needs is required.

Council has links with the various sectors of education, training and employment, and is positioned to show leadership to this conversation by bringing the sector together to raise the flag for employers extending opportunities for minorities within the city.

Existing Services being provided addressing concerns that were raised.

TOPIC	AVAILABLE SERVICES IN THE COMMUNITY	COUNCIL SERVICES
Communication and Access to support		
Language support to access services	Decypher Language Line Bilingual Tutors CAB Language Link	Use of Decypher Bilingual staff
Community venue	WMRC, ROC, Shama, other community houses	Council has Service Level Agreements with HMS Trust, Refugee Orientation Centre and Shama, alongside other available Council facilities
Central point of information	WMRC website	Ethnic Development Advisor (EDA) Weekly Alert
Information from government and Council	OEC, DIA, MBIE, DOL, MSD, WDHB etc	Ethnic Development Advisor Alert
Lobby/Advocacy	Local Settlement Network Migrant Employment Group Stakeholders Group Waikato Refugee Forum	
Employment and Financial Sustainability		
Employment for new migrants	Migrant Employment Project Red Cross Pathways to Employment	Library Workshops
Networking and sharing information Information workshops, forum	Local Settlement Network Migrant Employment Group Stakeholders Group Community Groups Newcomers Network WMRC Worktalk	Weekly Alert/EDA What's On Kootuitui/Library workshops
Sustainability of resources Funding for ethnic centred providers	Funding workshops Community Waikato Settling in Fund and others	Multi-year Community Grants Single-Year Community Grants Creative NZ

COMMUNITY PROFILE 2015

ETHNIC PROFILE

Hamilton City Council
Te kaunihera o Kirikiriroa

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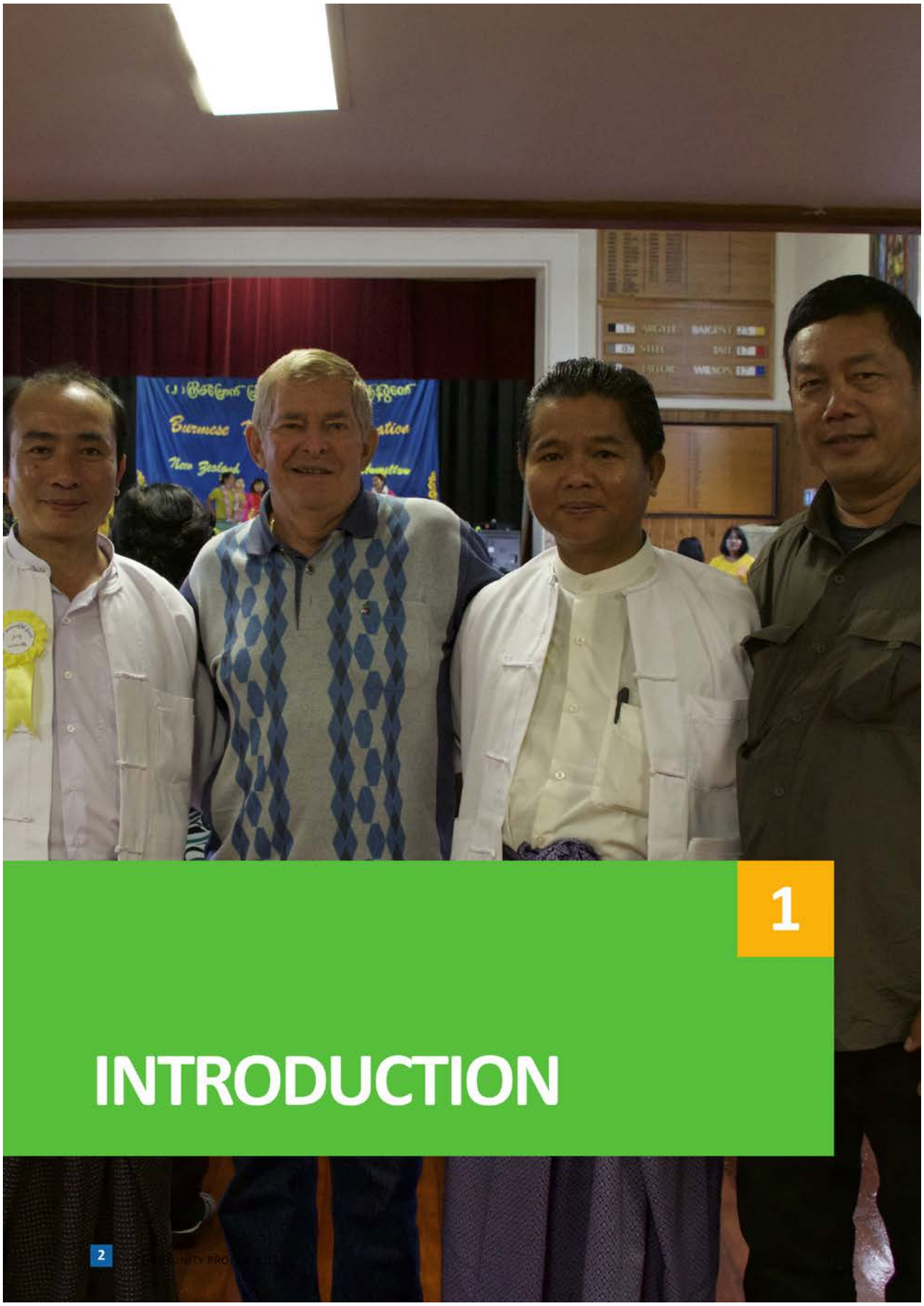


1

INTRODUCTION

1 INTRODUCTION

What is an Ethnic Profile?

Hamilton City Community Profiles provide information about community areas across Hamilton.

This profile specifically has a focus on migrant and ethnic communities in Hamilton. The information contained includes:

- About Ethnic Data
- Demographic and social statistics compiled from the 2013 Census. Where applicable, results will be compared with the Hamilton average
- Perceptions of the local ethnic community about their life experiences living in the area, compiled from the Community survey
- The views of residents about social services and public facilities, compiled from the Community survey
- Community needs, compiled from the Community survey.

Who can use this Community Profile?

The profile is designed to be used by individuals and organisations who have an interest in Hamilton's ethnic community and it is intended to provide assistance to decision making for community initiatives and projects.

The profiles are also designed to be used by the residents of the community themselves, to help form a better understanding of their population and how it compares with the greater Hamilton community.

Sources

Information has been accessed primarily from two sources:

- Census 2013 (Statistics New Zealand)
- Hamilton City Council Community Surveys, conducted in 2014

Both these sources provide a snapshot of data at the time they were taken. Data generally does not measure longitudinal trends.

About Ethnic Data

Ethnicity and ethnic data is collected by Statistics New Zealand through the Census.

Ethnicity is the ethnic group or groups a person identifies with or has a sense of belonging to. It is a measure of cultural affiliation (in contrast to race, ancestry, nationality, or citizenship). Ethnicity is self-perceived and a person can belong to more than one ethnic group.

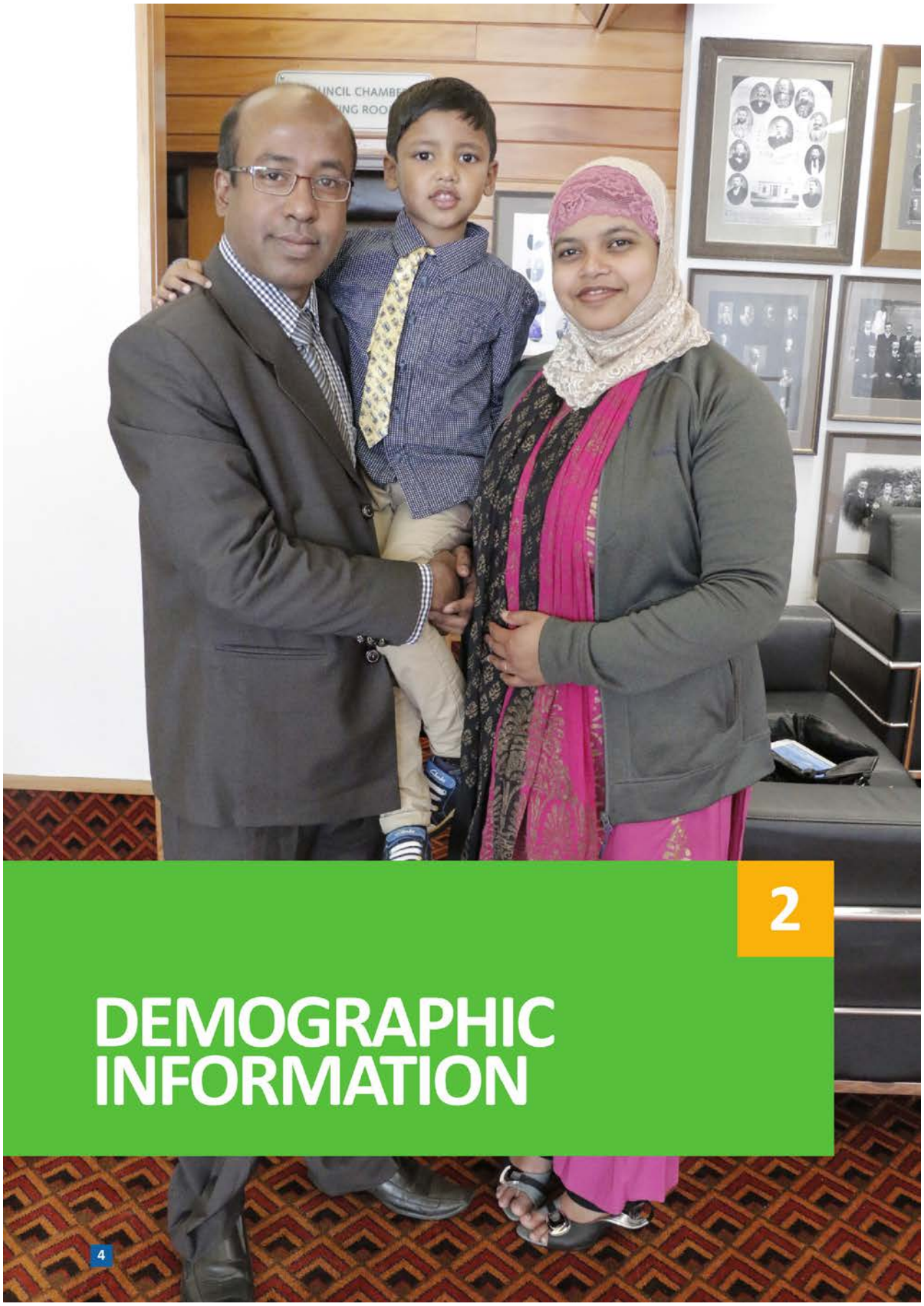
An ethnic group is made up of people who have some or all of the following characteristics:

- a common proper name
- one or more elements of common culture that need not be specified, but may include religion, customs, or language
- a unique community of interests, feelings, and actions
- a shared sense of common origins or ancestry
- a common geographic origin.

In ethnic group (grouped total responses) a person belonging to more than one ethnic group is counted once in each group. For example, at level one of this classification, a person of Samoan, Tongan, and German ethnicity would be counted once in the category of Pacific peoples and once as European.

For the purposes of this Ethnic profile, responses from those who selected an ethnicity other than NZ European or Maaori have been counted. However, because a person can selected multiple ethnicities, a number of people who selected NZ European or Maaori will be represented in the results.

Community Survey responses have also used the same parameters. Nearly 300 responses, or 18% of the total responses collected in the survey indicated an ethnicity other than NZ Eurpoean or Maaori.



2

DEMOGRAPHIC INFORMATION

2 DEMOGRAPHIC INFORMATION

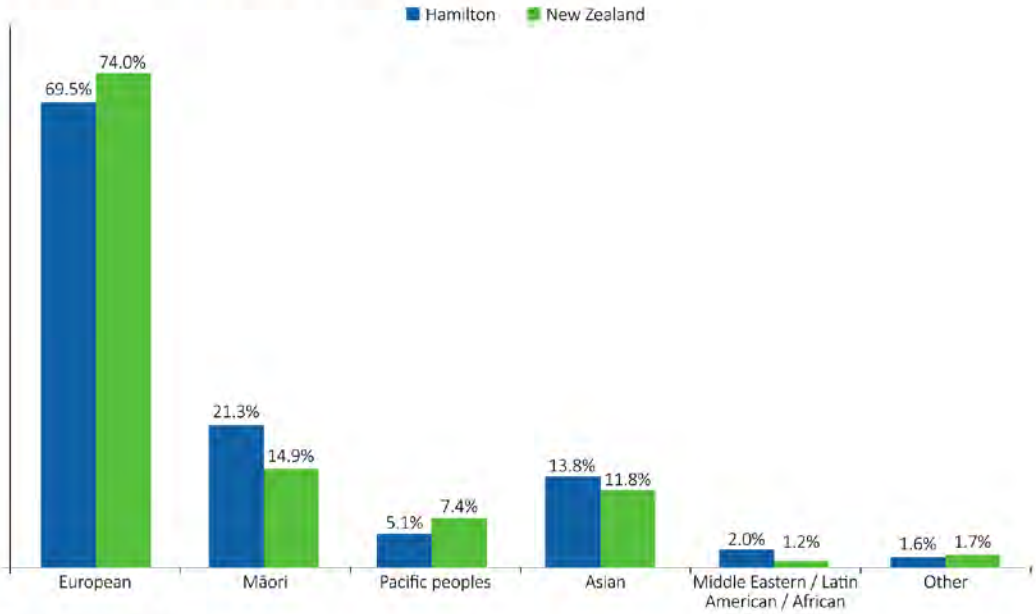
Hamilton is an ethnically diverse city, and its residents represent over 160 different ethnic groups from around the world. Hamilton's ethnic community is growing quickly, in line with the New Zealand average. The average of various ethnic groups varies widely, as well as where ethnic groups live in the city.

Approximately 30,000 people in Hamilton identify with a culture or ethnicity that is not NZ European or Maaori . This is almost a quarter of the Hamilton Population. The Ethnic community has a slightly larger proportion of males than females, which is the opposite of the general Hamilton population. Hamilton has a lower proportion of the population who identify as European, or Asian, compared to the national average, and a higher proportion who identify as Maaori, Asian and Middle Eastern, Latin American or African (Fig. 1).

There is a larger proportion of those from ethnic communities living in the East of Hamilton, predominantly in the North East and near the University of Waikato (Fig.2)

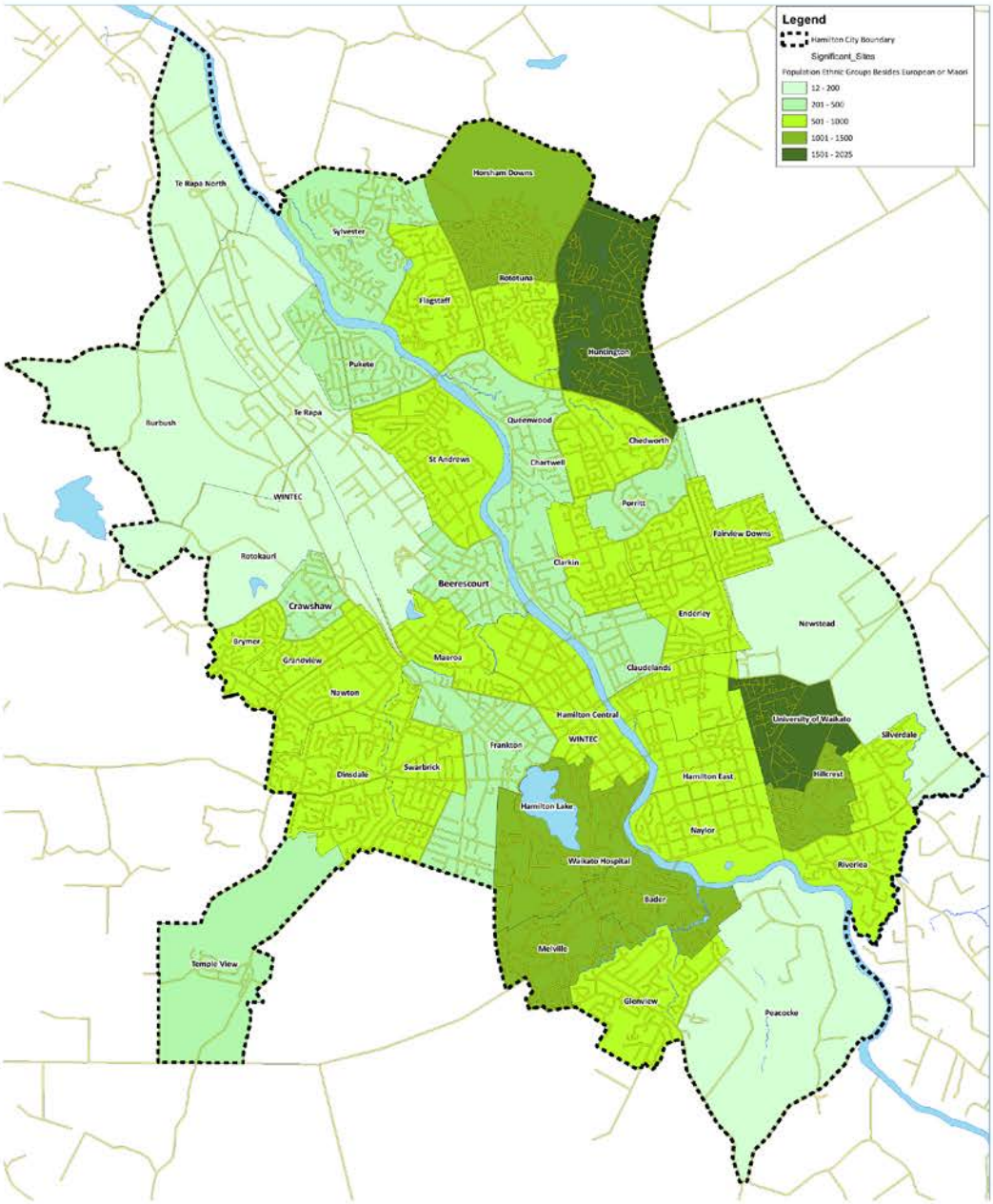
	MALE	FEMALE
Ethnic Community	**51%**	**49%**
Hamilton	**48%**	**52%**

FIGURE 1: ETHNICITY OF RESIDENTS, HAMILTON AND NEW ZEALAND



Source: Census 2013

FIGURE 2: MAP OF POPULATION OF ETHNIC GROUPS IN HAMILTON



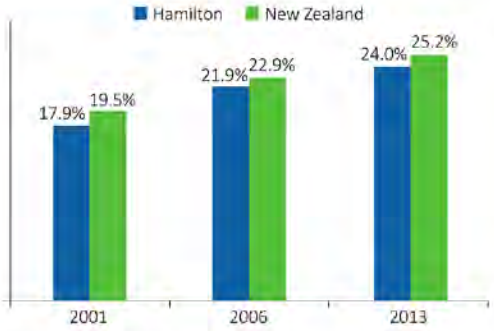
Source: Census 2013

2.1 Cultural Diversity

Hamilton is experiencing a growth in ethnic diversity, with the number of people born outside New Zealand growing at a similar rate to the national average (Fig.3). Hamilton is experiencing significant growth in the number of people who speak languages other than those counted in the Census (Fig.4).

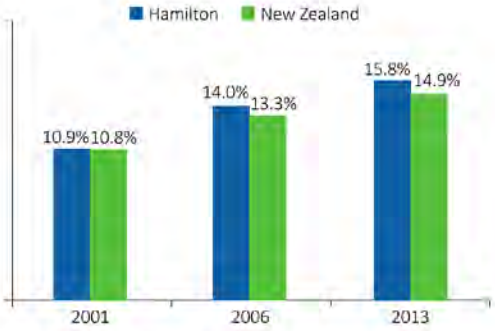
There are a number of significant ethnic populations and languages spoken within Hamilton (Fig.5-6) There is a higher proportion of migrants in Hamilton that have arrived in the last 4 years compared to the national average (Fig.7).

FIGURE 3: PERCENTAGE OF RESIDENTS WHO WERE BORN OUTSIDE OF NEW ZEALAND, HAMILTON AND NEW ZEALAND 2001-2013



Source: Census 2013

FIGURE 4: "OTHER" LANGUAGE SPEAKERS 2001-2013, ETHNIC COMMUNITY AND HAMILTON



Source: Census 2013

FIGURE 5: TOP TEN ETHNICITIES FOR HAMILTON

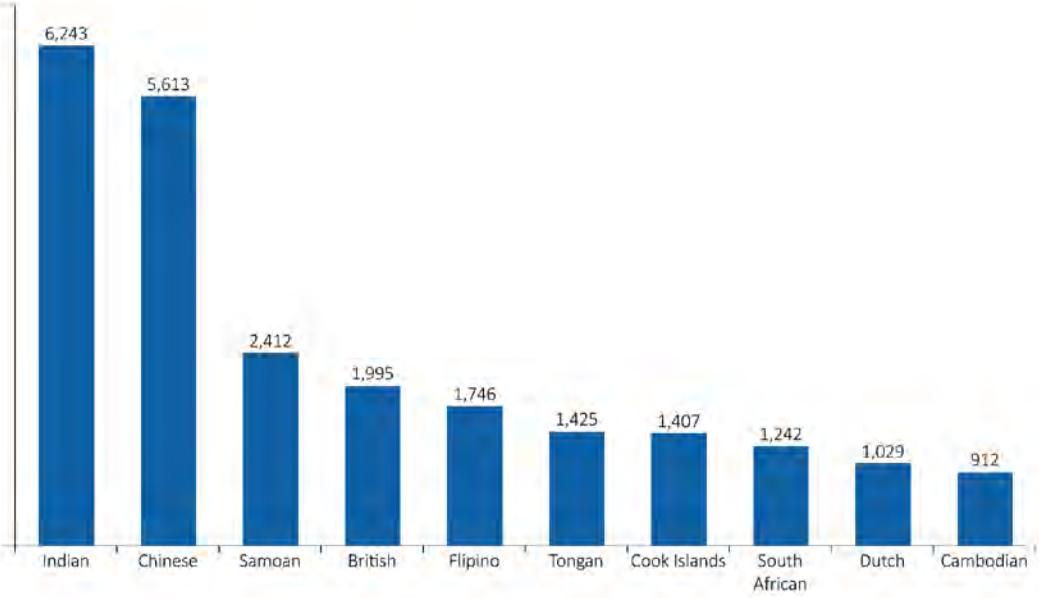


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FIGURE 6: TOP TEN LANGUAGES SPOKEN (EXCL ENGLISH AND MAAORI), HAMILTON:

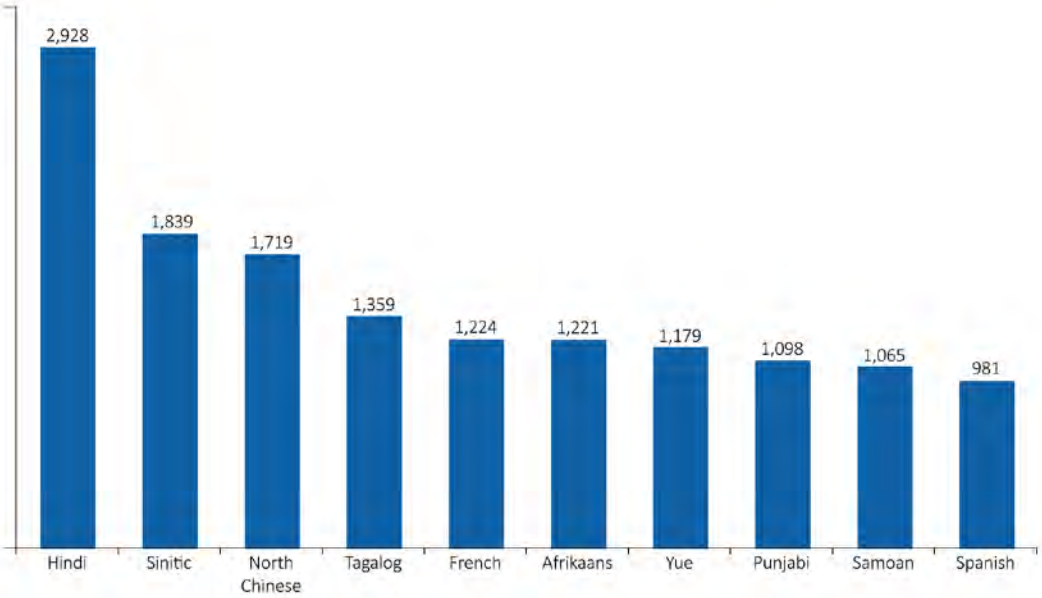

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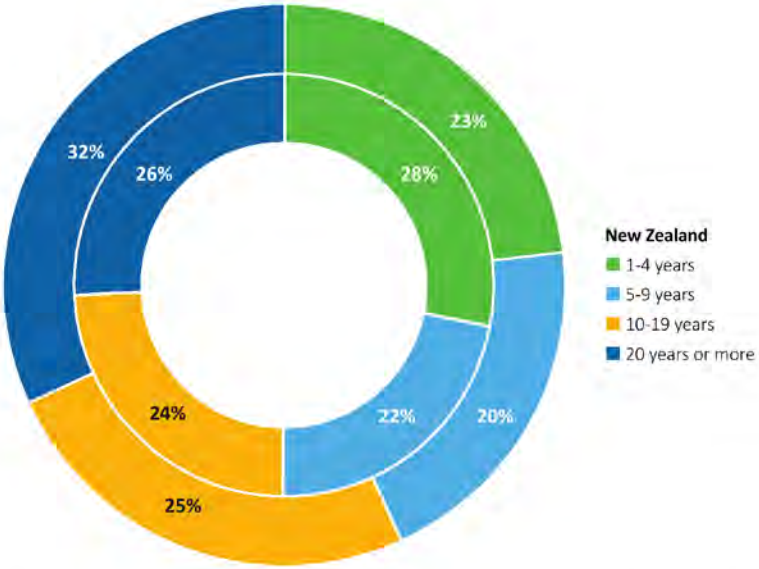
FIGURE 7: LENGTH OF TIME LIVED IN NEW ZEALAND, HAMILTON AND NEW ZEALAND



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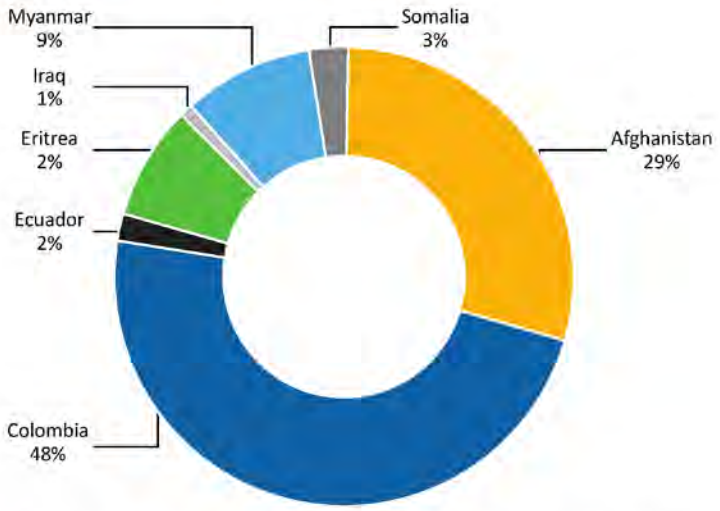
2.3 Refugees

Hamilton has become home to over 6 00 refugees in the last ten years. Refugees from 12 countries have settled in Hamilton since 2005, with a large majority coming from Afghanistan, Colombia and Myanmar since 2013 (Fig. 8).

FIGURE 8: NATIONALITY OF HAMILTON REFUGEE ARRIVALS, 2013-2015

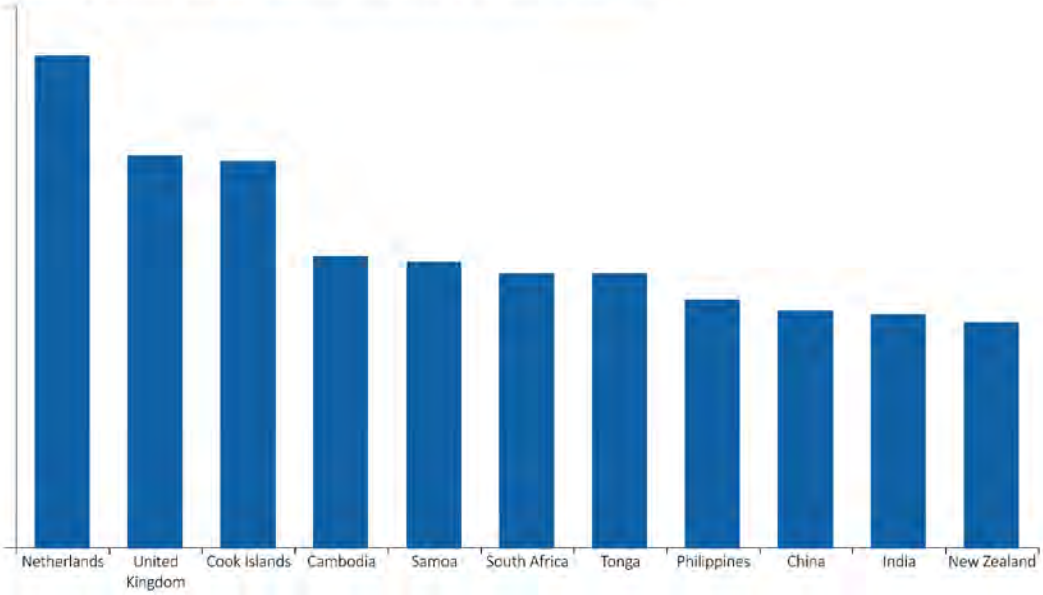


Source: Ministry of Business, Innovation and Employment, Refugee Quota Branch Statistics, July 2015

2.4 Age Structure

The median age of ethnic communities varies between each ethnic group. The most populous ethnic groups in Hamilton all have a higher median age than those born in New Zealand (Fig.9)

FIGURE 9: MEDIAN AGE OF HAMILTON RESIDENTS, BY PLACE OF BIRTH



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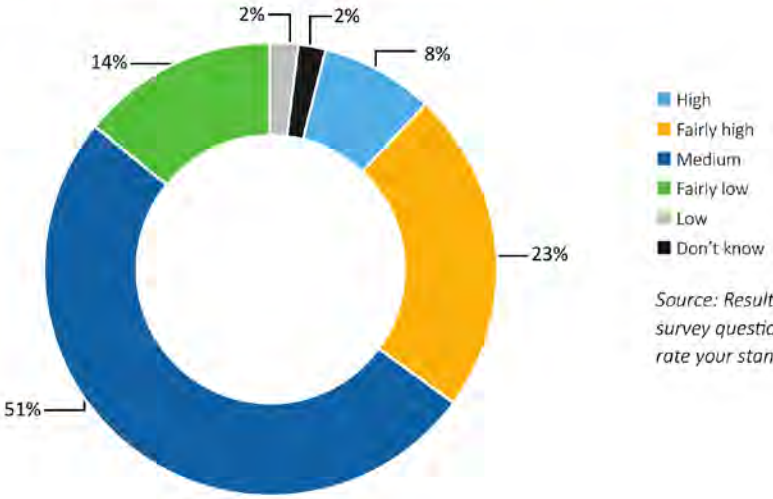
2.5. Community Survey – Standard of Living

The Community Survey asks a variety of questions to respondents about their quality of life. A general question used to establish how participants feel about their quality of life, ranked from a line of high standard of living to low (Fig.10).

Respondents were also asked to assess how well their income meets their everyday needs. This question was asked to establish a greater understanding of the relationship between incomes and living costs, as opposed to simply measuring annual income (Fig.11).

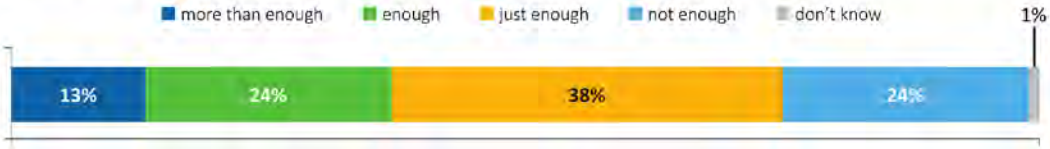
Respondents were also asked to identify neighbourhood problems that may impact on quality of life. These ranged from distance to services and safety, to neighbourhood nuisances such as barking dogs (Fig.12).

FIGURE 10: SELF ASSESSED QUALITY OF LIFE, ETHNIC COMMUNITY RESPONSES.



Source: Results from Community survey question 22: 'How would you rate your standard of living?'

FIGURE 11: HOUSEHOLD INCOME'S ABILITY TO MEET EVERYDAY NEEDS, ETHNIC RESPONSES.



Source: Results from Community Survey, Question 24: 'Thinking about how well your household income meets your everyday needs for such things as accommodation, food, clothing and other necessities. Would you say you have, not enough money, just enough money, enough money, or more than enough money?'

FIGURE 12:

MAJOR PROBLEMS IN NEIGHBOURHOOD, ETHNIC COMMUNITY AND HAMILTON.

Source: Results from Community survey, Question 12: 'Think about the street or neighbourhood where you live. Are any of these things major problems for you? You can choose as many as you need'

3

EMPLOYMENT AND INCOME

3 EMPLOYMENT AND INCOME

The unemployment rate for Hamilton's ethnic population is lower than the Hamilton average. Incomes and proportion of students different from the Hamilton average. Ethnic communities are involved in unpaid work at different rates to the Hamilton average. However, residents are involved in a number of unpaid and voluntary capacities.

The unemployment rate in Hamilton of those born outside New Zealand is 6.9 per cent, compared to the Hamilton average of 9.5 per cent.

There are is a lower proportion of people on incomes above $50,000 than the Hamilton average, and more people on incomes of less than $20,000 (Fig.13).

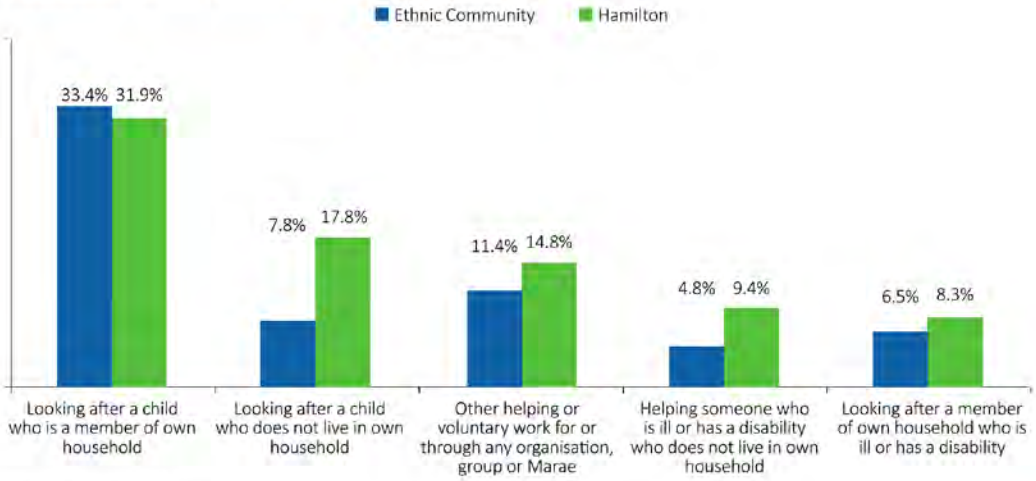
Hamilton is also home to around 4,000 international students studying at the University of Waikato, Wintec, and various other training facilities in the city. Approximately 27% of Hamilton's ethnic community are studying.

Residents are engaged in unpaid work at different rates to the Hamilton average to the Hamilton average. However, looking after children, both within and outside of the household is the most common unpaid activity (Fig.14).

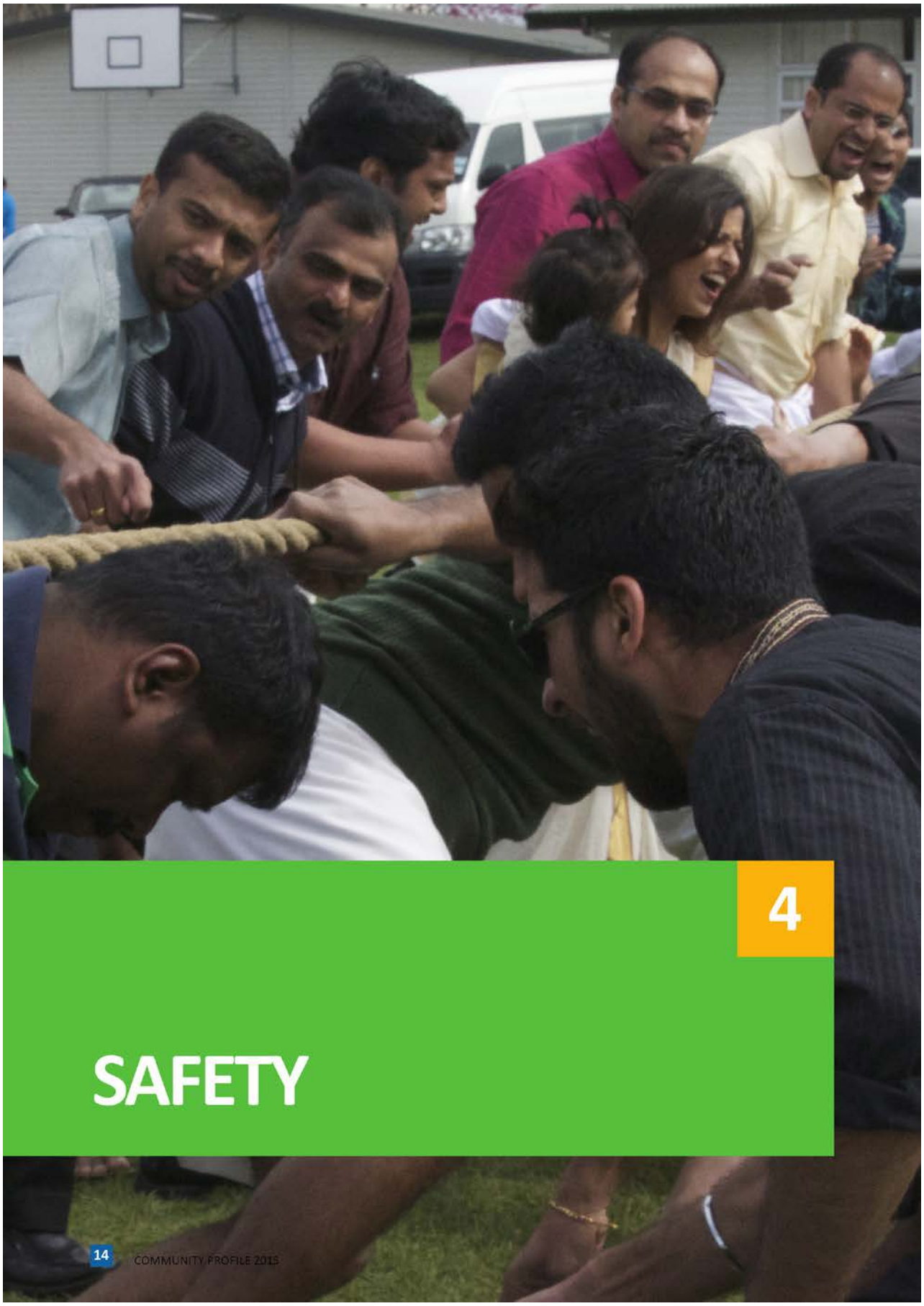
FIGURE 13: ANNUAL INCOME, ETHNIC COMMUNITY AND HAMILTON

Source: Census 2013

FIGURE 14Z: ANNUAL INCOME, ETHNIC COMMUNITY AND HAMILTON



Source: Census 2013



4

SAFETY

4 SAFETY

Safety is a critical indicator by which to profile a community. This can be measured through the impact of crime and perceptions of safety within the community. Hamilton's Ethnic Community had more survey respondents who have been victims of crimes, but a similar number of residents feel safe in their neighbourhood compared to the Hamilton average, both during the day and night. Respondents did however consider they had more problems with housing, compared to the Hamilton average.

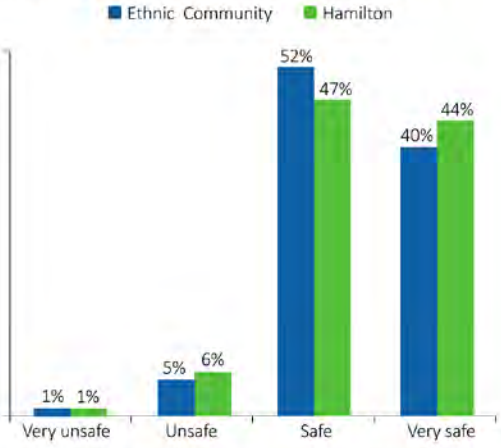
4.1 Perceptions of safety

The Community Survey asks respondents about their perceptions of safety, particularly their experience with crime (Fig. 15). Respondents are also asked about their perception of safety within their own neighbourhood, both at day and at night (Figs. 16 and 17).

FIGURE 15: SELF ASSESSED VICTIM OF CRIME, ETHNIC COMMUNITY AND HAMILTON

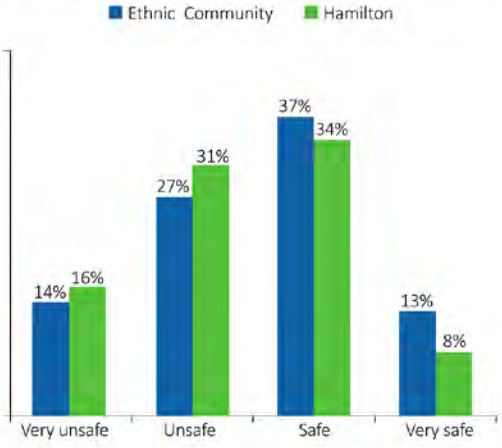
Source: Results from Community Survey, Question 18: In the last 12 months, did you have any crimes committed against you? This could be anything from harassment, assault, or verbal abuse, to theft, vandalism or arson. Please don't include traffic accidents.

FIGURE 16: SELF ASSESSED PERCEPTION OF SAFETY WITHIN THE NEIGHBOURHOOD DURING THE DAYTIME, ETHNIC COMMUNITY AND HAMILTON



Source: Results from Community Survey, Question 14: 'Overall, how safe do you feel walking alone in your neighbourhood during the day?'

FIGURE 17: SELF ASSESSED PERCEPTION OF SAFETY WITHIN THE NEIGHBOURHOOD AT NIGHT, ETHNIC COMMUNITY AND HAMILTON



Source: Results from Community Survey, Question 16: 'Overall, how safe do you feel walking alone in your neighbourhood at night?'

4.2 Community Survey – Home Condition

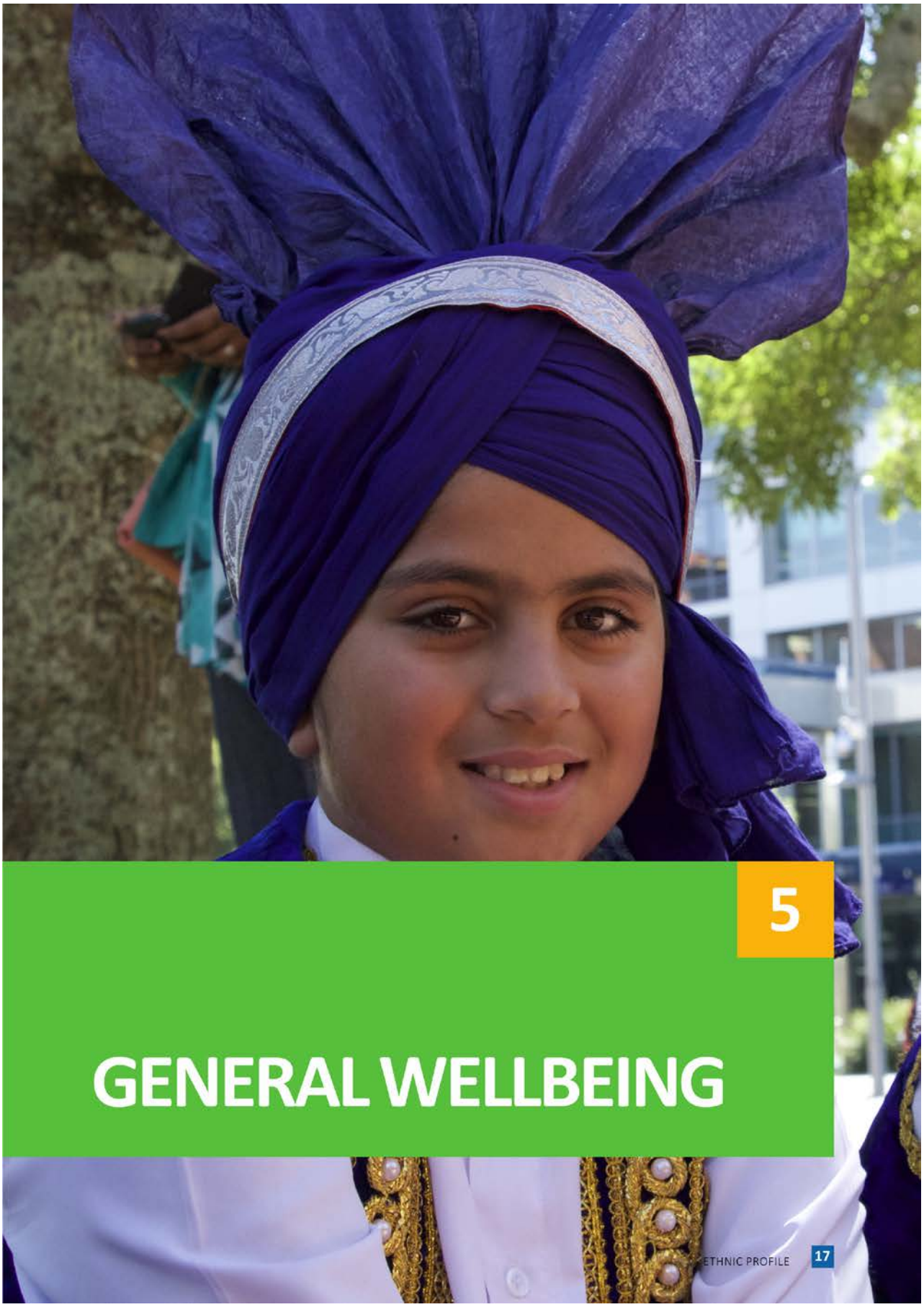
In order to assess current home condition, respondents in the Community survey were asked to identify any issues with the house they currently live in. This could include access to the dwelling, issues with housing condition (such as damp or cold houses), or cost to live in the house (Fig.18).

FIGURE 18:

SELF ASSESSED ISSUES WITH CURRENT HOME, ETHNIC COMMUNITY AND HAMILTON

Source: Results from Community Survey, Question 11: 'Thinking about the house you currently live in, are any of these things a major problem for you?

16



5

GENERAL WELLBEING

5 GENERAL WELLBEING

There are a number of factors that enable people to live fulfilling lives and make a community a good place to live. General Wellbeing indicators show The Ethnic Community shows good general health and wellbeing. Residents are involved in a wide variety of sport and activities.

Topics covered in the General Wellbeing section are:

- Health and Wellbeing
- Physical Activity

5.1 Health and Wellbeing

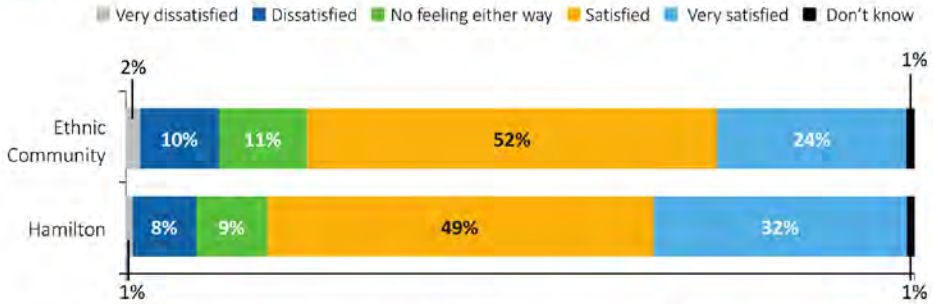
The Community Survey asked respondents how satisfied they were with their life, rating from very dissatisfied to very satisfied (Fig. 19).

Survey participants were also asked the following question related to their quality of life (Fig.20):

IN THE LAST 12 MONTHS, HAVE YOU DONE ANY OF THESE THINGS 'A LITTLE', OR 'A LOT'?

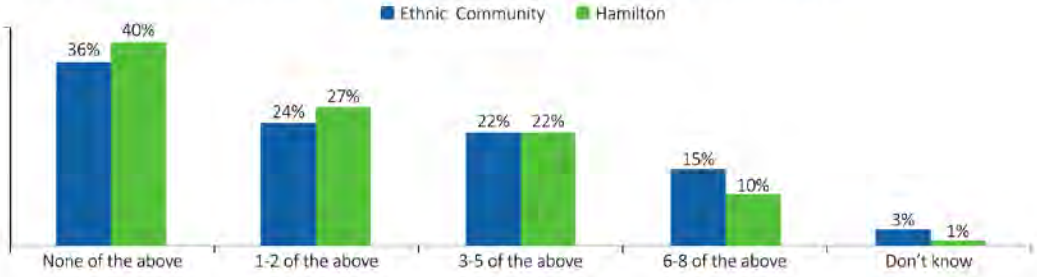
- gone without fresh fruit and vegetables to help keep down costs?
- continued wearing clothing that was worn out because you couldn't afford a replacement?
- put off buying clothing for as long as possible to help keep down costs?
- stayed in bed longer to save on heating costs?
- postponed or put off visits to the doctor to help keep down costs?
- NOT picked up a prescription to help keep down costs?
- spent less time on hobbies than you would like to help keep down costs?
- done without or cut back on trips to the shops or other local places to help keep down costs?

FIGURE 19: LIFE SATISFACTION, ETHNIC COMMUNITY AND HAMILTON



Source: Results from Community Survey, Question 19: 'How do you feel about your life as a whole right now?'

FIGURE 20: NUMBER OF ESSENTIALS GONE WITHOUT, ETHNIC COMMUNITY AND HAMILTON

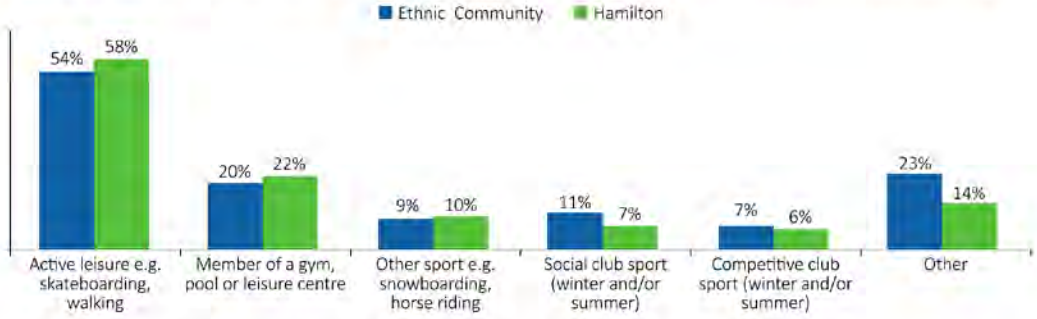


Source: Results from Community Survey, Question 21: 'In the last 12 months, have you done any of these things 'a little', or 'a lot'?'

5.2 Physical activity

Physical Activity was an area covered in the Community Survey. Questions included what type of sport and recreation respondents engaged in (Fig.21). The category "other" includes dancing, coaching, gardening, umpiring/refereeing and cultural activities. Respondents were also asked how much time they spent exercising per week, with the recommended amount being 30 minutes a day (3.5 hours per week) (Fig.22).

FIGURE 21: REGULAR INVOLVEMENT IN SPORT AND PHYSICAL ACTIVITY, ETHNIC COMMUNITY AND HAMILTON



Source: Results from Community Survey, Question 52: 'What sport and physical activity are you regularly involved in?'

FIGURE 22: AMOUNT OF PHYSICAL ACTIVITY UNDERTAKEN IN A WEEK, ETHNIC COMMUNITY AND HAMILTON

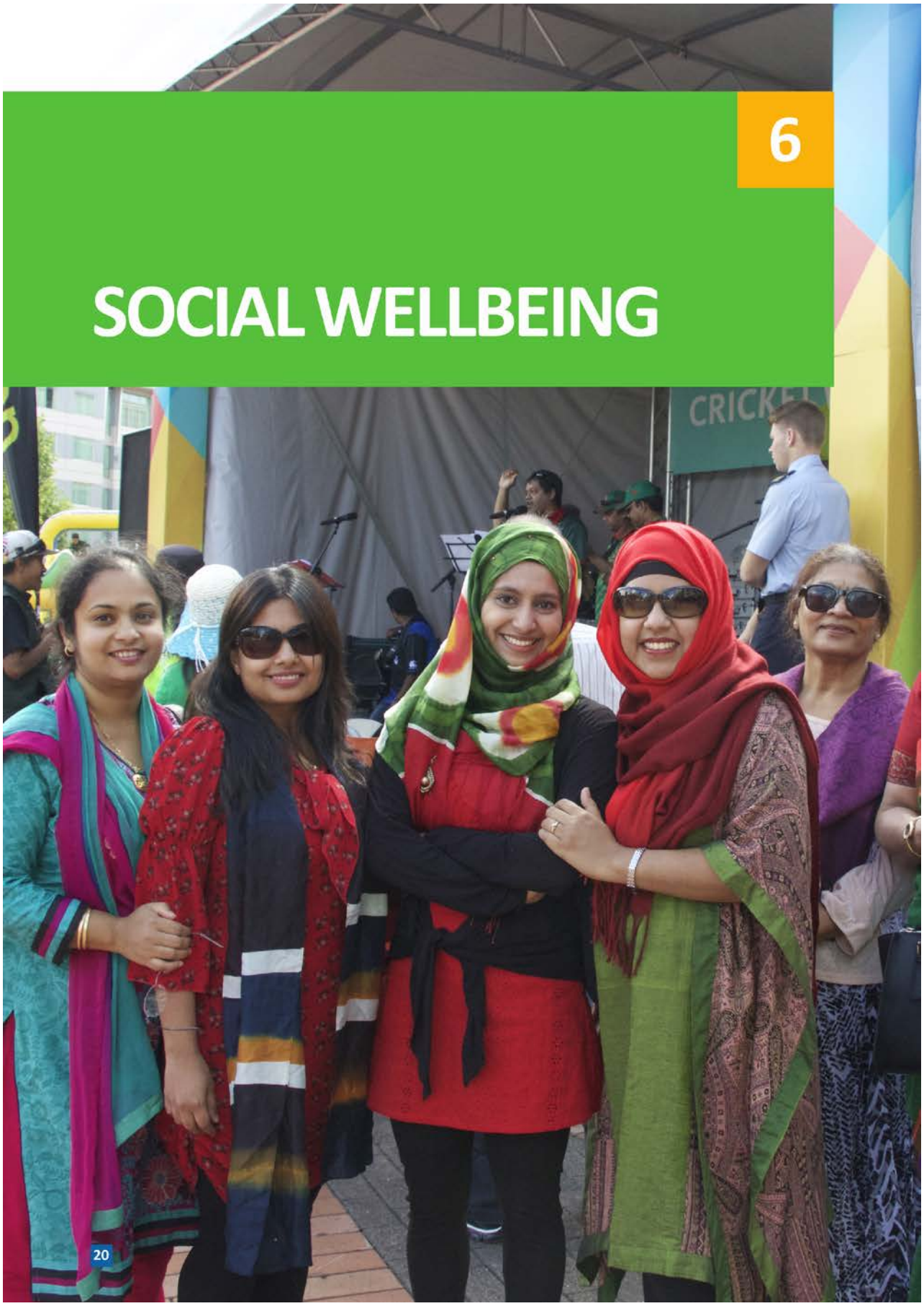
Source: Results from Community Survey, Question 51: 'The recommended amount of Physical activity for an adult is 30 minutes a day (3.5 hours a week). Thinking about last week and all the physical activity you did for work, fitness, or fun, would you say you did?'

Item 14

Attachment 3

6

SOCIAL WELLBEING



6 SOCIAL WELLBEING

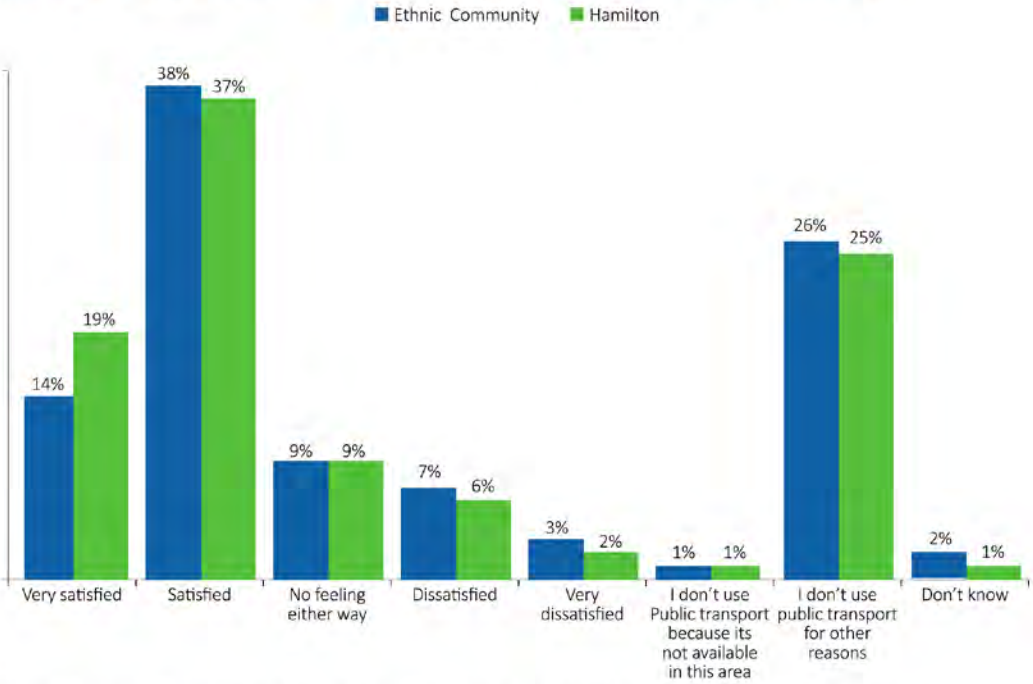
Social connections and access to facilities that enable people to connect with friends and family can improve quality of life for residents in a community. The census and Community Survey measure a number of indicators that can contribute to social wellbeing in a community. Ethnic Communities generally felt they had similar access to facilities and identified low levels of isolation that contribute to quality of life. Indicators include:

- Transport Options
- Public Facilities
- Reading
- Engagement in Democracy
- Social Connections

6.1 Community Survey – Public Transport

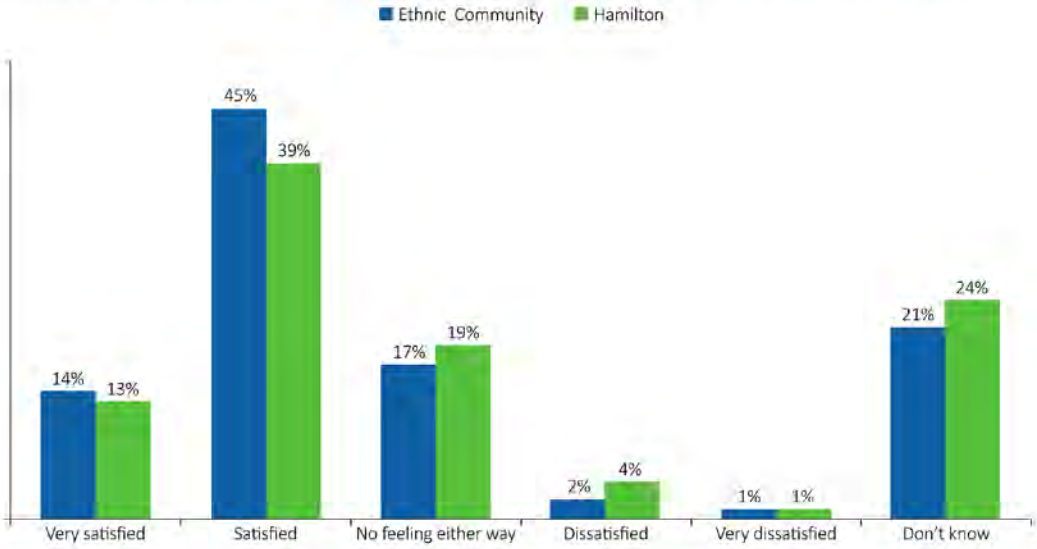
The Community survey asked a variety of questions about public transport in Hamilton, including satisfaction with the service and condition of buses (Figs. 23,24), as well as perceptions of safety when using public transport during the day and night (Figs. 25,26).

FIGURE 23: SATISFACTION WITH ACCESS TO PUBLIC BUSES, ETHNIC COMMUNITY AND HAMILTON



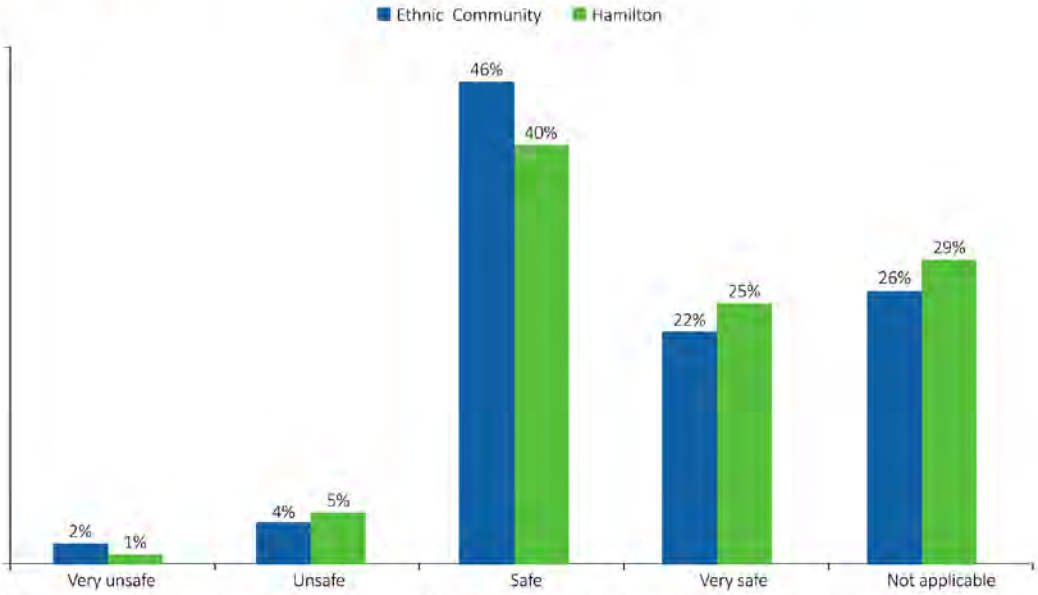
Source: Results from Community Survey, Question 28: 'How do you feel about your access to public buses?'

FIGURE 24: SATISFACTION WITH THE CONDITION OF PUBLIC BUSES, ETHNIC COMMUNITY AND HAMILTON



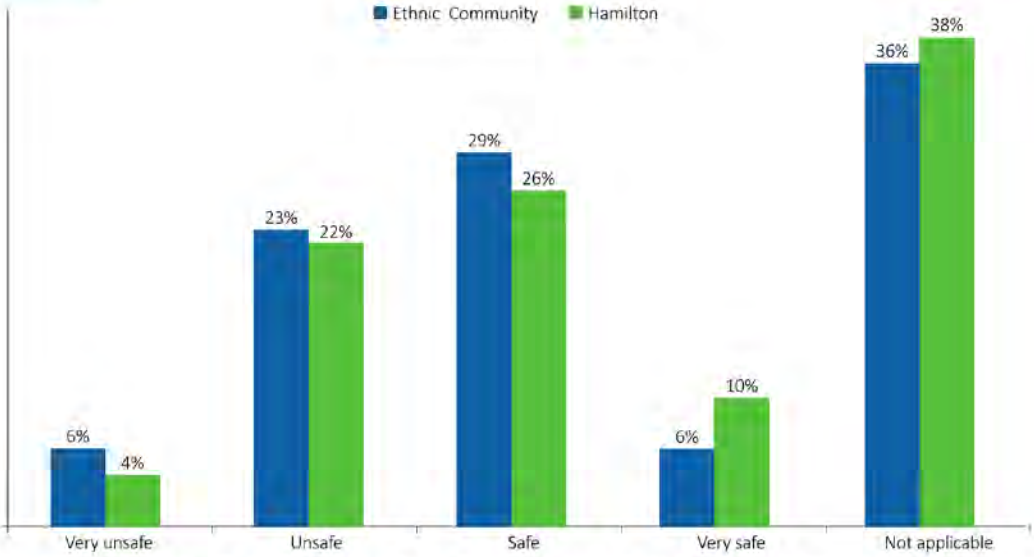
Source: Results from Community Survey, Question 29: 'How do you feel about the condition of public buses?'

FIGURE 25: PERCEPTIONS OF SAFETY WHILST USING PUBLIC TRANSPORT DURING THE DAY, ETHNIC COMMUNITY AND HAMILTON



Source: Results from Community Survey, Question 13: 'Overall, how safe do you feel waiting for or using public transport during the day?'

FIGURE 26: PERCEPTIONS OF SAFETY WHILST USING PUBLIC TRANSPORT AT NIGHT, ETHNIC COMMUNITY AND HAMILTON

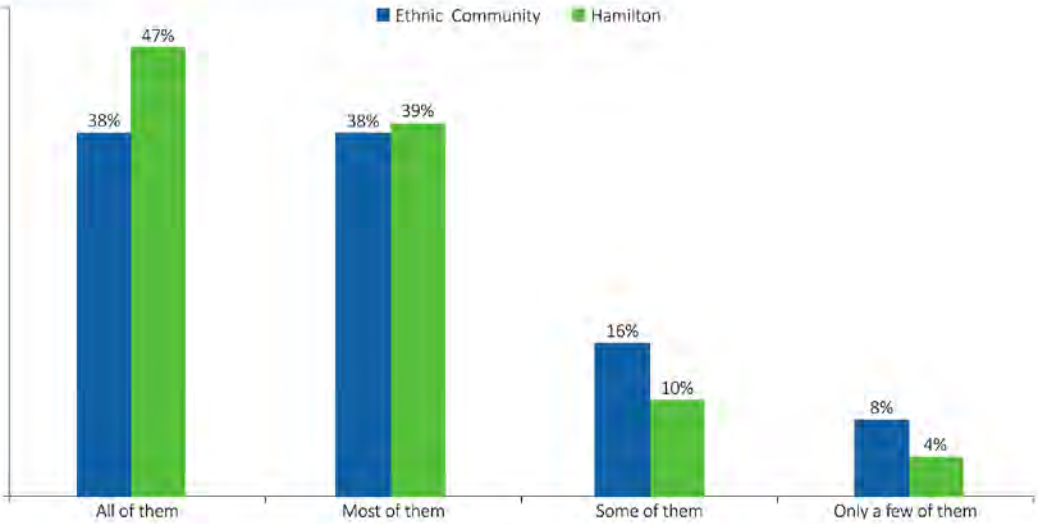


Source: Results from Community Survey, Question 15: 'Overall, how safe do you feel waiting for or using public transport at night

6.2 Community Survey - Public Facilities

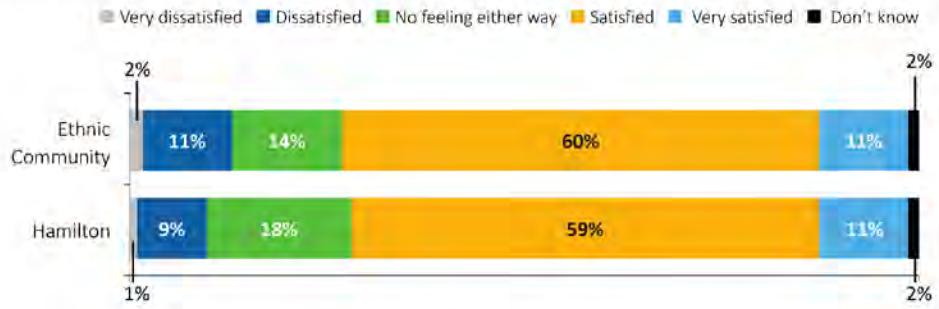
The Community Survey asked participants about the provision of public services and if they met their needs. Public services included shops, post offices, schools, libraries and medical services as examples, but could include many others. Respondents were asked to assess how many of the services they needed were easily accessible (Fig. 27). Respondents were also asked to rate the condition of council facilities (Fig. 28) and services (Fig.29).

FIGURE 27: ACCESS TO FACILITIES, ETHNIC COMMUNITY AND HAMILTON



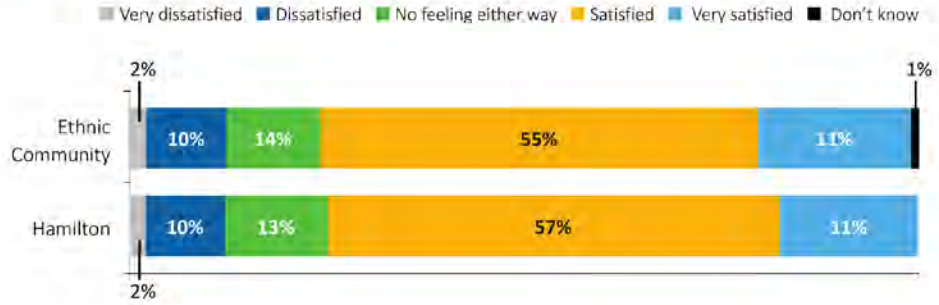
Source: Results from Community Survey, Question 25: 'The following questions are about facilities that are in Hamilton, such as shops, schools, post shops, libraries, medical services and so on. How many of the facilities that you want to go to can you easily get to?'

FIGURE 28: SATISFACTION OF CONDITION OF COUNCIL FACILITIES, ETHNIC COMMUNITY AND HAMILTON



Source: Results from Community Survey, Question 27: 'How do you feel about the condition of facilities in Hamilton?'

FIGURE 29: SATISFACTION OF COUNCIL SERVICES, ETHNIC COMMUNITY AND HAMILTON



Source: Results from Community Survey, Question 30: 'Overall, how do you feel about the quality of council services such as water supply, drainage, rubbish collection and roads?'

6.3 Engagement in Democracy

There is no specific data on the ethnicity of voters in elections in Hamilton. However, the New Zealand General Social Survey notes that recent migrants are less likely to vote than longer established migrants, and those who have a closer feeling of connection to New Zealand will be more likely to vote .

Responses given in the Community Survey for why participants didn't vote at the general election included:

- I didn't know enough about the people standing for election
- I didn't know enough about the issues
- I meant to vote but didn't get round to it or I forgot about it
- I couldn't vote because I was overseas

[1] Statistics New Zealand (2014), Non-voters in 2008 and 2011 general elections: Findings from the New Zealand General Social Survey.

6.4 Social Connections

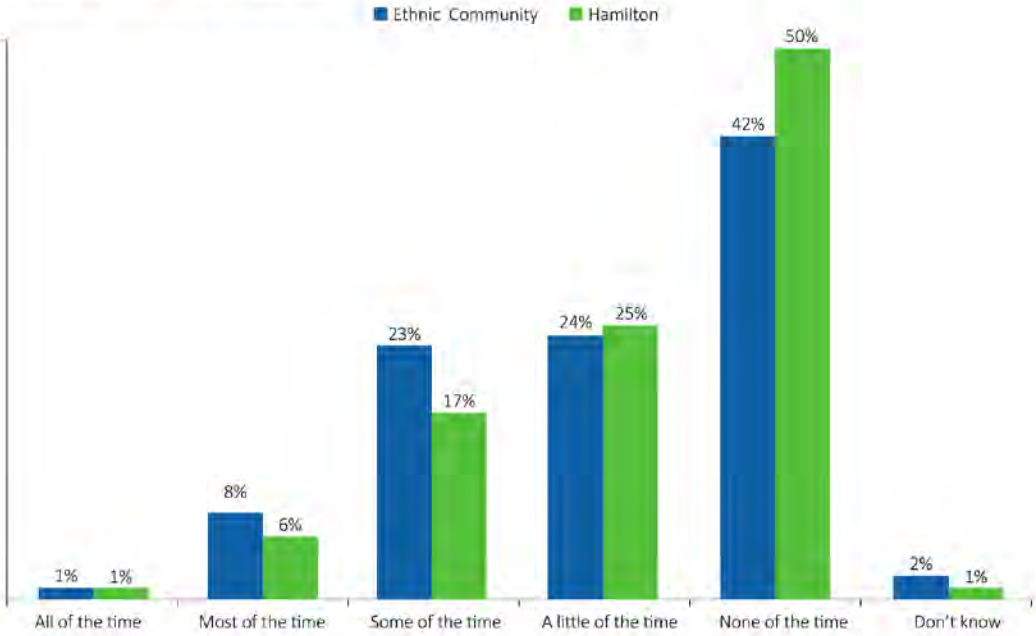
A number of questions are asked in the Community Survey around social connections. These questions were asked to evaluate if respondents were well connected within their communities, and to their family and friends.

Questions asked included how often people felt isolated (Fig.30).

Questions were asked around how often respondents saw family members, both personally and through non-face to face means (Figs. 31,32). Respondents were also asked if they felt this was often enough (Fig.33).These same questions were also asked of contact with friends (Figs 34-36).

Finally, respondents were asked what barriers existed to having the desired level of contact with family and friends (Fig. 37).

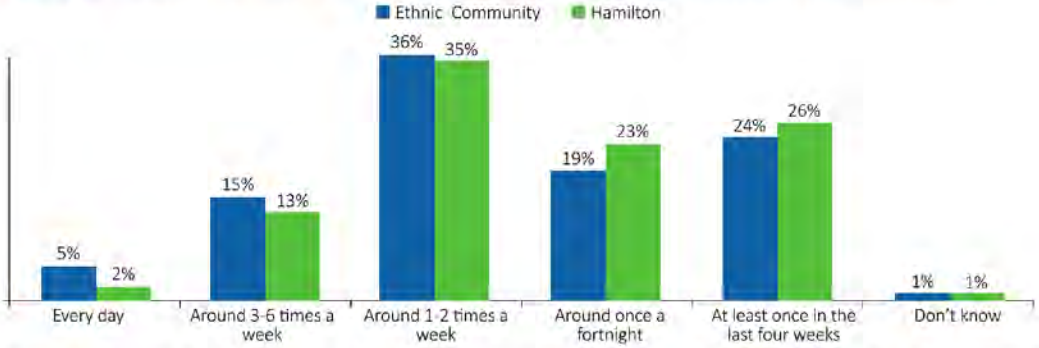
FIGURE 30: FEELINGS OF ISOLATION, ETHNIC COMMUNITY AND HAMILTON



Source: Results from Community Survey, Question 41: 'Some people say they feel isolated from the people around them while others say they don't. They might feel isolated even though they see family or friends every day. In the last four weeks, how often have you felt isolated from others?'

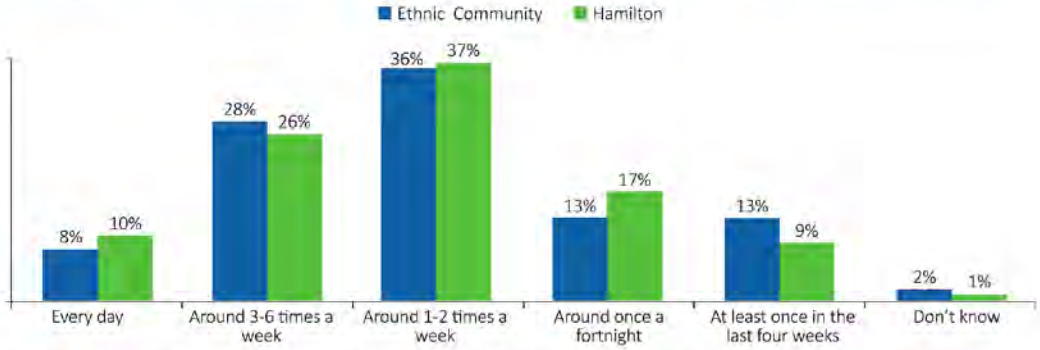
7.7.1 Family contact

FIGURE 31: FREQUENCY OF FACE TO FACE CONTACT WITH FAMILY, ETHNIC COMMUNITY AND HAMILTON



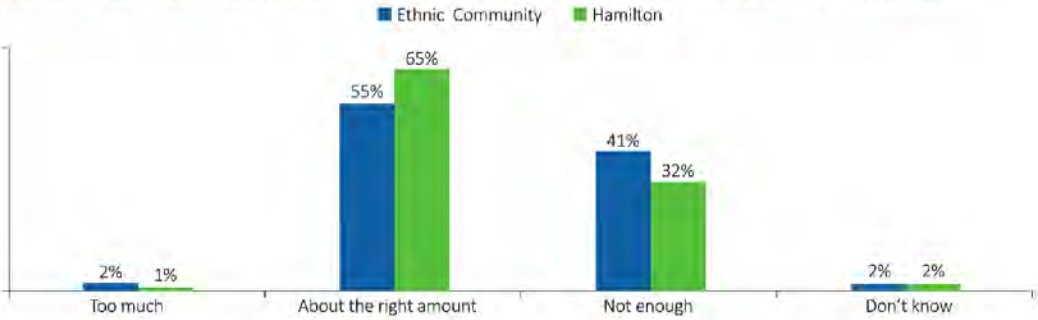
Source: Results from Community Survey, Question 32: 'In the last four weeks, how often have you seen (family or relatives)?'

FIGURE 32: FREQUENCY OF NON-FACE TO FACE CONTACT WITH FAMILY, ETHNIC COMMUNITY AND HAMILTON



Source: Results from Community Survey, Question 34: 'In the last four weeks, have you had at least one of these types of contact with family or relatives [who don't live with you]? Examples of non face-to face contact include; - telephone - cellphone (calling, texting, video calling) -internet (email, instant messenger, chatrooms, web camera, skype) - postal mail -fax

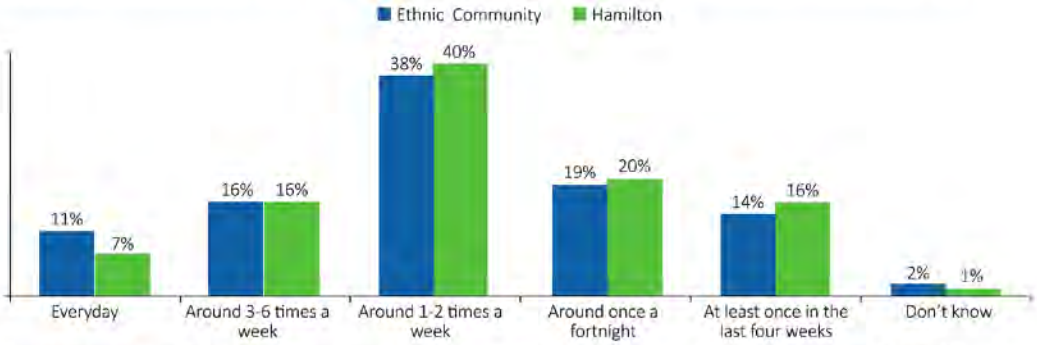
FIGURE 33: SELF PERCEIVED AMOUNT OF CONTACT WITH FAMILY, ETHNIC COMMUNITY AND HAMILTON



Source: Results from Community Survey, Question 35: 'Thinking about all the types of contact you have with family or relatives who don't live with you. Would you say that you have too much contact, about the right amount of contact, or not enough contact with them?'

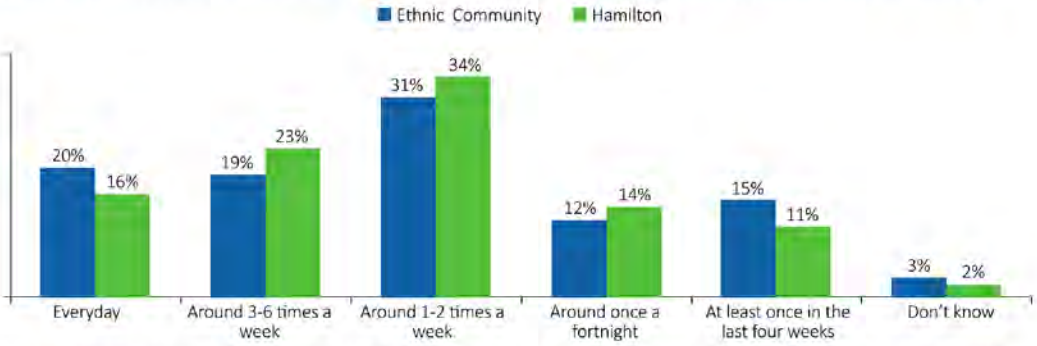
7.7.2 Friends contact

FIGURE 34: FREQUENCY OF FACE TO FACE CONTACT WITH FRIENDS, ETHNIC COMMUNITY AND HAMILTON



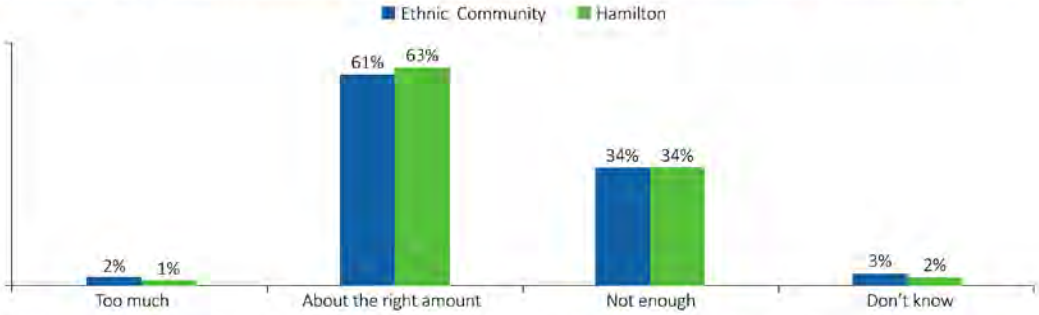
Source: Results from Community Survey, Question 37: 'In the last four weeks, how often have you seen (friends)?'

FIGURE 35: FREQUENCY OF NON-FACE TO FACE CONTACT WITH FAMILY, ETHNIC COMMUNITY AND HAMILTON



Source: Results from Community Survey, Question 39: 'In the last four weeks, have you had at least one of these types of contact with friends who don't live with you]? Examples of non face-to face contact include; - telephone - cellphone (calling, texting, video calling) -internet (email, instant messenger, chatrooms, web camera, skype) - postal mail -fax

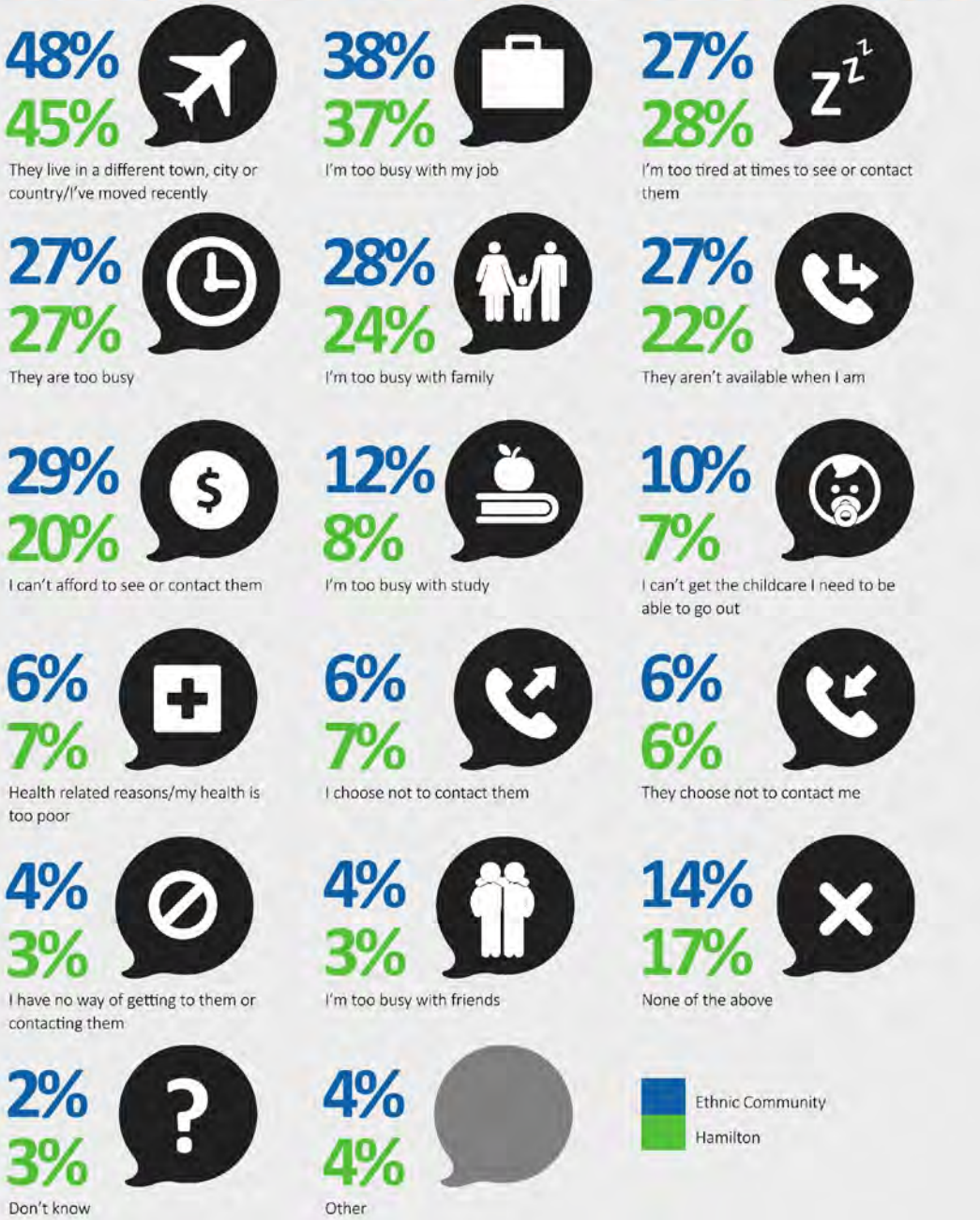
FIGURE 36: SELF PERCEIVED AMOUNT OF CONTACT WITH FRIENDS, ETHNIC COMMUNITY AND HAMILTON



Source: Results from Community Survey, Question 40: 'Thinking about all the types of contact you have with friends who don't live with you. Would you say that you have too much contact, about the right amount of contact, or not enough contact with them?'

FIGURE 36:

BARRIERS TO CONTACT WITH FRIENDS AND FAMILY, ETHNIC COMMUNITY AND HAMILTON



Source: : Results from Community Survey, Question 42: 'Which of these things, if any, make it hard for you to have contact with family or friends [who don't live with you]? You can choose as many as you need.'

Hamilton City Council
Community Development and Leisure
Garden Place, Private Bag 3010, Hamilton
www.hamilton.govt.nz/community-development

Hamilton City Council
Te kaunihera o Kirikiriroa

Item 15

Hamilton City Council
Te kaunihera o Kirikiriroa

council report

Committee:	Community Forum Subcommittee	**Date:**	24 November 2015
Report Name:	Community Forum Subcommittee Action List	**Author:**	Brendan Stringer

Status	*Open*

Recommendation

That the Report be received.

1. Attachments

2. Attachment 1 - Community Forum Subcommittee Action List - 24 November 2015

Community Forum Subcommittee - Action List - Open Updated as at 13 November 2015					
Meeting Date	**Item #**	**Action for Monitoring**	**GM Responsible**	**Comment**	**Status**
15-Aug-14	6	**Community Occupancy Policy**	Community	Staff would check on the progress with the consultation of all groups regarding the implementation of the new occupancy rates. Staff would provide regular updates to the Subcommittee as to number of applications for hardship grants and the number so granted. Staff presented the six-monthly report at the 19 August 2015 Subcommittee meeting. **19 August 2015:** GM Community to discuss process for hearing from applicants for exceptional circumstances cases at the Finance Committee, with the Chair and Deputy Chair of that Committee. Additional queries raised by Elected Members in relation to the application of the Policy at Council's meeting on 27 August (Melville Park). Staff to consider with Chair of CF Subcommittee.	Ongoing
	10	**Sustainability Report**	CE's Office	Report was presented at the 19 August Subcommittee Meeting from the Sustainability Advisory Panel. **19 August 2015:** Following recommendations made to the S&P Committee in relation to the Sustainability Strategy Report: a) That the Sustainability Report be referred to the Chief Executive for review as to its application to Council's operations. The Chief Executive is to report to the Strategy and Policy Committee by February 2016; such report to include a summary of all initiatives within the organisation that fit within the Sustainability Framework contained in the Sustainability Report; and b) the Chief Executive gives consideration to, consult with the Sustainability Panel on, and make a recommendation to the Strategy and Policy Committee as to whether the Council should have a stand-alone Sustainability Strategy. Recommendations heard at the S&P Committee 22 September 2015. Chair wrote to the S&P Committee Chair in relation to the process of receiving recommendations from the Subcommittee.	**Completed**
24-Oct-14	12	**Fairfield Feasibility Study**	Community	The feasibility study of Fairfield Hall was completed, and was being progressed for public consultation. A copy of the feasibility study was circulated to Elected Members. A community consultation on the feasibility study was held on 15 July 2015. General agreement was given to the recommendations of the feasibility study, with representatives from agencies involved in the consultation to seperately decide on level of involvement possible going forward. HMS Trust and Te Whare O Te Ata are progressing actions and will present back to Council in 2016.	In Progress
03-Dec-14	7	**Truancy**	Community	The Chair requested staff to report back on this issue as there were many reasons why children were not attending school.	Completed
	10	**Community Profiles**	Community	An updated report on the Community Profiles be presented to Elected Members at the 19 August 2015 Subcommittee Meeting. In the report, staff spoke to the change of information provided and methodology utilised when considering what comparisons can be made to earlier profiles. Profiles uploaded onto HCC website on 2 September 2015.	Completed

18-Feb-15	13	**Richmond Park School**	Community	Staff to update Subcommittee on progress and notify the Subcommittee if matters progress faster than expected. At the 3 June 2015 Meeting, the Subcommittee resolved that staff: a. include the hall facilities in the Community Facilities Review; b. raise the issue with the MoE at the next bi-monthly meeting; and c. initiate a joint consultation, together with the MoE, for community groups in the Richmond Park area for the future use of the hall and area. **19 August 2015:** Staff to work with the MoE's representative in Wellington on above matters. Update to be provided to the Subcommittee members before December 2015. Update will be included in the Community Development Activity Report for 24 November 2015 Subcommittee Meeting.	Ongoing
15-Apr-15	5	**Subcommittee and Social Wellbeing**	Community	Subcommittee to have an oversight role of Social Wellbeing issues (by way of monitoring and reporting) and arrange communications/updates with key external stakeholders (eg DHB) as required. It is not intended for the Subcommittee to lead the review of the Social Wellbeing Strategy. Report will be presented at 24 November Subcommittee meeting.	In Progress
03-Jun-15	2	**Wise Trust**	Community	The CEO from Wise Trust presented at the 3 November 2015 Strategy and Policy Committee as part of the City Safety Plan update.	Completed
	7	**Older Persons Advisory Panel**	Chair and Community	The Chair, Cr Yeung and staff are facilitating a discussion with the Advisory Panel on key issues for Older People (including accommodation and health), at the Panel meeting of 6 November 2015. Update to be provided by staff at the 24 November Subcommittee meeting.	In Progress
	9	**Enderley Social Housing Project**	Community	Ngā Rau Tātangi to circulate a website link in relation to the Otago University research being undertaken on the Project. The research being conducted by Otago University is still occurring, no documents are currently available for distribution.	Ongoing
	10	**Energy Efficiency**	Strategy & Comms	Staff to provide report to the 19 August 2015 meeting on options open to Council to support EECA achieve its goals regarding energy efficiency initiatives, particularly the Warm Up New Zealand programme. The report is to address the relationship between Council, the DHB and third-party funders. Staff are to invite representatives from the DHB and WEL Networks to the August meeting. **19 August 2015:** Subcommittee recommendation presented to the S&P Committee 22 September 2015, for inclusion of VTR as part of the 2016/17 Annual Plan considerations. Executive Director Special Projects to discuss progressing this recommendation with CE.	**Completed**
19-Aug-15	12	**Ethnic Communities Forum**	Community	Staff to provide summary of key points from the last Forum to the 24 November 2015 Subcommittee meeting.	In progress
	13	**Partner Schools - Swimming Pools**	Community	Decisions on the make up of Partners within the Partner Pool programme will be made by GM Community under delegated authority upon the conclusion of the REOI process.	In Progress

Hamilton City Council
Te kaunihera o Kirikiriroa

council report

Item 16

Committee:	Community Forum Subcommittee	**Date:**	24 November 2015
Report Name:	Summary Discussion	**Author:**	Deanne McManus-Emery

Status	*Open*

The purpose of this report is to prompt a verbal summary discussion of the issues raised and resolve any recommendations that need to be advanced to either management or the Strategy and Policy Committee.

Recommendation

That the Report be received.

1. Attachments

2. There are no attachments for this report.

Signatory

Authoriser	Lance Vervoort, General Manager Community