

**Presbyterian Shapers Theme Based Unit: Rev Dr Rutherford Waddell  
Student Solution Focus Exploration Sheet**

**Section One** : General Overview on Child Poverty

Below are two links to larger articles:

Link One is a [news article](#) from Scoop applauding efforts that have been made by business but highlighting the importance of a strategic approach as well.

Link Two is to a [research project](#) 'Investing in our nation's kids' by Auckland University that highlights some of the issues and the strategies for dealing with them.

*"Business and communities have also stepped up. For example, significant business funding has been put into food-in-schools programmes, Dunedin City Council is looking to improve the quality of private rental accommodation and a number of charities have put money into child poverty initiatives.*

*"While this groundswell of work is positive, it will not be adequate given the magnitude of the challenge. Working in a piecemeal way, no matter how well-intentioned, is no way to tackle a complex problem like child poverty."*

*The EAG's report, Solutions to Child Poverty in New Zealand: Evidence for Action, recommended a comprehensive, holistic and sustained response.*

*"We need a proper strategic approach, with specific poverty reduction targets and a clear monitoring and reporting framework. A good start would be to include child poverty in the Better Public Service targets," Professor Boston says.*

*Dr Tracey McIntosh, EAG co-chair says there is also a pressing need to fill the gaps in areas where children experiencing poverty are most at risk of poor outcomes. These gaps are around inadequate family income and access to healthcare and affordable, good quality housing." From the Scoop article.*

Full report: [Solutions to Child Poverty in New Zealand](#). August 2012

**Questions**

1. List the issues around Child Poverty that have been identified by research into Child Poverty in NZ.
2. What strategies are in place to deal with these? How well do you think they are working?
3. How do your answers to the first two questions relate to any of the responses the class gathered after watching the Mind the Gap video.



## **Section Two – Specific Issues**

### **1. Low Wage Economy**

New Zealand has been described as a low wage economy. The Living Wage Movement is one organization that has presented a solution- focused strategy aimed at reducing child poverty by providing a living wage.

<http://www.livingwage.org.nz>

*“As the gap between the rich and the poor grows in New Zealand and poverty increases, more and more New Zealanders don't get paid enough to meet their needs, enjoy their lives and participate in society.*

*All over the world communities are uniting to address poverty and inequality through living wage campaigns. Living Wage Movement Aotearoa New Zealand brings together community/secular, union and faith-based groups around a common goal of achieving a Living Wage that will enable workers to live with dignity and participate as active citizens in society.*

*The Movement calls on Government, employers and society as a whole to strive for a Living Wage as a necessary step in reducing inequality and poverty in our society.”*

### **Questions**

Research the website and answer the following:

1. What does the Living Wage movement understand a living wage would achieve?
2. What amount does the movement consider would be a living wage in NZ?
3. List bullet points for and against the Living Wage.

### **Other issues which groups could explore**

Access to education

Food in Schools

Warm housing

Teen parents

### **Presentations:**

When you present your group's findings to the class finish by suggesting how your material might address some of the responses collated in lesson one after viewing the Mind the Gap video.