

## Notes from CFW Bus stop Session – 3 July 2007

Number of \* denotes how many priority stickers (yellow) were posted for that issue.

### **Bus stop notes on Sustainable Economy**

Sustainable Transport (Huge) \*\*\*\*\* (6)

- Air issues
- Safety
- Energy consumption
- Energy efficiency

Ageing population

- Keep in workforce
- Training
- Maximise Knowledge

Infrastructure Key

- Link to transport utilities

Sustainable Communities

- To actually have people in the community to work

Land use

- Sustainability

Agriculture is a key focus for the Waikato region

- Future consideration – can we sustain this industry as is?

Impact of dairy conversion \*\*\*\*\* (6)

- Land use change
- Correct balance \*(1)

Collective land vs city for industry vs agriculture

Assist Maori landowners to use land more productively \*(1)

Research and Development \*(1)

- Greater coordination and collaboration
- Attitudes of community
- E.g. soil \*\*(2)
- Innovation and forward thinking

Tourism

- Regional tourism organisation
- Compare stats with other regional tourism offices

Maori tourism operators - stand alone rather than under regional tourism office

Aquaculture

- Economic
- Recreational
- Many opportunities

Gap between rich and poor

- Wider equity issues
- Rising house prices

- Rising rents
- Ability to pay rates

Impact of climate change

Drinking water quality / quantity

- Policy and standards
- Water volume

Air quality

Improving working conditions

Local and central government support for women to return to workforce

Labour skill shortage \*\*\*\*\* (5)

- We must work hard to attract workforce to Waikato

School leaver qualifications and long term implications \*\*\*\*\* (10)

- Youth transitions
- Youth training
- Re-attract back locally
- Impact of drugs and alcohol (social issues) on young people

Unemployment rate

- Not just shifted to disability

Industry collaboration \*\*\*\*\* (6)

- Education
- Women returning to workforce
- Disability
- Migrants
- Youth

Protecting significant ecosystems (biodiversity) \*\*\* (3)

- Including marine, rivers, beaches and dunes, forest, wetlands, karst, geothermal etc
- Visual
- Protection of iconic landscapes / habitats

Unpaid volunteer work

## Bus stop notes on Participation and Equity

Cost of democracy and civic participation

- Educate about it?

Poor communication \*\*\*\*(4)

- Old ways don't work and people want to see the outcomes – need to show these to keep people at the table
- Essential to improve with collaborations – value added
- Connecting info to the issue people relate to
- Right information expressed understandably / right time / what people are wanting?
- Alternative mediums needed – more tools and techniques eg electronic discussions , play-stations – develop and use
- Access and participation issues eg policy act review information meetings

Skills for participating in standing / supporting candidates needed

Need attitudes and ability to participate (foster these)

Poor mechanisms \*\*\*\*\* (8)

- What mechanisms would encourage participation
- Do we use the best mechanisms / tools (especially local government)
- Complexity and lack of transparency.

Need to encourage peoples' local relationships and voting

- Urban village idea
- 'Unpeel the onion' layer by layer
- Break down 'us and them' barriers
- Increasing anonymity in community – need to reverse / change that
- Create more connections in communities

Challenge of individuality

- Need to unbundled these forces

People 'too busy' to participate

- Going to natural gathering places for e.g. women / Maori – to encourage participation
- Apathy?
- People not feeling responsible – blaming rather than acting

Lack of connection with ethnic communities – potential to create positive perceptions

- Lack of effective linkages between 'powerful' governance and capacity of Maori and ethnic communities.
- Mistrust (suspicion) of local and central government processes / eg consultation
- Political / management difference – why bother?
- Lack of understanding about Maori / Iwi decision making processes
- Negative perceptions re cultural diversity
- Low levels of information / transparency and openness to listen and learn from each other (E.g. Maori / iwi and local government)

Need pathway for young people to get involved \*\*\*\*(4)

- Succession planning
- learning opportunities
- active involvement
- celebrating young peoples' participation

- Young people in local government, specifically connecting to generation Y – voting 'civics' in school

Creating linkages – school – community and post school \*\* (2)

Older peoples' participation

Electoral processes \*\* (2)

- FPP and STV – what works best for diversity of representation?
- Huge numbers standing

What else do we know?

- Annual Plan and submission numbers
- Submissions on other things / issues
- Can more be drawn from state of the community reports?
- Are we using contemporary local issues to encourage active participation? \*
- Are we/ how well are we communicating with diverse (eg ethnic) communities (eg CFW / today?)
- Maori participation through marae / volunteering activities (census)
- Hamilton City Council research (holding hui / tangi at short notice on marae)
- Local community knowledge / perceptions about civic participation

## Bus stop notes on Sustainable Environment

### Prioritisation

- Issues
- Actions required

### National issue

- National consistency
- National approaches

### Communication of issues and challenges \*\*\* (3)

- Tell stories appropriate
- Understand the community
- Engage individual ownership and responsibility \*
- Clear accurate stories, issues and trends
- Understanding the facts
- Mainstream concepts of sustainability
- Explicit discussions on trade offs

### National curriculum\*\*\*\* (4)

- Environmental education
- Regional focus
- Link between health, environment and schools

### Scenario projections

#### Interagency cooperation\*\*\* (3)

- Retrofitting houses
- Protection of biodiversity across region plus regional priority ecosystem protection – interagency co-operation for specific site work and protection\*\*\*\*\* (5)

Regional Energy Strategy Including transmission generation (renewable), residential energy use and housing, (healthy) insulation, energy efficiency \*\*\*\*\* (13)

#### Managing land use for environmental protection

- District Plans
- Regional Plans
- Long term planning to protect environment
- Enforcement
- RMA \*\*\*\* (4)

#### Alignment of plans i.e. land use

- Integrated catchment planning \*(1)

Doing more to recognise role of hapu / kaitiaki

Co-management of Waikato River

Collaborative regional approach to reducing waste

- Why does the stadium not have dual flush toilets?

#### Recycling strategy \*(1)

- Lifting performance

Balancing economic development with cultural / social / environment

- Trade off between economic development and ecological protection \*\*(2)

- Don't let the dollars drive

Knowledge of climate change implications and requirements\*(1)

- Effective regional approach
- Energy champions \*(1)

Transport \*\*(2)

- Increase rail
- Less trucks
- Improve incentives for public transport
- Progressive restrictions and private car use
- Collaborative public transport
- Get commuters out of cars

Engaging people who can make a difference \*\*(2)

- Linking stakeholders
- Solution finders

Peoples' attitudes

Better and current research on 'eco' attitudes

Focus on landowners' responsibilities rather than rights

## Bus stop notes on Culture and Identity

What defines Waikato?

- W-T settlement v MPT
- Raukawa – council collaboration is going to take place through role / mana of Waikato River
- Waikato River is defining force
- The awa – most of the mahi from these bullet points will be filtered through the settlement process

Could substitute Waikato for other names (in Culture and Identity sub-heading / theme statement)

- What is important for people who live in the Waikato?
- What's unique
- Is there a Waikato identity?
- Are Coromandel people in the Waikato in their minds?

Globalisation trend\*(1)

- Losing our identity
- Huge implications in terms of people coming here for employment and impact on indigenous peoples

Residents sense of pride – why \*(1)

Communicating in Maori to reach audience

For Maori cultural heritage is different from how local councils see heritage \*(1)

- Collection of different types of heritage eg oral history

Hard to think about heritage on a regional level – most is more local

Eco-tourism – could be an issue if don't factor these issues in:

- Who involved / how involved?
- How is culture used?

Infrastructure planning

- Recognise cultural identity as much as possible w/n \$ e.g. transit barriers / public toilets

Technical

- Lack of indicators in this area – narrows path
- Urban design difficult to define
- Indicators for / relevant to rural areas
- Out of date sense of pride indicator – way ESOL has been written
- Broader outcome statement doesn't relate well to this area

New migrants culture not easily transferable to here

- Environmental concerns but also bring strengths
- Welcoming new migrants
- Making sure retain own and growth and understand our culture – embrace and encourage
- Immigrant events tend to be 'immigrants only'
- Language is a huge barrier
- Managing diversity and encouraging settlement
- What do on ground – recognise who is here eg community festivals / business buying / education system
- ESOL – retain first language in home environment

- Mobilise these people – are your future workforce.
- Migrant youth have important role here – School level project? Links to sense of community

#### Discomfort with multi-cultural society

- Lack of involvement in the CFW process
- Recognise differences and challenges for participating
- Dangerous situation
- Need to establish links with these communities eg ethnic council

#### Pacific people have migrated here to work \*\*\*\*\* (6)

- Challenges of pacific born NZers losing their identity. How can CFW celebrate and maintain pacific culture
- Two Waikato districts (SWDC and ?) have the highest numbers of Pacific people's outside Auckland

#### Hydro / Kinleith developments led to important immigration eg Scandinavian / Pacific peoples to Waikato region

- Upstanding people

#### Festivals define issues – need for more collaboration

- E.g. SWDC – pacific and Maori festivals – more links across region
- Celebrating sense of identity.

#### Absence of values / measures for our creative / artistic community \*(1)

#### Community facilities vs cultural identity \*(1)

- Waahi tapu – Where to go? Priority? E.g. local swimming pool on waahi tapu, treaty settlement
- Now have conversation – manage and make some determination how to achieve the outcome for this area given above? \*(1)
- Balancing outcomes amongst each other – hierarchy? \*(1)
- Rugby fields
- Recreation land or land for Maori development?

#### Biodiversity eg rivers / wetlands / forest / geothermal / lakes /beaches / marine

- People need to participate in developing identity
- Protection of ecosystems in relation to identity\*(1)
- Linked to sustainable development eg coastal / urban planning

#### High level thinking around urban design \*\*(2)

- towns
- affordable housing
- cultural values
- A lot of things could be ticked off at once moving away from projects towards some integrated work (not just about energy efficiency)
- Cluster housing
- Greenbelt \*(1)
- More managed
- Tamahere subdivision on elite soils – losing culture identity and values to those with wealth
- What size of house is needed?
- Appropriate to soil types
- Impact of lifestyle blocks
- Taupo – few major land owners changing land use and a lot of influence and power
- Environment Court doesn't work

- RMA doesn't attend to people and identity eg Papamoa / Maketu
- Find strategy to leap ahead of this challenge
- Courage to integrate legislation with aspiration
- Clear and holistic planning
- Barriers being broken down by economics
- Developers dominate landscape
- Zoning mix – upsizing warehouses (Big box retail) – is it good? \*(1)

#### Urban design

- Design protocols in Auckland
- Updating district plans eg Sylvia Park, Mt Wellington good example
- Links to crime / safety

## Bus stop notes on Quality of Life

How to find new ways for involvement

- Surf lifesaving
- Coordinating

Access to GPs and quality health services in the community \*\*\*\*\* (6)

- Screenings (best practice) – rural; cost of
- Dentists
- Triage
- Thames hospital – access to health services for Maori

Improving working conditions for families, ie through flexibility\*(1)

- Both parents working – issues for children

Parents allowing young people to experience life

- Return to old ways and values
- Using the skills of the older generation to support young people's development

Families\*\*\*\*\* (15)

- Focus on family units
- Break down of family unit, contributes to social problems in the community
- Strengthening family unit
- Pressures put on families due to families keeping their heads above water
- Domestic violence rates\*(1)
- Drug and alcohol issues
- Youth suicide rates
- Families to be aware of their rights

Rural districts

- Employment opportunities identified in regions where people can't afford to live there
- Education opportunities identified in districts to retain people in their own districts to work and further train and develop\*\*\*\*\* (7)
- Attract and retain people within the community\*(1)

Underemployment\* (1)

- Pathways / options
- Migrants
- Low unemployment rate masks this

Skill shortages in trades

Income inequalities and the growing gap

Protection of biodiversity and priority ecosystems of the Waikato region \*\*\*\* (4)

- Eight priority ecosystems have been identified
- Collaborative integrated approach needed

Subdivision

- Community cohesion and how that is affected by subdivisions / silos (back yard)
- Urban design and the impact of that
- Maintaining green belts
- No gardens for children
- Too much concrete
- Effects on fertile land

- Limits reserves and impacts on air quality
- Need to make the connection between green belts and sustainable housing

#### Housing\*\*\*\*\* (11)

- Crowding
- Needs to be safe, affordable, sustainable and secure
- Also warm and dry, with minimum levels of insulation (collaboration required)
- Entry level housing is a particular concern
- Need good urban design and good architecture in the city
- Sustainable subdivisions (not creating slum areas)
- Need to make the connection between green belts and sustainable housing

#### Maori land issues\* (1)

- Unable to be used as equity / security by banks
- Unaffordable housing
- Maori owned
- Maintaining and upholding agreements between local government and Maori \*\* (2)

#### Affordable education\* (1)

- In terms of English, money and time
- Tertiary education
- Huge student debt
- Enabling financial independence
- 14 to 18 year old gap
- Youth and career development
- Shifting model from career planning to career management
- Topics – general and life skills\* (1)
- Education opportunities for aged communities\* (1)

#### Migrants

- Integration of migrants and refugees – diversity
- Shortage of English speaking skills for new immigrants
- Underemployment

#### Ability to participate\*\*\*\*\* (13)

- Democratic process
- Representation and governance
- Teaching life skills impacts on people's ability to participate

#### Voluntary groups versus consumerism

- Sense of giving has gone

#### Transport for disabled community to access services

- Appropriate
- Rural

#### Pacific Islands community

- Life expectancy
- Early childhood education
- Access to health care
- Individual communities not doing as well

Empowering Maori and Pacific communities to take and have control over the determinants of their health, to influence social and policy change

Youth\*\*\*\*\*<sup>(6)</sup>

- Lack of coordination for young people to access services and activities to engage in
- Transport (public)
- Lack of collaboration by agencies
- Pressure on youth to succeed
- Keeping / retaining young people in school

Perceptions of community safety

- Visual look of our communities (graffiti etc) diminishes our sense of community pride\*\*<sup>(2)</sup>
- Road crashes – drivers (numbers); demographics