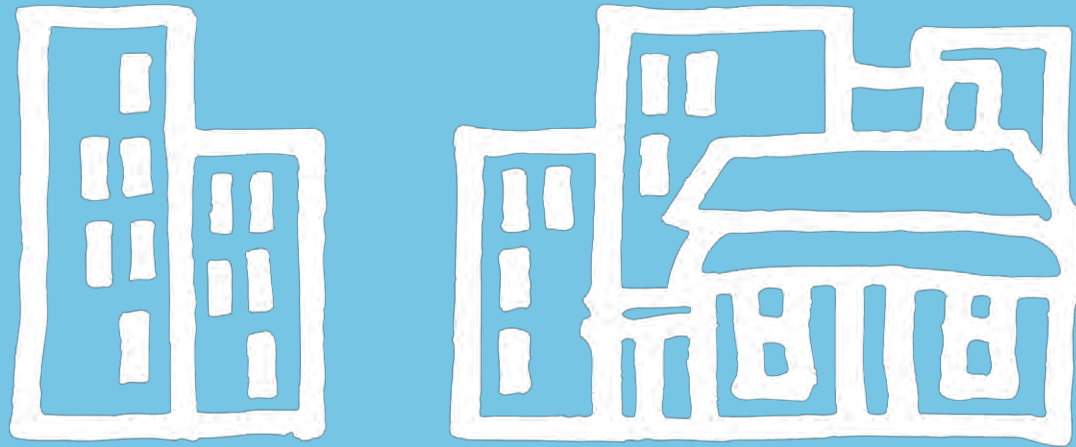


AUCKLAND CITY MISSION



Aucklanders helping Aucklanders



What stops people
moving out of poverty?

Key Themes

- Housing
- Service and Agency Engagement
- Finances (Debt)
- Health
- Food
- Justice
- Education
- (Un)employment

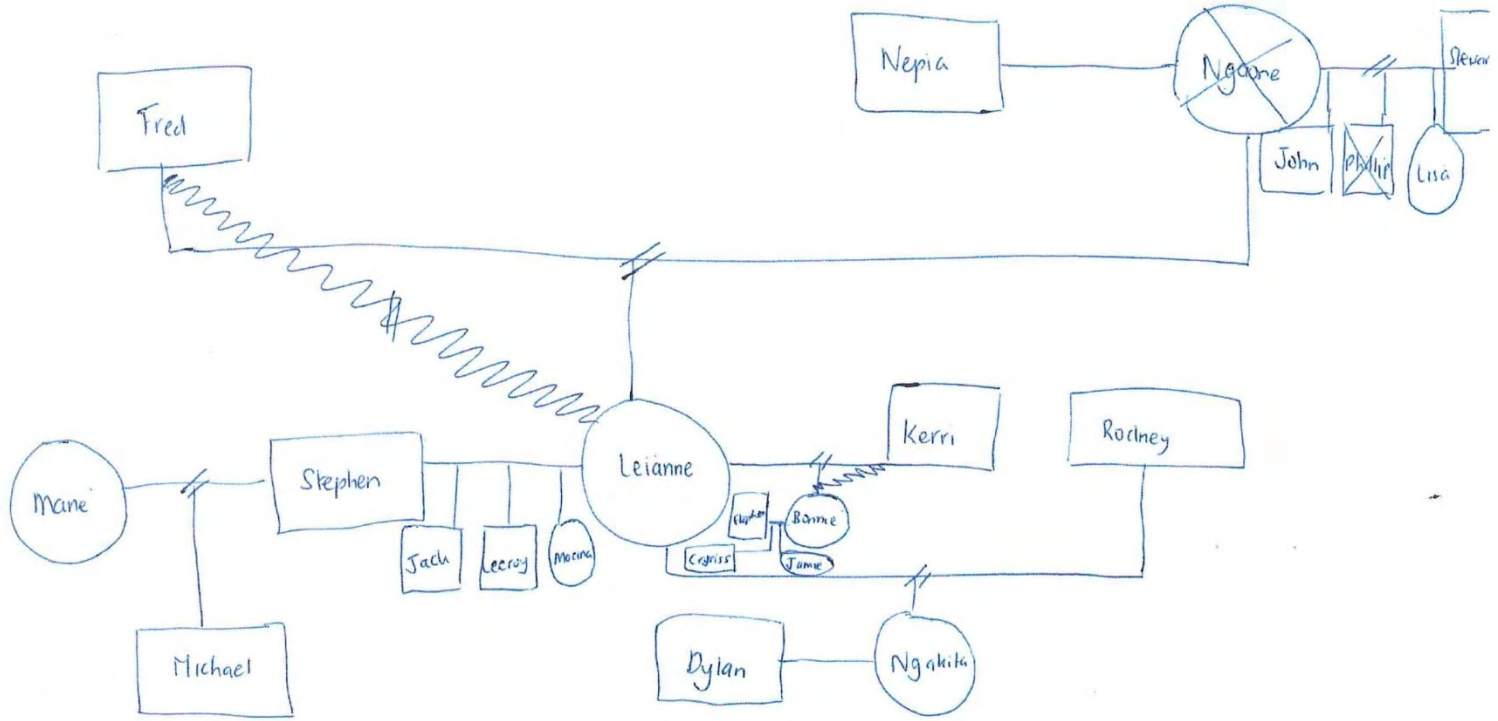
Methodology

Mapping Tools:

- Genograms
- Service Maps
- Debt Maps

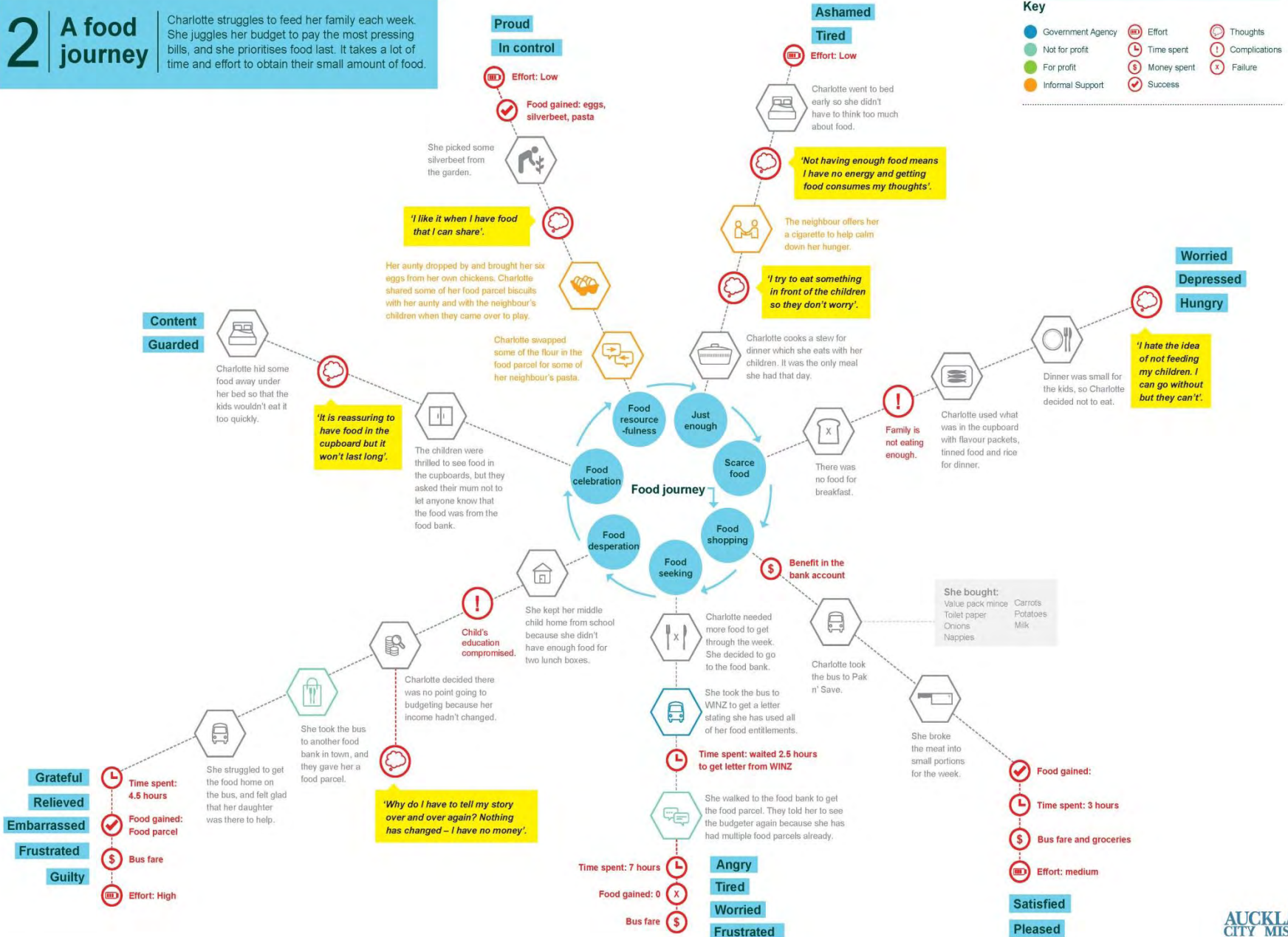
26 Interviews over 12 months:

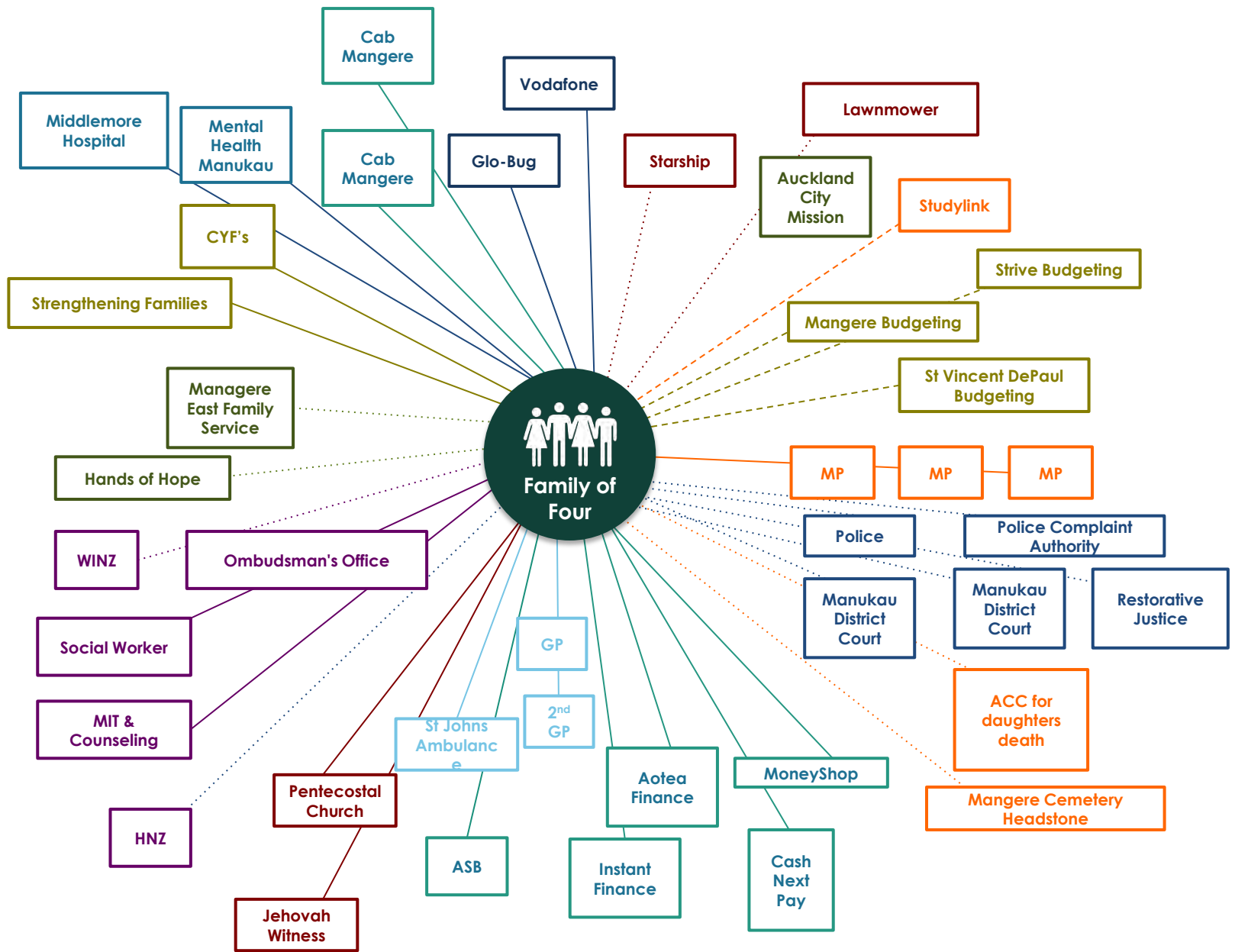
- Verbal
- Transcribed (every sixth interview)



2 | A food journey

Charlotte struggles to feed her family each week. She juggles her budget to pay the most pressing bills, and she prioritises food last. It takes a lot of time and effort to obtain their small amount of food.





Agencies visited in a two week period

What Stops Participation

- Lack of food
- Moving from house to house and school to school
- Social exclusion
- Lack of money for fees, books, excursions
- Poor health
- Fear

Poverty Reduces Cognitive Function

‡ we experience scarcity of any kind, we become absorbed by it. Our mind orients automatically, powerfully, toward unfulfilled needs. For the hungry, that need is food. For the cash-strapped, that need is payment. For the lonely, a lack of companionship. Scarcity is more than just displeasure of having very little. It changes how we think. It imposes its own agenda on our (1)

Coauthors of this study: Harvard Economic Professor Sendhil Mullainathan and Princeton Psychology Professor, Eldar Shafir

(1) Page 17 Mullainathan, S. & Shafir, E. *Scarcity: Why Having Too Little Means So Much* 2013 New York

Education – the Effects of Inequality

If I keep them home because I haven't got the right

≠

And when I do send them and they haven't got enough

≠

And I think:

≠

@



Education provides a way out of poverty

Poverty stops participation in education

OUR CURRENT WAY OF DEALING WITH PEOPLE IN POVERTY

1. Charge families more for power, credit and housing
2. Provide families with sub-standard housing
3. Reward people who want to work with low paid jobs on zero hour contracts
4. Demand enrollment in training schemes that do not result in employment
5. Ensure jobs are at unsociable hours away from transport routes
6. Blame people for not participating