

# **‘Giving Voices’ Engagement Report**

A report on the results of community engagement undertaken as part of the ‘Giving Voices’ SG9A4 project

July 2016

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## Executive Summary

### **‘Giving Voices’ Project**

The ‘Giving Voices’ project was designed to engage directly with selected underrepresented community groups/populations in order to support them to have their say about their future and SmartGrowth.

It was intended the information gathered from this research would assist with understanding and meeting the diverse needs of future communities in the western bay sub-region.

The Giving Voices project was developed in association with representatives from SmartGrowth and SmartGrowth partners (referred to as the ‘SG9A4 team’).

A series of community engagements and focus group discussions were held, using Participatory Appraisal techniques and structured discussion tools to foster conversations.

### **Target Populations**

Engagement opportunities targeted the following underrepresented groups:

- Urban Mataawaka (Māori residents who are not Mana Whenua), also low income, engaged with in Arataki and Te Puke East
- Young people aged 7 – 13 years, also low income, engaged with at Fairhaven Primary School and Te Puke Intermediate
- Migrant communities from a range of ethnic groups, engaged with at the Tauranga Multicultural Festival
- Migrant RSE seasonal workers, also low income, engaged via the Vakameasina education programme
- Infants and young children aged 0-6 years (literature scan only)

### **Key findings**

The main themes that emerged from engagement with each of the target population groups are outlined below.

#### **Arataki (Urban Mataawaka)**

- Features of Arataki that were highly valued by participants include the strong sense of community connection, the existence and clustering of social infrastructure (park, recreation facilities, community centre - and its associated activities, shopping mall), and access to readily available public transport.
- Features which were undesirable were the cost of access to recreation facilities, increasingly high cost of rental housing and the range of negative social issues apparent in the community.

#### **Te Puke East (Urban Mataawaka)**

- Community connectedness was a desirable characteristic of Te Puke. This included a sense that people were friendly and caring and there was support for cultural diversity.
- Other positive features were access to shops and recreational facilities and Te Puke’s proximity to beaches and the city.
- Concern was expressed about a lack of affordable housing.
- Participants did not have ready access to public transport and this was therefore highlighted as a negative.
- There was a desire for more and safer opportunities for walking and cycling to and from popular destinations.

#### **Young people aged 7 – 13 years**

- Community connectedness featured as a desirable community characteristic for young people.
- Linked to this was the freedom to get about independently, which was facilitated by living in close proximity to school, friend’s houses and town.
- Young people valued and appeared to be high users of social infrastructure, including the Te Puke commercial centre, recreation facilities and walking and cycling infrastructure.
- Young people viewed the lack of youth friendly spaces and activities, sub-

	<p>optimal town appeal, undesirable retail offerings and lack of safe cycling facilities as areas for improvement in their community.</p> <ul style="list-style-type: none"> <li>• Affordable housing was mentioned by the primary school aged children as an issue. This is noteworthy given their young age.</li> </ul>
Migrant communities	<ul style="list-style-type: none"> <li>• Community connectedness was viewed as a desirable trait, but it was expressed as a wish for more places and spaces that reflect cultural diversity and allow for cross cultural exchange.</li> <li>• Home ownership was valued and barriers to achieving it were expressed, but there was no specific mention of housing being unaffordable.</li> <li>• The natural environment was highly prized, and the infrastructure that supported outdoor recreation and local lifestyles was appreciated.</li> </ul>
Migrant RSE seasonal workers	<ul style="list-style-type: none"> <li>• RSE workers are positive about their New Zealand wages and the low cost of food and (second hand) clothing (when compared to their homeland).</li> <li>• It appears that RSE workers' current housing experiences are sub-optimal, with frequent references made to high rents and living in over-crowded conditions.</li> <li>• Some are living far away from necessary/desired destinations, while concurrently experiencing poor accessibility by public or private transport.</li> <li>• RSE workers would value affordable housing and improved connectivity by public transport and through improved walking infrastructure.</li> <li>• RSE workers also valued community connectedness.</li> </ul>
Infants and young children aged 0-6 years	<ul style="list-style-type: none"> <li>• Positive urban qualities include cohesive communities and social integration, green areas, peer-gathering places and freedom of movement.</li> <li>• Negative indicators include fear of harassment and crime, social exclusion, pollution and heavy traffic.</li> <li>• Children particularly value the informal or wild spaces, places that can be manipulated by children or places that allow children to interact with features in the environment (eg fields and hills, trees, jumping and climbing places, ponds, hiding places, bush and forests, forts/dens and streets).</li> </ul>
<b>Conclusions and implications</b>	<p>The overarching purpose of this research was to better understand and meet the needs of western bay communities. The views provided by this selection of "under-represented" groups about their present community offer insights relevant to both current day community development, and for the planning of future communities. In order to deliver a place where all people experience western bay as a 'great place to live learn work and play', it is important that SmartGrowth is aware of these diverse needs and interests, and cater for them when planning future communities. Insights from present day communities can be proxy for future communities.</p>

## About the 'Giving Voices' Project

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### Purpose

SmartGrowth Western Bay of Plenty (SmartGrowth) sets the strategic vision and direction for the growth and development of the Western Bay of Plenty, on key issues across the spectrum of social, environmental, economic and cultural objectives. SmartGrowth has a commitment to ongoing engagement and the active involvement of *all* population groups, including involving underrepresented groups, in planning and local government.

The Giving Voices project relates to Chapter 9 (Part A, Action 4) of the SmartGrowth Strategy 2013<sup>1</sup>, and was designed to engage directly with selected underrepresented community groups in order to support them to have their say about their future and SmartGrowth, with a focus on investigating:

- How specific underrepresented population groups view their communities
- The experiences of specific underrepresented population groups in relation to their environment (transport, social infrastructure, housing, public spaces, etc)
- Where the specific underrepresented population groups see the opportunity and/or need for improvement in their communities
- The position and willingness of specific populations to become more active in planning and consultation processes with SmartGrowth.

It was intended that the findings (which generate information about under-represented groups' experiences of current communities) be used to generate ideas on 'what to do' and 'what not do' when planning future communities, in order to cater for the needs of these population groups.

The research also aimed to deepen and broaden:

- SmartGrowth's understanding of and potential to engage with specific population groups whose input and voices has been limited
- Community knowledge and understanding of the SmartGrowth and Smart Growth Partners' responsibilities and roles.

The Giving Voices project was developed in association with representatives from SmartGrowth and SmartGrowth partners (referred to as the 'SG9A4 team').

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### Target Populations

The original project proposal identified children 0-13 years, low income/decile families, ethnic communities and rural Maori communities as under-represented groups of interest. As the project methodology was explored between the SG9A4 team and researchers, Maori rural communities were substituted with urban Maori residents who are not mana whenua (mataawaka) as it was identified that rural Maori representation was achieved through the Combined Tangata Whenua Forum.

The above criteria shaped the identification of the following engagement opportunities:

- Urban Mataawaka , also low income, engaged with in Arataki and Te Puke East
  - Young people aged 7 – 13 years, also low income, engaged with at Fairhaven Primary School and Te Puke Intermediate
  - Migrant communities from a range of ethnic groups, engaged with at the Tauranga Multicultural Festival
  - Migrant RSE seasonal workers, also low income, engaged via the Vakameasina education programme
  - Infants and young children aged 0-6 years (literature scan only)
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<sup>1</sup> SmartGrowth Strategy 2013. p.65 <http://www.smartgrowthbop.org.nz/2013-strategy.aspx>

	<p>Attempts to engage specifically with Mataawaka residents were unsuccessful. Instead, the research team engaged with communities that have high populations of Mataawaka (Arataki and Te Puke East). The findings therefore reflect community members' perceptions of these areas, rather than representing a specific Mataawaka viewpoint.</p>
Engagement Methods	<p>A series of community engagements and focus group discussions were held, using Participatory Appraisal techniques and structured discussion tools to foster conversations, including:</p> <ul style="list-style-type: none"> <li>• Community mapping</li> <li>• Use of post-its to gather a wide range of comments</li> <li>• Use of 'H-Form' tools<sup>2</sup> for discussion on emerging topics</li> <li>• 'Story Booth' opportunities for participants to share brief stories.</li> </ul> <p>A small-scale desk-top research exercise was used to explore the built environment needs for infants and young children aged 0-6 years.</p> <p>In addition to this Engagement Report, we have developed a Methods Report which provides more detail on the methods used and evaluates their effectiveness to inform future use.</p>
Strengths and limitations	<p>The Giving Voices project used a qualitative research methodology which engaged with the target groups through pre-existing events and settings. Strengths of this approach include:</p> <ul style="list-style-type: none"> <li>• the discussion based techniques were participant-led, allowing members of the target groups to raise issues that were important to them, rather than being directed by the researchers;</li> <li>• it allowed us to provide a description of the target populations' personal experiences of their communities and environment;</li> <li>• the place-based data collection techniques were largely successful in engaging hard to reach populations.</li> </ul> <p>The main limitations of the research approach and methodology are:</p> <ul style="list-style-type: none"> <li>• the data provides an illustration of the views and perceptions of a specific group of people, and the findings are not generalizable to the wider population;</li> <li>• on implementing the research it became apparent that accessing the urban Mataawaka target population was challenging. Attempts to engage with this target group had been unsuccessful as at April 2016. We therefore used alternative mechanisms to engage with communities that have high populations of Mataawaka (Arataki and Te Puke East). The findings therefore reflect community members' perceptions of these areas, rather than representing a specific Mataawaka viewpoint.</li> </ul>

<sup>2</sup> An 'H-Form' asks participants to rate a specific issue (e.g. the quality of infrastructure), and provide commentary on positive and negative aspects of the topic and suggested improvements.

## Analysis of Engagement Data

### Arataki (Urban Mataawaka)

Overview	<p>The initial project scope identified low socio economic population groups of interest, and particularly populations with high proportions of urban Mataawaka (Māori residents who are not Mana Whenua) living in the area.</p> <p>Based on the SmartGrowth Māori and Tangata Whenua Iwi demographics report 2015, 41% of Māori living in Arataki affiliates to iwi outside of the Western Bay of Plenty rohe<sup>3</sup>. Arakati also has a score of 8 in the 2013 NZ deprivation index (where 10 is most deprived and 1 is least deprived). This community was therefore selected for engagement.</p>		
How we engaged	<p>The research engaged with people who attended the Arataki Community Centre's weekly shared meal. Fifty people participated in the dinner, including whānau and families with children, people who came alone, and a carer with a resident from a local facility for people with disabilities. A few people with strong Arataki ties participate regularly, coming from suburbs nearby.</p> <p>We distributed post-it pads and pens around the tables, and invited people to have conversations, or think on their own about three questions:</p> <ul style="list-style-type: none"><li>• What's great about living here?</li><li>• What's not so great about living here?</li><li>• How could things be better?</li></ul> <p>Comments on post-its were added to sheets at the back of the room, where we were available to have deeper conversations. Once the meal was over we joined various tables for further conversations.</p> <p>Although a number of Mataawaka residents were engaged with during the dinner, the research team did not seek a specific Mataawaka perspective on the issues discussed, and the data was collated with other (non-Mataawaka) attendees. Subsequent efforts to arrange a focus group with Mataawaka were unsuccessful. The findings should therefore be interpreted as a wider community view of living in Arataki.</p>		
What we learned	<p>Overall, people were very positive about living in Arataki.</p> <table><tr><td>Community Connectedness – whakapapa</td><td><p>People have a strong sense of Arataki as a community hub, with the beach, Bayfair, and Mauao as iconic points.</p><p>The cluster of community facilities were strongly appreciated including the Community Centre, adjacent sporting and recreational facilities, the schools and Baywave.</p><p><i>'The community's community centre. It has an active relation with the community'</i></p><p>A number of the people we spoke to had long family histories in Arataki, and had returned there to raise their own children.</p><p>A number of positive comments reinforced the strong sense of community.</p><p><i>'Love the people in our community '</i></p><p><i>'The different whanau and whakapapa'</i></p><p><i>'The different Iwi and hapu'</i></p></td></tr></table>	Community Connectedness – whakapapa	<p>People have a strong sense of Arataki as a community hub, with the beach, Bayfair, and Mauao as iconic points.</p> <p>The cluster of community facilities were strongly appreciated including the Community Centre, adjacent sporting and recreational facilities, the schools and Baywave.</p> <p><i>'The community's community centre. It has an active relation with the community'</i></p> <p>A number of the people we spoke to had long family histories in Arataki, and had returned there to raise their own children.</p> <p>A number of positive comments reinforced the strong sense of community.</p> <p><i>'Love the people in our community '</i></p> <p><i>'The different whanau and whakapapa'</i></p> <p><i>'The different Iwi and hapu'</i></p>
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<sup>3</sup> Area

	<p>The community dinner was highlighted as an example of the strong connections in the Arataki community. People like the sense of community as well as the kai.</p> <p><i>'That you get to meet other people'</i></p> <p><i>'The kind people and the food and communities and groups'</i></p>
Commercial Areas	<p>Baywave and Bayfair were mentioned frequently and positively in the main.</p> <p><i>'We love the Park, Baywave, Bayfair. We just love Arataki'</i></p> <p>There was strong feedback however that the price of entry to Baywave is prohibitive which means locals cannot go frequently. A change local people wanted was a better pricing structure to attend the facility, whether observing or actively recreating.</p> <p><i>'Cost of Baywave for our local children'</i></p>
Public Transport	<p>Reinforcing the sense of Arataki as a hub, people noted the readily available public transport system, including school buses. They valued the convenience of public transport.</p> <p><i>'Free bus from Matapihi to Arataki School'</i></p>
Housing	<p>Housing was noted and spoken of frequently and negatively. Issues identified were about lack of availability and affordability and rental prices going up very quickly.</p> <p><i>'Rents going up <u>fast</u>. Housing is an issue'</i></p> <p><i>'High rents'</i></p>
Social Issues	<p>The strong sense of community was juxtaposed by a high level of awareness, including among children, of violence, crime, youth unemployment, drugs and drug abuse, fights, littering, bullying and graffiti.</p> <p><i>'Drugs getting worse'</i></p> <p><i>'Kids not picking up their rubbish at the skatebowl'</i></p> <p><i>'The name that it's given – Arataki has a reputation for naughty kids...everyone assumes it's a bad area'</i></p> <p>A desire was expressed for more kindness, activities, volunteering and employment opportunities.</p>
Summary	<p>Features of Arataki that were highly valued by residents include the strong sense of community connection, the existence and clustering of important social infrastructure (park, sports facilities, community centre (and its associated activities), shopping mall), and access to readily available public transport. Features which were undesirable were the cost of access to some community facilities, increasingly high cost of rental housing and a range of negative social issues.</p>



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## Te Puke East (Urban Mataawaka)

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### Overview

The initial project scope identified low socio economic population groups of interest, and particularly populations with high proportions of urban Mataawaka (Māori residents who are not Mana Whenua) living in the area. Based on the SmartGrowth Māori and Tangata Whenua Iwi demographics report 2015, 47% of Māori living in Te Puke East affiliate to iwi outside of the Western Bay of Plenty rohe<sup>4</sup>. Both Te Puke East and Te Puke West have a score of 9 in the 2013 deprivation index.

Attempts to engage with a grouping of Mataawaka had not eventuated by early April, so we sought ways to connect with the community more widely through engagement with attendees at the Community Market.

### How we engaged

A stall was set up near an entry point to the market. Our engagement methods included Story Booth (an invitation to share a brief story), maps for people to identify approximately where they lived, and prepared questions for people to write/share their ideas about, including:

- I love living in Te Puke because...
- Something I'd like to be different here...
- My thoughts about getting around the Te Puke area...
- What accommodation/housing challenges are there in the Te Puke area...

Over the course of three hours we spoke with roughly 40 adults and a few children and young people. Many were long term and returning locals, some RSE workers, and recent immigrants. As with the previous section, the findings represent the views of the Te Puke community, not specifically the Mataawaka population.



### What we learned

There was a strong sense of Te Puke being a friendly, self-contained community, with everything people needed available. It was notable that there was no mention of the impact of the Eastern Arterial road rerouting traffic, business and visitors away from the main street.

#### Community Connectedness

Te Puke people have a sense of pride in their friendly community and lifestyle and commonly talked about it being caring and connected. A number of recently arrived residents reinforced this.

*'It is a small vibrant community where you don't get lost in the crowd'*

*'Helping people, friendly'*

*'This is an awesome town for bringing up my family'*

*'Te Puke is a new place of work for us. We are setting up our own business. Positives have been, friendly people, helpfulness, everything you could need is here.'*

The proximity to beaches and to cities was frequently mentioned as a positive.

A significant proportion of people we spoke with (both young and old) had been born in Te Puke, or lived there previously, and returned to live because they like it a lot.

There were positive comments about the diversity of people who come to Te Puke for work.

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<sup>4</sup> Area

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*'Friendly with international and domestic visitors coming during the main kiwifruit season. So you get to meet different people and make great friends'*

There was also a stated desire for more social infrastructure in the form of a:

*'hub for families, mums, new immigrant families'*

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Commercial  
Areas

Comments were positive in the main, suggesting a sense that 'all we need is here', but there was a desire for some improvements:

*'Street appeal in town centre (new look should improve it). Less \$2 shops and bottle shops!!!'*

Within the central township there was a perception that 'it's easy to get about', including from a number of people using mobility scooters.

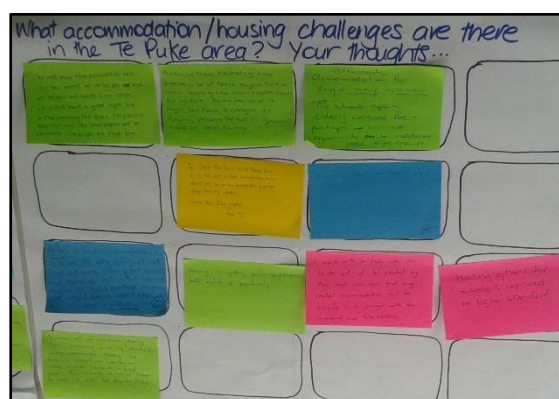
One person commented that more public parking is needed in the town centre, while a mobility scooter user mentioned that vegetation needed cutting at some intersections.

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Accommodation

Housing availability and affordability was a hot topic for the majority of people we engaged with. Many mentioned personal awareness of whānau or friends who were living in substandard, overcrowded accommodation including boats and caravans, because landlords had sold properties, given notice, or raised the rents to unsustainable levels.

*'Auckland house market has pushed a lot of house buyers to the area. Housing has been made hard for renters...home shortages are forcing people to live in garages, cars or other family'*



*'I work with a lady who has to be out of her rental by May and cannot find any rental accommodation. Will be staying in a garage with her husband and two children'*

One person noted extreme difficulty for single low income people for whom there appear to be fewer government subsidies available.

Another challenge mentioned was the lack of accommodation for travellers/visitors/seasonal workers for short term stays, such as hostels or motels.

*'It is not easy to find accommodation here. Our bus arrived 10.30pm and all hostels, hotels were closed...*

*'To find accommodation in Te Puke, it's very difficult at first. We were looking for hostels and there are not a lot around. Maybe build another camping site would be a great idea...'*

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Information for  
visitors /  
travellers

While locals seemed confident that services and facilities were readily available and accessible, some visitors and independent seasonal workers commented that there was no easily

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understandable information for them as new arrivals, including where to go for different goods and services; accommodation (as above); where to find out about employment options; and places to go and see.

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## Transport

There were a lot of comments about the need for a bus service around Te Puke, particularly for people who live at some distance from the town centre. There is also a very limited bus service to Tauranga. A local organisation is convening public meetings about these issues.

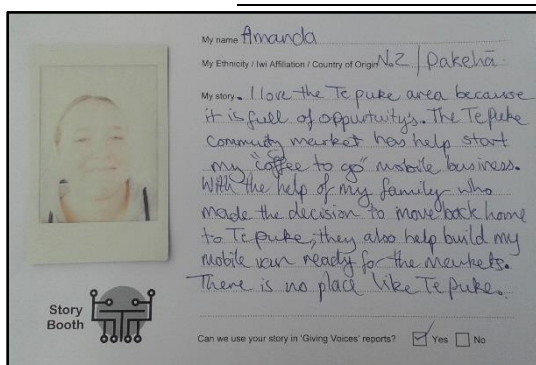
Another transport matter which attracted a number of comments was the need for more walk/cycleways to make it safer to travel across town and from town to popular recreation areas.

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## Summary

As with Arataki, a desirable characteristic of Te Puke was its strong community connectedness. This included a sense that people were friendly and caring and there was support for cultural diversity. Other positive features were access to shops and recreational facilities and Te Puke's proximity to beaches and the city. Improvements were sought however, and like Arataki, concern was expressed about a lack of affordable housing. In contrast however, residents did not have the same ready access to public transport and this was therefore highlighted as a negative. Additionally, there was a desire for more and safer opportunities for walking and cycling to and from popular destinations. Lastly, some visitors and seasonal workers found it challenging to navigate the Te Puke environment (finding accommodation, employment etc).

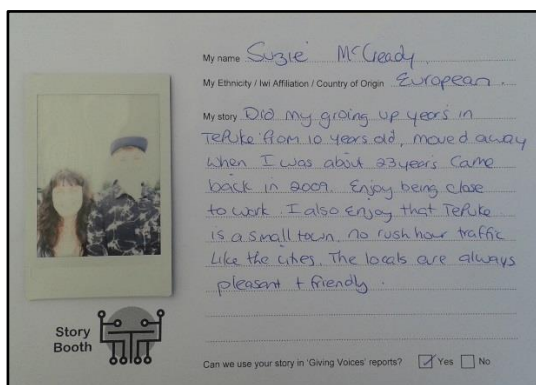
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My name Amanda  
My Ethnicity / Iwi Affiliation / Country of Origin NZ / Pakeha  
My story I love the Te puke area because it is full of opportunity's. The Te Puke Community market has help start my 'coffee to go' mobile business. With the help of my family who made the decision to move back home to Te Puke, they also help build my mobile van ready for the markets. There is no place like Te Puke.  
Can we use your story in 'Giving Voices' reports? ☒ Yes ☐ No

*I love the Te Puke area because it is full of opportunities, the Te Puke community market has helped start my 'coffee to go' mobile business. With the help of my family who made the decision to move back to Te Puke, they also help build mobile van ready for the markets. There is no place like Te Puke.*

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My name Suzie McGeady  
My Ethnicity / Iwi Affiliation / Country of Origin European  
My story Did my growing up years in Te Puke from 10 years old, moved away when I was about 23 years. Came back in 2009. Enjoy being close to work. I also enjoy that Te Puke is a small town. No rush hour traffic like the cities. The locals are always pleasant & friendly.  
Can we use your story in 'Giving Voices' reports? ☒ Yes ☐ No

*Did my growing up years in Te Puke from 10 years old, moved away when I was about 23 years. Came back in 2009. Enjoy being close to work. I also enjoy that Te Puke is a small town. No rush hour traffic like the cities. The locals are always pleasant and friendly.*

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## Young People (7 – 13 years)

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### Overview

Young people aged 7 - 13 years were identified as a group of interest by the SG94A team in the initial scope of the project. Young people are commonly under-represented in spatial planning and local government consultation; however they represent a large number of the community. Additionally, research identifies that built and social environments can impact on child and youth development and have lifelong (positive or negative) implications.

There are a total of 68 Secondary, Intermediate and Primary Schools in the Western Bay of Plenty and Tauranga region that accommodate approximately 30,000 students aged between 5 - 18 each year. Western Bay of Plenty population is expected to grow from the approximate current population of 150,000 to 194,000 by 2026, and the area is already experiencing growth in families with young children.

The voices of young people in local government planning is critical to ensure that the region develops in ways that represent their needs, provides a safe and healthy environment and creates tertiary and employment opportunities.

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### How we engaged

Focus group sessions were held at two local schools, Fairhaven Primary and Te Puke Intermediate, engaging with 16 young people:

- Nine year 6 students
- Four year 8 students
- Three year 7 students
- Nine females
- Seven males



Although schools were asked to invite a range of students into the focus group to reflect the cultural diversity of the schools, we note that the students who participated did not include children from the Asian populations that are represented in the Te Puke community.

During the session the students drew a map of their community and added post-its comments that reflected aspects they liked and didn't like about their community, and ideas for how it could be better. A prioritising exercise identified topics for more in-depth H-Form discussion.

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### What we learned

Overall the experiences of all the young people and how they felt about their community were very similar. However there were distinct differences that were largely dependent on their personal circumstances and context. For example:

- Young people (12-13 years) in their teens are becoming more independent, expect to be able to move around safely and want to have more social, community events that reflect their needs.
- Young people who live outside their school community and town centre are less able to access the commercial town, recreation facilities and spend time with friends.
- The primary school aged children discussed housing as a relatively important issue in Te Puke and on further discussion with the Deputy Principal it became apparent that the school community had had a number of families and staff affected by a lack of available housing within the Te Puke area.

Key themes that emerged in the discussion included:

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Community Connectedness	There was a high sense of community connectedness amongst all the young people. In the mapping exercise they confidently
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illustrated the areas of their community including local police, sporting venues, parks, town centre and schools. They were clear about their place in their community in terms of where they lived and areas they frequented. Generally the young people lived in walking/biking distance from school, friends' houses and town allowing them some freedom to move around independently.

Common positive comments about the community were:

*'It's a friendly and welcoming place'*

*'The nice people'*

*'Living close to friends'*

Closely linked to their sense of community connectedness is the commercial area and the large role this space has in providing places to connect with friends and community.

*'[McDonalds] its yum and it's a good place to hang out'*

*'Seeing friends around town'*

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Recreation  
Infrastructure

Overall, young people were able to easily identify recreation facilities and infrastructure that they engage in after-school or in the weekends. These areas generally reflected their individual interests and included more formal, planned activities as opposed to informal, spontaneous social activity.

In the Intermediate school focus group there was a distinct need for more social, activity-based events and/or youth friendly spaces. A couple of youth based events from the local school and church were mentioned, however there was a sense amongst the group that more of these could be held.

*'There needs to be a hangout place for young people'*

*'Things need to be built for young people, like BMX tracks'*

*'Town is more designed for sporty kids'*

*'Have more things for us to do'*

The young people were aware of the cost of activities like the movies and suggested that existing resources like churches and farm area could be utilised to develop youth-focused activities. A number of the young people ventured outside the local community to attend activities (e.g. motor cross, chess club).

*'Have a local motor cross park, there are enough farms around'*

*'Use more churches for youth groups'*

Commercial Areas	<p>Despite the fact that the commercial area is seen as a positive space for the young people to connect with friends and the wider community, it was also seen as an area where a number of improvements could be made. There was an overall feeling that the town could benefit from an overall upgrade and more shops could be added that reflect the needs of the community.</p> <p><i>'Do the town up'</i>                      <i>'It needs a face lift'</i></p> <p>The young people made specific comment on the need for clothing and other shops that reflect what they are interested in. These comments were based on the fact that most families go to larger shopping centres outside their community to buy things other than groceries (for example clothes, shoes, technology, and homeware). The number of liquor outlets, \$2 shops and fast food shops were viewed negatively, again bringing the overall quality of the town down.</p> <p><i>'There are too many liquor stores, it doesn't make the town look good'</i>  <i>'Don't need all those shops [talking about liquor outlets]'</i>  <i>'I don't like all the alcohol shops'</i></p> <p>Interestingly, a liquor store owned and operated locally for over 15 years was considered a positive addition to the community, while the other liquor shops were seen as negative additions. A number of young people were also concerned about the amount of littering in the community and how this made the town look.</p> <p><i>'Don't like rubbish on the ground'</i>  <i>'How people chuck their junk in the town'</i></p> <p>A few comments were also made in relation to the commercial area not having easy access to WIFI and the need to improve this.</p>
Housing	<p>Housing was a key area of concern for the primary aged school children as mentioned above. Their discussion centred on the affordability and availability of homes.</p> <p><i>'The rents are too expensive'</i>  <i>'Some people can't afford the houses'</i>  <i>'Te Puke's a small place so there's not too many houses'</i>  <i>'Houses for homeless people'</i></p>
Transport Mobility	<p>Although the intermediate school aged children commented that they generally lived within biking distance of the commercial area, they did not feel safe to bike into town due to the lack of cycle ways. Biking through the town centre was considered quite dangerous due to the amount of traffic and cars pulling in and out of parking spaces.</p> <p><i>'There are not enough foot paths or bike lanes'</i>  <i>'I won't ride my bike in town, it's too dangerous'</i></p>
Summary	<p>Among young people, community connectedness featured as a desirable community characteristic, which is in common with previous groups. Linked to this was the freedom to get about independently, which was facilitated by living in close proximity to school, friend's houses and town.</p> <p>These young people valued, and appeared to be high users of, social infrastructure, including the Te Puke commercial centre, recreation facilities and walking and</p>

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cycling infrastructure. This supports their growing independence and need for social interaction.

It is therefore unsurprising that young people viewed a lack of youth friendly spaces and activities, sub-optimal town appeal, undesirable retail offerings and lack of safe cycling facilities as areas for improvement in their community.

Finally, affordable housing was mentioned by the primary school aged children as an issue, which is in common with previous groups. This is a noteworthy finding, given their young age.

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## Tauranga Multicultural Festival (Migrant communities)

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### Overview

The focus for the Giving Voices project on connecting with migrant communities reflects SmartGrowth's awareness of the increasing ethnic diversity of the Western Bay of Plenty. In 2012, 16% of all residents had been born overseas, with residents from approximately 145 different nationalities and increasing numbers of international students and migrant seasonal workers.<sup>5</sup>

The Tauranga Multicultural Festival was identified as an opportunity to connect with members of a range of ethnic communities through an existing community event. The Festival was held at the Tauranga Historic Village and was attended by approximately 3,000 visitors, fewer than in previous years due to inclement weather.

### How we engaged

A Giving Voices stall was set up as a 'Story Booth' in which people were invited to share brief stories about their experience of living in Western Bay of Plenty.

Phrases used as 'story starters' were displayed around the stall in several languages (English, Korean, Samoan, Mandarin and Punjabi), including:

- I like my community because...
- Something I'd like to be different in my community...
- The services I need...
- I wish it was easier to...
- Going to school... Getting to work.... Getting around town...

A total of 25 stories were gathered over a 4 hour period. Completed stories were displayed around the stall, with a small photo of the storyteller attached.

Storytellers came from a range of ethnicities, including Chinese, Thai, Korean, Nepalese, Indian, Punjabi, Somalian, Zimbabwean and Argentinian as well as Māori and NZ European/Kiwi.

### What we learned

There was a strong appreciation of the growing multiculturalism of the Western Bay, and a desire for this to be reflected more in opportunities and places to connect across cultures, and in support for new migrants.

#### Multi-cultural Community

People appreciate the growing ethnic diversity of the region as a positive change, and would like to see this reflected more both in opportunities for inter-cultural connection and in places and spaces.

*'I strongly believe NZ is a very forward country which is paving the way for the rest of the world in terms of racial awareness and racial unity.'*

*'Lots of interesting Māori history, which is well preserved.'*

#### Opportunities for sharing across cultures

There was an appreciation of the value of local multicultural events.

*'It's good being here today and witnessing the cultural diversity of Tauranga'*

*'I would love to have ...more exposure to different cultures that are changing the matrix of Tauranga.'*

#### Places and spaces that reflect cultural diversity

There was a desire for the built environment and commercial areas to reflect cultural diversity.

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<sup>5</sup> SmartGrowth Strategy 2013. p.61

SmartGrowth. October 2012. *Maximising the social benefits of land use planning to build communities and support economic growth in the Western Bay of Plenty.* p.3



	<p><i>'...we would like a museum and cultural centre, a more vibrant city centre/strand area, a multicultural food and dining hub.'</i></p> <p><i>'As I continue to grow, literally and metaphorically, I look forward to seeing more integration of culture into everyday life.'</i></p>
Migrant experience	<p>The stories reflected aspects of migrants' experiences.</p> <p><i>'Growing up in a different country has enriched my life but also made my own culture even more important to me.'</i></p> <p><i>'I think it is like my second home.'</i></p> <p><u>Home ownership</u></p> <p>A number of participants expressed a desire to own their own home.</p> <p><i>'I have just moved to Tauranga... in the dream of owning my own home.'</i></p> <p>There are some barriers to home ownership for migrants.</p> <p><i>'I would like my own home but it's difficult because of language.'</i></p> <p><u>Migrant support</u></p> <p>While acknowledging that there are services and supports in the community, a need for further support for new migrants was identified.</p> <p><i>'I wish there was some sort of settlement orientation programme, enabling new families settling in the city to know how to access services. E.g. buying first home, etc.'</i></p> <p><i>'There is a lot of support to the community, but one challenge is if people know where to go to get that help without being judged.'</i></p> <p><i>'There have been a broad variety of programmes, but it would be better if there was more diversity to them.'</i></p>
Natural Environment and recreation infrastructure	<p>The Western Bay's natural environment, and the infrastructure that supports access to outdoor recreation, significantly enhance local lifestyles.</p> <p><i>'What we love about Tauranga: lots of cycle and walking tracks. We love the parks, playgrounds and skate parks.'</i></p> <p><i>'I am really enjoying exploring the different beaches and walks around here.'</i></p> <p><i>'I love living right by the beach and being able to walk down there.'</i></p> <p><i>'I love Tauranga for all the amazing nature we have here, all the wildlife and green plants, bush.'</i></p>
Summary	<p>This migrant group articulated slightly different values and needs to previous groups about their community. Community connectedness can still be seen as a desirable trait, but this was expressed as a wish for more places and spaces that reflect cultural diversity and allow for cross cultural exchange. Home ownership was also valued and barriers to achieving it were expressed, but there was no specific mention of housing being unaffordable. Lastly, the natural environment was highly prized, and the infrastructure that supported outdoor recreation and local lifestyles was appreciated.</p>

My name Sofia, Ju  
 My ethnicity KOREAN

My story  
 다민족의 여러 말 공용 시설에 가서 불편한 부분들이  
 많이 있어 생각해 있으면 참입니다. 하루 일과에 돈도  
 1년이 아까워 안되질 않아요 모든 시민들이 배고픈 권익과 노동  
 노련한 아까워 불편한 부분이나 불편한 부분은 마음대로  
 전문 한국사관이라 약간 언어적인 면이 가장 불편한  
 다문화 프로그램이 있지만 좀더 다양하게 있었으면 하는  
 바입니다.

(LANGUAGE PROBLEM)  
 I NEED TRANSLATOR.

Can we use your story in 'Giving Voices' reports? ☒ Yes ☐ No

*I would like to suggest that there should be many different languages available and an interpreter/ translator to give guidance and avoid the inconvenience which can be occurred at the public facilities.*

*I have been here in Tauranga less than a year and so far, I found that every citizen is cheerful and kind and that nothing is particularly hard or bad yet.*

*I, being a Korean have most difficulty with language problems.*

*There have been a broad variety of programmes, but it would be better if there was more diversity to them.*

My name Monika Dewan  
 My ethnicity Indian

My story  
 Originally from India (moved to NZ @ 15 yrs back), I moved to Tauranga 2 months back - like many Aucklanders in the dream of owning my own home. I am really enjoying exploring the different beaches and walks around here. Things do seem more relaxed. Being on my own I would love to have more opportunities to meet others outside working hours and more exposures to different cultures that are changing the matrix of Tauranga.

Can we use your story in 'Giving Voices' reports? ☒ Yes ☐ No

*Originally from India (moved to NZ @ 15 years back). I have just moved to Tauranga 2 months back – like many Aucklanders in the dream of owning my own home. I am really enjoying exploring the different beaches and walks around here. Things do seem more relaxed. Being on my own I would love to have more opportunities to meet others outside working hours, and more exposures to different cultures that are changing the matrix of Tauranga.*

My name Lilah and An Joe  
 My ethnicity Chinese / European

My story  
 What we love about Tauranga - lots of cycle and walking tracks; we love the parks, playgrounds and skateparks; we love that we can walk to school; we love that the city still has a smallish feel but lots of facilities and amenities; we would like a museum and cultural centre; a more vibrant city centre/strand area; a multicultural food and dining hub.

but  
 We love the direction the area is heading in and that the local government is being proactive in ensuring it keeps up with the growth.

Can we use your story in 'Giving Voices' reports? ☒ Yes ☐ No

*What we love about Tauranga - lots of cycle and walking tracks; we love the parks, playgrounds and skate parks; we love that we can safely walk to school; we love that the city still has a smallish feel, but lots of facilities and amenities but we would like a museum and cultural centre, a more vibrant city centre/strand area, a multicultural food and dining hub.*

*We love the direction the area is heading in, and that the local government is being proactive in ensuring it keeps up with the growth.*

My name Ignacio Gatti  
 My ethnicity European, Born in Argentina

My story  
 I was born in Villa Mercedes, San Luis, Argentina. In 2002 there was an economic crisis in Argentina that left many unemployed, including my family. We left and migrated to NZ despite the fact most of us could not speak English. 14 years later, I still live in NZ and I consider it my home.

Can we use your story in 'Giving Voices' reports? ☒ Yes ☐ No

*I was born in Villa Mercedes, San Luis, Argentina. In 2002 there was an economic crisis that left many unemployed, including my family. We left and migrated to NZ despite the fact most of us could not speak English. 14 years later I still live in NZ and I consider it my home.*

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## Migrant RSE Seasonal Workers

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### Overview

The New Zealand Recognised Seasonal Employer (RSE) scheme was established in 2007. The scheme enables seasonal migrant workers, primarily from the Pacific Islands, to work temporarily (up to 7 months at a time) in New Zealand in the horticulture and viticulture industries.

The research targeted RSE workers from all ethnic groups, but was particularly interested in the Vanuatuan (known as 'Ni-Vanuatu') community because one of the SmartGrowth partners had recently been building relationships with community leaders.

### How we engaged

Our engagement with seasonal workers was based on engagement with participants of Vakameasina<sup>6</sup>, incorporating discussion into a class session.

Three sessions were held with Vakameasina classes, engaging with 42 people:

- 24 Fijian men
- 12 Ni-Vanuatu women
- 6 Papua New Guinean women

These RSE workers worked for several employers, and variously lived in:

- Central Tauranga
- Te Puke
- Rurally in Te Puke district.

Although some were working in New Zealand for the first time, others had returned after previous experience in the RSE programme.



### What we learned

Overall, many aspects of the experience of these RSE workers were consistent across nationality and gender, however there were distinct differences also emerged that related to the specifics of their situation. For example:

- Those living in central Te Puke were readily able to access the commercial town centre and recreation facilities
- Those in Tauranga had difficulty using public transport and often walked long distances
- Those living rurally had limited opportunities to leave their accommodation.

Key themes that emerged in discussion included:

#### Affordable living

RSE workers described the cost of living in New Zealand as very favourable in comparison to their home countries. Many comments particularly focused on:

- Affordability of food
- Availability and affordability of second-hand clothes: regular visits to local second-hand shops were mentioned frequently in discussion as a regular feature of life.

*'Very affordable living needs (food, clothing).'*

*'Prices of all items are really cheap.'*

*'Something good is the second-hand clothes is cheap.'*

Some comments also referred to the advantage of receiving a New Zealand wage, although the costs of living as an RSE worker emerged as a concern.

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<sup>6</sup> Vakameasina is an NZ Aid-funded programme providing English language, numeracy, financial and computer literacy, health and life skills training to RSE workers.

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Commercial areas      The ability to access the town centre was significant, particularly with regard to banks, shops (especially supermarkets and second-hand shops) and, for some, church. For those living centrally in Te Puke, their ready access to commercial areas was a positive; for those living further away their reduced access was a frustration.

*'Bank is close to our home. We do our banking here.'*

*'Living in Te Puke makes things in town accessible.'*

*'We're able to go to church every Sunday that we're not working. We are used to going to church every Sunday.'*

*'Too far to go to the shop, no transport nor foot path.'*

*'No bus going to town.'*



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Transport      Transport was of high concern to all groups of RSE workers:

Availability of public transport

For all groups, the lack of public transport between centres and on rural routes was a significant barrier, either to accessing commercial centres and recreation opportunities, or to visiting friends and family staying in different locations.

*'Sometimes we want to come to town we have no bus to come'*

*'Hard to go out to beach because no public transport'*

*'No transport to go to town any time'*

*'It's hard to go to visit friends and family who are also staying here'*

*'Getting out of Te Puke is difficult: we don't know what buses or where'*

*'Only small number of buses [to travel elsewhere from Te Puke]'*

Ability to Use public transport

A lack of understanding about how the public bus system works was a significant barrier for those living in Tauranga.

*'We don't go on the buses. Instead sometimes we walk a very long way, because we don't know where the bus will go and where we will end up. From the name on the front or the route numbers, you can't tell where they are going, and whether it will take you where you want to go.'*

*'It's hard to catch the bus (transport)'*

Traffic congestion and noise pollution

For RSE workers living in Tauranga, traffic congestion was problematic. For those who lived close to an arterial route, traffic noise was also an issue.

*'Morning times - slow!' 'Traffic Jams.' 'Noisy.'*

*'The queue on the road in morning and evening.'*

*'[There could be] road extension – because of traffic, it can cause late to work and school.'*

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Housing      Accommodation for RSE workers is arranged by their employers as part of the RSE programme, and charged to the workers. The range of accommodation provided includes holiday parks, hostels and rental houses. Some implications for local housing emerged, such as:

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- Inflated house rents: an example was given of a 3-bedroom house in which 8 workers were living, and each paying \$100 rent per week (including utilities)
- Capacity of holiday park and backpacker accommodation.

Other issues relating to RSE worker accommodation are discussed in the 'RSE Workers Experience' below.



## RSE Migrant Experience

Many of the concerns expressed related to the experience of being an RSE worker. Some key themes emerging were:

### RSE Housing

A range of accommodation-related issues were expressed, relating to:

Affordability

Concern about whether charges for accommodation and utilities were fair, and whether these charges reflect local costs.

Crowded accommodation

Comments related to situations such as:

- 2-3 people (not family members) sharing bedrooms in a suburban rental house
- 16 people sharing bunkrooms, with limited living spaces.

A lack of privacy was a related issue and this was exacerbated in some living situations where people were working different shifts and at all times of day some people were trying to sleep in bunkrooms and living spaces.

### Recreation

Most noted a lack of recreation opportunities, exacerbated by limited access to transport.

*'Something that no good for us like on our day off we get stuck back at home because if we want to go to town we don't know where to get the bus so we have to sleep, sleep whole day.'*

*'[On days off there is] nothing to do except cook or sleep.'*

### Social and Cultural Connections

In general New Zealanders were described as friendly, and RSE workers also expressed a desire to connect more with locals. However, some comments related to less positive experiences.

*'When we walk into some shops, the shop keeper says as soon as we walk in 'We have no work today'. This makes us feel bad and makes us not want to go into the shops.'*

*'Going out at night not safe and people sometimes are not friendly maybe we strangers when we say hello.'*

*'We want to meet the other people who are living here.'*

*'On the street some people have no manners.'*



## Summary

RSE workers identified a number of important community features in common with other groups. Most notably are the affordability of housing and transport. In general, it appears that their housing experiences at present are suboptimal, with frequent comments made about high rents and living in over-crowded conditions. Some also appear to be living far away from necessary/desired destinations, while concurrently experiencing poor accessibility by public or private transport.

RSE workers would therefore like to see more affordable housing and improved connectivity by public transport and through improved walking infrastructure. Like other groups, RSE workers also valued community connectedness, having mixed experiences with at present.

Despite this, RSE workers are positive about their New Zealand wages and the comparatively low cost of food and (second hand) clothing (when compared to their homeland).

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*‘When we arrive we are walking through Te Puke looking at what all these places are and what they are for and do we go into them. It would be good to have some people to show us around what is in Te Puke.’*



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## Infants and Young Children (0 – 6 years )

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### Overview

The design and quality of built environments can influence children's health and overall development as they grow into adulthood. Play is children's *core business* – an essential part of healthy development. Yet research suggests one of the most dramatic changes in children's modern lives is their loss of freedom to play – with links in part to built environment changes. Diseases and illnesses including asthma and obesity are also linked to risk factors within the built environment. Therefore it is essential that the planning and building of communities and cities take into account the needs of infants and young children.

In the past 10 years more focus has been given to the effects of built environments such as transport infrastructure, housing and neighbourhoods and recreational facilities. Involvement of young people has also been increasingly encouraged in local government planning and there are increased examples where the voices of young people in the design and development of the environment have been utilised.

### How we engaged

#### Data sources

An internet search was undertaken on grey literature (such as unpublished research reports), academic scholarly articles and local government websites. The key topic areas for the search were:

- Impacts of the built environment on infants and young children
- Needs of infants and young children from the built environment
- Appropriate environments in the development of infants and young people.

Sources included research from New Zealand as well as international evidence from Australia, Holland and Great Britain. A total of 29 sources were reviewed against the topic areas.

#### Limitations of research.

The literature is largely focused on urban living experiences and does not provide much information for infants and young children in the following contexts:

- Te Ao Māori and Māori and Pacific communities
- Low income communities
- Small rural and isolated communities

As well (within the time constraints of this desktop scan) there does not appear to be specific information on infants aged 0-3 years. The data is more focused on school aged children from 5 years and up, with some mention being made generally to pre-school aged children.

### What we learned

The experiences of infants and young children are dependent on their parents (their schedules, beliefs, concerns and hopes for their children and families) and the social, economic and physical environments their families find themselves in. Given the changing environments and lifestyles of many families (for example working families, longer working weeks, less unstructured time for adults and children, car dependency) the built environment of infants and children does not necessarily serve the same purpose or meet their needs as it did the past. However what is very clear is that the built environment impacts on the health and wellbeing of infants and young children and can be a positive or negative influence on their overall development.

#### Changing childhoods

Literature suggested there has been a general 'disappearance of childhood', and a reduction of the child's ability to experience 'free' play which is naturalistic and spontaneous.

Children's lives are increasingly spent in organised structured activities with a growing dependence on computers and other technology.

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Commonly in working families infants are in commercial childcare and young children are in before-school, after-school and holiday programmes.

Playgrounds are more 'ordinary' (e.g. the same wherever you go), and rarely used without parental supervision.

Many children are spending long periods in cars as they are driven from place to place.

Children play more indoors than outdoors - there is less time spend playing on neighbourhood sidewalks and streets, at local streams, parks, and fields.

Literature suggests the public domain is becoming a more contested area for children and children are being increasingly relegated to "child spaces" (eg playgrounds, skate parks and schools) and increasingly unwelcome in other parts of cities.

Research indicates these trends are impacting on children's physical and social development and health.

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Impact of  
built  
environment  
on child  
wellbeing

Built environments influence children's health. Children are in a state of development and growth and negative effects or impacts at these early stages can translate into long-term, lifetime concerns that ultimately impact on adulthood. For example, exposure to air pollution can affect lung capacity.

The changes in society, the environment, and how children and adults navigate and interact with this environment has been associated with an increase in chronic illnesses and diseases like obesity, asthma, and diabetes.

In many countries, including New Zealand, parents/caregivers are unwilling to let their children play outside because of a lack of appropriate play spaces, fear of strangers and dangerous traffic conditions.

*"Children have been removed from streets, rather than streets becoming safer for them".*

Playgrounds are stereotypically similar and more suitable to a certain age group. They are not encouraging to creative, natural play. Although there has been the development of indoor "safe" play areas not all families can afford these facilities.

*"The decrease in children's imaginative play is a particular cause for concern"*

Natural environments with vegetation, water, sand, and insects have a positive impact on the development of gross motor skills, fine motor skills, senses, emotional health and physical wellbeing. Nature is also a positive stimulator and is essential to emotional health.

A Great Britain study of 5-7 year olds showed that when they were placed in a natural forest environment compared to structured playground for 1-2 hours a day there were significant increases in motor fitness, balance and coordination.

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Needs from  
built  
environment

When planning the built environment it is important to consider what infants and young children need from their neighbourhoods, communities, towns and cities. Infrastructure (e.g. transport, housing, recreation) can support children's healthy development. For example where schools are too far from homes this can deprive children of opportunities for physical activity, such as safe walking and biking. The



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spatial freedom that children gain from being able to get themselves to and from places helps them to gain control over their own time and grows independence.

*“Neighbourhoods are places where children become part of wider public life”*

*“Good public spaces for children does not need child-oriented play equipment”*

There is evidence that hands-on experience and education has an impact on environmental attitudes and behaviours in youthful and adult years.

Literature states that built environments can enhance or reduce perceived and real safety for children. Safe built environments offer the opportunity for children to explore and learn with a degree of independence, which is vital for them to gain confidence and maturity over time.

*“Children have a strong need to explore, to encounter, to grow and to engage with the world”*

There are also some health risks associated with inadequate built environments. Throughout the Western world there has been an increase in childhood obesity associated with changes in childhood living, diet, and lack of opportunities to exercise. The built environment can provide some solutions to this by developing large sidewalks to play, safe footpath and cycle routes, safe ‘walk to school’ programmes, reduced traffic speeds, and increased natural, free play spaces.

Asthma is another childhood illness where the built environment plays a major role. Triggers within homes and outdoors include dampness, allergens, and pollution. Solutions from the built environment can involve healthy homes programmes, housing development, and a reduction in traffic congestion.

The priority aspects when building environments to support infant and children’s wellbeing should include:

- Enable health and active lifestyles
  - Active transport for children e.g. well planned, connected and designed walking and cycling routes
  - street networks
  - local destinations e.g. parks
  - aesthetic routes to school
- Accessible green and friendly public spaces
  - outdoor nature play
  - open green spaces
- Safe places
  - Improving natural surveillance – streetscapes that promote “eyes on the street”
  - Removing and deterring vandalism
  - Community ownership of parks
- Healthy homes
  - Warm, dry , safe and appropriate
  - Affordable and energy efficient
  - Within healthy, connected and safe neighbourhoods
- Encourage children to understand and participate in society as rightful citizens

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Child friendly environments

Child friendly built environments will ideally:

- Promote health and wellbeing
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- Be accessible to children
  - Support children to develop independence and control over their environment in a safe way
  - Promote positive social development and provide a sense of community
  - Encourages participation and engagement
  - Provide a sense of adventure, and opportunities for unstructured and spontaneous play
  - Encourage physical activity.
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Summary

Positive urban qualities include cohesive communities and social integration, green areas, peer-gathering places and freedom of movement. Negative indicators include fear of harassment and crime, social exclusion, pollution and heavy traffic.

Children particularly value the informal or wild spaces, places that can be manipulated by children or places that allow children to interact with features in the environment (eg fields and hills, trees, jumping and climbing places, ponds, hiding places, bush and forests, forts/dens and streets).

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## Emerging Themes

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Through analysis of and synthesis of data by the research team, several themes emerged that were significant across the target groups. These are discussed below.

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Housing	<p>Housing-related issues were prominent in most engagements, including:</p> <p><u>Pressure on rental housing availability and affordability</u></p> <p>Concerns expressed included:</p> <ul style="list-style-type: none"><li>• Lack of affordable housing, including high rental costs</li><li>• Experience of living in substandard, overcrowded accommodation</li></ul> <p>It is of note that housing issues arose as a focus of discussion for primary aged school children.</p> <p><u>Traveller accommodation</u></p> <p>In Te Puke there is pressure on available accommodation for travellers/visitors for short term stays, such as hostels or motels. This is impacted by the presence of RSE seasonal workers and other seasonal workers from outside the region during key horticultural harvest periods.</p> <p><u>Seasonal worker accommodation</u></p> <p>RSE seasonal workers raised concerns about the suitability of their accommodation; key issues were lack of adequate shared living spaces and a sense of being crowded. It is noted that the provision of accommodation is required as part of the RSE programme. Other (non RSE) seasonal workers also highlighted challenges with locating and securing overnight or short term accommodation when they first arrive in the District to seek work, as well as some difficulty finding longer term accommodation.</p> <p>Overall, the provision of accommodation for seasonal workers has implications for both availability and costs of housing for locals, and traveller accommodation.</p> <p><u>Healthy homes</u></p> <p>The importance of healthy homes that reduce health risks for young children was noted.</p>
Transport	<p>Although public transport seemed readily available for Arataki residents, access to transport was a concern in other engagements:</p> <p><u>Public transport around and between Urban Areas</u></p> <p>There was a perception that public transport is very limited. A need for a bus service within Te Puke was expressed as well as more frequent services between Tauranga / Mount Maunganui and Te Puke and smaller rural communities. This was noted as an issue by those living in and around Te Puke, and by RSE seasonal workers regardless of whether they were living in Tauranga, Te Puke or rurally.</p> <p><u>Cycleway and walkways</u></p> <p>The need for more cycleways and walkways in and around Te Puke was also raised by Te Puke residents, including young people. For those who have ready access to these facilities (for example Tauranga residents) they were noted as valued aspects of daily life.</p> <p>The availability of broad safe footpaths and cycle routes, and safe routes to school is also significant for young children.</p>
Community Connectedness	<p>At all the engagements with place-based communities, people expressed a strong sense of belonging and connectedness with their local community. The potential for social infrastructure to enhance and grow community connectedness was identified.</p>

Multi-cultural Community	<hr/> <p><u>Reflecting diversity</u></p> <p>There is a desire for ethnic diversity of the region to be reflected more in public places and spaces, and in opportunities for inter-cultural connection.</p> <p><u>Migrant support</u></p> <p>While existing services and supports are available in the community, opportunities for enhancing these supports for new migrants and for RSE seasonal workers were identified.</p> <hr/>
Child-friendly community	<hr/> <p>It is useful to note the priority aspects when building environments to support infant and children’s wellbeing should include:</p> <ul style="list-style-type: none"> <li>• Enable health and active lifestyles <ul style="list-style-type: none"> <li>- Active transport for children e.g. well planned, connected and designed walking and cycling routes</li> <li>- street networks</li> <li>- local destinations e.g. parks</li> <li>- aesthetic routes to school</li> </ul> </li> <li>• Accessible green and friendly public spaces <ul style="list-style-type: none"> <li>- outdoor nature play</li> <li>- open green spaces</li> </ul> </li> <li>• Safe places <ul style="list-style-type: none"> <li>- Improving natural surveillance – streetscapes that promote “eyes on the street”</li> <li>- Removing and deterring vandalism</li> <li>- Community ownership of parks</li> </ul> </li> <li>• Healthy homes <ul style="list-style-type: none"> <li>- Warm, dry , safe and appropriate</li> <li>- Affordable and energy efficient</li> <li>- Within healthy, connected and safe neighbourhoods</li> </ul> </li> <li>• Encourage children to understand and participate in society as rightful citizens</li> </ul> <hr/>

## Conclusions and Implications

The overarching purpose of this research was to better understand and meet the needs of western bay communities. The views provided by this selection of “under-represented” groups about their present community offer insights relevant to both current day community development, and for the planning of future communities, in order to achieve this purpose. These are identified below:

Planning for future communities      Projections show that future communities – new or regenerated – will be made up of a diverse range of population groups with corresponding diverse needs and aspirations. In order for SmartGrowth to deliver a place where all people experience western bay as a ‘great place to live learn work and play’, it is important that SmartGrowth is aware of these diverse needs and interests, and cater for them when planning future communities. Insights from present day communities can be proxy for future communities.

### Housing

To cater for the needs of diverse future communities, consider how the settlement pattern and related policies, plans or development proposals:

- Encourage housing that supports human health and environmental health
- Encourage dwelling diversity
- Promote affordable housing
- Ensure that housing is adaptable and accessible

### Transport

Planning can ensure a choice of transport modes, especially ensuring that facilities are accessible and affordable to people walking, cycling and using public transport. Safe walking and cycling routes can be promoted and traffic managed to slow, calm and reduces vehicle speeds. Planning can adopt transit oriented development principles.

### Community connectedness

Urban planning cannot create local community or cohesive social networks. It can though be facilitated by creating safe, permeable environments with places where people can meet informally. Mixed use development in town centres, commercial environments and neighbourhoods can broaden social options.

### Multi-cultural community

There is potential for SmartGrowth to ensure that social infrastructure development reflects the cultural change in Tauranga, for example by incorporating places for inter-cultural connection and sharing into neighbourhood development.

### Child-friendly community

A child-friendly lens could be identified and applied to SmartGrowth planning projects.

Opportunities for community development

Positives and negatives were identified by each community group interviewed. Some of the issues and concerns could be investigated further by community development and/or transportation staff within the SmartGrowth partner councils to assist with achieving present community/council outcomes.

### Arataki

- Smartgrowth partners could capitalise on this enthusiasm and use the connections established during this research project to gather information to facilitate local input in social infrastructure planning.

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### Te Puke

- A lack of affordable housing was highlighted as an issue. Possible actions for SmartGrowth and partners will be to accelerate any work already going on around affordable accommodation, visitor accommodation and social housing.
- Find ways to engage with existing groups and networks around their aspirations for better bus services and walk/cycleways.
- Further actions could involve research into the style and depth of information required by visitors in the short term, and to work with the community on longer term solutions.

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### Young people

- Young people were generally positive about the opportunities for recreation and socialisation within their communities. There is the potential for SmartGrowth partners to work with other stakeholders with an interest in young people to:
  - Invest more in facilitation of activities for young people
  - Engage with local community including young people to beautify the township, and involving them to find and create solutions around local issues (e.g. littering)
- Develop safe cycle pathways to improve mobility for young people and promote awareness of cyclists within the community.

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### Migrant opportunities

- The increasingly multicultural nature of the community was viewed positively, and there was a desire to see the growing cultural diversity of the region reflected in the commercial areas and in public buildings and spaces. There is potential for SmartGrowth to ensure that social infrastructure development reflects the cultural change in Tauranga, for example by incorporating places for inter-cultural connection and sharing into neighbourhood development.
- Research participants also identified a need for more comprehensive support for new migrants and better promotion of the support that is available.

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### RSE worker opportunities

- While RSE workers generally reported positive experiences related to living in the region, there were some concerns about the availability of transport and the bus system. There is potential for SmartGrowth partners to work with other RSE stakeholders to develop resources that could include:
    - Developing and making available to RSE workers information on public transport routes and schedules that targets an audience with limited English language literacy
    - Developing an orientation programme for RSE workers in the Western Bay of Plenty, which could incorporate:
      - Local town centre orientation
      - Recreation infrastructure (including overview, introductions and contacts with sports, cultural and social groups and facilities, and links to 'what's on' information)
      - Community and health services
  - It is noted that these resources may have usability for migrant audiences other than RSE workers, and that some existing new settler resources may be useful in this context.
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#### Young children

- The findings are based on national and international research, and there may be value for SmartGrowth partners to carry out further local research and/or case studies with Tauranga City and Western Bay of Plenty infants and young children that identify the status and opportunities for enhancing child friendly environments in existing western bay communities.
  - Further research could also include a focus on the needs of children from low income suburbs and/or Maori children and their families.
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