

Adult & Community Education - Is partnership possible? Discussions with Harataunga whānau



Compiled by Tumana Research for:

Coromandel Independent Living Trust



ngā mihi

Tēnā tatou i runga i ngā tini ahuatanga o te wa nei.
Kei te tangi te ngakau mo ngā tini aitua kei tēnā rohe kei tēnā rohe kei tērā rohe.
Kā nui ngā mihi ki a koutou kātou ngā kaiāwhina, kaikōrero o te tini kaupapa nei,
he mihi tuatahi ki ngā kaumatua rangatira o te

Harataunga Marae Trust
Te Kura Kaupapa Māori o Harataunga
Te Ahi Kaa Social Services

he mihi mahana ki te haukāinga, ngā tamariki, rangatahi me te whānau katoa, ki a koutou te kaha o
tenei whakatauaakī .. “whaia te iti kahurangi ki te tuohu koe me maunga teitei”.
Ki a koe Raukawa he mihi ki te IzzyStyles me te graphic design.

He mihi tēnei ki a CILT mo te tautoko me te pūtea
i takoha mai i a koutou.

Nō reira, kia piki te kaha ora me te maramatanga ki runga ki a koutou katoa.



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WHAKARĀPOPOTOTANGA KEY FINDINGS

Engagement in this research process has provided a rare opportunity for Harataunga whānau/whānui to discuss a number of ACE-related issues and themes. This has demonstrated:

- the need to re-establish local capacity for administration and delivery of rangatahi education, training and employment programmes
- the urgent need to re-establish (and retain) a workforce that will
 - continue implementation of strategies and actions outlined in the Harataunga Conservation Plan - such as pest management, reintroduction of native species, protection of Kiwi and rejuvenation of the ngahere
 - build on the track maintenance skills several Harataunga rangatahi have recently learnt under the Community Max project at CILT
 - uplift the opportunities for kaitiakitanga within our community
- the need for innovative training and education strategies which target the retention and transmission of taonga tuku iho within and amongst Harataunga whānau/whānui – of utmost priority is fluency in, and the normalisation of, te reo Māori
- the importance of tailoring career development, professional development and training strategies to particular needs, such as rangatahi or Kura whānau
- the general need for a mentorship process to broaden skillsets and realise local workforce capabilities – such as administration, project management, funding-related roles
- discussion about ACE aspirations and needs is entwined within wider discussions about a range of community development themes
- separate strategies are needed to address the ACE aspirations and needs of Harataunga Marae, Te Kura Kaupapa Māori o Harataunga, Te Ahi Kaa and Harataunga whānau/whānui.

Although none of the organisations, who took part in discussions, expressed a willingness to embark on a partnership with CILT, the importance of collaboration to achieve mutually-beneficial ACE objectives was clearly recognised. Previous experience has shown such collaborations can be highly constructive, creating opportunities for Harataunga whānau to have autonomy over course content, structure and delivery. This can help to ensure the achievement of more important goals such as the integration of local expertise and repositories of knowledge in teaching strategies.

On the downside, experience has shown that collaboration with CILT, to deliver ACE activities in a manner which meets local needs, can create a burdensome workload which has, thus far, been carried voluntarily. As a long-term strategy for meeting Harataunga training and education needs, ACE is not appropriate, or sustainable, but could possibly be combined within a matrix of strategies which enable a whole of whānau approach. This is entirely feasible but would need proper resourcing.

TĪMATANGA KŌRERO

INTRODUCTION

The primary aim of this research was to create a forum for discussion about Adult and Community Education (ACE) and the extent to which Harataunga whānau/hapū/iwi might be willing to work with the Coromandel Independent Living Trust (CILT) to achieve respective aspirations. It was hoped the research process would:

- help CILT to understand more about Harataunga's vision, goals and aspirations for ACE;
- enable Harataunga to learn more about CILT as a local provider of ACE activities;
- identify common themes and/or points of difference;
- create an opportunity for discussion about the possibility of working together including:
 - what the relationship might look like (eg – a collaboration or partnership);
 - respective goals, objectives, short- or long-term opportunities;
 - possible strategies and support mechanisms (eg – sharing of resources, networks, expertise);
- highlight issues that might prevent the establishment of a working relationship.

In Pen to Paper: creating partnering agreements that work, Megan Courtney (2006) describes varying types of working relationships and the “must haves” for establishment of a partnering arrangement, such as:

- acknowledgement of the principles or protocols for working together, eg open-communication, trust, respect, honesty, good faith;
- opportunities for interaction, sharing information and identifying common themes or benefits as well as potential risks;
- clear points of contact and clarification of the processes for dialogue, discussion, decision-making or conflict resolution;
- a document which outlines the mutually-agreed expectations including, if relevant:
 - specific outcomes/milestones/objectives
 - the time-frames for achievement
 - respective roles/functions/responsibilities
 - key decision-points and opportunities for review
- agreement on respective costs, expenses, reimbursements, resource/cost sharing arrangements as well as the procedures for administration, management, sub-contracting, reporting and/or review;
- joint signing of a formal agreement incorporating the above content.

Courtney (2006) suggests the concept of partnering is best thought of as working across a spectrum of arrangements with increasing levels of interaction and commitment (Figure 1). Rather than top-down arrangements, in which one party has authority over another, the parties engaged in a partnering continuum are free to work in more than one way at a time or move from one type of relationship to

another. What matters most, according to Courtney (2006), is knowing where you are on the continuum and what kind of working relationship best suits your purpose for coming together.



Figure 1: The partnering continuum (Courtney, 2006)

Unfortunately, the partnering continuum does not acknowledge the very real possibility of isolation, competition or rivalry (Figure 2) which can occur when two organisations are competing for the same funding, kaupapa or participants. More often than not, it is the funding decision that determines which organisation has mana or status within the community. For many whānau/hapū/iwi such isolation, or rivalry, can be an outcome of deciding not to engage, or not having the opportunity to engage, in relationship building around a particular purpose (such as ACE delivery).

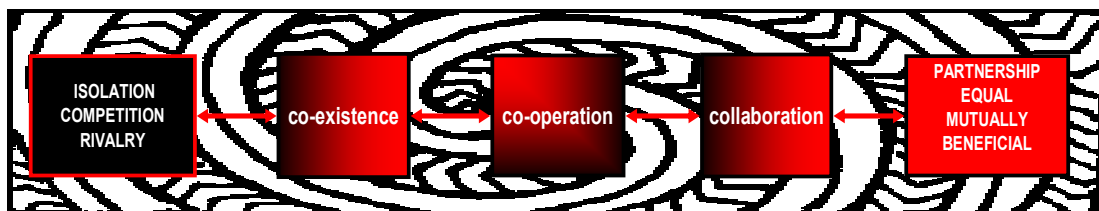


Figure 2: Another perspective of possible relationship arrangements

CILT's investment in this research is, therefore, motivated by a number of goals not least of which is an expectation of beneficial outcomes for themselves and the Harataunga community. In particular, it is hoped this project will create a platform for discussion and decision-making about ACE opportunities as well as help the establishment of a good working relationship. Furthermore, for CILT themselves, the mere publication of this research report will demonstrate clear evidence of a genuine attempt to build relationships with outlying Māori communities.

TE HUARAHĪ METHOD

Document review and key informant interviews with CILT management and staff provided the background information needed for development of the research resources, ie:

- a power point presentation on CILT’s involvement with ACE, including their values, goals, networks, funders and priorities (Appendix I);
- a list of ACE activities/programmes currently being delivered, or in the proces of being developed, by CILT (Appendix II).

In Harataunga, three organsiations are mainly involved in decision-making about the development and delivery of ACE-type activities - Harataunga Marae, Te Kura Kaupapa Māori o Harataunga and Te Ahi Kaa (Training &) Social Services. In addition, ahi kā whānau, including tamariki/rangatahi, make their own decisions about participation in Coromandel-based programmes or activities. Within Harataunga, the research methods, therefore, sought representation from these four groups and involved participation in one or more of the following techniques:

- document review (of ACE-related activities, strategies or goals);
- completion of a brief needs assessment on (a) willingness to attend or participate in ACE activities that were currently delivered, or being developed, by CILT, and (b) other courses they would like to be delivered (Appendix III);
- power-point presentation of the background to CILT’s involvement in ACE, including their values, goals and strategic priorities.
- key informant interviews or focus group discussions (hui) about ACE aspirations or intentions and willingness to engage in a partnering relationship with CILT.

	CILT	Harataunga Marae	Te Kura Kaupapa Māori o Harataunga	Te Ahi Kaa (Training) & Social Services	Harataunga Whānau (tamariki/rangatahi)
document review	5	3	3	2	0
key informant interviews	8	2	2	2	0
focus group discussions (hui)	0	1	1	0	4
survey	0	2	7	0	20
total contact points	13	8	13	4	24

Table 1: Data collection methods and number of times administered

The research methods were mostly implemented over a six week period, during March-April 2008, but informal discussions with key informants continued for several months. As shown in Table 1, the methods involved review of 13 documents, 14 key informant interviews and 4 focus group discussions. In addition, 29 individuals completed the needs assessment survey.

COROMANDEL INDEPENDENT LIVING TRUST BACKGROUND & CONTEXT FOR DELIVERY OF ACE ACTIVITIES

The Coromandel Independent Living Trust (CILT) is a Charitable Trust that was established in 1994 under a single, over-arching vision:

*To enhance the wellbeing of all people
in the upper Coromandel peninsula*

As a specific rohe, the “Upper Coromandel Peninsula” has never been properly defined but CILT would say it radiates from Coromandel Town to the outlying communities which lie between Moehau in the north and Manaia in the south including Colville, Waitete Bay, Koputauaki, Oamaru Bay, Amodeo Bay, Harataunga, Tuataewa, Little Bay and Stony Bay.

Several of these outlying communities have predominantly Māori populations wherein decision-making about all aspects of socio-economic development, particularly education, is firmly underpinned by Te Ao Māori values and aspirations. When compared against other settlements in the district, Coromandel has twice the number of Māori with 25 percent of the normally resident population and 60-100 percent of students (attending 3 of the 4 local schools) of Māori ethnicity.

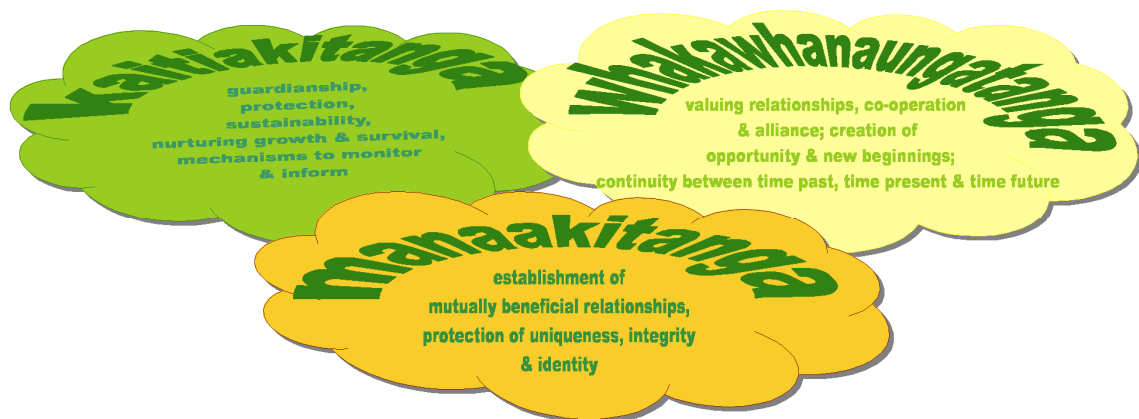


Figure 3: CILT's values

CILT is mindful of a responsibility to meet the needs of Māori and feel this is reflected in their overall structure, values and goals. Since inception, for example, they have pursued a ‘by Māori, for Māori’ workforce philosophy resulting in 2 of the 4 governing Trustees and a third of all staff (approximately 14 FTEs) being of Māori ethnicity with affiliations to local iwi. As an organisation, CILT is further grounded in values of whakawhanaungatanga, manaakitanga and kaitiakitanga with a strategic commitment to not only honour the Treaty but also build relationships with local communities and ensure capacity to

identify needs as well as embrace new ideas or initiatives. The Trustees believe this philosophical foundation provides a context and framework for positive engagement with Māori.

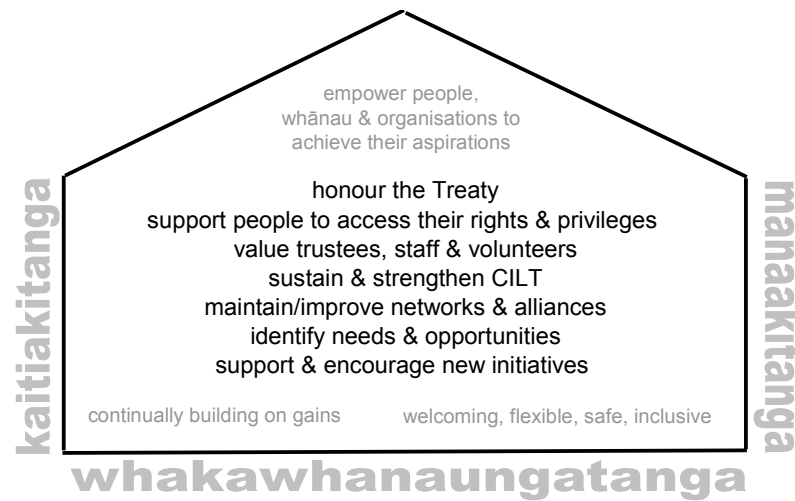


Figure 4: CILT's strategic goals & vision

Over the years, CILT has obtained funding from a wide range of sources (mainly government agencies but also charitable/commercial groups) and gradually constructed its platform around the delivery of locally-based services which meet identified community needs. In Figure 5 the 12 programmes, or service delivery themes, which CILT currently reports on, are broadly sorted into 4 main categories: capacity building, advocacy and support services, protection of the environment and training/education/employment opportunities. Rather than operate independently, the drivers within each of these categories work collaboratively, across common ground, to ensure CILT's overall goals are achieved as well as maximize the opportunities for training, education and employment within this community.

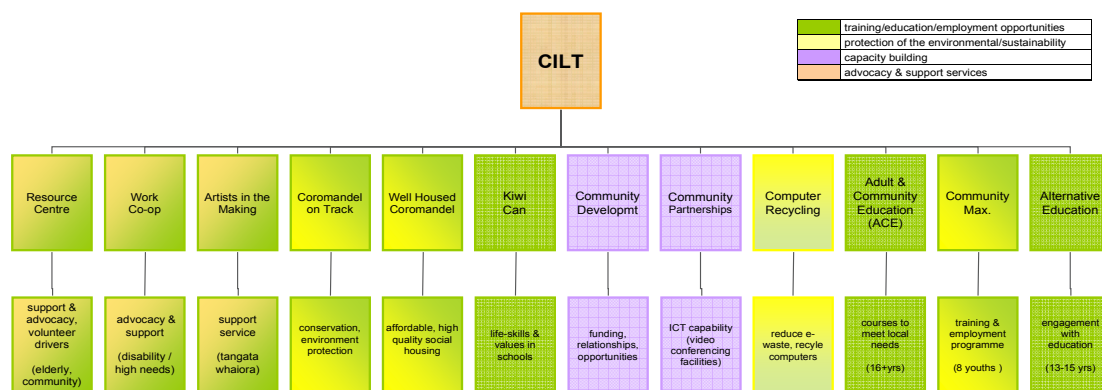


Figure 5: CILT's programmes & service-delivery themes

As programme themes, Community Development and Community Partnership are not directly involved in training and education but instead aim to generally strengthen collective capacity by ensuring other programmes have the funding they need for delivery, engaging in relationship building and identification

of community needs. Under the Government's Digital Strategy, for example, community partnership funds have helped to create ICT hubs in outlying communities in the hope that this will improve ICT literacy and create opportunities for distance learning through satellite delivery.

Other programmes, such as the Resource Centre and Work Co-op (which provides advocacy and support services for targeted groups like the elderly or people living with disabilities) have indirect pathways for training, education and employment. Similarly, Artists in the Making is mainly an activities programme for tangata whaiora but involves opportunities for learning about advocacy, support services and basic life-skills. Coromandel on Track, Well Housed Coromandel and Computer Recycling are squarely focused on protection of the environment, conservation and sustainability but achievement of these high level objectives clearly depends on the availability of a workforce and implementation of local solutions to strengthen capacity. Workers involved with Coromandel on Track, therefore, receive training in Site Safe and general maintenance techniques, the housing project is endeavouring to create pathways for apprenticeships in the construction industry and Leon Barton, at Computer Recycling, is more than willing to mentor youths who think they might want a future in ICT. Community Max (which is a 6-month wage subsidy package for youths to work on community projects) provides another way for CILT to not only continue its work on protection of the environment but also ensure participation in training that will ultimately strengthen workforce capacity.

Through Kiwi Can, Alternative Education and Adult & Community Education (ACE), CILT is directly involved in the delivery of training and education programmes which broadly aim to create learning opportunities to target specific needs, raise foundation skills, contribute to readiness for employment and achieve outcomes that are valued by the community. CILT's involvement with all three programmes is underpinned by a long-standing particular alignment with Coromandel Area School (CAS).

Kiwi Can is a Foundation for Youth Development activities programme that encourages 5-12 year olds to realise their full potential by teaching valuable life-skills such as a sense of self-worth, confidence to achieve personal goals (especially in health and education) and ability to cope with life's challenges. CILT is the only registered provider for Kiwi Can, in this region, and currently delivers the programme at the area school (CAS) and one of the 3 smaller outlying schools (Colville).

Alternative Education (AE) was introduced, by the Ministry of Education (MoE), in 1998 as a distinct form of education for 13-15 year old students who may have become lost, or alienated, from the state schooling system¹. Māori males are heavily over-represented in programmes nationally, contributing

¹ available at <http://www.educationcounts.govt.nz/publications/schooling/50254/3> on 15 March 2010.

around 60 percent of placements. In principle, AE funds an innovative, flexible, unconventional, hands-on or practical approach to curriculum delivery and up to 20 percent of students do not have to meet the alienation criteria. Furthermore, the MoE expects schools with eligible students to work together, as partners in a regional consortium, with a host school (usually the Area School) taking responsibility for management.

Despite outlying schools having eligible students², the local Area School (CAS) has opted to develop and manage their own AE programme. This approach has been notoriously unsuccessful and is one of many reasons why CAS has recently received a damning report³ in which the Education Review Office expressed a complete lack of confidence in their ability to meet the needs of Māori students. Towards the end of 2009, CAS asked CILT to take over the development and delivery of their AE programme⁴. The job description for an AE Programme Leader was duly written and posted, with specific adherence to CAS policies and procedures⁵, but for reasons which remain unclear, CAS has since withdrawn from the arrangement.

Adult and Community Education (ACE) became part of the tertiary education system in 2002 and CAS held the only contract for delivery in the Coromandel region until 2007. Throughout most of this period, CILT was working hard to establish themselves as an ACE provider in this community. Prior to receiving their first contract, for example, CILT had conducted two assessments of community needs (in 2004 and 2006), developed a quality assurance system (2005) and been involved with establishment of the ACE regional network, community advisory group as well as a local co-ordinator position. In 2006, CILT took on the co-ordination of CAS' (school-based) ACE programme but, in 2007, CILT was awarded their own (much bigger) contract for delivery of community-based ACE activities in the Coromandel region. At present, therefore, CILT is co-ordinating the delivery of two ACE contracts, one school- and one community-based, each of which have their own completely separate (unrelated) processes for management, monitoring and reporting.

Strategic Goals of ACE Delivery

ACE activities are funded under the Tertiary Education Strategy (TES) and administered by the Tertiary Education Commission (TEC). When the National Party came to power, in the spring of 2008, the tertiary education sector, and ACE in particular, underwent immediate reform. Within the restructuring

² for example, both Manaia and Harataunga have students in this age-group.

³ available at <http://www.ero.govt.nz> on 18 March 2010.

⁴ Under a standard contract provision, CAS is fully entitled to retain its host school function but sub-contract an external provider (such as CILT) to deliver the AE programme

⁵ available at <http://cilt.wainet.org/wp-content/uploads/2009/11/Job-Description-AE-Programme-Leader-Dec-2009.pdf> on 10 March 2010.

- belong to their local TEC-established ACE Network and organise their activities in liaison with other ACE organisations in that ACE network
- ensure learners are NZ Citizens or permanent residents, aged 16 years or older and not enrolled in secondary school full time⁷

In the Thames-Coromandel region, the local ACE network providers have to liaise with is affiliated with two national bodies - ACE Aotearoa and Community Learning Association through Schools (CLASS). Largely in response to National Party sector reforms, these two bodies have recently united with nine (9) national groups to form the more powerful ACE Strategic Sector Alliance. In addition to alignment with the strategic directions of central⁸ and local stakeholders⁹, this requirement for ACE providers to align with their local network, poses a number of challenges for CILT. Indeed, with regard to ACE delivery, it appears CILT is currently working within a model that aims to juxta-position the strategic goals of, at least, 17 distinctly different, but allied, groups (see Figure 6).

As a foundation for discussions about the relevance of ACE for Harataunga whānau, Table 2 has consolidated some of the information which is publicly available about the broader strategic goals of ACE delivery for key stakeholders in CILT's network. This simple synopsis helps to demonstrate why engagement in decision-making about the delivery of ACE activities can be particularly beneficial for Māori. From a purely administrative point-of-view, for example, it is clear that most, if not all, of the broader goals listed in this Table can, in one way or another, be mapped to the six (funded and aligned) priorities for ACE delivery. In other words, the development and delivery of ACE activities is very flexible, or able to be informed by a wide range of goals and objectives.

Secondly, at least two of the fundable ACE priorities specifically target those who are most disadvantaged or deprived which, in the Coromandel region, primarily means Māori whānau, hapū, iwi. ACE, therefore, is a source of funding for the development and delivery of education initiatives that particularly targets the needs of Māori. Furthermore, the Tertiary Education Strategy (TES) has made a strategic commitment to ensure ACE delivery *enables Māori to enjoy education as Māori*.

Thirdly, local stakeholders such as the Thames-Coromandel District Council (TCDC) and Hauraki Māori Trust Board (HMTB) have established various planning and monitoring processes which can help to inform the gathering of information about community needs. Through relationship building and collaboration, such processes could clearly be harnessed to ensure ACE activities are actually

⁷ unless there are exceptional circumstances, the provider is a REAP and under 16yr olds make up less than 10 percent of total numbers

⁸ TEC (communities), TEC (schools) and TES

⁹ local stakeholders with documented strategic interest in community education, eg TCDC, HMTB and CAS.

Strategic Directions/Priorities	TEC (ACE in Communities)	TEC (ACE in Schools)	Tertiary Education Strategy (TES)	ACE Aotearoa	REAP Aotearoa NZ	Literacy Aotearoa	CLASS	TCDC	HMTB
<div style="background-color: #FFD700; width: 15px; height: 10px; display: inline-block; margin-right: 5px;"></div> of particular relevance for Māori									
FUNDED									
serves/targets learners whose initial learning experience was unsuccessful									
raises foundation skills (eg - numeracy, literacy, ICT)									
strengthens social cohesion									
ALIGNED (BUT NOT SPECIFICALLY FUNDED)									
encourages life-long learning									
strengthens communities									
meets identified learning needs									
UNIVERSITY-SPECIFIC ACE PRIORITIES									
higher level learning that contributes to knowledge economy									
preservation, dissemination and application of university research									
promotes critical/reflective thinking and active/informed citizenship									
facilitating pathways into and through university education									
builds capability in the wider ACE sector									
BROADER PRIORITIES/DIRECTIONS/GOALS									
deliver to priority areas, eg - literacy, numeracy, ESOL, te reo Māori									
target learners with highest need, eg - Māori									
assists those seeking pathways into tertiary learning									
assists people without literacy/language/numeracy skills for work/further study									
equal opportunity to gain world-class skills & knowledge									
ensure skills/knowledge to meet labour market demands/needs									
research to identify/address environmental/economic/social challenges									
enables Māori to enjoy education success as Māori									
informal, non-assessed learning opportunities									
programmes are diverse/flexible									
responsive to learning needs of community and individuals									
contributes to achievement of TES objectives									
valuable social/economic outcomes (not just education/employment)									
has pedagogy/approach which allows ACE to engage with & support learners									
promotes empowerment, equity, active citizenship, social awareness									
promotes self-reliance/sustainable development									
honours Treaty of Waitangi									
increase participation of Māori/Pasifika									
innovative approach to achievement of TES objectives									
creates knowledge that drives innovation									
creates te reo Māori literacy/numeracy pathways									
smooths transition from school to further education and work for Māori									
creates employment and employment opportunities									
more Māori ACE providers, including whānau/hapū/iwi									
improves capacity & quality of te reo Māori delivery									
ACE providers in rural communities not disadvantaged									
improves capacity for ACE delivery									
partnerships/collaboration with providers/communities/funders									
focus on outdoors/environment/arts/local industry									
builds capacity for distance learning, eg satellite delivery									
improves infra-structure for education									
contributes to revitalisation of Haurakitanga (te reo, tikanga)									
protects environment for future generations (kaitiakitanga)									
responsive to needs of whānau, hapū, iwi									
promotes economic transformation									
success for all									
improve access to quality education/learning opportunities in rural communities									
wholistic (delivers across early childhood, schools, adult/community settings)									
accessible education for adults									
active/professional/political/practical approach to school-based community learning									
professional development for teachers									
regular newsletters & information about good practice									

Table 2: ACE delivery by strategic priorities/goals of key stakeholders in CILT's network

contributing to social cohesion, benefiting the wider community and meeting identified learning needs. Indeed, several local and national stakeholders have identified strategic goals which are particularly responsive to the needs of Māori. For example, the HMTB has highlighted the need for education strategies which re-vitalise te reo me ngā tikanga, maximise the potential for whānau/hapū/iwi involvement in delivery, increase Māori rates of participation and protect the environment for future generations (kaitiakitanga). Similarly, Literacy Aotearoa and REAP Aotearoa NZ have drawn attention to the need for wholistic models of delivery (which enable the whole whānau, regardless of age-group, to participate in activities); improving the quality of (and capacity for) delivery in te reo Māori; smoothing the transition of Māori students from school to work or further study; creating effective decision-making partnerships and not disadvantaging the opportunities for ACE to be delivered in rural (outlying) communities.

Within this general context, Table 3 presents the 6 strategic goals that inform CILT's delivery of ACE activities. In particular, CILT has given priority to the need for equity (in terms of access, funding and opportunities), sustainability, tailoring services to local needs, improving infra-structure/capability for delivery, alignment with stakeholder priorities and strategic alliance (or partnering) with a range of agencies, including both government and non-government groups, regional and national authorities, local communities, Māori and course providers¹⁰.

Strategic goal	Objective
equity	<input type="checkbox"/> remove access barriers due to lack of providers, geographic isolation, socio-cultural disadvantage and/or past experience
self-reliance /sustainability	<input type="checkbox"/> build on local opportunities eg environmental/cultural/industry <input type="checkbox"/> improve ability to identify/respond to need
tailoring services to local needs	<input type="checkbox"/> increase participation for Māori, school leavers, community <input type="checkbox"/> improve literacy/numeracy/ICT literacy <input type="checkbox"/> focus on employment/arts/environment/industry
improve capability	<input type="checkbox"/> establish infra-structure for distance learning, professional development, improve support systems and resourcing <input type="checkbox"/> utilise local expertise, protect teaching style, avoid inappropriate enforcement of competency requirements
strategic alliance and/or partnering	<input type="checkbox"/> build good working relationships (local, regional, national) <input type="checkbox"/> alliance/joint ventures/collaboration/partnership with a range of providers, funders, networks and communities including Māori
alignment with key priorities	<input type="checkbox"/> consistency with national/regional/local strategies/priorities eg MoE, TEC, ACE Aotearoa, TCDC, HMTB, CAS, local communities

Table 3: CILT's strategic goals for ACE delivery in the Upper Coromandel Peninsula

¹⁰ such as WINTEC, Te Wānanga o Aotearoa, iwi, local experts, Private Training Establishments, Department of Conservation, SiteSafe, St Johns

In accordance with this vision, CILT is continually seeking opportunities to establish good working relationships with local Māori. Such relationships will enable CILT to more easily meet their contract objectives as well as identify learning needs, barriers to participation and potential support systems for ACE delivery (such as local sources of knowledge or expertise). The remainder of this document, therefore, aims to understand whether, and to what extent, Māori whānau in Harataunga would be willing to collaborate or partner with CILT for the purposes of ACE delivery.

NGĀTI POROU KI HARATAUNGA VISION FOR ADULT & COMMUNITY EDUCATION

Harataunga has a whakapapa of occupation and affiliation with numerous Hauraki iwi including Huarere, Patukirkiri, Tama-te-Rā, Tama-te-Pō, Ngāti Whanaunga and other Marutūāhu tribes. In the late 1880s, however, Harataunga was gifted to Ngāti Porou, by the paramount chief Paora-te-Putu, as a whenua tuku in recognition of historic strategic alliance throughout aeons of inter-marriage, warfare, cultivation, trading, anchorage and burying of the dead. Comprising roughly 28,000 hectares of sparsely populated bushclad coastal land, Harataunga is mostly still multiple-owned Māori freehold title but, for one reason or another, the vast majority of land-owners live elsewhere.

Harataunga Marae

In 1954, Heni Ngaropi White gifted two acres of land to the descendants of three Ngāti Porou hapū for the specific purpose of building a marae in Harataunga. The whare manaaki, or dining room, opened in the late '70s and is dedicated to Ngaropi, in honour of her generous vision.



Building of the wharenuī began in the mid-80s, but was hugely challenging, taking roughly 10 years to complete. It was during this time the Marae first became involved in provision of ACE-type activities. Indeed, most of the carvings, kōwhaiwhai and tukutuku panels were completed under MACCESS, ACCESS, RESTART, PEP or similar schemes which would be the equivalent of what is now called Community Max. As with the Community Max contract CILT now has, these were wage-subsidy schemes, funded by Work & Income (then called the Department of Labour),



in support of local training and employment opportunities.

By the late-80s, Harataunga Marae was entwined within a platform of initiatives that clearly aimed to strengthen capacity for meeting the cultural and socio-economic needs of Ngāti Porou, including the delivery of ACE-type

activities. In a bold statement of alliance, Ngāti Porou (ki Harataunga ki Mataora) was among the 12 tribal groups who formed the Hauraki Māori Trust Board (HMTB) in 1988, as an entity for representing the collective views and decisions of each marae, respectively. Roughly a year later, the Ngāti Porou ki Hauraki Trust (NPkH) was established, primarily as a vehicle for engagement in education and training opportunities (such as the Government's wage-subsidy schemes) but also in recognition of the (Ngāti Porou) bloodlines (whakapapa) carried by Harataunga and Mataora whānau and need for a forum that would:

- articulate the needs and concerns of Ngāti Porou ki Hauraki (ie – Ngāti Porou whānau in both Harataunga and Mataora)
- insist the Trust must be part of any selection process for positions of responsibility which are relevant to Māori people in Hauraki
- liaise with and support Tribal Authorities in Hauraki
- promote and encourage Ngāti Porou language, customs and tradition, Ngāti Porou arts and handcrafts and other aspects of Ngāti Porou culture essential to the identity of Ngāti Porou ki Hauraki
- promote and encourage the use of the cultural resources of the community
- support (Ngāti Porou) whakapapa and marae.



During the early '90s, Harataunga Marae and NPkH collaborated closely in the management, administration and delivery of marae-based training schemes which aimed to not only complete the wharenuī but also ensure the inter-generational transmission of much valued cultural knowledge. With a view to expansion, the mid-90s brought recognition of the need for an entity that would enable delivery to non-Māori as well as other iwi. By 1994, responsibility for the administration and delivery of Harataunga-based training and education activities had, therefore, passed to Te Ahi Kaa Training & Social Service Centre Incorporated (discussed below) which was conveniently located directly opposite the marae.

Over the next decade or so, NPkH became involved in researching treaty claims, with some consultation on the local council's District Plan, while Te Ahi Kaa continued to deliver a range of ACE-type activities. As the new millennium dawned, however, both organisations were in recess¹¹. It was during this void that Harataunga Marae gradually began to re-build a foundation for local delivery of education and training programmes. Although the main purpose of Harataunga Marae is manaakitanga¹², decision-making for most trustees has always been underpinned by aspirations of rangatiratanga (as symbolised by the wharenuī itself) in which Ngāti Porou ki Harataunga would have the mana (authority and capacity) for kaitiakitanga. Broadly speaking, kaitiakitanga refers to the processes needed for survival/protection/advancement of ngā taonga tuku iho (inherited treasures or gifts) such as whakapapa, ways of being and repositories of knowledge including he tangata, te reo Māori, te whenua, te ngahere, te takutai moana, ngā kapata kai, wāhi tapu, tikanga and mauri (the very essence of existence, the pure energy of life itself).

¹¹ personal communications between Dr Paki Harrison (NPkH Chair) and Parekura White during 2002-2003, also see letter to John Grant, Crown Facilitator, Foreshore & Seabed Group dated 12 March 2007 and Companies Office records on Te Ahi Kaa Training & Social Service Centre Inc.

¹² manaaki te manuhiri, manaaki te tangata

Between 2003-2008, Harataunga Marae worked on a governance structure and strategic plans that would enable this vision of kaitiakitanga to proceed. Alongside the drafting and/or ratification of an appropriate charter and constitution, some of the main achievements during this period include:

- the Harataunga Conservation Plan 2005-2010 outlining short- and long-term strategies/actions for pest control, rejuvenation of the ngahere/takutai moana, reintroduction of native species, protection of the beach/wetlands/wāhi tapu/endangered species
- establishment of a workforce and infra-structure for administration of grants and contracts
- delivery of training programmes to strengthen workforce capacity in a range of pest management/conservation techniques
- the signing of 25 year covenants (with Ngā Whenua Rāhui) in which several large landblocks agreed to jointly engage in kaitiakitanga, specifically protection of the ngahere
- alliance with a network of support/funding agencies including Ngā Whenua Rāhui, Department of Conservation, BNZ Save the Kiwi Trust and Moehau Environment Group
- implementation of various conservation strategies and activities
- funding for a feasibility study on the renovation of Harataunga Marae
- preliminary discussions about housing, research and other community development opportunities
- Te Whareniui o te Iwi – a 10 year strategic plan on education/training techniques needed for the retention and advancement of Ngāti Porou ki Harataunga identity & wellbeing

Unbeknown, at the time, these efforts to establish a foundation for kaitiakitanga would soon be dismantled by a power struggle, and internal clashing of ideologies, that was unequivocally fuelled by the mandating of FSSB¹³ and post-Treaty governance structures. By late 2006, it was evident several members of the Harataunga Marae Trust neither understood, nor agreed with, the progress towards kaitiakitanga. Rather than seek guidance on tikanga, in terms of the collective merits or benefits for whānau/hapū/iwi, these members opted to hide behind legal loopholes and pursue an intervention process that inevitably led to the freezing of finances and removal of trustees. Everything came to a standstill and the issues remain unresolved.

Is partnership with CILT possible?

Little wonder the trustees, who were spoken to, felt somewhat disheartened when asked about their vision for ACE and whether collaboration or partnership with CILT was possible.

In principle, the importance of rangatiratanga was reiterated, as a practical and realistic aspiration, with Harataunga, once again, having autonomy over the planning, management and delivery of activities. Previous experience¹⁴ has also shown that CILT and Harataunga will be competing for funding as well

¹³ Foreshore & Seabed

¹⁴ in 2007, Enterprising Communities declined an application from the marae (for kaitiakitanga activities) because CILT had already received the funding that was available for this region

as trainee/student numbers, access to local expertise/tutors and course content or design. Although co-existence is an option, it was felt this would require considerable compromise with agreement on the tikanga needed to protect/preserve respective roles or rights as well as avoid double-dipping and duplication.

Te Ao Māori	Kaitiakitanga skills	Capacity building
te reo Māori (full immersion)	tiaki ngahere / takutai moana / whenua	conflict resolution / mediation
whaikōrero	riparian planting	governance training
kāranga	beach/harbour/river care	how to write/report on funding applications
whakapapa	protection of endangered species	administration
whakairo	pest management	design & construction
rāranga	GIS mapping	local government/statutory law
tukutuku	environment/resource management	information technology (IT)
tanikō	housing options on Māori land	
kapa haka		
mātauranga Māori		
tikanga		

Table 4: ACE themes of interest to Harataunga Marae

Despite such reservations, the possibility of co-operation and collaboration towards mutually beneficial objectives or goals was recognised. With implementation of the Conservation Plan and Te Whareniui o te Iwi, in mind, the trustees were generally supportive of the opportunities CILT was creating for participation in Te Ao Māori, kaitiakitanga and professional development activities. Furthermore, it was felt the development of ACE strategies which generally served to strengthen whānau/hapū/iwi (local) capacity in any of the themes listed in Table 4 would be hugely beneficial for the marae.

With some remorse, it was also acknowledged Harataunga Marae had largely missed the opportunity to build on, and/or take advantage, of Community Max. If the right leadership model had been in place, there is no doubt Harataunga Marae would have applied for their own Community Max contract to continue work on pest management and kaitiakitanga themes. At very least, the CILT Community Max scheme (in which 6 or so Ngāti Porou rangatahi and 1 pakeke are currently gaining valuable experience/training in kaitiaki techniques) was seen to be a capacity building opportunity which should have been linked to a Harataunga-based transition pathway for retention of the workforce/skillbase and employment in this community.

“Once again, we can only hang our head in shame at the shortsightedness of our own whānau members, who believe they are worthy of leadership positions, but are so removed from the Māori worldview that they cannot even recognise kaitiakitanga in their own rohe. Their ignorance is our worst enemy, it has set us back decades”

(pers. comm with author during face-to-face interviews, 15 July 2008)

Harataunga Rangatahi

Around 20 tamariki/rangatahi, mostly boys aged 15 to 19 years, along with some older whānau members, completed the assessment tool and took part in general discussions about ACE aspirations or needs. Most of the tamariki/rangatahi had gone to Te Kura Kaupapa o Harataunga, at some point, and some were still enrolled. Others had been at CAS but were now excluded or in the Alternative Education programme. A few had left school and were looking for employment. Everyone was of Ngāti Porou descent and belonged to Harataunga Marae. Discussion about partnership with CILT was inappropriate for this group and the survey was also ineffective, as a tool for gathering data about ACE needs. They tended to tick everything, or nothing at all, saying it would depend on what else they were doing at the time. In contrast, everyone was more than willing to engage in an open brainstorming of ideas for delivery.

Workshops	Sports/Fitness Academy	Career development	Community facilities
bush/sea survival	basketball	welding	bmw track
Hip hop	rugby	building/carpentry	basketball hoop
music (guitar/drums)	diving	mechanics	diving board at bridge
video editing	waka ama	army	place to skate
recording	skateboarding	police	place to meet/relax/play music
how to fix your own bike	snowboarding	university	movie nights
how to make a gocart	stock cars	trades/apprenticeships	
first aid	motor bikes	boat masters/skippers ticket	
camp out in the bush		car licences	
computers		defensive driving	
tutorials - maths, english, science		fashion design	
		photography	
		tech drawing & design	
		performing arts	

Table 5: Tamariki/rangatahi themes for ACE delivery

Table 5 shows local youth were enthusiastic about participation in a wide range of activities and definitely thinking about career development opportunities. The younger ones were very keen on the idea of holiday, weekend and after-school activities such as camp outs, bush survival and workshops on how to fix your own bike. The notion of a sports or fitness academy was very popular with almost everyone saying they would attend, give it their best and not be put off by a strenuous training regime. Some also took the opportunity to talk about ACE in terms of community development and the need for facilities which would make Harataunga a better place to be. Top of the list were a BMX track, diving board at the bridge and concrete pad for skate boarding.

In general, the rangatahi engaged in relevant and meaningful discussion about the opportunities ACE could provide and indicated a willingness to take part in one-off workshops or longer courses over several weeks or months. Many hoped participation in ACE activities would lead to apprenticeships or qualifications and create opportunities to learn skills or trades they weren't able to learn at school - such as mechanics, carpentry and fashion design. From this discussion it was appallingly evident none of the

rangatahi, in this group, had been given the opportunity to benefit from participation in school-based work experience programmes such as GATEWAY or STAR. Furthermore, it was clear the Alternative Education programme at CAS was not addressing this need.

Te Kura Kaupapa Māori o Harataunga

Te Kura Kaupapa Māori o Harataunga (TKKMoH) belongs to a national network of kura which are established under a special section of the Education Act (s.155). Te Aho Matua is the strategic platform which underpins curriculum delivery at these kura. Te Rūnanga Nui o ngā Kura Kaupapa Māori o Aotearoa is the kaitiaki or guardian of Te Aho Matua.

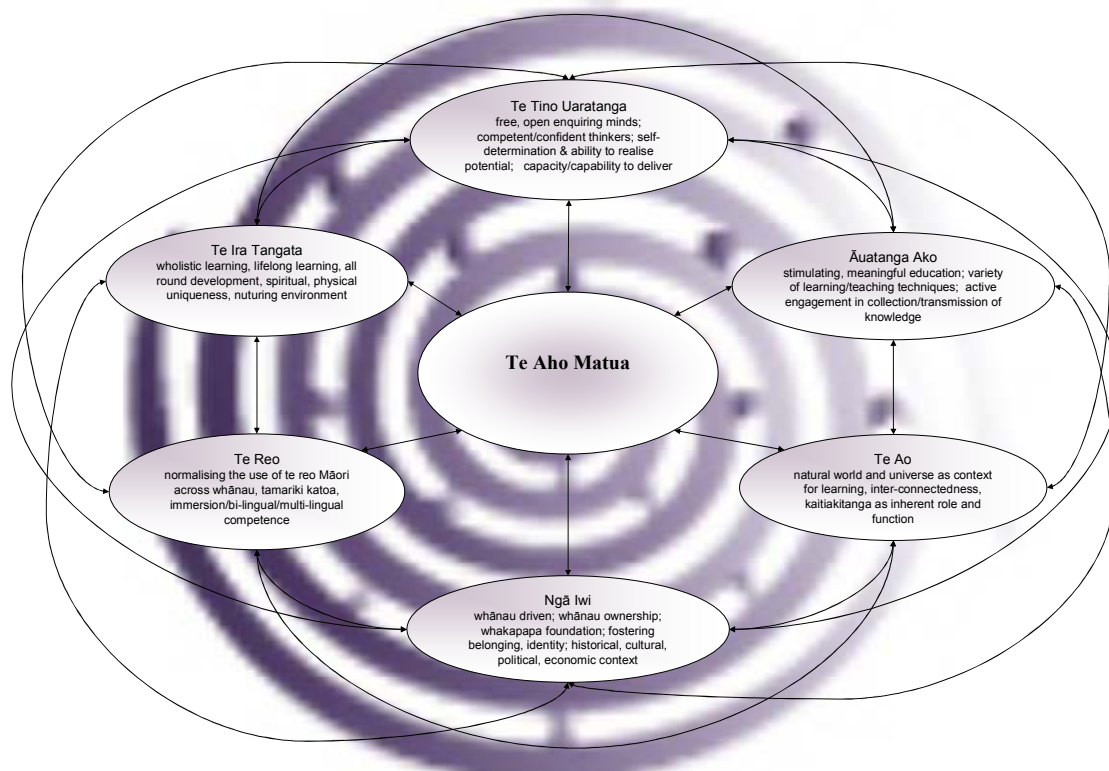


Figure 7: Te Aho Matua as a strategic platform for curriculum delivery

Te Aho Matua highlights the importance of an education in which:

- learning is wholistic and lifelong, nurturing all aspects of development
- children become competent thinkers, with open and enquiring minds
- curriculum content is stimulating and meaningful, utilising a variety of learning techniques
- kaitiakitanga is an inherent role and function with the natural world and universe as the context for learning
- kura whānau and the wider community are stakeholders in the learning process, participating as teachers and students, whakapapa is the foundation for curriculum delivery
- all languages are valued but competence in te reo Māori is normalised as the medium for teaching and communication within/amongst kura whānau

The significance of kaitiakitanga, as an inherent obligation of TKKMoH delivery, was confirmed in 2006 when the Kura applied for, and received, funding to write Rapua he Rautaki Rangahau¹⁵. This 10-year strategic plan demonstrated the curriculum could be completely informed by kaitiakitanga themes of particular relevance to Harataunga. Furthermore, such a focus would create innovative, and entirely fundable, pathways for re-claiming repositories of (almost forgotten) ancestral knowledge about the ngahere and takutai moana whilst integrating the teaching of foundation sciences¹⁶ within day-to-day learning. The document listed numerous support networks that could help development and delivery of te reo Māori resources and course outlines. In addition, it showed how such a curriculum would link to the NZQA framework, provide an interface for NCEA credits and add considerable weight to TKKMoH capacity for wharekura delivery.

As a small rural school, in an isolated Māori community, TKKMoH faces a number of challenges when attempting to implement their ideal curriculum, notably:

- student numbers are small, only generating enough funding for a sole teacher-principal position, but teaching still needs to span all levels of the curriculum
- the local Kōhanga Reo struggles to find teachers, and access can also be difficult, which means new entrants need intensive support to cope with immersion in te reo Māori, thus placing additional pressure on TKKMoH resources and teacher capacity
- core funding for basic curriculum delivery is grossly inadequate and provides little opportunity for development, or expansion, of new course outlines and associated delivery, assessment, evaluation techniques
- there are very few speakers of te reo Māori in Harataunga with hardly anyone having the competence to help with teaching or curriculum delivery – this makes it difficult for the Kura to access, or benefit from, the skill-base and expertise which exists within their wider community
- the Kura does not have wharekura status which means it is not funded, and does not have authority, to teach students at years 9-13, this can be problematic for whānau and may also impact on the longterm sustainability of TKKMoH, as a viable education alternative, within this community¹⁷ – the establishment of wharekura status is, therefore, a priority.

Over the last decade or so, various strategies have aimed to address or resolve the wharekura issue and enable students to stay at TKKMoH. During 2003 to mid-2008, a satellite arrangement enabled students to enrol with a Tuākana¹⁸ elsewhere but remain at TKKMoH. The Tuākana Kura would send over the funding these students generated (so it could be used for teaching and resource purposes) as well as provide course outlines, access to teaching expertise (through wānanga and/or video

¹⁵ a strategic plan on the educational potential of te ngahere and takutai moana as a foundation for kaitiakitanga

¹⁶ including mathematics, information technology, physics, geography, geology, computing, biology, rongoa Māori, astronavigation, resource management and oceanography

¹⁷ for example, roll projections for the next 10 years predict relatively few new entrants and the vast majority of currently enrolled students having wharekura needs

¹⁸ a Kura Kaupapa with wharekura status

conferencing) and assistance with the processes needed for students to obtain NCEA credits. Although hugely burdensome for the Tuākana, TKKMoH made considerable progress under this arrangement and was able to employ a Wharekura Kaiako/Kaiwhakahaere as well as create a designated wharekura building.

As expected, the satellite arrangement had some limitations. Notably, if student numbers fell below 5-7 there was insufficient funding to employ a Kaiako and responsibility for administration, implementation and supervision fell to parents (who were generally working and unable to deliver in te reo Māori). Some whānau also felt delivery was too reliant on video-conferencing and the range of subjects too narrow, being restricted to topics the Tuākana Kura could easily provide. In addition, wharekura students were not getting the opportunity to participate in kaitiakitanga (of the ngahere or takutai moana) and TKKMoH was not, therefore, developing capacity for wharekura delivery of kaitiakitanga themes or associated NCEA accreditation pathways.

More recently, TKKMoH wharekura students have been sent away, to board and attend Te Aho Matua Kura elsewhere. Such arrangements are generally underpinned by varying degrees of partnership. Over the last year, for example, one Kura has been genuinely collaborating with TKKMoH to ensure the wharekura curriculum content is jointly developed and owned, thus meeting respective aspirations and needs as much as possible.

In general, TKKMoH fundraises and participates in initiatives, including ACE activities, that can supplement curriculum delivery and/or create opportunities for whānau to benefit from particular knowledge or expertise. Over the years, for example, the Kura has fundraised for haerenga¹⁹ and wānanga or workshops on a range of kaupapa including Te Rā Mātauenga, Waitangi, Matariki, taiaha, waka ama, mosaic, wiki toi, gardening and recycling. Whānau also participate in some of CILT's regular (Coromandel-based) ACE activities (especially first aid training and driver licencing) because it has benefits for the Kura. With funding from the Digital Strategy, TKKMoH and CILT have recently established a Harataunga-based video-conferencing facility to improve the opportunities for long-distance involvement in ACE activities.

In 2008, however, TKKMoH embarked on a new approach to collaboration with CILT, and engagement with ACE, aiming to maximize the opportunities for channeling this funding towards activities that would directly support, or assist the achievement of Kura priorities. This involved 3 types of strategies. At the simplest level, CILT fully-funded the delivery (tutor/venue costs) of two 10-hour courses on waiata and te

¹⁹ to Ahu Ahu, Te Tairāwhiti and Rarotonga

reo Māori. This arrangement was highly effective for both organisations enabling the Kura whānau to access local expertise and CILT to meet all of the criteria for ACE funding²⁰.

The other two methods are more difficult to match with ACE funding criteria because they primarily aimed to supplement delivery of the wharekura curriculum (with themes the rangatahi had themselves identified, see Table 5). Firstly, CILT was asked to umbrella an external funding application for delivery of a 4-day Hip Hop workshop, at Harataunga Marae, and pathway towards NCEA english credits. TKKMoH obtained their own additional funding to help with costs and project managed the entire event. ACE did not fund this workshop but ACE resourcing was used indirectly²¹. Later that year, TKKMoH obtained external funding to run a 3-day PADI dive noho, which was not only linked to Level 3 NCEA credits but also set-up to be delivered in te reo Māori. In this instance, ACE funding directly supplemented the costs of delivery. Both activities were hugely popular, attracted rangatahi from the wider community and CILT was able to report on them as ACE activities.

Is partnership with CILT possible?

Such experience has given TKKMoH a firm foundation for considering the feasibility of partnership with CILT for ACE purposes. On the positive side, the collaboration gave TKKMoH authority over course structure and content, helped to broaden the wharekura curriculum, created NCEA pathways and provided opportunities for the transmission of cultural knowledge and identity (waiata/te reo Māori). Furthermore, TKKMoH was actively engaged in establishing relationships with external providers who could assist development of the wharekura curriculum, specifically those with NCEA, kaitiakitanga and te reo Māori capability.

However, the success of this collaboration was completely reliant on TKKMoH whānau being willing to carry a huge voluntary workload with full responsibility for administration and project management including planning, preparation, recruitment, facilitation, reporting, manaakitanga and funding applications if needed. Other negatives included:

- an unavoidable (unintended) workload was created for the Kura administrator (for which she was not trained, had no time and the Kura was not funded)
- reservations about significant investment of Kura time/energy in activities that benefited youths who were whānau but not enrolled in the Kura (could this be better directed elsewhere?)
- delivery costs (for the wharekura workshops) were very high
- use of ACE funding is unsustainable as a long term strategy for funding and expansion of the wharekura curriculum (due to eligibility criteria) which means other strategies are needed

²⁰ all participants (Kura whānau members) were over 16 years of age, NZ citizens and not full-time enrolled in secondary school.

²¹ the ACE co-ordinator (Kath Makiri) and another member of CILT's staff (Hamish Fyfe) helped tremendously, especially with recruitment and filming

- the inability to make a definite/reliable contribution to wharekura curriculum planning as ability to deliver depended on the outcomes of funding applications
- due to the relatively small number of wharekura students involved (<10), the tuākana kura (with which TKKMoH students were enrolled at the time) was unable/unwilling to invest time and resources in development of NCEA course outlines/pathways that would enable the integration of kaitiakitanga themes
- the ACE philosophy is fundamentally inappropriate for a Kura Kaupapa, as it does not enable, or acknowledge the importance and need for the whole whānau (regardless of age) to participate in education opportunities.

All things considered, the Kura whānau felt partnership with CILT would not be beneficial at this time but ACE funding may occasionally help to fund wānanga or whānau learning opportunities. In this regard, Table 6 summarises some of the thoughts whānau had about possible delivery themes. Of utmost priority, is fluency in te reo Māori, specifically the development of innovative full immersion strategies that will strengthen whānau competence and normalise speaking in the home.

Transmission of knowledge	Kura kaupapa	Professional development	Kura / Community development
te reo Māori	Te Rā Waitangi	office administration	Oscar programme
whaikōrero	Te Rā Matauenga	funding applications	basketball keyhole
kārama	Matariki	project management	Kiwi Can/Star
whakairo	waka ama	basic computer skills	MoE Star funding
rārama	Kiwi	first aid	Alternative education
tukutuku	takutai moana		GATEWAY
tanikō	rongoa		renovation of Kohanga
kapa haka	mau rakau/taiaha		
kaitiakitanga	whare nikau/raupo auahi kore		

Table 6: TKKMoH themes for ACE delivery

In general, however, the Kura whānau envisaged engagement in ACE activities that would assist: (1) the transmission of cultural knowledge or skillsets (such as whakairo, rārama, kapa haka); (2) participation in kaupapa (such as wānanga or workshops on Te Rā Matauenga), and (3) professional development opportunities (general uplifting of the whānau skillbase). Furthermore, the whānau also discussed a range of broader development themes which had training implications for both the Kura and/or wider community.

For example, the establishment of an afterschool and holiday activities programme, such as the OSCAR programme, has been a Kura priority for some time. Indeed, TKKMoH has previously indicated a willingness to umbrella the development of this programme, on behalf of the wider community, provided a clear process for governance was established. In order to achieve this goal, whānau members need training and/or mentorship to complete the application, meet accountability requirements and plan for

implementation. Based on previous experience²², there is no doubt the initiative will be a resounding success, for the whole community, once it is up and running. .

Within the kura itself, TKKMoH whānau expressed an interest in strategies that would enable its taura (5-12 year olds) to benefit from te reo Māori delivery of Kiwi Can initiatives, as is known to be happening in Kura elsewhere. Similarly, the potential for wharekura curriculum costs to be supplemented by funding from a range of programmes was recognised – specifically Alternative Education (targeting students aged 13-15 years)²³, the Ministry for Youth Development STARS programme (targeting years 9-13) and the Ministry of Education STAR and GATEWAY programmes (targeting years 13-15). Rather than build on CILT's involvement in Kiwi Can and AE, which is underpinned by a close relationship with CAS, TKKMoH preferred the possibility of alignment with Kura elsewhere, and development of their own programme.

Overall, TKKMoH felt the resolution of issues, and identification of pathways, that might lead to progress on these general themes was feasible but overwhelming. They recommended specific resourcing and a designated person. Towards the end of 2008, therefore, TKKMoH applied, and was shortlisted for a, Vodafone World of Difference grant (the application was supported by CILT). If successful, this would have provided a year's salary and working expenses for a person to generally "improve the wellbeing of youth" in Harataunga. In addition to working on the wharekura curriculum and broader Kura/community development themes (such as the OSCAR programme), the job description aimed to enable:

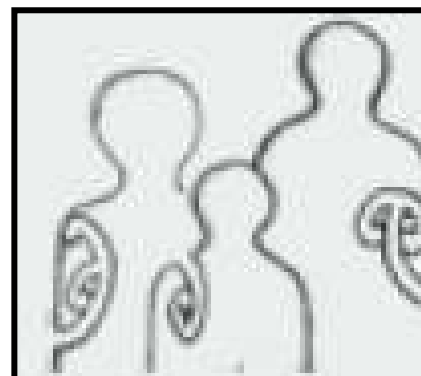
- ongoing co-ordination/administration of Harataunga-based ACE opportunities
- exploring and, if possible, establishing a Youth Training Programme utilising Targeted Training Funds and other relevant funding opportunities, eg Community Max
- fundraising for community facilities such as the basketball keyhole, place for skateboarding, diving board at the bridge and renovation of the Kōhanga building

In 2009, Vodafone invited TKKMoH to re-submit their application but this has not yet happened.

Te Ahi Kaa

Te Ahi Kaa Training & Social Service Centre Incorporated (Te Ahi Kaa) was established in 1994, by Ngāti Porou ki Harataunga whānau/whānui who shared the following mission:

- to foster and maintain the interests and welfare of Te Iwi Māori and other cultures and to encourage at all times the continued and harmonious relations between all races
- to provide employment opportunities, training, support and



²² TKKMoH had an OSCAR programme in the '90s.

²³ 20 percent of participants do not have to meet the usual exclusion criteria

guidance to the young, unemployed, disadvantaged, unemployable men, women, adolescents and their whānau

- to restore positive self-images and encourage healthy, nurturing relationships within the self, peer, whānau and community
- to provide education for life, budgeting, household skills, communication skills, assertiveness, living without violence, stress, trauma and setting personal boundaries.

Initially located in a purpose-built building, Te Ahi Kaa has been a successful provider of Harataunga-based ACE-type programmes, administered a Housing NZ Kapa Hanga Kainga scheme and supported local industry. By August 2004, however, the organisation was in recess and very nearly dissolved. Around this time, Te Ahi Kaa re-located to Coromandel Town where it has since delivered social services.

Without doubt, there is considerable overlap in the ideologies and strategic goals that have underpinned establishment of Te Ahi Kaa and CILT, along with the services that are, or ostensibly could be, provided. For example, both organisations have been founded on a vision of community-based education, training and support services, particularly for those who are disadvantaged, and both are grounded in principles of equity, empowerment and partnership, including honouring Te Tiriti o Waitangi. Furthermore, both are currently funded to provide community-based advocacy and support services.

As a point-of-difference, Te Ahi Kaa has particular expertise around the facilitation of noho marae, taha Māori and self-development programmes whereas CILT has established a much broader base for training and social service delivery, including ACE provision. In practice, these two organisations appear to co-exist, even housed within the same building, and occasionally collaborate on some projects, notably a parenting programme called The Incredible Years. Although neither organisation feels the nature of their relationship is likely to change, in the near future, there is clearly potential for competition.

Te Ahi Kaa is no longer particularly aligned with Harataunga whānau/hapū/iwi, nor delivery of training and/or other services within the Harataunga community. However, it retains a governance structure and constitution that would enable them to pick up these themes at any time. Furthermore, it is an independent organisation, neither directly involved in iwi politics and turmoil nor bound by Ministry of Education regulations. For these reasons, Te Ahi Kaa would be well placed to address many of the community development issues and themes that this research process has identified for Harataunga whānau/whānui.

*Ko te amorangi ki mua,
ko te hapai o ki muri.*

APPENDIX I

POWER POINT PRESENTATION

HARATAUNGA & CILT

Is partnership possible? - a discussion about adult education

- Stage 1: CILT's position
- Stage 2: Harataunga's position
- Stage 3: Is partnership possible



Te Whariki

- ✦ who is CILT?
 - vision, values and goals
 - affiliations, alliances & relationships
 - services & programmes
- ✦ aspirations for adult education
 - strategic platform and directions
- ✦ achievements so far
 - background
 - programmes, initiatives & work in progress
 - milestones, targets & desired outcomes
- ✦ future possibilities?



CILT mission statement "to enhance the wellbeing of all people in the upper Coromandel peninsula"



Who is CILT: Values



Who is CILT? - Goals



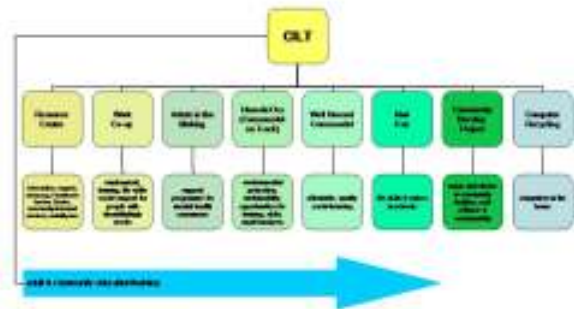
Who is CILT - other goals



Who is CILT? Relationships



Who is CILT - programmes



Adult & Community Education – strategic platform



Aspirations for Adult Education – CILT Strategic Directions

- * equity
 - lack of tertiary providers
 - large Māori, overseas, socio-economic disadvantage
 - geographically isolated
- * self-reliance & sustainability
 - environmental, cultural, economic, social capability
 - local opportunities
 - ability to identify/respond to need
- * education/training/life-skills
 - increase participation
 - meet individual/industry needs
 - improve numeracy/literacy
 - create employment
 - focus on arts/environment/industry
 - ICT literate
- * improve capacity for delivery
 - infra structure for distance learning
 - professional development, competency, compliance
 - utilising local expertise
 - protection of teaching style
 - adequate support & resourcing
- * partnership & collaboration
 - external providers
 - communities
 - funders
 - national/regional organisations
- * alignment with national/regional strategies
 - MoE, TEC, ACE
 - TDC, HMTB

Aspirations for Adult Education – TCDC Community Plan 2006-2016

- * priorities
 - high quality teachers, range of providers, distance learning
 - school leavers & people returning to workforce
 - employment opportunities for local people - work experience, training, apprenticeships, professional development
 - ability to meet local industry needs – farms, marine, tourism, service, transport
 - build on outdoors, environment, arts
 - adult learning centre with satellite delivery in outlying regions through, eg marae, community facilities

Aspirations for Adult Education – HMTB Education Strategic Plan

- * establish/improve structure for delivery
- * strengthen/support whānau to facilitate learning of their own tamariki
- revitalisation of Hauraki-tāika (reo, tikanga)
- increase Māori participation in high quality education opportunities
- nurture potential for vocational education within whānau, hapū, iwi
- protection and sustainability of the environment for future generations and a context for learning

Aspirations for Adult Education - TEC Strategic Directions

- ✦<improving participation & continuation into higher learning
- ✦<flexibility in life-long learning
- ✦<foundations: literacy & numeracy
- ✦<managing transitions from secondary school to tertiary and work
- ✦<meeting business needs
- ✦<partnership with industry
- ✦<reflecting range of needs, diversity of expectations



Aspirations for Adult Education - TEC Strategic Directions cont'd

- ✦<high quality initiatives
- ✦<value for money
- ✦<meets Govt priorities
- ✦<target specific learner needs
 - employers, Māori, Pasifika, community
- ✦<3 yearly investment cycle
- ✦<monitoring/evaluation
- ✦<accreditation of PTEs, providers
- ✦<draft statement (Waikato)
 - understanding gaps
 - identify priorities
 - system capability
 - better outcomes
 - efficiency benefits
- ✦<establishment of steering group/project team
 - gov't, employers, providers, other stakeholders



Aspirations for Adult Education – ACE Strategic Directions

- ✦<target learners whose initial learning was not successful
- ✦<raising foundation skills
- ✦<encouraging life-long learning
- ✦<strengthening communities
- ✦<strengthening social cohesion
- ✦<economic transformation
 - maximum opportunity
 - confidence in literacy/numeracy
 - successful transitions (school/training/work)
 - increase productivity
 - social/cultural development
- ✦<success for all
- ✦<lifelong learning
- ✦<creating knowledge that drives innovation
- ✦<strong connections tertiary/community



Aspirations for Adult Education – ACE Strategic Directions cont'd

- ✦<Professional Development
 - ACE facilitators
 - opportunities for training/upskilling
 - networking
 - contribute to curriculum development
 - mentors
 - quality assurance



Aspirations for Adult Education Digital Strategy (Action Plan)

- ✦<Broadband Challenge/Fund
 - linking communities, business, government
 - access, affordable, high speed
 - partnerships
 - self-sustaining
- ✦<Community Partnership Fund
 - improve knowledge, ability, use
 - realise ICT aspirations/build capability
 - improve content, connection, confidence, safety, security
 - partnership, collaboration
 - identify assets, gaps, priorities
 - smarter ways to digitise



CILT (2004) Capability/Needs Assessment

- ✦<Innovations Fund - mapping ACE capability
 - barriers – distance, travel
 - build on gains – Senior Nat
 - delivery through Resource Centre/CAS
 - stock/take of providers
 - CAS/CILT
 - Forest & GlenMEEG
 - Te Ahi Kaa
 - Budget Advisory Group
 - Colville Social Services
 - Harabunga/Marata Marua
 - Wintec
- needs assessment
 - literacy/numeracy
 - computer skills
 - te reo Māori
 - trades training
 - distance learning
 - video conferencing
 - wider range of providers/subjects
 - need for satellite
- establishment of Coronet
 - cluster of 6 high schools
 - managed by CILT for CAS
 - video-conferencing



CILT (2005) Quality Assurance

- ✦ development of systems for ACE delivery
- ✦ support for delivery in outlying regions
 - facilitation
 - funding



CILT (2006) Developing Capacity

- ✦ community needs assessment (TEC)
 - learning needs (individual, organisation, social)
 - available resources
 - community involvement
- ✦ ACE co-ordinator appointed
- ✦ ACE advisory group
 - CAS/Community representation
 - develop ACE programme
- ✦ Hauraki Coromandel Network Project
 - enabled participation in ACE discussions
- ✦ quality assurance
 - CAS evaluation template



CILT (2007) Expansion

- ✦ programme delivery
 - facilitation of joint ventures eg The Incredible Years (CILT/CAS/Te Ahi Kaa)
- ✦ New Providers Fund
 - establishment of Adult Learning Centre
- ✦ Community Partnership Fund
 - create ICT centres (Coromandel/Colville)
 - increase ICT literacy (training modules)
 - increased connectivity (video-conferencing)
 - assist development in outlying communities (templates)



CILT (2008) - Future possibilities?

- ✦ Well-Housed Coromandel
 - pensioner housing (rehabilitation units)
 - employment (3 facilities, 3 part-timers, 3 sub-contractors)
 - training/apprenticeships (2-5)
 - James Cook reserve
 - renovation
 - Menukau Scheme
 - social housing
 - opportunities
 - apprenticeships
 - employment
 - work experience - builders, plumbers, electricians, landscape design
- ✦ Coromandel on Track (Huarahi Ora)
 - training, employment, upskilling
 - sub-contracts, small business development
 - riparian planting, track making, restoration, falpaths, ecotourism
 - database of local expertise, tutors, skills
 - opportunities
 - environment careers, environmental planning
 - harbour care, organic gardening
 - renewable energy, tourism, protection and sustainability



Future possibilities cont'd

- ✦ Kiri Cam
 - school based
 - values
 - life skills
 - activities
 - employs 1 co-ordinator + 2 facilitators
 - nationwide infra-structure for training/networking
 - current focus on delivery in CAS/Colville schools
 - opportunities
 - facilitator training/employment
 - legislative for 21 JACS leave to deliver activities / orientation programme for yr 8 students
 - no Maori delivery
 - development of Maori specific content



Future possibilities cont'd

- ✦ Work Co-op
 - training, work-experience, support, participation, life-skills, networking
 - supervised programmes/projects – IT training, social outings
 - community services – lawns, rubbish maintenance, wood chopping
 - transition from school to work
 - opportunities
 - broader range of tutors/programmes
 - tutors travel out
 - collaboration with other programmes eg Coromandel on Track
- ✦ Computer Recycling
 - technical focus – upgrade/recycle computers
 - opportunities
 - expand recycling programme
 - training/work experience
 - promotion of open-courses
 - programme delivery
 - networking with other centres



External providers	CASCILT	class
project management health & safety first aid cover licensing use of power tools first aid/accidents safety course children's maintenance safe chemical handling Treaty of Waitangi Decolonisation Conflict resolution Boat Mastery Tikanga Maori Te Ao Maori Yoga/Pilates creative writing music art & crafts stained glass windows (design & build) parenting aerobics Tai Chi Yoga Tu painting in acrylics woodwork equipment drying cardio	dog obedience bicycle maintenance wheelchair business Middle Eastern Dance effective communication coding for the sick at home computing Alexander technique expansion & transformation	Te Ao Maori - basic phrases, greetings Te Ao Maori - advanced stained glass for children health & fitness track building car maintenance bench maintenance carving picture framing sewing learning interior painting & decorating sewing & fitting antenatal/puff books taxidermy digital photo printing jewellery music digital story telling

Future Possibilities – Partnership?



*value quality of relationships

- trust, respect, honesty
- mutually beneficial and productive

*collaboration around common ground

- shared vision, values, principles, objectives, goals

*each agreement is unique

- specific history/purpose/process
- clarify respective roles, responsibilities
- shared funding/resourcing?
- processes for management, reporting, communication, evaluation, termination, health & safety, conflict resolution, ownership



APPENDIX II

CILT'S PROGRAMME OF ACE ACTIVITIES (2008)

Currently delivered ACE courses/activities	local provider	external provider	delivered under CAS contract	In progress (planned for delivery in 2008/09)
aerobics	✓			te reo Māori (advanced)
Alexander technique	✓			stained glass for children
arts/crafts	✓			health & fitness
bicycle maintenance	✓			track building
boat masters		✓		car maintenance
bush crafts		✓		french manicures
caring for sick at home		✓		carving
chain-saw maintenance		✓		picture framing
computing		✓	✓	fencing
conflict resolution		✓		farming
cooking to impress	✓			interior painting & decorating
creative writing	✓			fishing & filleting
decolonisation		✓		embroidery guild
digital story telling	✓	✓		tourism
dog obedience		✓		environment management
driver licensing (car, truck, motorcycle)		✓		riparian planting
earthbuilding	✓			jewellery
effective communication		✓		mosaic
exploration & transformation		✓		good governance
first aid		✓		partnership with management
harakeke	✓			small business management
health & safety		✓		beach/harbour
kayaking	✓			renewable energy sources
kung fu	✓			computer technology/maintenance
making candles	✓			open-source software/programmes
middle eastern dance	✓			building computers
music	✓			waiata
open-source operating systems/software	✓			waka ama
outdoors safety		✓		diving
painting in acrylics	✓			earth oven building
good parenting	✓			eco home design
photography		✓		transition towns
pilates		✓		barista certificate
project management	✓			certificates in hospitality courses
safe chemical handling	✓			wetlands restoration
soap making	✓			youth & multi-media
stained glass windows (design & build)	✓	✓	✓	
tai chi	✓			
te reo Māori		✓		
te reo Māori (basic phrases, greetings)		✓		
tikanga Māori		✓		
track making	✓			
Treaty of Waitangi	✓			
use of power tools				
woodwork				
Yoga				

APPENDIX III

NEEDS ASSESSMENT DATA COLLECTION TOOL

ACE ACTIVITIES CURRENTLY DELIVERED BY CILT (2008/09)

Please tick (✓) if you would like to attend a course on this topic

Te Ao Māori	✓	Training/professional development	✓
Mahi Raranga		Working with offenders	
Te Reo Māori		Working with rangatahi	
Te Reo Karanga		National Certificate in Community Support	
Waiata		First Aid	
Piupiu		Introduction to Open Source	
Waka Ama		Introduction to Vista	
		Computer Security	
Kaitiakitanga skills/knowledge		Access	
sustainable Living		Advanced EXCEL	
waste minimisation		Small business management	
wetlands restoration		Certificate in money management	
Farm Safe (ATV)		Certificate in business computing	
Farm Safe (Tractor)		Driver Licencing - Learners/Restricted/full	
spraysafe		Truck Licences, classes 2, 4, track & roller	
track building		Barrista training	
chainsaw maintenance		Certificate in Hospitality	
		Certificate in Customer Service	
Governance training		Certificate in Bar Tending	
Project Management		Certificate in Bar Management	
Leadership			
		Interest/life skills/social need	
		Raku	
		Carpentry	
		Kayaking	
		Digital Storytelling	
		Multi-media	
		Baking	
		Performance Music	
		Acrylic Art	
		Hip Hop	
		Adult Literacy	
		Small engine maintenance	
		Non-violent communication	

Please list any other courses that you would like to see delivered, and would attend, if available:

APPENDIX V

EXPLANATION OF ACRONYMS

Acronym	Full Name
ACE Aotearoa	Adult & Community Education Aotearoa
AMPTE	Association of Māori Private Training Institutes
CAS	Coromandel Area School
CILT	Coromandel Independent Living Trust
CLASS	Community Learning Association through Schools
FWEA	Federation of Workers' Educational Associations in Aotearoa
HMTB	Hauraki Māori Trust Board
NZ VCC	NZ Vice Chancellors Committee
REAP Aotearoa NZ	Rural Education & Activities Programme
TCDC	Thames Coromandel District Council
TEC	Tertiary Education Commission
TES	Tertiary Education Strategy
NZQA	New Zealand Qualifications Authority
NCEA	National Certificate of Educational Achievement