



CJ DEVELOPMENT
CONSULTANTS

**Human Rights
Community Development
and
REAP Aotearoa**

Concept Note

Final Draft - 12 March 2018

Building sustainable human rights capacity in communities using a human rights community development approach

Ko te manu e kai ana i te miro, nōna te ngahere.

Engari, ko te manu e kai ana i te mātauranga, nōna te ao.

The one who partakes of the flora and fauna that will be their domain.

The one who engages in education, opportunities are boundless.

Situation Analysis

Background

REAP Aotearoa has been granted funding through ACE Aotearoa's Innovation Professional Development Grant to strengthen the capability of REAPs to facilitate human rights community development processes.

The purpose of the Innovation Professional Development Grant is to develop and implement innovative professional development strategies that aim to build the capability of ACE practitioners and providers to:

- engage with diverse groups of participants.
- be reflective practitioners.
- engage non-participating community members.
- address and/or enhance the distinctive identity of our country.

Modelled on human rights community development principles and processes, which are underpinned by the human rights dimensions of Te Tiriti o Waitangi, this professional development programme offers an opportunity for REAP educators throughout Aotearoa to strengthen their practice and work more effectively in their communities.

By working with communities in ways that enable them to identify and address the human rights issues in their lives, REAPs will facilitate:

- strengthened resilience, cohesion and self-reliance
- increased equality, inclusion and non-discrimination
- improved economic, social, cultural, civil and political conditions.

National context

Aotearoa has a population of 4.85 million of whom around 14% (680k) are classified as rural.¹

Since its formation in October 2017, the Labour-led Government has identified regional economic development as a high policy priority, tagging \$1 billion per annum for a *Regional*

¹ Although what constitutes rurality is reasonably complex, the rural population in New Zealand was reported at 13.68% in 2016, according to the World Bank collection of development indicators, compiled from officially recognized sources.

Development (Provincial Growth) Fund. The PGF aims to enhance economic development opportunities, create sustainable jobs, contribute to community well-being, lift the productivity potential of regions, and help meet New Zealand’s climate change targets.

The first set of priorities for this fund was announced on Friday Feb 23, with money allocated to Northland, Tairāwhiti, Hawkes Bay and Manawatu-Whanganui and the West Coast of the South Island. Future funding allocation will be pitched toward new growth, the level of ‘need’ and integrated development.

Other priorities flagged by this administration include child poverty reduction, water and the environment, education, health, housing, infrastructure, employment, iwi-crown relations and a strengths-based focus on the disproportionate representation of tangata whenua in negative wellbeing indicators.

Organisational context - *Growing rural communities through education.*²

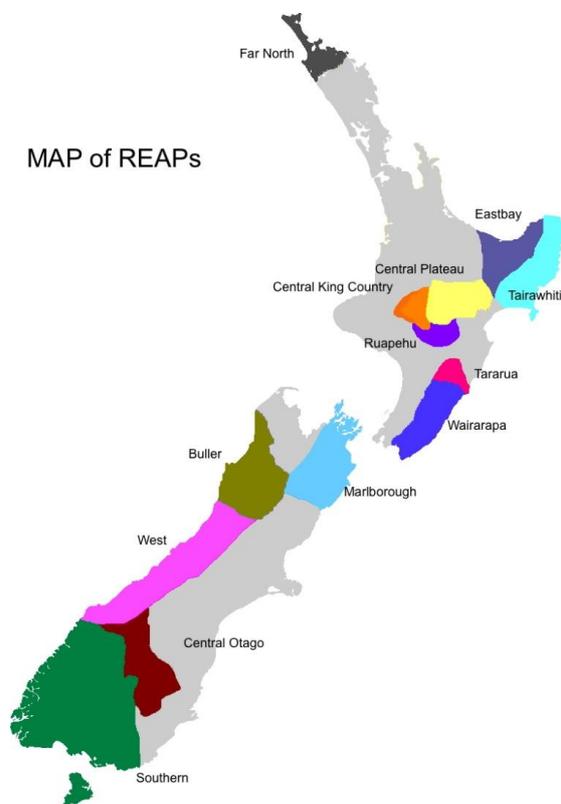
REAP Aotearoa NZ aims to advance the development of communities in rural Aotearoa through quality lifelong education. The thirteen REAPs operate as autonomous organisations and are supported by a national governance body, REAP Aotearoa. Members of this board are elected from staff and boards of individual REAPs, Hauhake and as independent members.

The 13 REAPs are well connected within their communities and the implementation of the REAP Aotearoa integrated approach has strengthened connections for individual REAPs at a multi-regional and national level. They are focussed on strengthening their expertise in community led development.

The REAP network works with people in rural and provincial communities to improve their lives and contribute to society whatever their stage of life. A strong focus is maintained on improving the lives of New Zealanders and evidencing a range of outcomes resulting from its collaborative work.

REAPs across the country use a social capital approach. Building networks, trust, social context and brokerage are central to their work. As lifelong education specialists REAPs aim to improve skills for individuals in a way that shows real impact in communities. They tailor education solutions that build social capital and create more resilient individuals, families, whanau and communities – with all

MAP of REAPs



² Taken from the application to ACE and the REAP Aotearoa website <http://www.reapaotearoa.nz/>

the benefits of building peoples' skills so they can determine their future.

REAPs understand:

- the links between lifelong education and strong, resilient, progressive communities.
- rural communities require tailored provision to enable equitable access to learning.

REAPs

- work hard alongside its communities to identify local knowledge, strengths, needs, and aspirations, and
- broker responsive, lifelong learning opportunities for individual, whanau, and community benefit.

Commitment to Te Tiriti o Waitangi is core to how REAP Aotearoa approaches its work. Its Hauhake caucus provides national guidance on input from Māori about Māori in a partnership context of educational success. Hauhake members from the thirteen REAPs meet at least annually to share good practice. They are also represented on the REAP Aotearoa national executive.

Outcomes sought

As a result of participating in the programme it is anticipated that REAP educators throughout Aotearoa, will strengthen the existing community-led approaches they use by:

- developing a working knowledge of the principles, frameworks and practices of human rights community development
- applying these principles and frameworks through their organisations with their own communities by planning and testing a human rights community developed initiative in their region

Approach and methodology

The project uses a strengths-based approach recognising that REAP participants bring diverse skills, experiences and contributions, and that they in turn will be working with communities that also have critical skills, experiences and contributions. It will involve collaborative learning processes using the existing knowledge and experience of the participants and, as much as possible with the project scope and resources, model the principles and practices of a human rights community development approach.

The project methodology is guided by six human rights community development principles. It will aim to be:

- 1 *Participant/stakeholder-centered and relevant*, ensuring it meets the requirements of those who are invested in the outcomes.
- 2 *Collaborative*, recognising that others have information, good practice examples etc that will contribute to the successful outcome of the review.
- 3 *Participatory*, encouraging participant perspectives in the development of, and engagement in, the project. "Nothing about us without us."
- 4 *Probing*, using enquiry tools and approaches that result in deeper and robust outcomes.

- 5 *Praxis based*, involving both action and reflection and encouraging reflective practice
- 6 *Empowering*, aiming at an outcome of non-discrimination, equality and inclusion for all.

Human rights community development (HRCD)³

Although originating from its own theoretical and practice base, the professional development programme will seek to build on the existing frameworks used by REAP Aotearoa and REAPs. It will be enriched therefore by the input of the reference group and participants to contribute their understandings and experiences of the practice frameworks they use.

The model in summary ...

The human rights community development approach has been developed from several theoretical and practice frameworks – human rights, community, development and participatory action research. It is critically informed by the human rights dimensions of Te Tiriti o Waitangi.

Human rights underlie our expectations about life, education, health, work, our personal security, equal opportunity and fair treatment, and our system of government. They are a prerequisite for harmonious relations among the diverse groups that make up our country and emphasise the equal and inalienable rights of all people.

A human rights approach focuses on the relationships among and between individuals, groups, communities and the State. Whilst acknowledging the community as a system, and the individual and collective rights and responsibilities of all, the human rights approach prioritises the experiences and voices of those most vulnerable to human rights violations.

Community development is about building individual and collective capacity of a community to identify its visions and goals and to work together to develop strategic priorities, generate locally-owned solutions and monitor outcomes.

The Community-led Development (CLD) approach used by REAPs, and commonly throughout Aotearoa, involves the following principles:

- i) Shared local visions drive action and change.
- ii) Using existing strengths and assets.
- iii) Many people, groups and sectors working together.
- iv) Building diverse and collaborative local leadership.
- v) Working adaptively, learning informs planning and action.⁴

These principles are consistent with a human rights approach to community development which also uses a ‘collective impact’ approach to achieve significant and lasting change through multi-sector collaborations.⁵

³ The HRCD process has been designed independently of the CLD model but has synergies with it – CLD principles are mentioned later in this section.

⁴ Community-Led Development Principles <http://inspiringcommunities.org.nz/resources/about-cld/principles/>

⁵ Collective impact resources available at <http://www.communityresearch.org.nz/collective-impact-collection/>

Participatory action research is about communities engaging in research processes that deepen the knowledge and understanding of a particular situation or set of situations. This knowledge informs the actions that are taken. Community is mostly self-defined and formed around common issues or outcomes. Participatory action research encourages collaborations across various skill sets and experiences and involves cycles of planning, action and reflection.

Human rights community development (HRCD) therefore is about facilitating structures and processes in communities that encourage the active involvement of people in the human rights issues that affect their lives. It works to strengthen the ability of individuals, groups and communities to identify, examine, verify, document and monitor local human rights violations and advocate more effectively for the realisation of the community's human rights priorities. It ensures deeper and more meaningful change and development through cycles of planning, action and reflection.

Human rights dimensions of The Treaty of Waitangi. Articles 1 and 3 give all people the right to live as citizens of Aotearoa New Zealand (under one law). Article 2 affirms for Māori the right to live as Māori, with particular responsibilities for protecting and developing those things valued by Māori (ngā taonga katoa).

Neither of these rights is exclusive of the other. What binds the two parts of the Treaty together is the concept of *tūrangawaewae* (a place to stand), which articulates one of the most important elements of the Treaty debate: the right of all peoples to belong as equals. This means that the Treaty belongs to all New Zealanders, and all New Zealanders have responsibilities towards each other based on this belonging.⁶

Article 2 also means that when we engage in human rights community development processes we acknowledge the particular role of those who have *mana whenua* (customary authority) to the area.

Professional Development Programme Plan

Resources

Funding: The professional development programme is funded through the ACE Aotearoa Innovation Professional Development Grant, provider contribution and 'in-kind' contribution (project management).

Personnel/capacity and roles: Time and expertise has been allocated to the professional development programme as follows:

- Programme Manager: Tracey Shepherd, Director REAP Aotearoa.
- Facilitator: Jill Chrisp, Partner CJ Development Consultants
- Reference Group:
 - Mary-Jane Rivers – Chair, REAP Aotearoa and independent member of the Board.

⁶ Human Rights and the Treaty of Waitangi
https://www.hrc.co.nz/files/2414/2388/0497/HRNZ_10_Human_Rights_and_the_Treaty_of_Waitangi.pdf

- Ryan Morrison – Deputy Chair, REAP Aotearoa and elected staff member. Deputy CEO of East Bay REAP.
 - Karen Johansen – Board member, REAP Aotearoa and independent member of the Board.
 - Tracey Shepherd – Director, REAP Aotearoa.
 - Ani Pahuru Huriwai – Hauhake member, REAP Aotearoa.
 - TBC REAP manager, preferably from the South Island
- Participants: Managers, or their representative, and one team member from 13 REAPs.

Phasing

The following is a loose indicator of how the programme will be phased against its key activities.

ACTIVITY	2018										
	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	
Initial Planning	■										
Base-line assessment		■									
Workshop 1 planning		■									
Workshop 1			■								
Implementation			■								
Review progress & report							■				
Workshop 2 planning								■			
Workshop 2									■		
Final evaluation & report										■	

Milestones

ACTIVITY		Who	Completion
<i>MILESTONE 1: Programme concept confirmed</i>			<i>30 March</i>
1.1	Concept paper drafted and to reference group for feedback	Facilitator (with input from PM)	2 March
1.2	Feedback provided on concept paper	PM / Ref Group	16 March
1.3	Concept paper finalised	Facilitator	30 March
<i>MILESTONE 2: First workshop planned and facilitated</i>			<i>18 April</i>
2.1	Blurb prepared for REAP Aotearoa Conference	PM	9 March
2.2	Programme concept tested with REAPs and potential participants	PM	20/22 March
2.3	Base-line assessment completed by participants	REAP managers	22 March
2.4	Workshop plan drafted from conference outcomes, and sent to the reference group and REAPs for feedback	Facilitator (with input from PM)	30 March

ACTIVITY		Who	Completion
2.5	Feedback provided on workshop plan	PM / Ref Group / Participant REAPs	6 April
2.6	Plan finalised and workshop facilitated	Facilitator (with input from PM)	18 April
<i>MILESTONE 3: Human rights community development plans for each REAP are developed and implemented</i>			<i>12 October⁷</i>
3.1	Working with community participants, REAPs apply the processes covered in the workshop to develop a HRCD plan	Participants with support from facilitator (and PM?)	
3.2	HRCD plans are peer reviewed between REAPs		
3.3	Implementation plans are rolled out		
<i>MILESTONE 4: A mid-programme review is completed and reported</i>			<i>31 August</i>
4.1	A review framework and approach is developed including the elements of the baseline assessment and	Facilitator and participants	1 June
4.2	Progress review completed	Facilitator	17 August
4.3	Review report submitted to REAP Aotearoa	Facilitator	31 August
<i>MILESTONE 5: Second workshop planned and facilitated</i>			<i>31 October⁸</i>
5.1	Workshop plan drafted with participants, and to reference group for feedback	Facilitator (with input from PM)	8 October
5.2	Feedback provided on workshop plan	PM / Ref Group	19 October
5.3	Plan finalised and workshop facilitated	Facilitator (with input from PM)	31 October
<i>MILESTONE 6: Programme is evaluated and reported</i>			<i>30 November</i>
6.1	Each HRCD plan is evaluated and finalised for sharing with the participant group during the October workshop	Participants	In time for the Oct workshop
6.2	Based on the workshop outcomes, the evaluation report drafted and submitted to participants for feedback	Facilitator (with input from PM)	5 November
6.3	Feedback provided on evaluation report	Participants	12 November
6.4	Final draft evaluation report submitted to reference group for feedback	Facilitator	16 November
6.5	Feedback provided on evaluation report	Reference Group	23 November
6.6	Final evaluation report submitted to Programme Manager	Facilitator	30 November

⁷ The timeframes for actions 3.1 – 3.3 will vary as appropriate for each HRCD plan

⁸ It is proposed that the workshop will be held alongside the October meeting of REAPs. These timeframes will be finalised when those dates are known.

APPENDIX 1

Professional Development Programme

Building sustainable human rights capacity in communities using a human rights community development approach

SELF - ASSESSMENT TOOL

March 2018

Nga mihi koutou nga tumuaki o REAP Aotearoa. Greetings REAP Managers.

You are invited to complete this information gathering tool. The questions are based on the purpose of the human rights community development PD programme, as approved by the ACE innovation fund.

This tool will be used at the beginning of the programme and at periods throughout as appropriate. With the information gathered we will:

- i) Have a baseline of information from which the first workshop will be developed.
- ii) Reflect on and monitor the progress of the programme.
- iii) Guide the methods and interventions we are using.
- iv) Provide a framework to contribute to the final evaluation and recommendations.

Once we are into the year's programme, and human rights community development plans are underway, we will work together to add other indicators that reflect the programme's direction.

Kia ora! Thanks!

Jill Chrisp
(Facilitator)

NAME	
POSITION	
REAP	

PART A

Please rate **each element below** according to how much you currently include it in your work.

1 = Not at all

4 = All the time

Some you will recognise these elements as being common to a community-led development approach, and others more specifically related to a human rights approach. However, all of the elements are part of a human rights community development approach. Some are high-level and aspirational and others more practical.

Q1: A human rights community development approach involves:

1	Facilitating structures and processes in communities that encourage the active involvement of people in addressing the human rights that affect their lives.	
2	Facilitating harmonious relations among diverse groups and emphasising the equal and inalienable rights of all people.	
3	Prioritising the experiences and voices of those most vulnerable to human rights abuses.	
4	Underpinning your work with human rights standards and goals, such as those included in human rights treaties (women's rights and disability rights conventions, indigenous rights declaration etc) and the Sustainable Development Goals.	
5	Applying the human rights dimensions of Te Tiriti o Waitangi / Treaty of Waitangi to your work	
6	Facilitating multi-sector relationships and collaborations for example with tangata whenua, civil society, local and national government, and the private / business sector.	
7	Committing adequate resources, including time, to achieve sustainable outcomes	
8	Using principles of empowerment, participation, equality, inclusion, self-determination and partnership.	
9	Using an outcomes-based approach to planning, implementation, monitoring and evaluation.	
10	Being a reflective practitioner and working adaptively – involving considered, thoughtful and informed actions and engagement in continued cycles of learning.	

PART B

Please mark each of the continuum responses with an **X**. (The tables will expand for the questions requiring comment.)

Q2: How familiar are you with community-led development approaches?

Not at all familiar	1	2	3	4	5	6	Familiar enough to apply to my work

Q3: Why did you give yourself this rating?

Q4: How familiar are you with human rights principles, frameworks and tools?

Not at all familiar	1	2	3	4	5	6	Familiar enough to apply to my work

Q5: Why did you give yourself this rating?

Q6: How familiar are you with human rights community development approaches?

Not at all familiar	1	2	3	4	5	6	Familiar enough to apply to my work

Q7: Why did you give yourself this rating?

PART C

We recognise that engagement in this professional development programme will take commitment from you and your REAP. However, it is also hoped that it will add value to your current organisational priorities and outcomes.

Q8: What outcome would you and your REAP like to see achieved as a result of participating in this professional development programme?

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Q9: What are, at least, two areas of strength that you and your REAP could contribute to the professional development programme?

Q10: What are two indicators that would signal to you that the professional development programme has been a success?

APPENDIX 2: A bit about Jill Chrisp

Relevant Experience

Project management	National projects including in education, and community/regional development. International capacity building projects with the Asia Pacific Forum across the Asia/Pacific region; the United Nations in the Middle East; the NZ Government in the Philippines and ASEAN; and with the Pacific Islands Forum Secretariat in the Pacific.
Community, regional & international development	Built, tested and applied a human rights community development approach throughout New Zealand and internationally, with indigenous and multi-cultural communities and across diverse sectors. Used multifaceted participatory research processes to undertake regional and national assessments.
Relationship management	Community/regional/national: Formed and brokered relationships and collaborations between individuals, whanau and communities with local and national government, tangata whenua, civil society and the business sector. International: As above with bilateral relationships between NZ and international equivalent organisations and sectors and within-country relationships with collaborators and partners, and government and civil society.

Employment

Jul 2017 – current <i>Trustee / Director</i>	Eastland Community Trust Board member with responsibility, as 100% shareholder, to disseminate the funds earned from a \$600m business to the growth of the Tairāwhiti / East Coast Region of New Zealand. (Director, Prime SPV Ltd. Trustee, Eastland Network Charitable Trust)
Oct 2017 – current <i>Consultant</i>	Partner, CJ Development Consultants Providing consultancy services to community, regional, national and international development projects.
2013 – Sept 2017 <i>Senior Manager</i>	New Zealand Human Rights Commission Leading and managing teams involved in policy, research, human rights education, project management and development activities.
2011 - 2013 <i>Manager International Programme</i>	Managing staff and contractors to deliver the Commission's international programme in the Asia Pacific region. Developing and coordinating monitoring and evaluation frameworks, compiling papers, researching and preparing background documents, producing presentations and reports for representation at international meetings and writing funding applications.
2003 - 2010 <i>Senior Adviser</i>	Providing internal advice on education matters and delivering a programme of education, advocacy and community development interventions.
2000 - 2002 <i>Head of Faculty</i>	Waiariki Institute of Technology, Rotorua, New Zealand Leading and managing the faculty of Health, Social Science and Education - 60+ staff, 650+ full-time equivalent students and multi-million dollar budgets.

Qualifications

<i>Doctorate of Philosophy</i>	Social Sciences / Gender Studies. Victoria University, Wellington, NZ.
<i>PG Certificate in Adult Ed</i>	University of Waikato, Hamilton, NZ.

Bachelor of Education

Massey University, Palmerston North, NZ.

Diploma Teaching

Palmerston North Teachers' College

Relevant Publications

Maranga Mai! Nothing About us Without Us! (Human rights community development including case studies)

https://globalcommunitydevelopmentexchange.files.wordpress.com/2016/07/nothing_about_us_without_us.pdf

Human Rights Education (principles and practices of human rights education including HRCD)

<http://www.asiapacificforum.net/resources/human-rights-education-manual/>

Building Human Rights Communities (Case study in the Philippines)

https://nhri.ohchr.org/EN/Themes/IndigenousPeoples/DocumentsPage/HRC_Building_Human_Rights_Communities-%20PHIL-NZ%20joint%20project.pdf

Taku Manawa: Building Human Rights Communities (Case studies in Aotearoa)

<https://www.hrc.co.nz/files/4714/2421/9547/Taku-Manawa-Building-Human-Rights-Communities.pdf>

Taku Manawa: Human Rights in the Regions Pilot Project. (Case studies in Tairāwhiti, Rotorua and BoP)

https://www.hrc.co.nz/files/1414/2421/9549/23-Jun-2008_11-02-44_Taku_Manawa_June_08.pdf
