



# REAP Aotearoa NZ

## Annual Report 2016

*progressing community development  
through quality lifelong education in  
rural Aotearoa New Zealand*

## From the Chairperson

*Whiria te tangata ka puta he oranga. Whiria te matauranga ka puta he tino rangatiratanga.*

*Weaving people promotes wellbeing. Weaving education promotes excellence*

### Looking Back

In the 2016 Annual Report we talked about our focus for 2016 / 2017 being:

- bringing our strategic intentions to life
- refining our governance
- strengthening our impact and partnerships, and
- working together as a movement for our communities and their learning

I am pleased to say that we have taken each of these seriously, and

- For the REAP Aotearoa New Zealand Board, built a team, a strategy updating system and a new Governance Manual
- Actively focused on integrating the Treaty of Waitangi / Te Tiriti o Waitangi with REAPs
- Collectively created a consolidated REAP Monitoring and Evaluation framework and ACE Learner Hours system
- Strengthened key stakeholder relationships

### Our Foundation

**Progressing community development through quality lifelong education in rural Aotearoa** is our foundation statement.

**This means we ...**

- understand the links between lifelong education and strong, resilient, progressive communities
- understand that the characteristics of rural communities demand tailored provision to enable equitable access to learning

**so we ...**

- work hard to know our communities
- work with all of our communities to identify local strengths and aspirations for learning
- work to broker responsive, lifelong learning opportunities and a life course approach for tangible individual, whanau and community impact

The 2017 REAP Conference brought the Foundation Statement alive.

### **REAP Investment and Value in Rural Communities**

REAP communities face significant challenges from physical, technological and professional isolation, reduced employment opportunities, population changes and pockets of significant poverty. Rural whanau can struggle to access quality education and

support services for a range of reasons. Each community also has significant strengths. REAPs build on what works and on local strengths to address these challenges.

There are two distinctive areas of REAPs' added value:

- our ability to respond quickly, through our local knowledge and trusted relationships, so that action can be taken as soon as needs are identified for learners, teachers, or whanau, and
- ensuring an integrated, joining together of different actors to contribute to education, social and economic benefits and outcomes in rural communities

There are many practical examples of these such as:

- gaining drivers licences as a way to build literacy, work-ready skills and employment – and REAPs seeing people get into a job, self employment or being able to drive their kids to and from school
- helping people to gain NCEA through a programme of study that suits their individual circumstances and challenges
- supporting offenders to gain life and work skills so they can again be productive members of society
- supporting a group of parents to take responsibility for their own early childhood centre in an isolated area – and learn new skills themselves as adults

Often it is the small achievements that open the door for people to make bigger changes.

Our experience shows that the REAP approach is more effective and efficient – more effective because it leverages local knowledge and relationships and more efficient because it taps into community and agency resources.

We see synergy with the new Department of Internal Affairs community-led development principles and the integrated approach signalled by the establishment of the new government Social Investment Agency and the Treasury's Living Standards Framework. Our expertise lies in our grassroots-up experience and, through the shared knowledge of 13 REAPs, understanding patterns and trends.

## **Looking Forward**

Our focus is on the current and future value of REAPs - building on a rich history. Illustrating and demonstrating the role, place, and impact of REAPs is a high priority for 2017. We are keen for current and potential partners to have a consistent picture of the value of our work, and to work with us to create greater collective impact on the changes that really matter.

I value hugely the thoughtful work of: the REAP Aotearoa NZ Board team, the national Director of Development and Operations, Hui a Tau, and all REAPs across the country.

*Naku te rourou nau te rourou ka ora ai te iwi*

*With your basket and my basket the people will live*

*Mary-Jane Rivers  
Chairperson*



# About Us

REAP Aotearoa NZ is the national body of 13 Rural Education Activities Programmes (REAPs) spread throughout rural Aotearoa New Zealand. We have a leadership role in supporting REAPs as they respond to communities to deliver life-long learning opportunities that make a positive difference for individuals, whanau and communities. Te Tiriti o Waitangi principles of partnership, participation and protection are core for us as is partnering with others locally and nationally to achieve our four goals below.

REAPs are responsive community development organisations, situated to provide locally empowered solutions to gaps in early childhood, schools/kura kaupapa, and adult learning spaces. Established between 1979 and 1982, the 13 REAPs work in areas of low population density, serving a rural population of 340,800 at the 2013 Census. REAPs receive core funding from both MOE and TEC to identify local needs across the education system, and then collaborate with learners, educators, whanau, and partners to tailor solutions to those needs.

REAPs are seen as effective and credible local providers because they have strong, trusted networks across their communities. These trusted relationships enable REAPs to broker activities and solutions as often as they deliver directly. This brokerage and coordinating role is a huge community asset in connecting 'hard to reach' groups with relevant, local learning opportunities and getting people to work together locally. Community-led change through education is paramount in REAPANZ's new foundation statement, endorsed by the membership in 2015.

## IDENTITY

The REAP model is well understood by its communities, iwi, partners, member REAPs and Government

*Purpose*

*Information*

*Advocacy*

## PARTNERSHIP

Partners, communities and funders seek out REAPs and REAPANZ as vehicles for community-led change through learning

*Collective Strength*

*Participation*

*Resourcing*

## RELEVANCE

REAPs' day-to-day activities align with community aspirations and the cultural, social and political realities of the day

*Contribution*

*Intelligence*

*Culture*

## QUALITY

REAPs are supported by REAPANZ's strong culture of evidence-based learning and evaluation, ensuring quality practices and accountability

*Governance*

*Improvement*

*Capability*

# REAPs in Numbers

**REAPs** support a rural population of **340,800** across **13** distinct regions, covering **22** TLAs

## In 2016, the REAPs...

...encouraged families to actively participate in their children's education

...supported **369** Schools with helpful programmes

...dedicated **35%** of their ACE work to young people aged 16-29

...delivered **4,314** hours toward increasing participation in quality ECE

...delivered **10,294** hours supporting literacy, language and numeracy at primary school

...supported over **7,606** adult learners

...delivered to **593** Early Childhood groups

...focused **50%** of their ACE work on supporting Māori & Pasifika

...delivered **1,653** hours toward ensuring successful transitions to school

...delivered **3,520** hours supporting NCEA Level 2 (or equivalent)

... and examples of the difference these activities make are on pages 8 - 15

# Statement of Comprehensive Revenue & Expense

## For the year ended 31 December 2016

	2016	2015
<b>Revenue</b>		
Government Contracts		
MOE Funding	4,452,761	4,480,362
MSD SKIP Funding	77,247	21,716
TEC Funding	2,362,541	2,753,686
ACE Professional Development Grant	5,000	8,324
Total Government Contracts	6,897,549	7,264,088
Other Revenue		
Interest Income	982	1,794
MOE Meeting Contribution	1,739	1,739
Total Other Revenue	2,721	3,533
<b>Total Revenue</b>	<b>6,900,270</b>	<b>7,267,621</b>
<b>Expenses</b>		
Contracts		
MOE / REAP's Core Funding	4,384,062	4,411,761
MSD / REAP's SKIP Funding	65,600	16,753
TEC / REAP's Core Funding	2,314,745	2,703,291
Total Contracts	6,764,407	7,131,805
REAPANZ Operating Expenses		
Accommodation	3,518	3,387
Accounting & Audit	12,963	12,244
ACE Professional Development	2,500	4,637
Administration Services	2,050	5,197
Audit Fees	5,300	0
Catering	5,203	3,437
DDO Contract & Expenses	70,000	62,538
General Expenses	2,535	2,472
Honorarium	12,248	8,266
Travel, Board & Partner Meetings	7,281	15,587
Subscriptions	0	43
Teleconferences	2,146	2,418
Venue Hire	3,651	855
Total REAPANZ Operating Expenses	129,396	121,082
<b>Total Expenses</b>	<b>6,893,803</b>	<b>7,252,886</b>
<b>Net Surplus/(Deficit) For the Year</b>	<b>6,467</b>	<b>14,735</b>
Other Comprehensive Revenue & Expenses		
Other Comprehensive Revenue & Expenses	0	0
Total Other Comprehensive Revenue & Expenses	0	0
<b>Total Comprehensive Revenue &amp; Expenses</b>	<b>6,467</b>	<b>14,735</b>

# Statement of Changes in Equity

## For the year ended 31 December 2016

	2016	2015
<b>Equity</b>		
Opening Balance	54,044	39,310
Increases		
Comprehensive Revenue & Expense	6,467	14,735
Total Increases	6,467	14,735
<b>Total Equity</b>	<b>60,511</b>	<b>54,044</b>

# Statement of Financial Position

## For the year ended 31 December 2016

	31 Dec 2016	31 Dec 2015
<b>Assets</b>		
Current Assets		
Cash and Cash Equivalents		
REAPANZ - Cheque Account	892	964
REAPANZ - Savings Account	64,377	131,395
Total Cash and Cash Equivalents	65,268	132,359
GST Receivable	255	2,768
Prepayments	310	0
	65,833	135,126
	65,833	135,126
<b>Liabilities</b>		
Current Liabilities		
Trade and Other Payables	5,322	3,835
Income in Advance	0	77,247
	5,322	81,082
	5,322	81,082
<b>Net Assets</b>	<b>60,511</b>	<b>54,044</b>
<b>Equity</b>		
<b>Accumulated Revenue &amp; Expense</b>	<b>60,511</b>	<b>54,044</b>
	60,511	54,044

# REAPs In Action

## Selected Highlights from North Island REAPs

### Far North

Toll Kaitaia Truck Washing – A Social Enterprise Scheme. The work experience and skill gained along with work ethic is valuable for future employment such as; teamwork, time management, communication, sub- contracting and basic health and safety requirements. See Page 9

### Central King Country

Caring for the Natural Environment is a CKC REAP school holiday programme that challenges our youth to understand the environment they live in and how to care and nurture it for future generations. This programme complements the science and maths curriculum, and reaches students in new ways outside their usual contexts. See Page 11

### Central Plateau

Some comments from participants:  
“Everything I learned about being a mum I learned from workshops, etc. Playgroup has been a lifesaver, family builder, and network builder for us!”  
See Page 10

### Eastbay

Eastbay have used a community led developmental approach to their development of a SKIP contract. This was a collaborative Eastbay REAP staff initiative from across a number of contract areas. With face to face connecting as a platform, conversations were held with 5 communities across the Bay. See Page 9

### Ruapehu

Programmes that are meaningful to their community is the key to adult learning programmes at Ruapehu. There was a high demand for programmes based around harakeke. The interest was for the harvest and care of harakeke and the many ways to use harakeke. See Page 11

### Tairawhiti

Ensuring that remote communities don't miss out is very important. Wharekahika (Hicks Bay) is in the northern end of the Tairawhiti region. Tairawhiti REAP and 20/20 Communications Trust have come together to bring Computers in Homes to this remote part of the country. 12 community members completed the 20 hour programme at Wharekahika with a further 38 learners completing the programme throughout the region. See Page 10

### Wairarapa

Bringing our whole community together to perform the World's Largest Haka has had a very wide reach with many positive spin offs for our community. We have seen the mana and pride of the MIS students who taught the haka lifted. Their confidence has grown and they have gained many new skills including learning to work with children and people from all areas of our community including small rural schools, larger colleges, and community organisations. See Page 11

### Tararua

A key aspect to Tararua REAP's growth over the past few years has been our focus on working closely with a wide range of organisations, at both local and regional levels. A good example of this strategy was the successful joint tender made by Tararua REAP and the Dannevirke & Districts Home Budgeting Service to deliver Building Financial Capability Services. See Page 11



## Cover photograph

### NCEA4U Gives Students Another Chance – **Southern REAP**

These stories are illustrative of the work carried out by the 13 REAPs.

Working closely with their communities they deliver services that reflect the priorities that have been established by partnering together across the education landscape, joining together the different pieces of community and education jigsaw pieces so that magic happens for both our learners and our communities.

### **Toll Kaitaia Truck Washing Scheme – Far North REAP**

This Social Enterprise Scheme, which is 100% sustainable, started as a one-year project to fundraise for Far North youth groups and is now in its third year offering work for individual youth, which for many is a first job. The work experience and skill gained along with work ethic is valuable for future employment such as; teamwork, time management, communication, sub-contracting and basic health and safety requirements. Far North REAP offers further assistance such as compiling C.V's, job applications and further study. Friendships are formed and networks established, as there are often a range of youth from different circles of life that form the Truck Washing team. A pool of funds raised from the scheme has been set aside for positive youth events held during National Youth week.



### **SKIP Contract Development – Eastbay REAP**

Eastbay have used a community led developmental approach to their development of a SKIP contract. This was a collaborative Eastbay REAP staff initiative from across a number of contract areas. With face to face connecting as a platform, conversations were held with 5 communities across the Bay. A multi-stage approach involved surveys, free sausage sizzles in those communities, with an ideas board receiving further ticks and new suggestions. Activities kept the under 5s engaged so the parents could actively participate.

In each location whanau champions were becoming evident, “Life Skills” was highlighted as the focus.

One of the keys for us was dedicated staff from across our contracts working collaboratively outside their own contract areas. Therefore we look forward to our community champions leading this SKIP contract in 2017.



## Some Comments – Central Plateau

*“Everything I learned about being a mum I learned from workshops, etc. Playgroup has been a lifesaver, family builder, and network builder for us!”*

*“Empowering children within the Māori Culture through Te Reo and tikanga leads to better student motivation and engagement across the whole school curriculum.”*

*“I feel very happy and grateful that there are courses that REAP has provided to help empower my journey back into the workforce.”*



## Growing Digital Skills – Tairawhiti

Wharekahika (Hicks Bay) is in the northern end of the Tairawhiti region. Tairawhiti REAP and 20/20 Communications Trust have come together to bring Computers in Homes to this remote part of the country. 12 community members completed the 20 hour programme at Wharekahika with a further 38 learners completing the programme throughout the region. We were fortunate to also gain funding for a further 50 learners - a collaboration between 20/20 Communications Trust, ECT, Hauora Tairawhiti and Tairawhiti REAP - to support single mums to get Computers in their homes.

*“Whakakā te pito mata: Igniting the potential within, and being responsive and relevant to rural communities.”*



## **New ways with Science and Maths – Central King Country**

*Caring for the Natural Environment is a CKC REAP school holiday programme that challenges our youth to understand the environment they live in and how to care and nurture it for future generations.*

*This programme complements the science and maths curriculum, and reaches students in new ways outside their usual contexts.*



## **Meaningful Adult Learning – Ruapehu**

*Programmes that are meaningful to their community is the key to adult learning programmes at Ruapehu. There was a high demand for programmes based around harakeke. The interest was for the harvest and care of harakeke and the many ways to use harakeke.*

*The photos show the finished product of learners who are not experience weavers but interested in making wahakura. The finished products shown are their first attempt and have many usages, but will not hold babies.*

*The wananga ran over two weekends and included the harvest and care of the harakeke plant.*

*A further series of wananga will see the learners finish a wahakura made to a specific size and strength required to meet the safety standards required to ensure the safety of the babies they will hold.*



## **Community Development through Cooperation – Tararua**

A key aspect to Tararua REAP's growth over the past few years has been our focus on working closely with a wide range of organisations, at both local and regional levels. A good example of this strategy was the successful joint tender made by Tararua REAP and the Dannevirke and Districts Home Budgeting Service to deliver Building Financial Capability Services in the Tararua District. This has improved outcomes for the people we work with and to ensuring limited resources are maximised



## **Growing Our Community through Haka – Wairarapa**

For Masterton spectators, it was as if time stood still as the children passionately performed "Ko Wairarapa" - a haka written specifically for the region by South Wairarapa District Councillor Paora Ammunson (Te Arawa, Rangitāne and Ngati Kahungunu) in the late 1980s.

Bringing our whole community together to perform the World's Largest Haka has had a very wide reach with many positive spin offs for our community. MIS provided a number of students who worked with many of the schools and community groups throughout the region, teaching the haka, explaining its meaning and ensuring that it would be performed correctly. We have

seen the mana and pride of the MIS students who taught the haka lifted.

Their confidence has grown and they have gained many new skills including learning to work with children and people from all areas of our community including small rural schools, larger colleges, and community organisations.



Another positive spin off from the event is the correct pronunciation of Te Reo Māori for this haka and the raised awareness of Te Reo Māori as a whole throughout the region. It has given our community the confidence and desire to speak more Te Reo.

With many participants and spectators from all parts of the Wairarapa region converging on Memorial Park to either perform or witness the event.

Although we had over 7,000 people attend the event, our final valid participant figure was 6035!

# REAPs In Action

## Selected Highlights from South Island REAPs

### Buller

Our Community Development Facilitation programme brought together many wood sculptors from around the district to work on their pieces using materials sourced from the Buller region. The Kawatiri Sculpture Symposium was an arts and culture event culminated in an amazing public exhibition. See Page 14

### Marlborough

In partnership with a local Plunket organisation we were able to complete a \$100,000 MOE contract for the increase in the size of the Centre building. The project was driven by the need to provide a base for the parents and children of Pasifika families. The increase in participation in ECE practices has been a pleasing outcome. See Page 14

### West

As part of a SKIP initiative, West REAP facilitated the establishment of the Westland Parent Network, to provide a welcoming, informative and supportive space for parents in the Westland district. The network of parents (which attracted mostly parents with babies under 1 year), developed from a network of 5 to 22 parents by the end of the year. The network directed their own programme based on the strengths and needs of the group. See Page 14

### Central Otago

Karen attended 3 Lifeskills courses which also included budgeting. Karen expressed delight at how she was now able to manage her family finances in a more positive fashion. Many of these ideas Karen took even further. As a solo mum with 5 daughters money was an issue especially school camps. For more of this story See Page 15

### Southern

The NCEA 4 U programme enables 2<sup>nd</sup> chance learners to work towards achieving NCEA credits through Te Kura correspondence school. Learners work alongside quality tutors in relaxed, helpful settings to ensure they are supported in their learning journey and on track with their assignments. See Page 15

## **Supporting the needs of Pasifika Families – Marlborough**

*In partnership with a local Plunket organisation we were able to complete a \$100,000 MOE contract for the increase in the size of the Centre building. The project was driven by the need to provide a base for the parents and children of Pasifika families. The increase in participation in ECE practices has been a pleasing outcome. REAP ECE staff provide parenting advice and have a leadership agenda quietly building.*



## **Facilitating Events to Encourage Creativity – Buller**

*Our Community Development Facilitation programme brought together many wood sculptors from around the district to work on their pieces using materials sourced from the Buller region. The Kawatiri Sculpture Symposium was an arts and culture event culminated in an amazing public exhibition. All sculptures have been installed in public places around the District for everyone to enjoy. This initiative highlighted the spirit of creativity and collaboration inherent in the Buller.*



## **Developing a Westland Parent Network – West**

*As part of a SKIP initiative, West REAP facilitated the establishment of the Westland Parent Network, to provide a welcoming, informative and supportive space for parents in the Westland district. The network of parents (which attracted mostly parents with babies under 1 year), developed from a network of 5 to 22 parents by the end of the year. The network directed their own programme based on the strengths and needs of the group.*

*A variety of activities and experiences took place throughout the year including buggy walks, movie times, library visits, health topics, play experiences (including messy play), and much more. The network indicated the need to continue to socialise and support each other in their parenting role into 2017 and started working towards forming a committee to establish a certificated playgroup. The main aim was to gather information from parents to develop a parent led initiative in the community.*



## **One Person's Journey with Literacy – Central Otago**

*Karen was encouraged to attend a REAP Lifeskills based course with embedded literacy and numeracy in May 2016 by a local whanau group. Her goal at that stage was to meet people of a similar age and in a similar situation to herself.*

*Karen attended 3 Lifeskills courses which also included budgeting. Karen expressed delight at how she was now able to manage her family finances in a more positive fashion. Many of these ideas Karen took even further. As a solo mum with 5 daughters money was an issue, especially school camps. With the knowledge she has gained from her REAP Lifeskills course and some helpful tips from REAP staff Karen turned her back garden into a vegetable plot and made chutneys, sauces and jam that we sold at REAP and the funds were forwarded to her children's school to cover costs.*

*As a result of discussions during class time Karen realised that she had no connection with her Māori ancestry and felt like a 'floating island with no roots'. She did not want this for her five daughters and realised that she needed to make changes. With the REAP tutors encouragement and the confidence she had started to gain by the success in the Lifeskills programme, she enrolled in the Open Wananga He Papa Tikanga Programme, though still feeling unsure if she had the ability to be successful as she had left school at fifteen. After just two months on the correspondence course she realised she enjoyed learning and later decided to join the REAP Choices*



## **NCEA4U gives students a second chance – Southern**

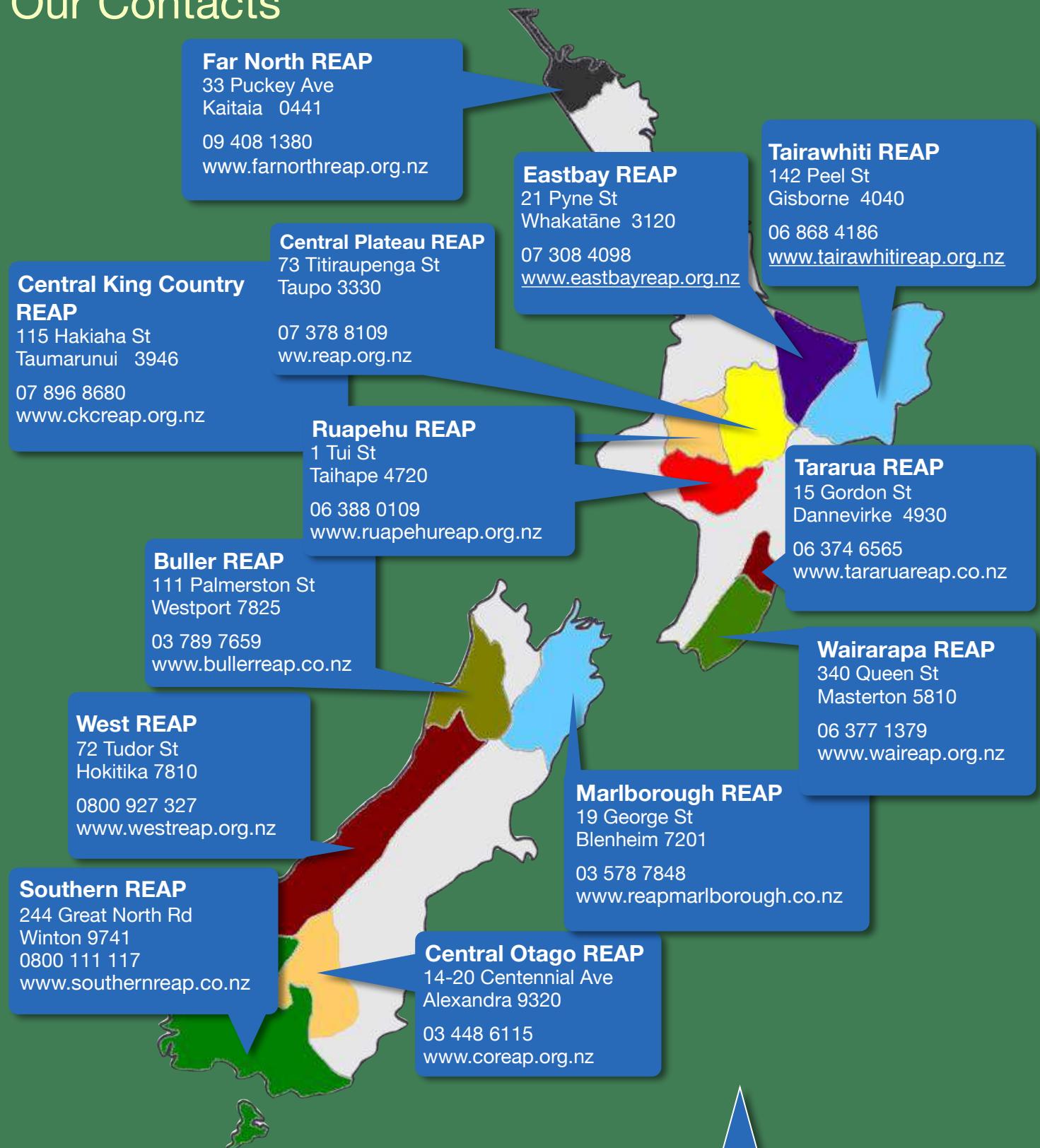
*The NCEA 4 U programme enables second chance learners to work towards achieving NCEA credits through Te Kura correspondence school. Learners work alongside quality tutors in relaxed, helpful settings to ensure they are supported in their learning journey and on track with their assignments.*

*Many of the learners that are attending the NCEA programme have had negative learning experiences in the past both in and out of school. It is of utmost importance that the learners are nurtured in a safe environment that supports each student and encourages each student to be the best that they can be. Strong bonds are formed with the learners and confidence and strength is gained as participants find their place in the world. Negative learning experiences in the past often results in a dulling down of dreams. Southern REAP encourages the girls to re think their dreams and that anything is possible.*



*The success of this programme and positive impact on the student's career goals and lives in general has exceeded our initial expectations. Career pathways have been established, confidence and self-esteem has increased, employment gained and the girls have a new found hope for their futures.*

## Our Contacts



# REAP Aotearoa NZ Board

Mary-Jane Rivers (Chairperson)  
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