



# REAP Aotearoa

## Annual Report 2018

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

# From our Chairperson

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

*Weaving people promotes wellbeing. Weaving education promotes excellence.*

I'm writing this Annual Report in the immediate wake of 50 of our Muslim brothers and sisters being killed, and another 50 injured, in a senseless and tragic attack in Christchurch on 15 March. It is often hard for us to know how to be useful in the face of such a shock but we must be - in all our work and relationships.

We can do that in several ways:

- having the courage to talk about it, to seek people out and build bridges, no matter how small they may be
- to work at the pace and need of our Muslim communities in our REAP rohe: - locally and nationally
  - working with our local knowledge and trusted relationships
- have courageous conversations where views differ

## Looking Back

In the 2018 Annual Report we talked about our focus for 2018/2019 being on the two distinctive areas of REAPs' added value:

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

We planned to work closely with the Ministry of Education in the renewal of our contract and in strengthening broader understanding of all aspects of our role, in particular:

- the strategic positioning of REAPs and the REAP movement - at a local and national level, and beyond the education sector
- providing thought leadership to decision makers about the impact of education and community-led development
- supporting the development of REAPs
- shifting the current contracting focus from inputs/outputs to the achievement of measurable outcomes and impact through a community-led development approach
- research to develop a quality evidence base for REAP activities
- working to secure funding from a range of sources to support REAP Aotearoa activity

## This Year

In working to achieve these goals we have specifically focused on:

### Externally

Extending our reach, relationships and influence. Highlights have been:

- Confirming the three year contract with the MoE. Importantly the contract now focuses on the achievement of Learner Support Outcomes as opposed to a focus on learner hours in prescribed, narrow domains. This is a very positive change for REAPs and one which we sought
- Receiving an increased allocation for ACE by TEC. Our track record of delivering against our contract and the increased confidence of TEC in our effectiveness is now paying dividends through increased allocation
- Granted \$60,000 from Lotteries National spread over the next two years for national development purposes
- Participated in multiple conversations and consultations on the future of education in New Zealand, and more specifically, in relation to Adult and Community Education

As well:

- Treaty of Waitangi/Tiriti o Waitangi: we continue to take specific steps to strengthen and formalise REAP Aotearoa relationships with mana whenua. Although this is moving more slowly than we hoped, it is moving.
- Strengthening our research focus and capacity is an area still requiring attention

## **Internally**

Tracey Shepherd, as Director of Development and Operations, has provided significant leadership in bedding in systems, accessing additional resources, influencing policy and programmes and strengthening cross-REAP connections.

We have:

- Continued to work with Dr Jill Chrissp to strengthen skills and practice of community-led development and lifelong learning, inside a human rights framework and using the UN Sustainable Development Goals 2030 (SDGs). This work is funded through the ACE Professional Development Fund
- Continued 'the telephone tree' of discussions with REAP Board Chairs
- Developed the REAP Aotearoa Strategic plan: 2019-2021 in workshops with REAPs – especially the October 2018 workshop
- Included our self-review as a board into the draft 2019-2021 Strategic Plan
- Developed a Communications Guide for all REAPs in consultation with REAPs and with some external expertise. This is currently being designed to be more visually appealing and engaging
- Seen a strengthened Hauhake
- Seen the revitalisation of North Island and South Island Cluster meetings – a great initiative that is seeing more sharing and collaboration
- Made minor changes to the constitution to ensure both continuity and renewal of board membership of REAP Aotearoa

## **Looking Forward**

For 2019/20 we plan to organise our work within the framework of four pou – the core of our new strategy:

- *Kotahitanga - Leadership/Unifying the 'movement'*
- *Manaakitanga - Support of REAPs*
- *Whanaungatanga - Educating others about REAPs*
- *Rangatiratanga - REAP influencing government policy*

This builds on successful completion of our 2016-2018 Strategic Plan with the goals of growing: - *identity, partnership, relevance and quality implementation* - within the context of Te Tiriti o Waitangi/Treaty of Waitangi

## **Thank you**

I continue to value hugely the thoughtful work of: the REAP Aotearoa Board team, the energy and skill of the national Director, Hauhake, and all REAPs across the country. We all have worked well together as a team. I am sad to be saying farewell to colleague board member Tim McMahon who is a REAP governance representative. Tim brings a great analytical approach, down to earth understanding of what is 'real', he works hard for us and brings wonderful humour.

*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 is the national body which represents 13 REAPs delivering education opportunities to our rural communities in order to make a difference to the lives and long term plans of rural people. Working collaboratively with local partners including Iwi and Hapu is key to this progress.

REAP Aotearoa progresses **community development through quality lifelong education in rural Aotearoa.**

This means we understand:

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

So we:

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

Our Commitment to Te Tiriti o Waitangi is core to how REAP Aotearoa approaches its work. Our Hauhake caucus provides national guidance on input from Māori about Māori in a partnership context of educational success.

REAP Aotearoa provides:

- Leadership to and with the 13 REAPs
- Sound infrastructure which supports proactive quality education opportunities to the whole community.
- Represents the work of REAPs at a national level through networks and Government as a consistent, credible leader of rural education.

Unique

Responsive

Trusted

Brokerage

Relevant

Partnering / Complementary

Resilience

Treaty Based

Culturally  
Responsive

Strengthening Community  
and Developing Social Capital

# REAPs in Numbers

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

In 2018, the REAPs...

Early Childhood	...supported <b>586</b> Early Childhood services	...delivered <b>6,921</b> hours supporting ECE
	...delivered <b>4,806</b> hours toward increasing participation in quality ECE	...delivered <b>2,115</b> hours toward ensuring successful transitions to school from ECE
Schools	...supported <b>370</b> Schools with helpful programmes	...delivered <b>16,835</b> hours supporting Schools
	...delivered <b>5,438</b> hours supporting NCEA Level 2 (or equivalent) achievement	...delivered <b>11,397</b> hours supporting literacy, language and numeracy at primary school
Adult and Community	...supported over <b>8,335</b> adult learners	...delivered <b>96,384</b> learner hours supporting adult and community education
	...focused <b>48.6%</b> of their ACE work on supporting Māori and Pasifika	...dedicated <b>20%</b> of their ACE work to young people aged 16-24
	...supported <b>55%</b> of their ACE work to people with low or no formal qualifications	... <b>20%</b> of ACE work included people over the age of 60

# Statement of Comprehensive Revenue & Expense

## For the year ended 31 December 2018

		2018	2017
<b>Revenue</b>			
	<b>Exchange Transactions</b>		
	Interest Income	64	78
	MoE Meeting Contribution	1,739	1,739
	<b>Total Exchange Transactions</b>	<b>1,804</b>	<b>1,817</b>
	<b>Non-Exchange Funding</b>		
	ACE Professional Development Grant	30,000	—
	MOE Funding	4,524,261	4,476,761
	TEC Funding	2,467,830	2,362,541
	SKIP Funding	105,000	110,000
	<b>Total Non-Exchange Funding</b>	<b>7,127,091</b>	<b>6,949,302</b>
	<b>Total Revenue</b>	<b>7,128,895</b>	<b>6,951,118</b>
<b>Expenses</b>			
	<b>Contracts</b>		
	MOE/REAP's Core Funding	4,454,847	4,407,822
	MSD/REAP's SKIP Funding	88,000	99,869
	TEC/REAP's Core Funding	2,443,831	2,314,745
	<b>Total Contracts</b>	<b>6,986,679</b>	<b>6,822,436</b>
	<b>REAP Aotearoa Operating Expenses</b>		
	Accommodation	3,817	3,526
	Accounting Fees	9,140	9,120
	Administrative Services	2,508	2,221
	Audit Fees	3,380	3,024
	Catering	4,715	3,133
	DDO Contract/Expenses	57,873	67,192
	General Expenses	3,604	2,869
	Honorarium	10,920	13,600
	Subscriptions	—	387
	Teleconferences	1,394	1,864
	Travel - Board and Partner Meetings	12,294	8,312
	Venue Hire	4,207	3,786
	<b>Total Operating Expenses</b>	<b>113,851</b>	<b>119,033</b>
	<b>Total REAP Aotearoa Expenses</b>	<b>7,100,530</b>	<b>6,941,469</b>
	<b>Total Comprehensive Revenue &amp; Expenses</b>	<b>28,364</b>	<b>9,649</b>
<b>Note:</b>	The Non-Exchange funding was passed to REAPs and not used by REAP Aotearoa		

# Statement of Changes in Equity

## For the year ended 31 December 2018

<b>Equity</b>			
	Opening Balance	70,160	60,511
	<b>Increases</b>		
	Comprehensive Revenue and Expenses	28,364	9,649
	<b>Total Increases</b>	<b>28,364</b>	<b>9,649</b>
<b>Total Equity</b>		<b>98,525</b>	<b>70,160</b>

# Statement of Financial Position

## For the year ended 31 December 2018

		2018	2017
<b>Assets</b>			
	<b>Current Assets</b>		
	<b>Cash and Bank</b>		
	REAP Aotearoa - Cheque Account	55,452	44,576
	REAP Aotearoa - Savings Account	64,518	64,454
	<b>Total Bank</b>	<b>119,970</b>	<b>109,030</b>
	Accounts Receivable and Prepayments	40,013	183
	GST Receivable	1,808	-
	<b>Total Current Assets</b>	<b>161,790</b>	<b>109,213</b>
<b>Total Assets</b>			
<b>Liabilities</b>			
	<b>Current Liabilities</b>		
	Trade and Other Payables	53,442	12,813
	GST Payable	-	3,478
	Hauhake Funds	9,823	1,761
	Income in Advance	-	21,000
	<b>Total Current Liabilities</b>	<b>63,265</b>	<b>39,052</b>
<b>Total Liabilities</b>		<b>63,265</b>	<b>39,052</b>
<b>Net Assets</b>		<b>98,525</b>	<b>70,160</b>
<b>Equity</b>			
	Accumulated Revenue and Expenses	98,525	70,160
	<b>Total Equity</b>	<b>98,525</b>	<b>70,160</b>

# REAPs In Action

## Selected Highlights from North Island REAPs

### Central King Country

Maatua Herewini Tarawa would like to acknowledge the passing of Maatua Herewini Tarawa who passed away on 7 October 2018. For many years he was the very much loved Kaiawhina at Te Ara Matauranga a Kindergarten, on behalf of CKC REAP, where he loved hanging out with the tamariki and the tamariki loved hanging out with Maatua. See Page 11

### Ruapehu

In 2018 we engaged with an experienced beekeeper to deliver a course with the objective - To provide good working knowledge of all basic aspects of beekeeping and to deliver an understanding of the industry and of the economic and ecological benefits that apiculture can provide.

See Page 11

### Wairarapa

We continued to look at places where our learners transition from one part to another part of the system. We worked closely with all parts of the education sectors and provided leadership to help young people transition from early childhood into schooling. We looked at how students transition to intermediate school and to college....

See Page 12

### Far North

In this partnership with MoE and the Open Polytechnic, we provided financial backing for all students to complete the Level 4 ECE certificate free of charge, with the help and support of our ECE team and ACE team. See Page 9

### Central Plateau

A highlight of 2018 was to see a dedicated group of 6 people learn NZ Sign Language all year! The students progressed from Units 1-3 right up to 7-9. Classes were run each week for 1.5 hours in the evening by SKYPE. They are continuing on in 2019 with a new tutor who can take them to even higher levels. See Page 10

### Eastbay

Eastbay REAP continued its role as the regional branch for House of Science, aimed at increasing science literacy for primary and intermediate students. With a focus on contextual learning, a facilitator works with volunteers to checkout, transport, and restock topical science kits, which schools book online. See Page 9

### Tairawhiti

With rising rents in the urban centres and homelessness, there is a shift of people (particularly Māori) moving back to their homelands in the Tairawhiti. How to live sustainably, making the most of what's around you, repurposing, and caring for the environment are really important in a rural setting where you become keenly aware of what you no longer have access to. See Page 10

### Tararua

The Reading Intervention Programme launched in Primary Schools in 2017 has continued to make an impact in 2018. Feedback from pupils, tutors and teachers is continually reaffirming this way of learning. Win-win as the kids then want to find a book in our school library to follow up on our conversations. See Page 12

**As space only permits one story from each REAP, this is for illustrative purposes only. Our REAPs do so much more. Give us a call, or contact a REAP directly to find out more.**

#### **Level 4 ECE Certificate - Improving quality for our young children – Far North REAP**

In this partnership with MoE and the Open Polytechnic, we provided financial backing for all students to complete the Level 4 ECE certificate free of charge, with the help and support of our ECE team and ACE team. Each milestone was celebrated for the students, as they completed each Assignment and passed we celebrated with dinner at REAP where tamariki and whanau were invited for dinner and we celebrated students achievements.



The Level 4 certificate was an online course, where we received support from their online lecturers to provide wrap around support, academic support and Tutoring throughout the certificate to ensure the best outcomes were met for all students.

The first 23 graduated last year. Far North REAP worked with Te Rito Maioha to forecast a plan that would suit whanau and teachers in Te Hiku. We presented it to Kainga Ora, Make it happen Te Hiku, and MPI were able to secure funding for year 1 of the degree through the Ministry of Social Development.

#### **Eastbay Science Literacy A Rising Tide - Giving our students critical tools – Eastbay REAP**

Eastbay REAP continued its role as the regional branch for House of Science, aimed at increasing science literacy for primary and intermediate students. With a focus on contextual learning, a facilitator works with volunteers to checkout, transport, and restock topical science kits, which schools book online. Kits have multiple pre-planned science activities inside, and have proven to fit in and around curriculum planning with ease. In-house and clustered workshops are then planned for each school, based on their needs and timetables.

In 2018, Eastbay REAP enrolled over 20 schools in our House of Science programme, and through workshops, student days, and events, we saw 1500 students and 135 teachers grow their science skills, capability, and confidence last year. Kit activities were notably included with the range of support provided to the RedTide Indigenous Youth Climate Summit, held in Te Kaha. Soil and water testing kits were just some of the practical tools used to help rangatahi understand how we can measure results and plan for the future.



## **Learning Sign Language by SKYPE - Using innovation to overcome barriers – Central Plateau**

A highlight of 2018 was to see a dedicated group of 6 people learn NZ Sign Language all year! The students progressed from Units 1-3 right up to 7-9. Classes were run each week for 1.5 hours in the evening by SKYPE. Thanks to Merge NZ who provided the tutor from Auckland as we have no Sign Language tutors in our area. After a busy day at work to then come in to REAP to learn a completely new language requiring a lot of concentration was very impressive. They are continuing on in 2019 with a new tutor who can take them to even higher levels. A coffee get together, with REAP providing the venue, has been planned by the group to welcome in new students and enable them all to get some much needed practice.



## **Learning about sustainable Living - strengthens communities – Tairawhiti**

With rising rents in the urban centres and homelessness, there is a shift of people (particularly Māori) moving back to their homelands in the Tairawhiti. How to live sustainably, making the most of what's around you, repurposing, and caring for the environment are really important in a rural setting where you become keenly aware of what you no longer have access to.

Tairawhiti REAP's programmes from ECE to Schools and ACE, have focused a lot on this - Preserving Fruit, Making Relishes & Pickles, Making Soaps & Balms, Home Butchering, Backyard

Goodness, Sewing/Crocheting, Reuseable Grocery/Fruit Bags. Many of the Meke Pēke Reuseable Bags have then been sold through a local store to raise money for the Eastland Rescue Helicopter, a critical lifeline for rural East Coast communities - community collaboration in action.



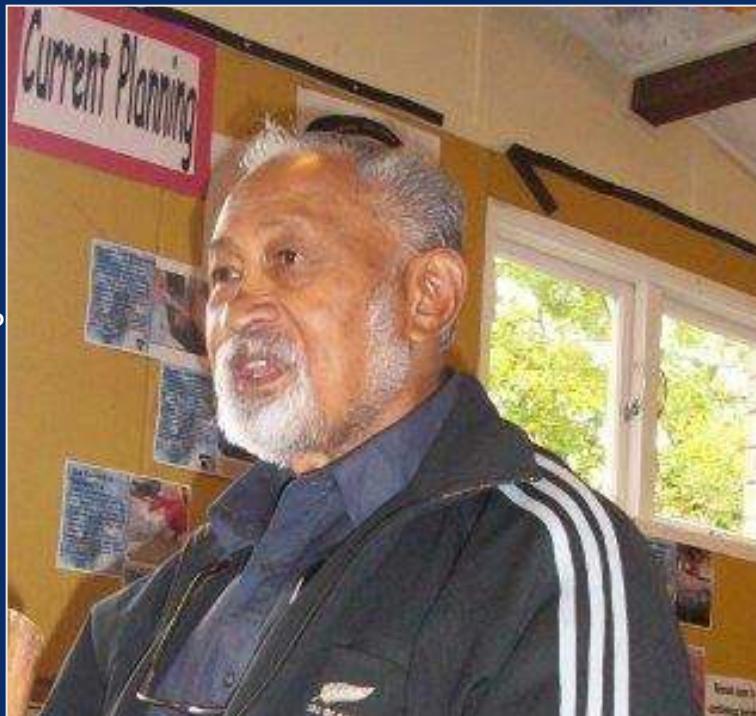
## **Maatua Herewini Tarawa – Central King Country**

We would like to acknowledge the passing of Maatua Herewini Tarawa who passed away on 7 October 2018.

For many years he was the very much loved Kaiawhina at Te Ara Matauranga Kindergarten, on behalf of CKC REAP, where he loved hanging out with the tamariki and the tamariki loved hanging out with Maatua.

Maatua has been such a large part of our REAP whanau for so many years and we acknowledge that we were fortunate to have had his love, his guiding hand and his knowledge. He understood the kaupapa of REAPs and was fully supportive.

Kua hinga te totara I te wao nui a Tane.



## **Hands on Beekeeping - providing multi-generational skills – Ruapehu REAP**

In 2018 we engaged with an experienced beekeeper to deliver a course with the objective - To provide good working knowledge of all basic aspects of beekeeping and to deliver an understanding of the industry and of the economic and ecological benefits that apiculture can provide.

We had 14 learners enrol in our 8 week course, with a 4 hour learning block each week. Each week looked in-depth at key skill and knowledge areas within Beekeeping. The course included both theory and practical elements. Our learners were a mixture of our community. We had older people enrol, who were interested in beekeeping for a hobby.

Younger people who wanted to gain new skills. We had a few farmers who wanted to utilise their land better and have a better understanding of the ecological benefits. We also had a learners who wanted to take the knowledge back to her hapu to introduce bees into their Whenua, and to engage with their Rangatahi to upskill them.

The Taihape Bee Club was also formed after this course was completed and our learners were the foundation members. Taihape Bee Club now has over 40 members and has drawn in both commercial beekeepers and hobbyists from all around the Taihape region.



## **Reading Intervention Programme - supporting small schools – Tararua REAP**

The Reading Intervention Programme launched in Primary Schools in 2017 has continued to make an impact in 2018. Feedback from pupils, tutors and teachers is continually reaffirming this way of learning, as in feedback below:

"I found this programme to honestly be the best - easy to learn, therefore easy to teach/assist the children! Now I have this knowledge I often find myself using the techniques learnt outside of the classroom, engaging with kids about bugs found or why the sky is blue! A win-win as the kids then want to find a book in our school library to follow up on our conversations.

We have fantastic discussions around stories. There are no right or wrongs with anything when it comes to writing our ideas, **EVERYTHING MATTERS**, this in turn of course makes the kids feel great and helps them to become comfortable to have their say, use that big word, have that idea. The confidence level of the kids increases dramatically."



## **Smoothing Transitions - improving success in education– Wairarapa REAP**

Firstly, we continued to look at places where our learners transition from one part to another part of the system.

We worked closely with all parts of the education sectors and provided leadership to help young people transition from early childhood into schooling.

We looked at how students transition to intermediate school and to college. We supported two particular programme Po Porotiti and Nga Tama Toa, leadership programmes for boys and girls, many of whom were Māori. This was a huge success in layering opportunities for students to develop their leadership skills, and to pass on their learning to others.

The transition to the world of work from college is challenging to many, and our work in this area with YETE and the Youth Employability Programme helped both employers to be ready for young people and young people to be ready for work. This extended to working with our young people who have not been in employment, with many significant successes for them through apprenticeships, and first jobs.



These transitions are highlighted in our video which is on the REAP Aotearoa website.

## **A Re-Branding - becoming more recognisable – REAP Wairarapa**

Secondly we changed our name to **REAP Wairarapa**, a simple but significant re-brand.

# REAPs In Action

## Selected Highlights from South Island REAPs

### Buller

Buller REAP have worked alongside PACT in Westport for the last two years providing some group and individual programmes, mainly for young people aged 16-30yrs, although we also had two 50 year olds this year.

We looked at their needs in 2017 and brought a group of 5 learners together in 2018 to look at their literacy and numeracy and digital literacy skills, working with the Pathways Awarua programme. See Page 14

### Marlborough

Blenheim is the best place in New Zealand to sit your driving test with the highest national pass rate of 81%.

In 2018 more than 70 young folk gained their Learners licence.

REAP Marlborough, Marlborough District Council, Supporting Families, WINZ and the NZ Police work collaboratively to support the monthly Learner courses.

See Page 14

### West

WestREAP has started a trend on the West Coast and it's catching on. 'Let's get everyone together' they said, 'It'll be fun' they said. We've been as far South as Fox Glacier, to the beautiful new Community Centre; and as extreme East in our rohe to Lake Brunner, to a popular part of the lakeshore known as Te Kinga. See Page 14

### Central Otago

As part of the Lifeskills course Amanda learnt quickly and demonstrated a natural talents for sewing. As a result, on the tutors encouragement, she offered local sewing repairs and alterations. As her confidence and skills grew Amanda decided she would create an after school sewing class for children aged 9 to 11 years. Parents payed a fee which went into servicing a significant debt she owed. See Page 15

### Southern

Drive My Life (DML) is a learner, restricted and full drivers licence programme. The learner licence programme is a 'in-class' setting where the participants gather together for six sessions to learn the road code, road safety and practice the licence tests to prepare them for sitting the theory test at the licence testing station.

See Page 15

## **High driver pass rates in Blenheim - supporting our communities – Marlborough REAP**

Drivers moving from 'illegal' to 'legal' opens up opportunities for them rather than closing down choices.

In 2018 more than 70 young folk gained their Learners licence.

REAP Marlborough, Marlborough District Council, Supporting Families, WINZ and the NZ Police work collaboratively to support the monthly Learner courses.

A factor for the high pass rate might be the lack of any traffic lights in Blenheim and low traffic volumes, Marlborough District Council road safety coordinator Robyn Blackburn said.

"Police identify local young people at risk of driving without their licence, or outside the terms of their Restricted licence and they are then enrolled in the highly subsidised programme.



## **Working with PACT - improving opportunities for all – Buller REAP**

Buller REAP have worked alongside PACT in Westport for the last two years providing some group and individual programmes, mainly for young people aged 16-30yrs, although we also had two 50 year olds this year.

We looked at their needs in 2017 and brought a group of 5 learners together in 2018 to look at their literacy and numeracy and digital literacy skills, working with the Pathways Awarua programme. All 5 learners had either Asperger's, autism or other learning difficulties such as dyslexia. Initially it was building trust having a regular time to turn up to the programme which was two hours each week. This programme went for the first half of the year with huge growth in confidence and ability, even skills such as working out money to give change. Those who needed got an up to date CV for looking for employment, their PACT support workers then took them to local businesses.

One of these learners went on to get a volunteer position with a local charity shop and is handling the till/cash. She loves her job which gives her a sense of purpose and need in the community.



## **Whanau Playdays in the most remote and beautiful places - all students count – West REAP**

West REAP has started a trend on the West Coast and it's catching on. 'Let's get everyone together' they said, 'It'll be fun' they said. We've been as far South as Fox Glacier, to the beautiful new Community Centre; and as extreme East in our rohe to Lake Brunner, to a popular part of the lakeshore known as Te Kinga. Playdays are growing and getting bigger each time. Word spreads in our small communities and the benefits of bringing everyone together are again, measured and successful. They were an Early Childhood event. Bringing young whanau together to look at needs, gaps and priorities for early childhood services.



## **From Bankrupt to Small Business - skills for a fresh start – Central Otago REAP**

Amanda had not been able to secure employment where she lived in a small rural town. In the past she had always “worked in dead end jobs that usually paid less than the minimum wage”, as her reading ability was extremely low.

As a result of joining a REAP Lifeskills course Amanda was able to learn how to work within a budget and began to plan for the future. As part of the Lifeskills course Amanda learnt quickly and demonstrated a natural talents for sewing. As a result, on the tutors encouragement, she offered local sewing repairs and alterations. As her confidence and skills grew Amanda decided she would create an after school sewing class for children aged 9 to 11 years. Parents payed a fee which went into servicing a significant debt she owed.



Remy- Predator Free

The personal growth as a result of a REAP course has improved Amanda’s life. She now feels a valued member of her community. She is motivated to complete some study, gain a qualification and become debt free. This story is an example of how learning or study can make a difference by raising foundation skills and strengthening social cohesion thus improving the life of individuals and families.

## **Driver Licence Programme - opportunities for employment – Southern REAP**

Drive My Life (DML) is a learner, restricted and full drivers licence programme. The learner licence programme is a ‘in-class’ setting where the participants gather together for six sessions to learn the road code, road safety and practice the licence tests to prepare them for sitting the theory test at the licence testing station.

DML is a programme that is accessible for people aged from 16 years and upwards. DML is a referral based programme aimed at the vulnerable people in our community where perhaps they have financial difficulties, no one in the home with a licence, no vehicle at the home, no warranted or registered vehicle for them to practice in, lack of education or learning difficulties.



- One lady registered for the Learner’s course was recommended by the Police Family Harm team. When spoken to about the Drive My Life programme and how it could assist her in gaining a drivers licence, she was really excited. Having a licence meant that she and her small child could quickly leave the house when her partner became aggressive.
- Participants have stated that having a licence would increase their independence and ability to get to “course” each day, and transport their children safely as necessary.
- Another lady who hasn’t driven for 15 years, and who cares for her two children both of whom have special needs stated a lack of driving confidence and that she doesn’t have anyone in her network suitable to be a driving supervisor.

# Our Contacts

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