



“Developing rural communities through quality lifelong learning”

# REAP AOTEAROA

Annual Report  
2020

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# Chairs Report



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

*Weaving people promotes wellbeing.  
Weaving education promotes excellence*

It's been a big year. COVID-19 has had a significant impact on our communities. However, REAPs rose to the challenge – connecting with and activating established and trusted relationships to support our communities at a time of severe stress, dislocation and job losses. In this year of COVID-19, close to 70,000 people participated in REAP early childhood, school and ACE learning activities. Some examples of specific REAP initiatives are mentioned in this annual report. There are many more. The whole board is proud of the collective work and impact of all REAPs.

## Looking Back

This year we come to the end of our three year strategy. It will be refreshed for the years 2022-2025 and will be done collaboratively with all REAPs.

Looking back over the past three years, we have taken major steps strengthening our resources. We have shared support - between all REAPs and REAP Aotearoa - and built collective skills. All this has happened at a time of considerable turnover within REAPs and with slim national resources – let alone Covid-19.

## Through our national role we:

- have successfully attracted additional funding of \$500,000 from the TEC allocation for ACE
- have been successful with additional grants of close to \$200,000 to enable:
  - governance skill development across all of REAPs
  - human rights/community-led development training leading to greater focus on, and wish for, consistency with Te Tiriti and the Sustainable Development Goals (SDGs)
- are increasingly turned to because of our expertise and relevance e.g. by the Ministry of Primary Industries and Ministry of Social Development
- have seen a strengthened Hauhake
- have provided tailored support for specific REAPs dealing with significant challenges and helped to awhi six new REAP managers
- actively sought greater efficiencies through collective systems, learning and quality improvement
- explored expanding the coverage of REAPs in response to external demand

# We are there for each other

Our strategy is framed by four pou:

**Kotahitanga** - Leadership/Unifying the 'movement'

**Manaakitanga** - Support of REAPs

**Whanaungatanga** - Educating others about REAPs

**Rangatiratanga** - Influencing government policy

In the past year specific steps to put the strategy into action include:

## 1. Kotahitanga - Leadership/Unifying the 'movement'

- Gaining reassurance from the TEC and Ministry of Education about secure funding at the onset of COVID-19 - the result of proactive leadership from our Director
- Trialling and beginning the roll out of the REAPiT database providing a common platform for REAP data collection – a boon for collective consistency, efficiency and understanding patterns and trends from our work
- Beginning discussions with MSD for 'immediate support for our communities' consistent with REAPs' focus on community development through quality lifelong learning

## 2. Manaakitanga - Support of REAPs

- Continuing support to specific REAPs
- Beginning an organisation-wide, collective approach to Governance strengthening with Te Whare Hukahuka. The REAP Aotearoa Board has been the first 'cab off the rank' trialling the tools and gaining a picture of our strengths and areas for development
- Updating the peer review model and Membership Agreement to reflect lessons learned - and our shared, collective roles, responsibilities and expectations

## 3. Whanaungatanga - Educating others about REAPs

- Working with the Ministry of Primary Industries on rural resilience – and rural hubs
- Greater use of social media

## 4. Rangatiratanga - Influencing government policy

- Commissioning a research report on potential expansion of REAP coverage
- Briefings to Ministers
- Embedding the outcomes focus in our funding agreement with the Ministry of Education – now seen as an interesting model by other government agencies

We – the Director and the Board – haven't done this alone. We don't function in a 'head office' mode. We appreciate the expertise and input from REAPs and individuals within REAPs both at the governance and staff level.

# Looking Forward

## For 2021/22 we will:

- Make decisions about expanding the coverage of REAPs - working with REAPs and government to develop a viable approach
- Roll-out the governance analysis and training across the country, and collectively learn and grow
- Design the national level resource requirements for REAPs and REAP Aotearoa to thrive. This will be based on building on the collective strength, effectiveness and reach of REAPs
- Explore how to meet the significant appetite, REAP-wide, for the Human Rights/community-led/Tiriti development work already undertaken and its connection with the UN Sustainable Development Goals (SDGs)
- Roll-out the REAPiT database across all REAPs
- Explore more effective ways of understanding and illustrating the impact of REAPs

## Gratitude and sadness

Earlier this year we lost one of our kaumatua - John Chemis. John had contributed to many REAPs in formal governance or management roles. Then, in his retirement, acted as interim manager and provided guidance for two REAPs. He was generous in his contribution to growing REAP Aotearoa and saw REAPs as having collective value – being a connected movement for strengthening communities through quality lifelong learning. He matched vision and commitment to the kaupapa with practical mahi.

## Thank you

I value hugely the thoughtful work of: the REAP Aotearoa Board team, the energy and skill of the National Director: Tracey Shepherd, Hauhake, and all REAPs across the country. We all have worked well together as a team. Glenys Dickson is standing as a governance representative for another term on the Board. We are delighted. Ryan Morrison is standing down as a staff representative on the Board after completing his term. His energy, drive, commitment and humour are legendary and the board hopes to keep Ryan involved to finish off some key projects.

Naku te rourou nau te rourou ka ora ai te iwi  
*With your basket and my basket the people will live*

Mary-Jane Rivers  
Chair

# Directors Report



## The REAP COVID-19 Response

REAP communities face significant challenges from physical, technological and professional isolation, reduced employment opportunities and labour shortages, population changes, and pockets of significant poverty. These challenges were further exacerbated with the advent of COVID-19 which saw unemployment rates rise in many rural communities.

Along with this there was the steady stream of people moving into the regions from the main centres looking for a better life in this post-COVID-19 world, with some setting up new businesses in their new communities. This created a double-edged sword; new businesses entering the local economy but a lack of appropriately skilled staff available locally resulting in labour shortages.

Many REAPs actively supported their communities during the five-week lockdown period having the capability and capacity to pivot quickly and make the required shifts in practices to meet community need. This period of lockdown on micro-communities within rural and provincial New Zealand amplified a lot of the challenges that these communities already faced.

Many families lost jobs and found themselves without the means to adequately provide the bare essentials for their whānau. On top of this was the added stress of having young ones at home who could not effectively engage in learning, whether that was early childhood learning or the ability to engage in school.

This saw many REAPs take action and show dedication to the tamariki and parents during lockdown – providing local solutions to local problems for vulnerable whānau.

For example, Eastbay REAP created and delivered over 400 ECE Education Packs to whānau within the Waimana, Ruatoki, Whakatāne, Kawerau rohe! The first 100 Packs were created for tamariki, and all of the older siblings in homes. These were delivered within 24 hours of the Level 4 lockdown announcement by the Prime Minister.

Another example came from Far North REAP during the lockdown period. They noted that there was a delay in whānau and tamariki receiving their Ministry of Education packs for home learning.

In response they combined resources with local groups such as 'Bald Angels', Ngāi Takoto, Te Rarawa, Ngāti Kahu, Ngāti Kuri, and Te Aupouri to get as many resources as they could out to tamariki and whānau in need. The REAP put together learning resource packs (art supplies, pukapuka, paper, and recipes for playdough, finger paint, paper mâché and glue, etc) and organised drop-offs by essential workers to whānau using all appropriate PPE gear, contact tracing and ensuring all resources were sanitised before delivery.

Likewise, REAP Wairarapa assisted 60 families to gain access to the internet via the Skinny Jump initiative. This included ensuring families received free modems and instruction, often by telephone, on how to set them up thereby enabling many families to engage in online activity including learning.

There are many other examples of how REAPs mobilised to support their communities during the lockdown period, and continue to do so in this everchanging and challenging Covid world.

REAP Aotearoa has been proud to be able to share these amazing stories with our stakeholders.

Tracey Shepherd  
Director

## 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, and;
- that 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, whānau, 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.

## Our Values

- |                              |                           |
|------------------------------|---------------------------|
| • Uniqueness                 | • Brokerage               |
| • Trust                      | • Partnership             |
| • Relevance                  | • Treaty-based practice   |
| • Resilience                 | • Cultural responsiveness |
| • Social capital development |                           |

# Our strategic goals

## Kotahitanga

### Leadership/Unifying the 'movement'

Human rights approach to community development is fully embraced by all parts for the REAP movement.

REAP Aotearoa has the capacity and capability at governance and implementation level to fulfil a national unifying role.

## Manaakitanga

### Support of REAPs

The governance, management and staffing of REAPs are sustainable and resilient, and are active participants in the development of the REAP movement.

## Whanaungatana

### Educating others about REAPs

Decision makers and influencers in the wider community who are seeking partners in community development through education, know about our value, purpose, values and impact.

## Rangatiratanga

### Influence government policy

Influence local and national government policy about the approach to rural community development that REAPs uniquely and successfully practices.

**“Developing rural communities through quality lifelong learning”**



# Our Board



**Mary-Jane Rivers**

Chairperson

Mary-Jane is an independent member of the REAP Aotearoa Board, and has been Chairperson since the restructure in 2015.



**Ryan Morrison**

Deputy Chairperson

Ryan is an elected REAP Staff member of the REAP Aotearoa Board, and has been Deputy Chairperson since the restructure in 2015. Ryan is the Chief Executive at Eastbay REAP.



**Karen Johansen**

Independent Board Member

Karen is an independent member of the REAP Aotearoa Board, and has been a Trustee since the restructure in 2015.



**Rotohiko Ainslie**

Trustee

Rotohiko is an elected REAP Board member of the REAP Aotearoa Board. Rotohiko is the Chairperson of the Tairāwhiti REAP Board.



**Glenys Dickson**

Trustee

Glenys is an elected REAP Board member of the REAP Aotearoa Board and was elected in 2018. Glenys is the board Chairperson of Southern REAP.



**Ani Puhuru-Huriwai**

Trustee

Ani is an appointed Hauhake member of the REAP Aotearoa Board and has been a Trustee since 2018. Ani is the Manager of Tairāwhiti REAP.



**Bernie Lepper**

Trustee

Bernie is an elected REAP Staff member of the REAP Aotearoa Board, and has been a Trustee since 2018. Bernie is the Manager of Central Otago REAP.



**Tracey Shepherd**

Director

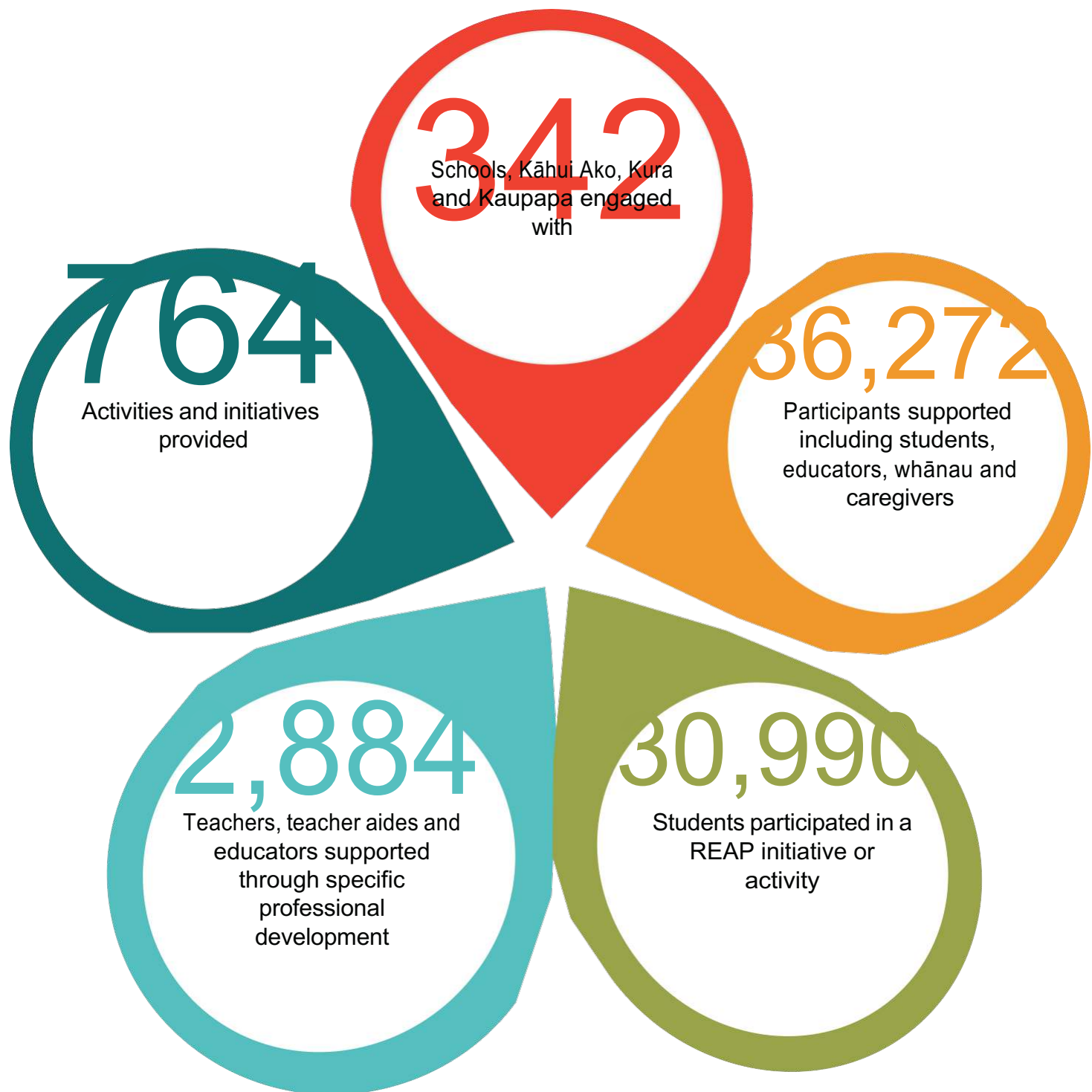
Tracey is the Director of REAP Aotearoa. Tracey has a strong background with both REAPs and the tertiary sector, with previous positions in TEC and the ITO sector.

# Early Childhood



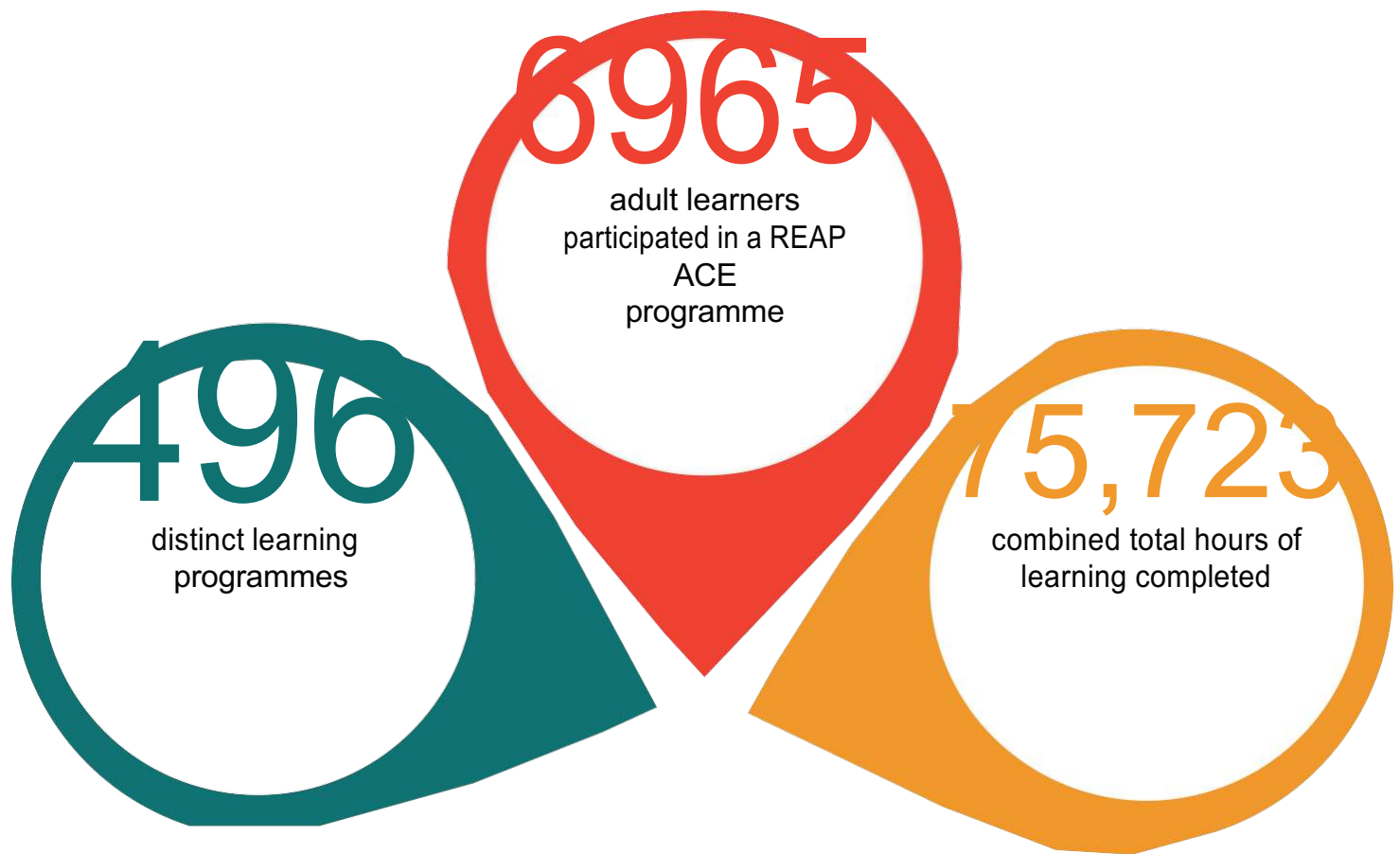
## REAP by the numbers

# Schools



## REAP by the numbers

# Adult Education



**46%** of learners identify as Māori

**44%** of learners have low or no qualifications

**32%** of learners were aged 16 to 29

**22%** of learners were aged 60 and over



# Stories of impact



## Youth 2 Work Wairarapa open doors to a future in the joinery industry.

2020 was a year of ups and downs for Dylan. He was studying for Level 5 Diploma in Film and Animation, and he was expecting his first child.

Then the COVID-19 Pandemic hit and he moved back to Masterton. With few contacts to gain employment in the Wairarapa he was recommended to seek out the team at Youth 2 Work Wairarapa, which is supported by REAP Wairarapa.

Dylan had previously worked for 6 months in an interior fittings firm in Rotorua, but was unsure to be changing career direction in this stressful time and wanted to be in a good position to support his new family.

Maria McKenzie – Project Manager for Y2WW and her team helped Dylan to review his CV and make sure to include his employability skills. She helped him with interview techniques to ensure when he got an interview he had the confidence to be a success.

Y2WW visited the potential employer to see if they would be a good match for each other, and talked to Vic Jacobson – Owner of Renalls Doors in Carterton to understand his needs as an employer and the ideal characteristics for a future employee.

Vic Jacobson says of Y2WW, “With Maria and her team providing a vetted employee, it makes it easy to bring a new team member onboard.” Vic says the confidence that Y2WW has worked on with Dylan really helped him shine.

Dylan now is enjoying working with the supportive team at Renalls Doors with an eye to an apprenticeship in the future.

“This is a game that young people don’t know the rules of, we help to teach them this is how to get a job,” says Maria McKenzie.



**“This is a game that young people don’t know the rules of, we help to teach them this is how to get a job,”**



**“Her confidence and self-esteem has grown immensely and she now believes that she can succeed.”**

## **Central Plateau REAP helps remove barriers for those with specific learning disabilities.**

The cost of educational assessments are often a barrier to many parents and caregivers, in particular those of Māori and Pasifika students. Adding to this, the geographical location of where they live and attend school can mean they feel isolated.

Recognising this – Central Plateau REAP supported 100 Dyslexia Assessments for students who had been identified as likely to have specific learning difficulties.

To help, Central Plateau REAP subsidised the cost of assessment and also sought other funding streams. This meant the full cost of assessment for Whānau was taken care of if they were unable to contribute, and no student was turned away due to financial constraints. To help eliminate the isolation factor, the assessor travelled to the schools.

All applications for Special Assessment Conditions for Examinations were granted by NZQA.

Once the recommendations from the assessment report were put into place at the students schools, the achievements and behaviours from the students improved significantly. This initiative contributed to all learning support outcomes set by the Ministry of Education.

### **Feedback from a parent:**

“Just wanted to say how valuable and very important your assessment service is. You diagnosed my eldest daughter with dyslexia - this information allowed her high school to put in place an individualised learning plan and teach her in a way that suits her learning.

Her confidence and self-esteem has grown immensely and she now believes that she can succeed. I never imagined that I would ever be talking to her about assignments, with her telling me they weren't quite ready to submit as she needed to get them to an excellence standard or that she was aiming for excellence in maths in her latest assessment.”





## Bringing “Conscious Intelligence” to the Far North

Far North REAP brought Nathan Wallis to the regions to present workshops to educators and whānau.

Nathan Wallis is a father of three and a foster parent with a professional background in child counselling, teaching and social service management. Nathan’s presentations explore how the brain works and how neuroscience can better inform our day to day interactions with children and young people.

The 'Conscious Intelligence' was a full-day workshop for educators and professionals who are working with children and teenagers.

This covered understanding brain development, and the first 1,000 days of brain development.

This workshop included really interesting topics such as:

- engaging your brain at 2-7 years
- the teenage brain
- working with youth and trauma
- helping youth to make changes and to improve quality of life.

With 200 people attending the workshop many attendees noted that the kaupapa of this workshop was inspiring for Education.

The second workshop was a two-hour talk to parents and whānau on:

- understanding how children’s behaviour is affected by brain development
- parenting styles and parenting advice
- post COVID-19 coping strategies for children’s anxiety

Whānau who attended were excited that they were able to take on board the parenting styles and parenting advice to enhance their parenting styles at home.

# Human Rights Community-led Development



Over the last two years REAPs have been undertaking a significant programme of professional development focussed on including a human rights lens across all of the work that they do. This started in 2019 and continued into 2020.

The programme uses the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development which were adopted by world leaders at a United Nations Summit in 2015.

The SDGs recognise that ending poverty goes hand-in-hand with strategies that build economic growth and they address a range of social imperatives such as education, health, social protection and job opportunities whilst also addressing climate change and environmental protection. Agenda 2030 is a call for action by all countries to mobilise efforts to achieve these outcomes.

REAPs have found that the SDGs provide a useful (and meaningful) set of goals to focus their efforts. Individually they have embarked on a process of prioritising their 'top' SDGs by relating these to what they know of their communities and regions. These prioritised SDGs have been developed per REAP into a REAP-specific framework, socialised with their boards, and built into strategic and operational planning.

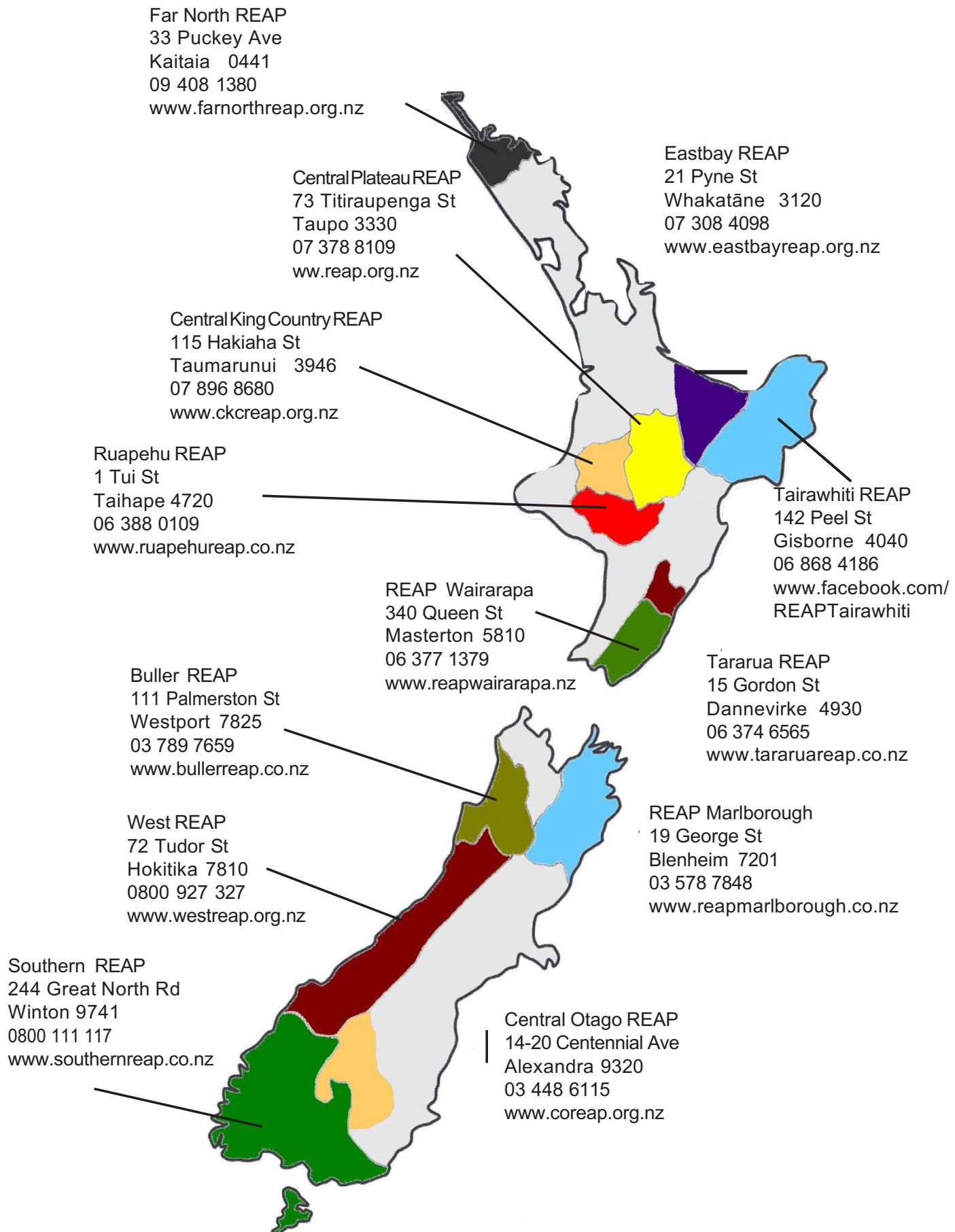
REAPs have identified what each of these goals means in a local context and have developed ways of measuring outcomes in the context of the SDGs. Many REAPs have incorporated a number of SDGs into their strategic plans, and they are also specifically referenced in the REAP Aotearoa Membership Agreement that all REAPs sign up to.

In fulfilling a rights-based mandate, the SDGs are acknowledged as a useful framework to illustrate how the varied and collaborative work of REAPs improves lives. With education seen as the fundamental right to unlock all other rights, REAPs actively apply the SDGs to planning, delivery, and outcomes reporting to achieve the foundation statement above.

We believe that there are very few organisations in New Zealand that have and are fully and actively engaging with the SDGs and, as such, we are leading the way. The support received from the Ministry of Education, both in terms of the way the contract allows for flexibility and responsiveness, and the funding that is received, is valued and acknowledged as providing REAPs with the ability to truly take a human rights approach to the work that we do.



# Map of REAPs



# Financial Report

## REAP Aotearoa Statement of Profit and Loss

For the year ended 31 December 2020

		2020	2019
<b>Revenue</b>			
	Interest Income	1,735	1,573
	ACE Professional Development Grant	3,960	35,640
	Grants Received	63,149	25,000
	MOE Funding	4,710,614	4,650,000
	SKIP Funding	-	45,350
	TEC Funding	2,791,238	2,514,825
<b>Total Revenue</b>		<b>7,568,961</b>	<b>7,272,388</b>
<b>Expenses</b>			
<b>Contracts</b>	MOE/REAPs Core Funding	4,638,238	4,579,329
	MSD/REAPs SKIP Funding	2,191	14,907
	TEC/REAPs Core Funding	2,739,185	2,465,637
	ACE Aotearoa PLD Project	12,530	25,109
	Oranga Tamariki Covid Funding	9,750	-
	<b>Total Contracts</b>	<b>7,392,144</b>	<b>7,032,632</b>
<b>REAP Aotearoa Operating Expenses</b>			
	Accommodation	1,281	1,973
	Accounting Fees	7,440	6,595
	Administration Services	2,276	2,195
	Audit Fees	3,300	3,335
	Bank Fees	155	92
	Catering	840	3,626
	Communications	6,181	5,998
	DDO Contract/Expenses	72,065	69,482
	General Expenses	4,749	2,433
	Governance PD Project	23,149	-
	Honorarium	6,950	9,750
	Insurance	882	610
	Interest Expenses	81	2
	Legal Expense	-	-
	REAP Coverage Project	15,680	-
	Subscriptions	2,789	-
	Teleconferences	-	1,227
	Travel - Board & Partner Meetings	16,578	27,680
	Venue Hire	4,697	1,513
	Website Maintenance	-	471
	<b>Total REAP Aotearoa Operating Expenses</b>	<b>169,093</b>	<b>136,984</b>
<b>Total Expenses</b>		<b>7,570,986</b>	<b>7,169,616</b>
<b>Total Comprehensive Revenue and Expenses</b>		<b>(291)</b>	<b>102,772</b>

These results have not yet been audited

# Financial Report

## REAP Aotearoa Statement of Changes in Equity

For the year ended 31 December 2019

	2020	2019
<b>Equity</b>		
Opening Balance	201,297	98,525
<b>Increases</b>		
Comprehensive Revenue and Expenses	(291)	102,772
<b>Total Increases/decreases</b>	<b>(291)</b>	<b>102,772</b>
<b>Total Equity</b>	<b>201,006</b>	<b>201,297</b>

## REAP Aotearoa Statement of Financial Position

For the year ended 31 December 2020

	2020	2019
<b>Assets</b>		
<b>Current Assets</b>		
<b>Cash and Bank</b>		
ASB Cheque Account	197,916	110,072
ASB Savings Account	4,532	4,529
Accounts Receivable and Prepayments	2,105	69,311
GST Receivable	-	-
<b>Total Current Assets</b>	<b>204,553</b>	<b>183,912</b>
<b>Non Current Assets</b>		
Term Deposits	63,293	61,562
<b>Total Non Current Assets</b>	<b>63,293</b>	<b>61,562</b>
<b>Total Assets</b>	<b>267,847</b>	<b>245,474</b>
<b>Liabilities</b>		
<b>Current Liabilities</b>		
<b>Bank</b>		
ASB Visa Business	88	2,341
Trade and Other Payables	27,563	19,273
GST Payable	247	5,266
Hauhake Funds	17,091	12,296
Income in Advance	21,851	5,000
<b>Total Current Liabilities</b>	<b>66,841</b>	<b>44,177</b>
<b>Total Liabilities</b>	<b>66,841</b>	<b>44,177</b>
<b>Net Assets</b>	<b>201,006</b>	<b>201,297</b>

# REAP

## AOTEAROA