

*Dealing the*

*ACEs*

REAP Aotearoa NZ

### **Areas for further work**

*Based on the assessment of REAP performance in 2000/01 and progress with implementing the new contract and reporting framework, the most important actions for improving operational contract management are:*

- *Developing and improving outcome based reporting;*
- *Quantifying REAP programme effectiveness;*
- *Assessing the appropriateness of the REAP funding formula.*

*This includes looking specifically at:*

- *The alignment of REAP interventions with strategic direction, annual planning and the interventions of other providers;*
- *The quality of data collection, reporting and evaluation processes;*
- *The impact of the funding formula and annual contracting cycle on REAP longer-term planning and viability.*

*From a wider policy perspective the main issues are:*

- *The alignment of REAP with the implementation of Koia! Koia! Towards a Learning Society;*
- *The alignment of REAP with the Government's Early Childhood Education Strategy;*
- *The potential for expanding and building on REAP capacity, as independent, cross-sectorial community providers of rural education services.*

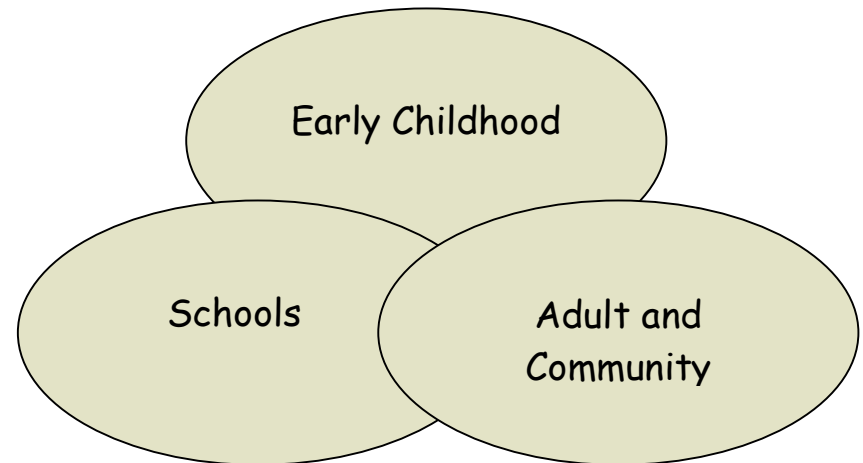
### **Introduction**

In this booklet you will find brief stories written by workers from many of the thirteen REAPs, describing some of the work they do in Adult and Community Education.

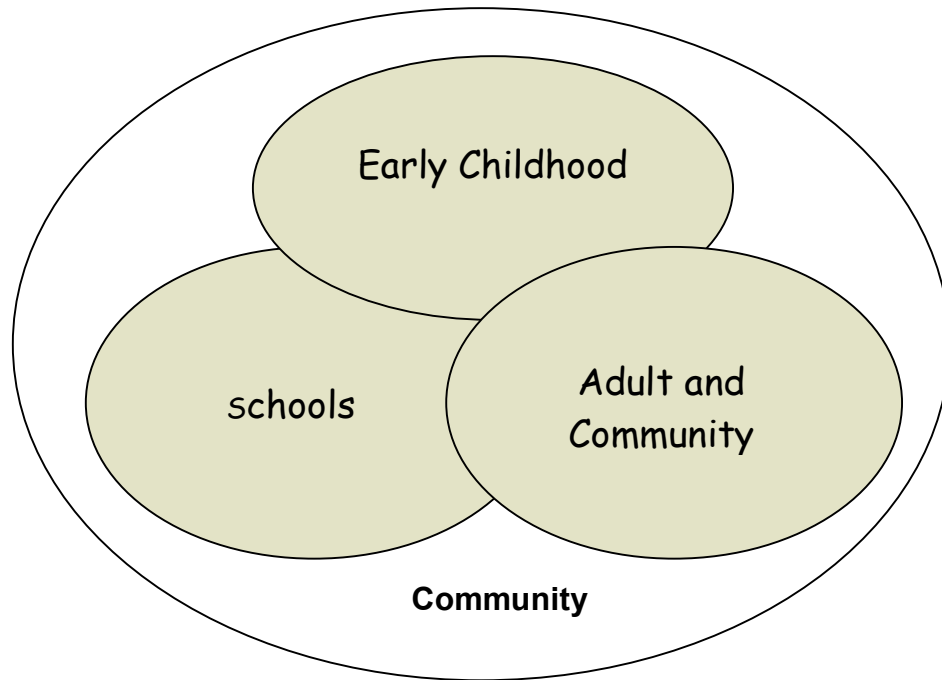
REAPs aim to encourage lifelong learning and improve the access that rural communities have to quality education and appropriate learning opportunities.

REAPs work across the Early Childhood, Schools and Adult and Community Education (ACE) sectors. Some of these stories show REAPs working in the ACE sector; most show the cross-sectoral nature of REAPs' work. It is impossible to educate an adult or a community without having positive outcomes for younger people and the wider community.

This holistic approach is what makes REAPs exceptional; the belief in and the practice of treating the whole community as greater than the sum of its parts. While it is generally accepted that work in any one sector has flow-on effects to others, as shown in this model . . . .



REAPs tend towards this more inclusive model . . . .



While this model has been shown to produce outstanding results over 23 years, REAPs have often found it difficult to compartmentalise their work for reporting purposes.

This booklet is an attempt to use anecdotes to exemplify the REAP holistic model.

It also indicates, for each story involving adult learning, which of the Tertiary Education Commission's five priorities for ACE funding are met. These priorities are:

- Targeting priority learner groups (including those whose initial learning was not successful).
- Raising foundation skills.
- Strengthening communities by meeting community learning needs.
- Encouraging lifelong learning.
- Strengthening social cohesion.

- Declining populations from outwards migration to urban centres, and higher than average numbers of elderly and young people;
- Barriers to economic growth that limit the existence of mainstream educational, health and other services in rural communities.

### **Conclusions**

The approach taken to the stocktake was to build up an information base and composite picture of current REAP services, structures, resources, their operating environment, their interface with government agencies and other community providers; and to develop a view of the current and future capabilities of REAP. Conclusions from key questions posed in this report are:

- REAPs are, overall, prudent financial managers and good employers who meet the requirements of their contracts;
- The REAP framework has a number of strengths to build on. For example, REAPs are already well established; their independence allows them to respond quickly to educational service gaps and disparities; they are cross-sectorial service providers; they have the knowledge to reach into communities; their interventions are low cost and designed to achieve maximum coverage;
- REAPs have built strong relationships with local Maori and iwi trusts, groups and providers. They are an important source of support for rural Maori education and demonstrate good practices for working with Maori and iwi;
- As a community-based education resource of effective support for local learning and development, REAPs provide opportunities for the Ministry of Education to work more closely with the early childhood education and schools sectors;
- REAPs are good at managing and augmenting finite resources. Moreover, as neutral, honest brokers, REAPs fill badly needed gaps in social service areas as they carry out their educational role. They can be catalytic where more formal approaches may not necessarily work. They are an important infrastructure of capable and largely volunteer people and a key conduit for establishing partnerships and networks with other providers;
- REAPs have capability to build upon and to further extend the current REAP programme. They are well established and valued within their communities and they know their business. They are, by and large, financially secure and have sound and growing asset bases.

## Appendix

*Executive Summary of "The Rural Education Activities Programme (REAP): A Stocktake" Ministry of Education 2002 (printed with the kind permission of the Ministry of Education)*

*The Rural Education Activities Programme (REAP) is an educational resource supporting and complementing schools, early childhood, and adult and community education providers in thirteen designated rural regions. REAPs are community based organisations. Each REAP is an incorporated society with an independent board, directly funded through an annual contract with the Ministry of Education.*

### **Purpose of Stocktake**

*This assessment of REAP was undertaken between May and August 2002, primarily to help the Ministry of Education's Contracts Section to:*

- *Evaluate REAP performance against the 2000/01 contracts, in accordance with the principals of good contract management practice;*
- *Evaluate progress implementing the new contract and reporting framework;*
- *Identify short and long-term operational and policy issues to be addressed at the appropriate time;*
- *Propose a REAP work plan for 2002/03 based on the operational and policy issues identified by this report.*

### **Drivers for REAP**

*REAP aims to encourage lifelong learning and improve the access that rural communities have to quality education and appropriate learning opportunities. This report identifies the main gaps and barriers to learning in REAP districts. These include factors such as:*

- *Isolation and distances from mainstream education, community and health facilities;*
- *Limited access to formal educational services and ensuing opportunities and choices;*
- *The high cost of education and skill acquisition for people and families on low incomes;*
- *People and families with low self-esteem, limited skills and low literacy levels;*
- *Poor telecommunications and lack of knowledge and access to information and communications technology (ICT);*
- *Health and social factors in districts with high levels of personal and community deprivation;*

Finally, with the approval of the Ministry of Education, we have included the Executive Summary of the Ministry's stocktake of REAPs in 2002.

*Readers who check the ACE priority tables against each story will notice that most of REAP's work is inter-sectoral. For example, if REAP works with pre-schoolers, it also works with their parents. If REAP trains parents to assist/work with school children, it helps the children, the schools, and also raises parents skills and opens up opportunities for them.*

*REAP's strength is in seeing the bigger picture and being able to use its resources to meet the learning needs of the whole community not just discrete parts of it.*

## **REAPs Meet Identified Educational Needs**

### **Firearms licenses lead to jobs and further training**

A young man was sent to REAP as he had been inquiring about firearms licenses in the remote area he lived in. When he spoke to me he confided that there were approximately eight people wanting to sit their firearms license. REAP organized a course for them.

Eight participants enrolled on the course based at a marae. Five lacked basic reading and writing skills, which fortunately the tutor picked up on. He was able to work through this with these five people. All eight participants passed; two other people also attended from the area as they had gone past the marae and wondered what was going on. They asked if they could sit their firearms license as well. In total 10 participants passed.

As a result five of these men now have jobs with the Department of Conservation. Local police are pleased that these men are all now licensed and legal. Two of the men from the group are now also having literacy support.

This particular community has been hard for REAP to get involved with, so there was a very positive outcome for REAP as well.

Targeting priority learners	<input checked="" type="checkbox"/>
Raising foundation skills	<input checked="" type="checkbox"/>
Meeting community learning needs	<input checked="" type="checkbox"/>
Encouraging lifelong learning	<input checked="" type="checkbox"/>
Strengthening social cohesion	<input checked="" type="checkbox"/>

### Harakeke: Weaving the new tukutuku panels

In 1998 REAP ran a program called Harakeke. This was a need identified by local Maori; the walls of the Meeting house were to have tukutuku panels, but there were insufficient local Maori who had the skills to complete this work. Several local marae had a representative on the course so that they could learn the skills and then take them back to their own marae. We even had one woman come from Whangarei to learn the skills (she never did return to Whangarei!).

From that initial Harakeke program there has been an ongoing weaving school set up, sometimes with REAP paying tutors and at other times, marae holding workshops for their own people.

For the last three years there has been an annual Matariki wearable arts show held in Taumarunui where local and national Maori have displayed their talents. The show receives both national and international attention, especially from indigenous cultures from other countries.

From the original harakeke program where we employed 3 tutors there have been numerous people trained in the skills; six people that we know of now sell their articles and derive income for themselves and their Marae.

Targeting priority learners	<input checked="" type="checkbox"/>
Raising foundation skills	<input type="checkbox"/>
Meeting community learning needs	<input checked="" type="checkbox"/>
Encouraging lifelong learning	<input checked="" type="checkbox"/>
Strengthening social cohesion	<input checked="" type="checkbox"/>

### Queen Charlotte Sounds Days

In 2003 I felt it was imperative to offer a course/gathering for the isolated folk who live in the Queen Charlotte Sounds .

So in October 2003 REAP Marlborough arranged for First Aid, cooking demonstration and flax weaving sessions to be held at Te Aroha Bay, Arapawa Island. Six women and their children attended, child minder provided, and they loved it! The older kids also took part in the First Aid and flax weaving sessions.

(These children are all home schooled or enrolled in The Correspondence School so group learning is a new experience for them too)

- All whanau very involved in a quality Te Kohanga Reo – proud and assured of their children’s future and this involvement and thirst for excellence for their children carrying over to the school community.

Targeting priority learners	<input checked="" type="checkbox"/>
Raising foundation skills	<input checked="" type="checkbox"/>
Meeting community learning needs	<input checked="" type="checkbox"/>
Encouraging lifelong learning	<input checked="" type="checkbox"/>
Strengthening social cohesion	<input checked="" type="checkbox"/>

### Workplace training in a small town

In this small town of 5000 people REAP has a role in providing workplace training and professional development.

Some examples include:

- Training on report writing and business planning for a youth services provider agency
- Computer training for the staff of Williams and Kettle, a stock and station agency.
- Computer training for staff of the local electricity lines company
- A computer training needs assessment for 58 staff of the District Council
- A course on local cultural knowledge, attended by the entire staff of the District Council. This covered history of the tangata whenua in the area, tikanga, pronunciation of maori words, how to consult with Maori, marae protocol and a visit to a marae.
- Treaty of Waitangi training for social service providers

Targeting priority learners	<input type="checkbox"/>
Raising foundation skills	<input checked="" type="checkbox"/>
Meeting community learning needs	<input checked="" type="checkbox"/>
Encouraging lifelong learning	<input checked="" type="checkbox"/>
Strengthening social cohesion	<input checked="" type="checkbox"/>

- Encouraged her to be involved in workshops taken by experienced artists so that she could further develop her skills without too much expense. Travel to major centres can prevent low income people from being involved. The networks of REAP is able to find skilled people within the community to share their expertise.
- Encouraged her to apply and guided her in an application for an Arts scholarship to further develop her skills. She won this scholarship and has recently had two weeks intensive workshop experience in Sydney.[She has come back feeling much more confident in her ability and highly motivated to paint]
- We were able to give her the opportunity to exhibit her work in a small gallery where she had her first major sales. Work as a working artist at a Children's exhibition and be a guest working artist at an Arts Festival.

This young woman now has confidence in her own ability. She is motivated about where she is going and has a much stronger sense of self.

Targeting priority learners	<input type="checkbox"/>
Raising foundation skills	<input type="checkbox"/>
Meeting community learning needs	<input checked="" type="checkbox"/>
Encouraging lifelong learning	<input checked="" type="checkbox"/>
Strengthening social cohesion	<input checked="" type="checkbox"/>

## REAPs provide professional development

### Kaitiaki Professional Development

A REAP worker worked for 5 years with a remote Kohanga Reo (initially in temporary premises the marae burnt down) chipping away at the need for sound professional development of staff.

After 5 years, some ERO visits, and many hours of input she got them to agree to attend a National ECE Convention with her 2 years ago.

The result has been:

- Excellent ERO reports
- Fundraising and implementing a purpose built outdoor play area
- All staff undergoing professional development in curriculum implementation and becoming accredited
- Kohanga Reo reaching out for any professional development opportunities they can get whether it be in Te Reo or delivered by Pakeha in English.

In 2004 we've had two more Sounds days with ten women and their children attending each time. We've covered the Cervical Screening Programme, diet and nutrition, another cooking demo, tile mosaics, mental health discussion, foot and hand massages.

One lady had a free smear test which was overdue, another got advice from the Public Health nurse on a personal health issue. One lady really appreciated the mental health discussion as she has suffered from living an isolated life. Another has subsequently done two more courses, one a REAP one, to cater for her artistic nature.

Targeting priority learners	<input type="checkbox"/>
Raising foundation skills	<input type="checkbox"/>
Meeting community learning needs	<input checked="" type="checkbox"/>
Encouraging lifelong learning	<input checked="" type="checkbox"/>
Strengthening social cohesion	<input checked="" type="checkbox"/>

### Whanau Awhina Literacy

REAP personnel tutor small groups of Maori in their own communities to then assist their whanau with literacy issues.

People on the courses have been selected by their own communities who recognize their networks and varied skills.

Courses are 20 hours long with a follow-up of 3 hours individual mentoring. Kuia have commented that each participant in a course at Hicks Bay touches at least forty other families – a great flow-on effect.

Out of eight courses to date we know of four women who have gone on to gain employment as teacher aides, and four who have sought further educational opportunities for themselves.

Schools in the areas where there have been courses have noticed parents participating measurably more in their children's education and that books are now requested regularly. In fact one school has had to start a small community library to meet the growing demand for books by all whanau.

Targeting priority learners	<input checked="" type="checkbox"/>
Raising foundation skills	<input checked="" type="checkbox"/>
Meeting community learning needs	<input checked="" type="checkbox"/>
Encouraging lifelong learning	<input checked="" type="checkbox"/>
Strengthening social cohesion	<input checked="" type="checkbox"/>

**Sometimes the need is identified for a single person . . .**

A 22 year old man, married with a young child, had always had difficulty reading and said at school his eyes got sore and the print blurry. His teachers told him he was lazy. He started an apprenticeship in building, for the second time, and his employer noticed his lack of reading ability and referred him to REAP.

REAP assessed his reading and arranged for him to have an eye test. The diagnosis of Irlen Syndrome was made and specific glasses with tinted lenses were purchased.

Since then, he is having regular one on one reading tuition. As well, the Apprenticeship Board have supplied him with a reader/writer to assist him with exams. So far he has passed all his exams, and is making slow but steady progress – to the extent he is able to read to his young son every day – a long held ambition!

- Targeting priority learners
- Raising foundation skills
- Meeting community learning needs
- Encouraging lifelong learning
- Strengthening social cohesion

**Sometimes a group of learners can be very diverse . . .**

A REAP community and early childhood worker (our community staff work across sectors) has organised a First Aid course in a small community. Attendees at the course are made up of teachers, Gateway students (TEC funded, not MOE), Teen parents at the local TEEN School and people from community groups.

This course cannot be sensibly broken into sector parts to meet a contract that is sector focused.

- Targeting priority learners
- Raising foundation skills
- Meeting community learning needs
- Encouraging lifelong learning
- Strengthening social cohesion

**“Faking her way through life....”**

In 2001 REAP was contacted by the coordinator of “Parents as First Teachers” to ask if we could help a mother who was unable to read. We were able to refer her on to one of our one to one volunteer literacy tutors.

This year Raewyn received the overall Outstanding Adult Learners Achievement for Central Otago held during Adult Learners Week.

Three years ago Raewyn (37) could not read or write. She spent her time ‘faking’ her way through life as best she could and doing manual work in shearing gangs where she wasn’t expected to read or write.

With help from her tutor she has recently completed a business and office skills course through the Correspondence School and gained a front line job in a café, serving customers which includes taking orders and dealing with money. Raewyn states ‘I couldn’t read a menu before and now I’m taking orders’.

Raewyn also enjoys now reading to her daughter (five books every night) and enjoys visiting the library with her.

During Adult Learners Week Raewyn’s story appeared in at least 3 media publications and this in turn has stimulated others to start to seek help to improve their literacy skills.

- Targeting priority learners
- Raising foundation skills
- Meeting community learning needs
- Encouraging lifelong learning
- Strengthening social cohesion

**The mentoring of one young woman to follow her passion**

After completing her teacher training she did not feel at ease with classroom teaching She told us how she wanted to follow her passion of painting. The role REAP played in her dream was providing opportunities for her to use both her teaching skills and artistic ability. It seemed to us on hearing her story that the combination of her training and her natural ability would enable her to do this. She just needed some doors opened for her.

- We employed her as an Afterschool art teacher in a small rural town while she was setting up her art studio. (She now runs after school classes as a business in her own right this has extended to also taking adult classes at night for rural community people). Because of this town distance from the main rural center the residents would not normally have had access to this tuition without at least a half an hours travel.
- We employed her as an art tutor for Senior Citizens in a small town[she has been asked back by popular demand]

Informal education is a helpful tool for many people to take the initial step to do something for themselves. Once achieved, the decision to go further is easier to make for them. Also in isolated communities it is a tool to mix socially with a different group of people, to make friends, to have someone to talk to who may have a different perspective on a problem in your life and how it can be resolved.

We see the people in the street who by coming to a REAP program have found a difference in their lives. They walk straighter. They look you in the eye and they say hello to you.

Not everyone has the confidence to either make changes in their lives or attempt a programme that challenges their learning abilities. I find the staff who make one change in a person's life then become passionate about changing other peoples lives through education, either informal or formal. We see the unachievable being achieved and we know, no matter how uneducated an individual may appear to be, that everyone has the potential to enhance their lives in some way through an education programme.

- Targeting priority learners
- Raising foundation skills
- Meeting community learning needs
- Encouraging lifelong learning
- Strengthening social cohesion

**REAPs deliver employment outcomes**

**Counselling skills:**

In the 1990's we ran brief courses on counselling skills. From these programmes we had people go onto further study and employment in these areas in Mental Health and Probation Officers with the Courts.

- Targeting priority learners
- Raising foundation skills
- Meeting community learning needs
- Encouraging lifelong learning
- Strengthening social cohesion

**Reading Recovery is not readily available in many rural areas, but one REAP has developed a successful alternative**

Deficiencies in student's reading ability was identified as a problem by the local School Principals Association.

Lay tutors with specific training in reading strategies have made significant differences to students reading levels. Thirty hours of one-on-one tuition over a six month period results in an average gain of 7.25 levels, or 1.7 year bands. Follow-up testing has shown that these gains are enduring and in most cases cumulative.

In the 2003/04 year, forty three adults received either initial or ongoing tutoring in Reading strategies to enable them to tutor on RRAP (REAP Reading Assistance Programme). Over the ten years the RRAP programme has been running in schools, the tutors (who are required to do ongoing training each year to remain eligible to tutor the programme) have become highly skilled. Recognition of this is that local advertisements by schools for Teacher's Aides often specify "RRAP training preferred", also the turnover for tutors is high as many are appointed to Teacher Aide positions internally. Several have gone on to train as teachers!

- Targeting priority learners
- Raising foundation skills
- Meeting community learning needs
- Encouraging lifelong learning
- Strengthening social cohesion

**REAPs work with families**

**Helping a Pacific Island family assimilate into a rural culture**

The family lived 30 kms from a small town. (4 kms off the main road, but ten minutes drive along the very narrow winding track.)

Initial contact resulted from a chance conversation while visiting a young solo mother, on the same farm.

The mother was of Pacific Island culture, very shy and the younger solo mother did not have skills to initiate a friendship across cultures.

The REAP Early Childhood Community Worker (ECCW) made a phone call to the partner to offer a visit, and was warmly welcomed. The 4 year old boy had not had any Early Childhood Education for a year since leaving the city, and no child interaction apart from with his sister. The mother said she was lonely and depressed, farm life was very foreign to her and communicating that to her partner was difficult.

Eight weekly visits of 1½ hrs were made before the boy started school. The boy did not interact orally with the ECCW until late in the second visit. As a result of REAPs work:

- The child was provided with more challenging activities, was lent books and play equipment, and he looked forward to visits.
- Mother was befriended and encouraged to make a flower garden with her son, which led on to her starting a vegetable garden. She got a pet lamb to care for with her son.
- Transition to school was arranged with the Principal by allowing mother and boy to travel on school bus to spend 4 mornings settling him in.
- The mother began driving lessons. The younger mother next door (2 kms) also started driving to the main road to practice, and they drove or walked to each others home for the children to play together.
- The older mother confided that the first day she was visited, she had already planned on going back to the city to live, but the friendship had changed her mind.

Targeting priority learners	<input checked="" type="checkbox"/>
Raising foundation skills	<input type="checkbox"/>
Meeting community learning needs	<input type="checkbox"/>
Encouraging lifelong learning	<input checked="" type="checkbox"/>
Strengthening social cohesion	<input checked="" type="checkbox"/>

### Helping parents with their children's education

A family with five children, all under 6 years old moved into the area. (30kms from small town, 8kms on unsealed road.) The initial contact came from the Correspondence School.

Eldest boy had started Primary level Correspondence and was a reluctant student. Two boys were on Early Childhood Correspondence.

All the children were bright but very shy. The mother was very energetic in coping with the children; their everyday needs plus assignments, for the Correspondence School. The father was very supportive but as a farm worker was gone all day on the farm. Mother was not a licensed driver though very confident; she also got very tired, under pressure from eager kids, and needed time away from them.

REAP's Early Childhood Community Worker (ECCW) visited approx 30 times over 14 months.

### Informal learning can lead to formal tertiary learning

REAP ran informal Te Reo programmes. These were normally only 10 weeks in length for 2 hours one night per week. They were Stage 1 which was very basic and Stage II which challenged people a little more. Ages on these courses were from School leavers to very senior citizens.

We have had several people go further from this on to Tertiary Level. I will deal with one person known as Rosanna. She went to our Te Reo classes and from there has gone onto further tertiary education at Waikato University. Rosanna is 50 + and is now heavily involved in the Kura Kaupapa and all Maori programmes held locally. She has immersed herself in the culture and protocols. Rosanna was originally someone who did not perform well at school, had low employment skills and is now extremely employable. Rosanna did not go into tertiary study straight after completing our programme. She did not do this until 12 months after the course.

Targeting priority learners	<input checked="" type="checkbox"/>
Raising foundation skills	<input checked="" type="checkbox"/>
Meeting community learning needs	<input checked="" type="checkbox"/>
Encouraging lifelong learning	<input checked="" type="checkbox"/>
Strengthening social cohesion	<input checked="" type="checkbox"/>

### “They walk straighter, they look you in the eye . . . “

A man who had come to a reading programme we ran in 2000 can now read the newspaper. He spends a bit of time in hospital as he has minor physical disabilities. He always had to have someone fill out his admission papers. The most satisfying thing we got from this man was a thank you letter written by himself to our REAP expressing his feelings on now being able to have the confidence to read the daily paper and complete his own forms at any Institution that he had to enter for whatever reason.

Our informal programmes often ignite the interest of an individual to go that little bit further into tertiary study or to utilise the skills learnt to generate extra income for their families. Often it is not at the completion of a course that someone will take action to change their lives, but the satisfaction of achieving a result stays with them until they are ready to take that step.

There is also the social contact made with people on a programme that will change a person's life. These are people they may not know at the start of a programme but by the end of a programme they have a camaraderie that may generate opportunities that they might not otherwise have had.

## REAPs target priority learner groups

### Computers in Homes (Adult Literacy Programme)

Targeted specifically to adults who want to raise their literacy levels and also learn basic computer skills in a non-threatening environment based in the home and as confidence increases to also participate in group sessions at the local Polytechnic campus. The programme provides an effective pathway to encourage people who have low basic education skills (eg: literacy, numeracy, communication skills, and IT capability) to re-enter education and training. It is particularly targeted for those who are unemployed, in low skilled jobs, and/or have no access to a computer. Participation by learners in the project initiates lifelong learning opportunities which promote cultural, personal, and community involvement and development.

Measured outcomes of the recently run pilot programme included:

- improved literacy levels for adults monitored and measured through assessment points during the programme
- successful enjoyment and positive achievement through a learning opportunity – participants reported renewed positive relationships within the family and promoted programme to other families/whanau in the community
- enhanced self esteem and confidence to actively seek further education and/or training – 100% identified and began further training through alternative programmes available on the West Coast via other tertiary training providers.
- ability to prioritise and achieve independent access to and maintenance of technical equipment and service
- increased employment or employment advancement opportunities – two participants returned to complete industry training and moved back into employment.

Collaborative planning with the whole regional tertiary education sector ensures that the widest possible range of individual needs and regional aspirations are met. Ongoing research and needs analysis strategies within the programme as well as regular interaction with our joint venture partners (Tai Poutini Polytechnic, Literacy Westland) ensures ongoing capacity development within the programme as well as access opportunities for learners. Pathways within the programme include mentor/peer support and an additional programme offering Literacy Tutor training further strengthens the capacity of Literacy Westland and ensures the future sustainability of the programme. This programme has been so successful that we are now looking to extend it over two years, pending a proposed funding application currently in progress.

Targeting priority learners	<input checked="" type="checkbox"/>
Raising foundation skills	<input checked="" type="checkbox"/>
Meeting community learning needs	<input checked="" type="checkbox"/>
Encouraging lifelong learning	<input checked="" type="checkbox"/>
Strengthening social cohesion	<input checked="" type="checkbox"/>

As a result of the interactions;

- The family was linked with Ngati Rangī Health Centre, and after one home visit 2 boys saw an optician and were prescribed glasses. The eldest boy became instantly more interested in his schoolwork as a result. The Health Centre also provided car seats.
- Mother was supported in tutoring children's assignments from the Correspondence School
- Children were lent, long term, sets of toys suitable for group use. (The Correspondence School had also given the ECCW a quantity of cancelled books from their library that became theirs to build their own library.)
- Visits from the Correspondence School teachers were accompanied by the ECCW to provide help with the children on the day, and to support information given being discussed and implemented later.
- All five children were transported by 'Tamariki Ora' Nurses to dental clinic for a check.
- Mother was lent a timer and taught how to arrange a time-out period for herself and the children each day.
- The family had strong beliefs about schooling (concerned about children being away from the home and family). When the family moved south the ECCW made prior contact with Wairarapa REAP, got information about play groups schools/home schoolers etc. for the family and discussed the elder boys need for social contact with others.
- After the shift the two eldest boys were catching the school bus to attend the local school, and the mother had a driving test pending so she could get the 3 younger children to a weekly playgroup. As well as this she was keeping the 3<sup>rd</sup> boy and eldest girl with the Correspondence School.

Targeting priority learners	<input checked="" type="checkbox"/>
Raising foundation skills	<input checked="" type="checkbox"/>
Meeting community learning needs	<input type="checkbox"/>
Encouraging lifelong learning	<input type="checkbox"/>
Strengthening social cohesion	<input checked="" type="checkbox"/>

### “Nurturing the Future” – How to be the best parent you can be

This course runs for one evening a week over 8 weeks and provides parents with the opportunity to discuss and learn about issues including getting children to behave, helping children reach their full potential and ages and stage of children. Our experienced tutor has been so successful in their strategy at getting parents to these courses and at running these, we now have waiting lists of parents wanting to come onto a course.

Targeting priority learners	<input checked="" type="checkbox"/>
Raising foundation skills	<input type="checkbox"/>
Meeting community learning needs	<input checked="" type="checkbox"/>
Encouraging lifelong learning	<input checked="" type="checkbox"/>
Strengthening social cohesion	<input checked="" type="checkbox"/>

### Fostering pre-reading skills for children aged 3 – 5 years

Working within the home environment and supporting the parent as the child’s literacy partner we are creating a meaningful setting and social interactions that are necessary for literacy learning. A substantial body of researchers agree parents are the first and most important literacy teachers (Chapman 1986 states that the roots of literacy ‘are anchored within the social network of the family.’) In response to this information and a major needs assessment of the services WestREAP provides for young children and their families/whanau, we designed an Early Literacy Programme based in the home.

Strengths of the project include dual level learning – child and caregiver and raising literacy skills and awareness for other siblings and parents/whanau.

Evidence of change included:

- the establishment of reading routines at home
- the development of positive attitudes to books
- increased attention span of children
- increased alphabet knowledge
- more readiness for school reading,
- increased phonological awareness

Targeting priority learners	<input checked="" type="checkbox"/>
Raising foundation skills	<input checked="" type="checkbox"/>
Meeting community learning needs	<input checked="" type="checkbox"/>
Encouraging lifelong learning	<input checked="" type="checkbox"/>
Strengthening social cohesion	<input type="checkbox"/>

## REAPs act as local organisers for external agencies

### Farmsafe Programmes (for ACC)

REAP organises Farmsafe courses (established by ACC) for local farming groups. We undertake all the local course organisation, and charge back costs other than REAP staff time. Because of our links with the community we are able to make the connection with the community and attract participants as well as organise the course more effectively than the external provider.

These courses are Unit Standard based and REAP counts these outputs as ‘assisting people into tertiary education’ although the primary aim is to prevent injury and death on our farms.

Targeting priority learners	<input type="checkbox"/>
Raising foundation skills	<input type="checkbox"/>
Meeting community learning needs	<input checked="" type="checkbox"/>
Encouraging lifelong learning	<input checked="" type="checkbox"/>
Strengthening social cohesion	<input type="checkbox"/>

### Strengthening Families (for Ministry of Social Development)

The Strengthening Families Initiative in Tararua was originally an “add on” to Manawatu; but local organisations and agencies felt this was not appropriate as we had our own problems and priorities and wished to find our own locally-based solutions.

REAP undertook to coordinate the initiative in Tararua, including hosting the monthly network meetings, arranging facilitator training and assisting with the organisation of the specific Strengthening Families Initiatives for families. It is now one of the strongest networks in Tararua and used by many organisations to build relationships and keep up to date with services available, and to lobby collectively for service gaps to be filled. The Ministry of Social Development now funds REAP to continue in its co-ordination role. The monthly network meetings are attended by up to 45 representatives, both government and non-government organisations, who share, network and build the relationships which are so important to the social infrastructure of a community.

Targeting priority learners	<input type="checkbox"/>
Raising foundation skills	<input type="checkbox"/>
Meeting community learning needs	<input checked="" type="checkbox"/>
Encouraging lifelong learning	<input type="checkbox"/>
Strengthening social cohesion	<input checked="" type="checkbox"/>

REAP brought Celia Lashlie to be a breakfast speaker. Agencies, teachers and others who work with families attended this very popular session. REAP will bring Celia back to run public sessions, a workshop for social workers and another breakfast session to cater for the 70+ who could not fit into the first.

The group plans a Family Day with groups running activities in a manner that role models providing positive, healthy and creative activities parents can offer children.

The REAP early childhood team run activities for young children – not exclusively preschoolers. The REAP Community Development worker has been running Programme Planning workshops for the local Youth Council –training volunteers who will run sessions with him for older children.

Targeting priority learners	<input checked="" type="checkbox"/>
Raising foundation skills	<input type="checkbox"/>
Meeting community learning needs	<input checked="" type="checkbox"/>
Encouraging lifelong learning	<input checked="" type="checkbox"/>
Strengthening social cohesion	<input checked="" type="checkbox"/>

### Road Safety

REAP organises many different driver education courses and our support for driver education in general sees us have representation on the Road Safety Committee.

The Road Safety Committee organises a range of activities to promote safe driving and to make our roads safer for all. The reduction of injury and death is a national priority. Such activities include radio campaigns, fatigue stops on holiday weekends, Bike Week activities, car seat and seatbelt campaigns etc.

Activities such as seatbelt use is cross sectoral – activities in early childhood centres, schools and parent/public awareness programmes not to mention police enforcement.

Targeting priority learners	<input checked="" type="checkbox"/>
Raising foundation skills	<input type="checkbox"/>
Meeting community learning needs	<input checked="" type="checkbox"/>
Encouraging lifelong learning	<input type="checkbox"/>
Strengthening social cohesion	<input type="checkbox"/>

### Positive outcomes from a homebased parenting programme

In the last year 41 families received homebased parenting programmes, with an individual jointly agreed family plan. Visits were weekly, or fortnightly, depending on identified need. In all, 548 programme hours were delivered.

Outcomes included:

- 4 families agreed to a Strengthening Families Case Management Initiative
- 12 families went on to attend a group parenting class.
- 5 families now accessing formal early childhood education.
- 3 families involved with the early intervention team, Group Special Education.
- More than 95% of families evaluated their parenting programme as assisting them to have a more positive relationship with their children.

Targeting priority learners	<input checked="" type="checkbox"/>
Raising foundation skills	<input type="checkbox"/>
Meeting community learning needs	<input checked="" type="checkbox"/>
Encouraging lifelong learning	<input checked="" type="checkbox"/>
Strengthening social cohesion	<input checked="" type="checkbox"/>

### Challenging childhood behaviour

A single mother of a 9 year old boy finds his behaviour impossible to manage. The child has been stood down from school twice and is constantly in trouble. The mother enrolls to do “Challenging Childhood Behaviours”, a one day seminar as she has heard that REAP has helped other members of her whanau.

- As a result of this workshop she sees a Paediatrician and gets support/diagnosis for her son’s behaviour.
- She also begins “Parenting Today” a REAP parenting programme, and after a few weeks she decides to also access one on one individual parenting support.
- She starts to use new strategies and the relationship with her son improves.

Targeting priority learners	<input checked="" type="checkbox"/>
Raising foundation skills	<input type="checkbox"/>
Meeting community learning needs	<input checked="" type="checkbox"/>
Encouraging lifelong learning	<input checked="" type="checkbox"/>
Strengthening social cohesion	<input checked="" type="checkbox"/>

## REAPs support community groups

### Habitat For Humanity

REAP works with Habitat for Humanity so they as a group are strengthened and therefore able to assist people in poor housing into better homes. The group works on a 'hand up not a hand out' principle so that families are strengthened and gain skills to become more self sufficient.

REAP supports the group by having a staff member attend meetings, funds the use of a meeting venue, assist with administration and promotion, assists with advice on matters like strategic planning, roles of Councils and Government agencies and avenues for funding.

The outcome of improving housing conditions is well documented with improvements in health, education and general wellbeing of family members resulting in quick succession after moving in.

Targeting priority learners	<input checked="" type="checkbox"/>
Raising foundation skills	<input type="checkbox"/>
Meeting community learning needs	<input checked="" type="checkbox"/>
Encouraging lifelong learning	<input type="checkbox"/>
Strengthening social cohesion	<input checked="" type="checkbox"/>

### A rural area struggles to keep voluntary organisations viable

Our rural area is constantly battling to attract voluntary input to run local non-government organisations. These include sports clubs, cultural organisations and non-government agencies delivering social services.

In particular, organisations (especially those organisations attracting government funding) are expected to meet extensive compliance criteria, including business plans, human resource management, financial and legal compliance with regulations exactly the same as the largest companies in New Zealand.

Voluntary agencies struggle to attract the expertise to do this and many of them do not have the funding to employ this expertise.

REAP provides support and assistance to voluntary organisations such as the Tararua Youth Worker Committee, the Dannevirke Budget Service, and the Tararua Truancy Service with managing their organisations. In particular, we assist with financial compliance and human resource management including employment contracts, job descriptions, monitoring of staff and appraisals.

The benefits of REAP's involvement are wide ranging and important. The obvious one is that the organisations remain viable and continue to attract funding. Also, Tararua REAP is seen as a grass roots organisation and a logical extension of our involvement in groups are requests to assist with training programmes for volunteer groups. It also helps with our networking and understanding of the infrastructure of our community – we are constantly aware of the demands and needs of people and what services are available to them in this area.

Targeting priority learners	<input checked="" type="checkbox"/>
Raising foundation skills	<input checked="" type="checkbox"/>
Meeting community learning needs	<input checked="" type="checkbox"/>
Encouraging lifelong learning	<input checked="" type="checkbox"/>
Strengthening social cohesion	<input checked="" type="checkbox"/>

## REAPS work collaboratively with other agencies

### CYF Everyday Communities project to reduce family violence

REAP is one of several agencies that plan and run projects to promote non violence in families.

Apart from the planning we undertake to organise and deliver some of the events – staff voice radio clips – early childhood staff giving information on ways to change behaviour without smacking, community educator talks about ways to become an informed parent etc.

