

Ngāti Pāhauwera

Te Oranganui

NGĀTI PĀHAUWERA MĀTAURANGA

*Measuring the Success of Outcomes
Results Based Accountability (RBA)*

ACTION PLAN: Part Two



“ Mōhaka Tōmairangi, Mōhaka Waiora ”
Mōhaka the unifier, Mōhaka the life-giver

Measuring the Successful Achievement of our Outcomes

RBA – Results Based Accountability

Central to the achievement of the community-orientated goals and programme goals described in this action plan is the application of RBA as a reliable, robust and to-the-point system of accountability. This systematic process of accountability is adopted in the measurement of how well Ngāti Pāhauwera Development Trust and its programme leaders jointly with whānau are making a difference in the lives of the people they serve. In other words, how does the Trust know:

- How much they did to make a difference?
- How well they did it?
- Is anyone better off?

Results-Based Accountability® (also known as RBA) is a disciplined way of thinking and taking action that communities can use to improve the lives of family, whānau, hapū, children, youth, adults and the community as a whole. RBA is also used by organizations to improve the performance of their programmes. Developed by Mark Friedman and described in his book “Trying Hard is Not Good Enough”, RBA is being used throughout the United States, Canada, Australia, New Zealand and Europe to make measurable change in people’s lives, communities and organizations.

What’s different about Results-Based Accountability™?

RBA uses a data-driven, decision-making process to help communities and organizations get beyond talking about problems to taking action to solve problems. It is a simple, common sense framework that everyone can understand. RBA starts with end goals and works backward, towards the means. The “end” or difference you are trying to make looks slightly different if you are working on a broad community level or are focusing on your specific programme or organization.

Creating Community Impact with RBA

Community impact focuses on conditions of wellbeing for children, families and the community as a whole that a group of leaders is working collectively to improve. For example: “Residents with good jobs,” “Children ready for school,” or “A safe and clean neighbourhood”. In RBA, these conditions of wellbeing are referred to as results or outcomes.

It is critical to identify powerful measures to determine the progress a community is making towards achieving community wellbeing. For communities, the measurements are known as community indicators and are usually collected by public agencies or the organization itself. A community wanting to have residents with good jobs may look at “turning the curve” on the unemployment rate. It is Ngāti Pāhauwera Trust’s intention with the design and construction of its own in-house database to provide “on-the pulse” data and analysis. This systems will be capable of tracking the progress of community wellbeing and programme effectiveness for whānau, hapū and wider community members.

Performance Accountability

Organizations and programmes can only be held accountable for the people they serve. RBA helps organizations identify the role they play in community-wide impact by identifying specific stakeholders who benefit from the services the organization provides. For programmes and organizations, the performance measures focus on whether stakeholders are better off as a result of your services. These performance measures also look at the quality and efficiency of these services/activities. Again, the RBA system asks three simple questions to get at the most important performance measures:

- How much did we do?
- How well did we do it?
- Is anyone better off?

In answering these questions, a job-training programme might measure:

- The number of trainees in its program
- The ability of its trainers to explain concepts
- The percentage of its trainees who obtain and keep a job.

A clear, integrated framework of community wellbeing – Indicator System

An effective indicator system must integrate social, cultural, economic, environmental and governance dimensions of wellbeing within a clear framework of values and goals. A set of clear measurements specific to the wellbeing component being assessed as having made a difference to a identified and specific set of people. It is important however to remember that an indicator is not just a simple statistic. A good indicator is a measure of something that is important or valuable. To measure a concept as large and important as community progress and wellbeing, we need first to be able to describe the most important components, issues and goals which make up community well-being: what cannot be described cannot be measured.

It is important however to remember that an indicator is not just a simple statistic. A good indicator is a measure of something that is important or valuable. To measure a concept as large and important as community progress and wellbeing, we need first to be able to describe the most important components, issues and goals which make up community well-being: what cannot be described cannot be measured.

This means that we need a clear framework or map, which describes the outcomes that would show whether we are achieving community progress and wellbeing and provide clear guidance about the best evidence and measurements to demonstrate this. This may mean that we decide that we need new statistics, since it is better to measure what is important than what is available.

The most valuable systems of indicators are those developed as part of an overall framework of community progress and wellbeing that has been established beforehand, and which is an integral part not just of social reporting, but also of planning and democratic **accountability**.

Source: Mapping community wellbeing: Using community wellbeing indicators to choose goals and measure progress by Mike Salvaris and John Wiseman, February, 2004.

Turn the Curve Thinking

Once you identify the most powerful measure(s) to improve, RBA provides a step-by-step process to get from ends to means. This process is called “Turn the Curve” thinking. Refer [www. Turn the Curve Thinking here](#).

Why use RBA?

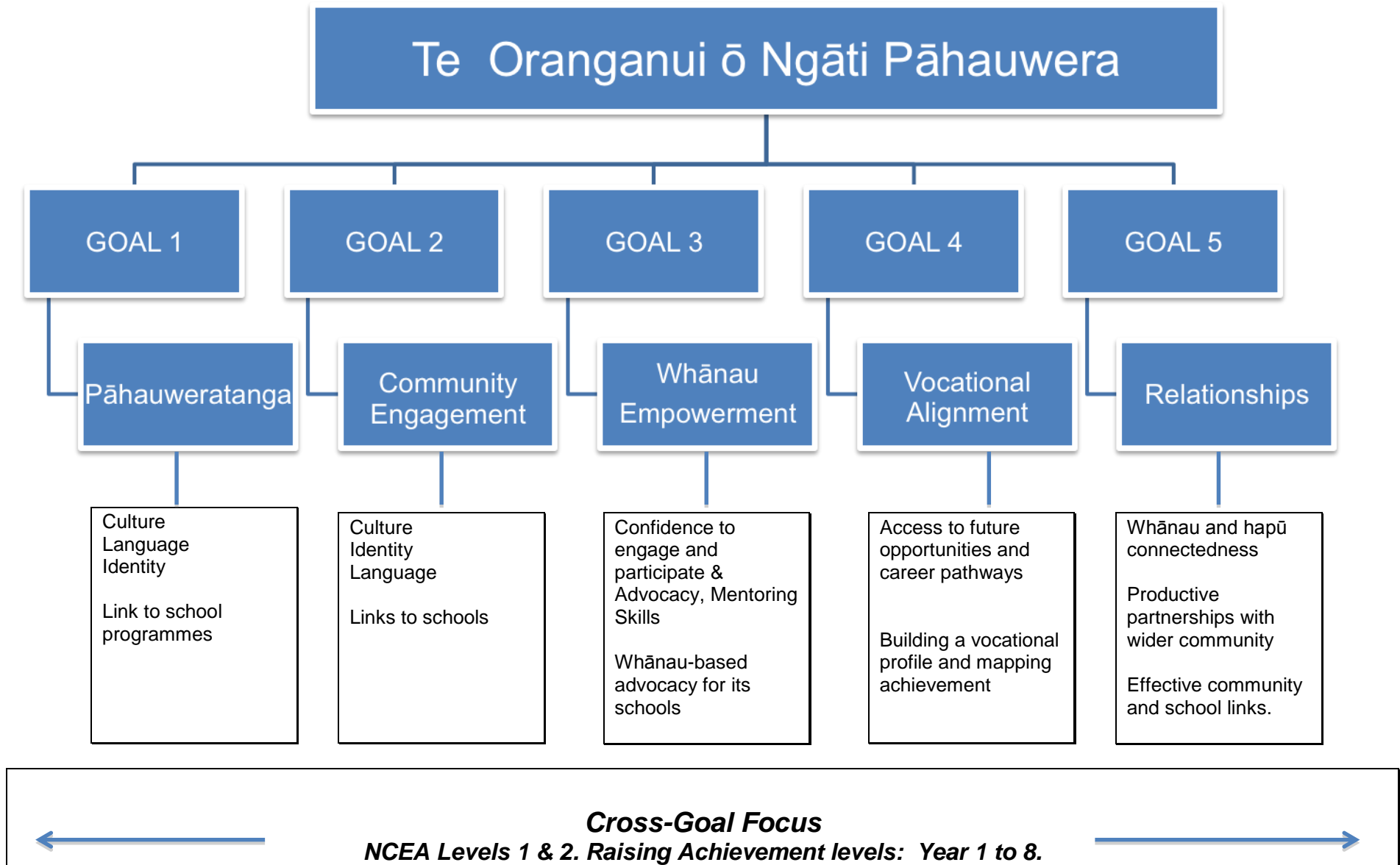
RBA improves the lives of children, families, and communities and the performance of programmes because RBA:

- Moves from talk to action quickly;
- Is a simple, common sense process that everyone can understand;
- Helps groups to surface and challenge assumptions that can be barriers to innovation;
- Builds collaboration and consensus;
- Uses data and transparency to ensure accountability for both the wellbeing of people and the performance of programs.

Information Source: <http://resultsleadership.org/what-is-results-based-accountability-rba/>

ACTION PLAN

Goals and Issues linked to key objectives



Cross-Goal Focus
NCEA Levels 1 & 2. Raising Achievement levels: Year 1 to 8.

| Activity-Action Step <i>What is it & What needs to be done?</i> <i>Activity level?</i> | Timeline | School & Whānau benchmark <i>What are the vital behaviours needed?</i> | Goal results <i>What results show impact of family engagement in reaching the goal?</i> |
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| <p>Activity <i>Launch a campaign with a targeted group of students and their whānau to increase curriculum remediation at home and improve parent awareness and understanding of how assessments influence their children's achievement of national standards & NCEA levels.</i></p> <p><i>Also, early childhood participation.</i></p> <p>Steps in Intensive Activity</p> <p>Plan first with the students and whānau and reach agreement on plan before starting.</p> <p>Identify, with teachers, the students who do not meet the standards.</p> | August 2015 to Middle 2017 | <p>Reading Support raising national standards data for combined Pāhauwera schools: Mōhaka, Kotemāori, Pūtere, Pūtōrino in reading Y1-8.</p> | To meet 85% target for national standard in Reading requires: 12 extra children passes; 4 female and 8 males. |
| | August 2015 to Middle 2017 | <p>Mathematics Support raising mathematics national standards data for combined Pāhauwera schools: Mōhaka, Kotemāori, Pūtere, Pūtōrino in mathematics Y1-8.</p> | To meet 85% target for national standard in mathes requires: 19 extra children passes; 7 female and 12 males. |
| | August 2015 to Middle 2017 | <p>Writing Writing national standards data for combined Pāhauwera schools: Mōhaka, Kotemāori, Pūtere, Pūtōrino in writing Y1-8.</p> | To meet 85% target for national standard in writing requires: 17 extra children passes; 6 female and 11 males. |
| | By end of 2017 year | <p>NCEA Level 1 & 2 Achievement levels for 18 yr olds in secondary school.</p> | 85% of 18 year olds achieve NCEA Level 2 before they leave school or attain an equivalent credential. |

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| <p>Align targeted student results with their attendance and discipline records. Map students who fall in each category or more than one grouping to determine needs. (see MAP Attachment)</p> | | <p>Supporting a target number of 16,17 yr old including those not in the education system and who are “ at risk “ at not achieving NCEA LEVEL 2 by 18 yrs.</p> | |
| <p>Work with whānau to develop math, reading, writing, NCEA levels this year. Practice quizzes prepared for these subjects.</p> <p>Contact parents through phone calls to personally invite them to a group parent conference to explain how they can help their children succeed in mathes, reading, writing, NCEA levels this year.</p> <p>Develop whānau education plans.</p> <p>Participation in ECE facilities.</p> <p>Hold a group parent conference in conjunction with teachers to explain students’ achievement levels throughout the year.</p> | <p>By end of 2017 year</p> | <p>ECE Participation ECE Participation by 2016 Increasing participation in ECE.</p> <p>Whānau to advocate to Non-participating whānau to enrol their tamariki in ECE.</p> | <p>ECE To meet 85% target in tamariki attending an ECE facility. This requires 3 extra children.</p> |

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| <p>(Follow up personally with those parents who do not attend and offer to meet as a group or to meet one on one).</p> <p>Monitor and review the success of work with tamariki, rangatahi, whānau and make adjustments where required.</p> <p>Access local ministry offices through a shared approach across all functions and will work with Iwi to lead and champion educational.</p> | | | |
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GOAL 1(a) & (b)

Pāhauweratanga - Foster and strengthen whānau confidence and identity as Ngāti Pāhauwera

MEASUREABLE GOAL: Increase the number of Pāhauwera people of voting age (age 18+) registering as Pāhauwera from 3,000 over the last 3 years to 3,500 by the end of 2016. An increase in the numbers of Pāhauwera members attending hau kāinga wānanga (from 45 on average to 50 average) from 2015 to the end of 2016. Ten (10) Whānau Education plans are implemented by mid year 2016.

STRATEGY: Activate whanaungatanga models of success by embedding sustainable whānau, hapū and community engagement activities in the Pāhauwera cultural and identity improvement processes.

KEY OBJECTIVES:

1. Promoting whānau and hapū strengths
2. Building and recognising Pāhauwera models of success
3. Strengthening whanaungatanga, meaningful whānau and hapū engagements

This is accomplished through increased opportunities for effective multi-level communication opportunities between Pāhauwera whānau, hapū and wider community.

RESPONSIBILITY: Family engagement specialists, teachers, child care directors, community and business leaders, parent leader volunteers, students.

GOAL 2:

Community Engagement - Meaningful whānau and hapū engagement with Community.

MEASUREABLE GOAL: An increase in the numbers of Pāhauwera members attending hau kāinga wānanga and accessing wider community services and information. Ten (10) Whānau Education plans are implemented by mid-year 2016 to help track this progress with a target group.

STRATEGY: There are Centres that take various forms to assist whānau engagement with wider community: Community Learning Centres; Community Multimedia Centres; ICT Centres; Telecentres; Resource Centres or Community Libraries. It's the local community that gets to decide on the exact form the Centre will take. But whatever their names are, the fundamental idea is the same: to help the whānau and community progress from access to engagement.

KEY OBJECTIVES:

1. Information access and exchange
2. Resource exchange
3. Social networks
4. Community links and collaborative implementation with schools

This is accomplished through increased opportunities for effective multi-level communication opportunities between Pāhauwera whānau, hapū and wider community.

RESPONSIBILITY: Family engagement specialists, teachers, child care director, community and business leaders, parent leader volunteers, students.

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| <p>Community Access Centres are spaces where local communities translate the vision of a community in ways that make sense to their lives.</p> <p>Steps in Intensive Activity</p> <p>Plan first with the whānau and community stakeholders reach agreement on plan before starting.</p> <p>Identify, whānau - Align targeted whānau interest with their communication activities.</p> <p>Work with whānau to have prepared communications and info forum planning every two weeks.</p> <p>Contact parents through phone calls to personally invite them to a group parent conference to explain how they can help to improve communications and information access.</p> <p>Hold a group or parent conference in conjunction with</p> | <p>August 2015 to End 2017.</p> | <p>Whānau and Parents will demonstrate processes for activating three KEY community information mediums to share with other whānau.</p> <ul style="list-style-type: none"> • Large meetings, town hall meetings • Whānau or parent meetings (weekly meetings) • Up close and personal (exclusive meetings) • Video conferences • Viral communication or word of mouth • E-mail • Weekly letters or newsletters • Personal letters • Billboards • Intranet • Magazines or papers • Sms • Social media • News summary • Weekly letters • Minutes from meetings • Schedules • Holiday lists • Intranet | <p>90% of the targeted whānau will participate in the Pāhauwera communications and community information engagement projects.</p> <p>90% of the targeted whānau will increase their interactions and report meaningful links to employment, career, higher learning opportunities by 10% after eight weeks of the initiative.</p> <p>During four Iwi-based wānanga 60% of those target whānau in attendance will actively participate in the four wānanga showing a clear knowledge in leading out specific parts of the communications strategy required to implement the wānanga.</p> |
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| <p>schools representatives to explain how communication practice and initiatives can work throughout the year. (Follow up personally with those parents and</p> <p>community members who do not attend and offer to send a video of the meeting or to meet one on one).</p> <p>Eg: video bites of whānau and community activities. Centralized information sites.</p> | | | |
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GOAL 3:

Whānau Empowerment – Whānau as intergenerational carriers of culture, of good lifestyles, portals to communities and guardians of future wealth and wellbeing.

MEASUREABLE GOAL: An increase in the numbers of Pāhauwera members engaging in hau kāinga wānanga and accessing wider community services and information. Ten (10) Whānau Education plans are implemented by mid-year 2016 to help track this progress with a target group/s in respect of succession planning to pass on knowledge, skill and wisdoms.

STRATEGY: Establishing small active whānau action groups by identifying community-based Pāhauwera parent mentors who are action-driven to facilitate parent and whānau learning centres or learning hubs.

KEY OBJECTIVES:

1. Identify and establish groups of whānau and hapū education mentors
2. Proactive whānau engagement with schools
3. Pāhauwera schools and their links and collaborations with Community

This is accomplished through increased opportunities for effective multi-level communication opportunities between Pāhauwera whānau, hapū and wider community.

RESPONSIBILITY: Family engagement specialists, teachers, child care director, community and business leaders, parent leader volunteers, students.

Whānau Empowerment:

Whānau as intergenerational carriers of culture, of good lifestyles,
portals to communities and guardians of future wealth and wellbeing.

| Activity – Action Step | Timeline | Whānau benchmarks. <i>What are the vital behaviours?</i> | Goal Results <i>What results show impact of whānau engagement in reaching the goal?</i> |
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| <p><u>Activity</u></p> <p>Launch a Community Access Centre to provide support for breaking the chains of illiteracy or aiding the vocational skills of people displaced from critical support mechanisms. They help youth and older generations improve their ability to express themselves and articulate their opinions via community radio or community television. They provide young people with useful marketable skills.</p> <p>The Centres expose communities to new sources of knowledge and provide hands-on experience in the integration of new technologies, such as the Internet, with more traditional channels of communication. Community Access Centres are</p> | <p>August 2015 to End 2016</p> <p>August 2015 to End 2016</p> <p>August 2015 to End 2020</p> | <p>Targeted whānau will understand communication and information access avenues and the various sites to use for support and refer whānau / people to.</p> <p>Target whānau will learn the importance of attending whānau information forums and the value of sharing information with others for meaningful engagement and activation of community projects that benefit whānau/families.</p> <p>Parents will communicate clear expectations to their children about completing NCEA academic work each week with the tools provided by their teacher and engaging with community support services for additional help, for example, Wairoa events centre, YROA youth group, Trust River Restoration project,</p> <p>Wairoa Star newspaper, various businesses, Te Kura (Te Aho o te Kura</p> | <p>70% or more of the targeted whānau group 2015- 2016 will improve their knowledge of community services and community information sites by 20%.</p> <p>70% of whānau will sign up to assist with regular communication networking: community notice boards, radio etc.</p> <p>100% of participating parents will explain to other whānau their connections to their community and what matters to them most via two key mediums of communication – wānanga, radio, parent forums.</p> <p>60% of the whānau in the subgroup will report, through a pre and post survey, that the whānau lead team’s increased communication between whānau and community resulted in their children practicing their children and whānau gaining concrete opportunities to connect</p> |

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| <p>spaces where local communities translate the vision of a community in ways that make sense to their lives.</p> <p>Steps in Intensive Activity</p> <p>Plan first with the whānau and community stakeholders reach agreement on plan before starting.</p> <p>Identify, whānau - Align targeted whānau interest with their communication activities.</p> <p>Work with whānau to have prepared communications and info forum planning every two weeks.</p> <p>Contact parents through phone calls to personally invite them to a group parent conference to explain how they can help to improve communications and information access.</p> <p>Hold a group or parent conference in conjunction with schools representatives to explain how communication practice and initiatives can work throughout the year. (Follow up personally</p> | <p>August 2015 to End 2017.</p> | <p>Pounamu-Correspondence School).</p> <p>Whānau and Parents and Whānau will demonstrate exemplars of good lifestyles:</p> <ul style="list-style-type: none"> • Fishing • Exploring whenua, rivers, lakes, mountains • Walking groups • Sewing and cooking groups • Hunting, farming • Homework mentoring • Praising techniques • Approaches to schools and education facilities • Whānau supportiveness • Commitment to drug-free and alcohol-free lives and communities. • Commitment to child-centred whānau activities. | <p>to work, career or learning opportunities and staircase these opportunities.</p> <p>90% of the targeted whānau will participate in the Pāhauwera communications and community information engagement projects.</p> <p>90% of the targeted whānau will increase their interactions and report meaningful links to employment, career, higher learning opportunities by 10% after eight weeks of the initiative.</p> <p>During four Iwi-based wānanga 60% of those target whānau in attendance will actively participate in the four wānanga showing a clear knowledge in leading certain parts of the communications strategy required to implement the wānanga.</p> <p>Lead out exemplars of great lifestyles and ways of making a better life for each other. Deliberate acts of sharing and activity of engagement (as per list in 3rd column).</p> |
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| <p>with those parents and community members who do not attend and offer to send a video of the meeting or to meet one on one).</p> <p>Eg: video bites of whānau and community activities. Centralized information sites.</p> | | | |
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GOAL 4:

Vocational Alignment – Effective alignment of vocation pathways to employment skills and industry requirements.

MEASUREABLE GOAL: An increase in the numbers of Pāhauwera learners achieving NCEA Level 1 and 2 standards. Ten (10) Whānau Education plans are implemented by mid-year 2016 to help track this progress with specific target groups to ensure they are attaining achievement targets and goals.

STRATEGY: Establishing small active whānau action groups by identifying community-based Pāhauwera parent mentors who are action-driven to facilitate parent and whānau learning centres or learning hubs that have a key focus on supporting the achievement of NCEA Levels.

KEY OBJECTIVES:

1. Achieve vocational pathway awards to NCEA Level
2. Assist students and adult learners to access vocational tools to help them build their profile career map.
3. Identify the various industry standards recommended for the six industry sectors
4. Pāhauwera Trust to facilitate employment and career opportunities for tis people
5. Pāhauwera schools and their links and collaborations with community

This is accomplished through increased opportunities for effective multi-level communication opportunities between Pāhauwera whānau, hapū and wider community.

RESPONSIBILITY: Family engagement specialists, teachers, child care director, community and business leaders, parent leader volunteers, students.

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| <ul style="list-style-type: none"> • Identify, whānau - Align targeted whānau interest with their career paths. • Work with whānau to prepare info forum planning every two weeks. • Contact parents through phone calls to personally invite them to a group parent conference to explain how they can help to improve information access and job/career pathwaying. | <p>August 2015 to End 2017</p> | <p>Whānau and Parents will demonstrate the access to a range of local venues, workplaces, learning hubs, vocational sites that will assist in career pathways, NCEA level achievement, real-life work experiences toward employment:</p> <ul style="list-style-type: none"> • Farming and Agriculture – River restoration projects • Aquaculture • Māori land and foreshore management and law | <p>90% of the targeted whānau will participate in the Pāhauwera communications and community information engagement projects for careers.</p> <p>90% of the targeted whānau will increase their interactions and report meaningful links to employment, career, higher learning opportunities by 10% after eight weeks of the initiative.</p> |
| <ul style="list-style-type: none"> • Hold a group or parent conference in conjunction with schools representatives to explain vocation pathway initiatives can work throughout the year. (Follow up personally with those parents and community members who do not attend and offer to send a video of the meeting or to meet one on one). | <p>August 2015 to End 2020</p> | <ul style="list-style-type: none"> • Fencing and land maintenance • Teaching • Legal • Tourism • Health • Entertainment • Pilot – planes, helicopters • Horticulture and more..... | <p>During four Iwi-based wānanga 60% of those target whānau in attendance will actively participate in the four wānanga showing a clear knowledge in leading certain parts of the communications strategy required to implement the wānanga.</p> <p>Lead out exemplars of career options and ways of accessing employment paths and/or vocation paths (as per list in 3rd column) to assist in meeting NCEA level achievements toward a career and vocation.</p> |

GOAL 5:

Productive Relationships – Productive Relationships and Partnerships

MEASUREABLE GOAL: An increase in the numbers of Pāhauwera learners achieving NCEA Level 1 and 2 standards. Ten (10) Whānau Education plans are implemented by mid-year 2016 to help track this progress with specific target groups to ensure they are attaining achievement targets and goals.

STRATEGY: Establishing small active whānau action groups by identifying community-based Pāhauwera parent mentors who are action-driven to facilitate parent and whānau learning centres or learning hubs that have a key focus on supporting the achievement of NCEA Levels.

KEY OBJECTIVES:

1. To have a positive impact on primary social responsibility of Ngāti Pāhauwera peoples welfare and that of their whānau.
2. Effective, active and meaningful communications out to Pāhauwera people
3. Encourage increased involvement in core area of interest and Te Wairoa District programmes including schools.
4. Pāhauwera schools expanding their curriculum to include their community

This is accomplished through increased opportunities for effective multi-level engagement opportunities between Pāhauwera whānau, hapū and wider community to increase social cohesion amongst Pāhauwera members through productive and positive relationships.

RESPONSIBILITY: Family engagement specialists, teachers, child care director, community and business leaders, parent leader volunteers, students.

Productive Relationships

Productive Relationships and Partnerships

| Activity – Action Step | Timeline | Whānau benchmarks. <i>What are the vital behaviours?</i> | Goal Results <i>What results show impact of whānau engagement in reaching the goal?</i> |
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| <p>Activity</p> <p>Launch a campaign to expose whānau, parents and students and their communities to a range of volunteer programmes that can work toward building productive and sustained community relationships. This will also involve building a parent or community-based advocacy group to interface with schools and teachers. This is a group that will advocate key issues such as, educational success, career opportunities, what the Pāhauwera Core Area and Te Wairoa district has to offer, recreation and hobby interests.</p> | <p>August 2015 to End 2016</p> <p>August 2015 to End 2016</p> <p>August 2015 to End 2016</p> | <p>Targeted whānau will understand the connection between themselves as whānau and 10 other whānau.</p> <p>Target whānau will learn the importance of whānau as a vital network of support and assistance in learning and gaining successful connection with each other.</p> <p>Whānau will communicate clear expectations to their whānau members about the importance of shared support and whānau learning to strengthen genuine togetherness. Start a Whānau MAP of support avenues.</p> <p>Pakeke will demonstrate the leading out of kōrero for their respective whānau, that is, who they are and their connections to each other.</p> | <p>70% or more of the targeted whānau group 2015- 2016 will improve their knowledge of community services and community information sites by 20%.</p> <p>70% of whānau will sign up to assist with regular communication networking for useful links and connections.</p> <p>100% of participating parents will explain to other whānau their connections to their community and what matters to them most, their career aspirations and those of their tamariki and whānau.</p> <p>60% of the whānau in the subgroup will report, through a pre and post survey, that the whānau lead team’s increased whānau cooperation and community support resulting in real life opportunities to meet people from the wider community and understand their responsibilities in the community, for the community and to the community.</p> |

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| <p>Steps in Intensive Activity</p> <p>Plan first with the whānau and community stakeholders reach agreement on plan before starting.</p> <p>Identify, whānau - Align targeted whānau interest with their communities.</p> <p>Work with whānau to prepare info forum planning every two weeks.</p> <p>Contact parents through phone calls to personally invite them to a group parent conference to explain how they can help to improve productive links and connections.</p> <p>Hold a group or parent conference in conjunction with schools representatives to explain the valuable asset in connectedness and knowing how to map out community skills, knowledge, know-how, trade access - connect.</p> | <p>August 2015 to End 2020</p> | <p>Whānau and Parents will demonstrate exemplars of good lifestyles and wellbeing as a supportive community:</p> <ul style="list-style-type: none"> • Fishing • Exploring whenua, rivers, lakes, mountains • Walking groups • Sewing and cooking groups • Hunting, farming • Homework mentoring • Praising techniques • Approaches to schools and education facilities • Whānau supportiveness • Commitment to drug-free and alcohol-free lives and communities. • Commitment to child-centred whānau activities. | <p>90% of the targeted whānau will participate in the Pāhauwera communications and community information engagement projects for careers, both voluntary and non-voluntary.</p> <p>90% of the targeted whānau will increase their interactions and report meaningful links to employment, career, higher learning opportunities by 10% after eight weeks of the initiative as a direct result of meeting and forming productive links with people.</p> <p>During four Iwi-based wānanga 60% of those target whānau in attendance will actively participate in the four wānanga showing a clear knowledge in leading certain parts of the communications strategy required to implement the wānanga.</p> <p>Lead out exemplars of community unity and programmes that engage people in a meaningful way and can be sustained.</p> |
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