

3. REQUEST TO THE METROPOLITAN COMMUNITY DISCRETIONARY FUND

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The purpose of this report is to make recommendations to the Community and Leisure Committee for allocation of grant monies from the 2002/03 Metropolitan Community Discretionary Fund.

Applications for new community initiatives for Metropolitan Community Discretionary funding support are considered by the Community and Leisure Committee.

TE RUNANGA O NGA MAATA WAKA

Te Runanga is seeking Christchurch City Council consideration for a funding allocation as a contribution towards the wages of employing 25 mentors as part of their He Ara Tika Mentoring Initiative with participating Christchurch secondary schools. The initiative is a joint project between Te Runanga and the Ministry of Education that aims to keep Maori secondary school students in the education system longer. This request was initially directed to the Mayor's Office for consideration under the Mayor's Job Taskforce and was then referred to the Community Relations Unit for actioning.

This application meets a number of the Council's strategic objectives and a number of priorities and outcomes of various Council policies and strategies. These include community cohesion and well-being, economic development, Treaty of Waitangi and cultural diversity, youth, community and social well-being. This project will also meet many of the objectives and will address many of the social and education issues highlighted in recent reports and projects such as the Report of the Mayoral Taskforce on Poverty, Healthy Christchurch, The Quality of Life in New Zealand's Six Largest Cities, Social Trends and the Christchurch City Council's Social Policy.

Through its major grants round the Council is currently funding Te Runanga o Nga Maata Waka \$40,000 per year for three years (ending 30 June 2005) as a contribution to the costs of the Social Service Advocacy service of Te Runanga.

Background

The Ministry of Education contracted the UNITEC Institute of Technology to develop a student support programme that would engage local Maori communities to be alongside their rangatahi during their secondary school years. This contract also included developing training and support programmes to upskill Maori community providers and to introduce local iwi into a mentoring concept with secondary schools. The Ministry initiated this further research and mentoring programme development because of the disproportionate number of Maori failing to participate in/complete their education years at a secondary school, the disproportionate number of Maori students leaving with no qualifications, the resulting disproportionate number of Maori ending up with low work skills, being unemployed, involved in criminal behaviours and the strong call being made by the Maori community for the Ministry to explore ways a whanau or mentoring concept could be run through secondary schools. The March 2001 Quality of Life in New Zealand's Six Largest Cities Report states *"in many cases Maori and Pacific Islands school leavers are over-represented among those leaving without qualifications. For example, in Auckland in 1999 Maori made up only 8.6% of school leavers, but were 23.1% of those leaving without qualifications. In Waitakere the figures were 16% and 32.6% and in Manukau 15.7% and 30.6%. In Christchurch in 1999 16% of all school leavers had no qualifications."*

Based on this research and development a number of successful pilot projects were completed in the North Island during 2001 that has resulted in the Ministry negotiating with Te Runanga o Nga Maata Waka to establish a He Ara Tika Mentoring programme in Otautahi during 2002.

Project Description

Through this He Ara Tika Mentoring Initiative, Te Runanga aims to employ up to 25 mentors to work with up to 50 Maori secondary school students that will:

- improve participation in education by the students and improve positive attitudes towards learning
- improve the retention of the students at secondary school and to improve their qualification achievements
- enhance their self-esteem, work and study skills, stress management skills, conflict resolution skills
- enhance their interpersonal skill and social skills with whanau, hapu, iwi, peers and other school personnel

- empower the rangatahi to make informed and positive decisions regarding their future learning needs, employment pathways
- enhance the students rangatiriranga.

The mentors will plan their student support work and activities with each individual student. Activities are open to the findings of the “mentor agreement” and will engage the mentor, on average, three hours per week with his/her student and whanau. The activities may include homework support and guidance, sport and recreation opportunities, attending community events together, developing te reo Maori, kaupapa and kapahaka/taiaha. The mentoring initiative will also provide the mentors with opportunities to share their wisdom and skills with the rangatahi, develop further their own learning and training needs and create employment possibilities.

During the first part of this year Te Runanga made several presentations of this mentoring programme with local iwi, community groups and schools. Initial support has been strong. The initiative is scheduled to begin during the 2002 third school term.

Te Runanga wishes to enter a more formal “employment” agreement with their mentors that will involve an estimated annual wage payment cost of \$50,000.00. Such wage costs are not covered by the Ministry’s contract with Te Runanga. The contract funding covers project management, co-ordination and administration costs along with the training and transport costs for the mentors. Te Runanga is seeking funding and sponsorship support from a number of government agencies, iwi and community groups and other community funders.

Consultation

In talking with advisers with the Canterbury Development Corporation, the Mayors Taskforce for Jobs, Ministry of Education, Community Development Group of the Department of Internal Affairs, Te Kupenga o Aranui, Aranui High School and Christchurch City Council Advocacy Teams, strong confirmation was given for the need for programmes that will encourage and support students to have a positive experience at a secondary school and to successfully achieve qualifications. It was also identified that through the CDC and Community Boards, and through its own direct funding streams, the Council is already strongly resourcing community partnerships with local secondary schools. None though seem to have a direct support and mentoring role with Maori students by Maori as being proposed through this He Ara Tika project.

Conclusion

As stated in the Quality of Life Report a high standard of education and of educational achievement is essential for effective participation in society. The report’s section on education identifies that *“there are strong links between socio-economic status and the level of education participation and achievement. Over the long term, poor educational performance at school will tend to make it harder for some groups to achieve good levels of income, with all the implications this has for health, housing quality, and eventually the educational outcomes for their own children.”*

This He Ara Tika Mentoring Initiative is a creative response to the many social and educational issues facing Maori students and their whanau that will not only have direct benefits for the student, whanau and mentor involved but will also play a significant role in improving the social well-being of the wider community.

NATURAL + PEOPLE + ECONOMIC STEP ASSESSMENT

#	CONDITION:	Meets condition ✓✓0*	HOW IT HELPS MEET CONDITION:
The Natural Step			
N1	Reduce non-renewable resource use		
N2	Eliminate emission of harmful substances		
N3	Protect and restore biodiversity and ecosystems		
N4	People needs met fairly and efficiently	NA	NA - See People Step + Economic Step
The People Step			
P1	Basic needs met	✓	Will create income earning opportunities for the mentors that will improve their household and whanau living standards.

P2	Full potential developed	✓✓	Will improve education, employment and economic opportunities for Maori rangatahi through providing a supportive and encouraging learning environment. Will provide further education, employment and economic opportunities for the local community through the "employment" of mentors.
P3	Social capital enhanced	✓✓✓	Will create a wider range of inter-action opportunities between the student, the school, the whanau and the wider community. Will provide opportunities for the local community to improve its sense of being inclusive and to participate in the development of the potential talent of its young people and the wisdom and experience of their peers and older people. Through the concepts of whanau and mentor support this will provide greater opportunities for "engagement" between the school and the community.
P4	Culture and identity protected	✓✓	Will enhance Maori secondary school students Rangatiritanga so they are able to hold their mana, stand as an individual to gain the knowledge, skills, resources and understanding to name themselves and their world. Will further enhance the school's participation in the education of its students through its relationship with the local Maori community.
P5	Governance and participatory democracy strengthened	✓✓✓	Will enable the local community to participate in the decision making around the educational development of their rangatahi. This project enhances the Council's strategic objective for the Treaty of Waitangi and Cultural Diversity. The concepts of whanau and mentoring will actively encourage local Maori to become engaged in this initiative.
The Economic Step			
E1	Effective and efficient use of all resources	✓	The social and economic potential and benefits for the student and his/her whanau and the wider community will far outweigh the initial set up and ongoing operational costs of this initiative.
E2	Job rich local economy	✓✓✓	This initiative will directly create employment opportunities for those engaged as mentors and will also create new employment opportunities through the learning and upskilling opportunities of being a mentor. Through encouraging and supporting Maori rangatahi to stay at school the initiative will provide a much wider range of employment opportunities for the students. Through the presence of the mentor the wider community will have opportunities to extend its employment opportunities as it engages with the student and school.
E3	Financial sustainability	✓✓	Whanau and community organisation engagement will provide significant levels of "volunteer" participation. Each participating secondary school and the Ministry of Education are major contributors to the financial cost of this initiative.

Staff

- Recommendation:**
1. That the Community and Leisure Committee approve a grant of between \$5,000 and \$10,000 as a contribution to the He Ara Tika Mentoring Initiative.
 2. That the release of any grant is subject to staff receiving confirmation of the Initiative's start date at a participating secondary school.
 3. That any ongoing Council funding support be considered by the Metropolitan Community Development Scheme.

Chairman's

Recommendation: That the above recommendation be adopted.