



E Tipu E Rea

A Framework for Taiohi Māori Development

By Teorongonui Josie Keelan and Associates

WHAKAMĀRAMA - EXPLANATION

Great care was taken in the design of this resource package to make it easy to follow and a pleasure to use. The koru in the cover design is used as an arrow projecting growth and development, bringing a feeling of dynamic movement forwards and upwards.

NGĀ MIHI - ACKNOWLEDGMENTS

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Teorongonui Josie Keelan & Associates was commissioned by Youth Affairs to develop *E Tipu E Rea*.

Teorongonui Josie Keelan worked with many taiohi Māori. The information and ideas are the work of the following taiohi Māori who were all aged between 14 and 26 years at the time of writing:

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E tipu e rea mō ngā ra ō tōu ao

Ko tō ringa ki ngā rākau ā te Pakeha

Hei ara mō tō tinana

Ko tō ngākau ki ngā taonga ā ō tīpuna Māori

Hei tikitiki mo tō māhuna

Ko tō wairua ki tō Atua, nāna nei ngā mea katoa.

Grow up and thrive for the days destined to you.

Your hands to the tools of the Pakeha

to provide physical sustenance,

Your heart to the treasures of your Māori ancestors

as a diadem for your brow,

Your soul to your God, to whom all things belong.

Tā Apirana Ngata

He aha tēnei – what is this?

Based on Tā Apirana Ngata's whakataukī, *E Tipu E Rea* will help you improve how you involve taiohi Māori in your work and hopefully encourage taiohi Māori to become involved in Māori development.

The *E Tipu E Rea* activity kit shows how the whakataukī can help you to involve taiohi Māori in your work. It includes practical advice and ideas on how to make this happen.

He aha ai – why was it developed?

When the *New Zealand Youth Suicide Prevention Strategy* (Ministry of Youth Affairs, Ministry of Health and Te Puni Kōkiri [1998]) was developed a key goal that emerged was strengthening the role of taitamariki, so they could provide a valuable contribution to Māori development. One of the main challenges that came out of hui with adults and taiohi Māori focus groups was that taiohi Māori were not involved or lacked opportunities to participate in their Māori communities.

E Tipu E Rea was developed to support the goals and vision in the *New Zealand Youth Suicide Prevention Strategy* and to support taiohi involvement in Māori development at whānau, hapū, iwi and community levels.

Ko wai tēnei taea – who can use this?

Yes! You can use it.

E Tipu E Rea is for any group, organisation or individual of any age who works with taiohi Māori. It can also be used by taiohi who are looking for ideas about how to become more involved in their communities.

The target group is taiohi Māori aged between 12 and 24 years.

A hea – when?

E Tipu E Rea can be used at any time. If you don't have any ideas on how to involve taiohi in your work, *E Tipu E Rea* may help you. If you already involve taiohi Māori in your work, then it may spark bigger and better ideas about future projects with taiohi Māori.

I hea – where?

E Tipu E Rea can be used in any place. Some of the activities are big and some are small. Some of the activities may require funding, special equipment or, more importantly, special people. You should find activities that suit your needs and resources.

Pehea ai – how?

I PEHEA AI TE WHAKAPUTANGA – HOW WAS IT PRODUCED?

There were three design workshops with three groups of taiohi Māori nominated by a range of Māori/iwi organisations covering urban and rural interests. The taiohi were divided according to age (12-17, 18-20, 21-25 year olds) although the programme for each design workshop was the same.

Each workshop produced ideas that were integrated into the *E Tipu E Rea* activity kit and sent to representatives from the design groups for comment. Kuia and koroua also commented on the resources produced by the taiohi.

I TAEA AI I TE WHAKARITENGA – HOW CAN YOU USE *E TIPU E REA*?

For the goal of *E Tipu E Rea* to be achieved, you need to do at least one of the activities described.

As a starting point, you might like to ask yourself the following questions:

- are taiohi Māori involved in your work and, if they are, what roles do they have?
- do you have ideas about how you would like to involve them in your work?
- do you have existing projects that they might be interested in?

If you think taiohi Māori involvement is a good idea then look at the activities to get some ideas. You should be able to find an activity that suits your needs.

Kei te tīmata – getting started

Each activity has practical tips and suggestions to help you start and guide you through the process.

If you can see where you can improve on the process suggested then do so. Everything can always be improved on and you might have a better way of doing things.

Sometimes a book is recommended or a contact name and address is given. These can go out of date quickly so it is useful to also do your own research for resources.

Note: *E Tipu E Rea* emphasises the involvement of taiohi. There are constant reminders of this throughout because sometimes it is easy to forget about involving them in decision making.

Finally, it is important to celebrate your achievements and especially those of the taiohi who have been involved in your work. You can celebrate and share time with taiohi by:

- having a kai together
- watching a movie or video
- giving a taonga to the taiohi as a token of appreciation (these could be certificates, kete, pounamu, whakairo wheua, t-shirts).

If you're lost for ideas, ask your taiohi. No doubt, they'll have a lot of ideas about how they would like to celebrate their achievements.

HAI KŌRERO WHAKAMUTUNGA – THE FINAL WORD

In the following pages, you will find some suggested activities that will help you to increase the ways taiohi Māori can join in Māori development at whānau, hapū, iwi and community levels.

Whakatakatoranga Kupu - Terminology

Here is an explanation of the terms used in this activity kit:

DESCRIBING THE FRAMEWORK			
tohenga	<i>goal – describes the end result that you want</i>	ngā whakatūturutanga	<i>means of verification – asks how you can measure your success</i>
ngā whāinga	<i>objectives – describes how to achieve the result you want</i>	ngā tūpono me ngā tautawhai	<i>risks and constraints – asks you what challenges you are likely to face in achieving your goals</i>
ngā whakaputanga	<i>output – describes the actual end result</i>	ngā whakahaere	<i>risk management – asks you how you will overcome the challenges that might prevent you from achieving your goals</i>
ngā mahi	<i>activities – the ways taiohi Māori can be involved</i>	tūpono	
tūtohungia	<i>indicator – asks how you know you have achieved the result you want</i>		

OTHER MĀORI WORDS			
aroha	<i>love</i>	kete	<i>kit</i>
awhi/manaaki	<i>support and look after</i>	kuia/koroua	<i>elderly woman/man</i>
hapū	<i>sub-tribe</i>	Mai Time/Pūkana	<i>iwi/Māori television programmes</i>
hui	<i>gathering or meeting</i>	Manu kōrero	<i>Māori speech competition for secondary school students</i>
iwi ke	<i>a different tribe</i>	marae	<i>ancestral place</i>
iwi takiwā	<i>tribal homeland</i>	mihi whakatau	<i>welcome speech</i>
iwi tīpuna	<i>tribal ancestors</i>	mihi	<i>greet</i>
iwi	<i>tribe</i>		
kapa haka	<i>cultural group</i>		
karakia	<i>prayer</i>		
kaumātua	<i>elders</i>		

OTHER MĀORI WORDS (CONT.)

pā	<i>another name for a marae</i>	tikanga	<i>customary ritual</i>
pakeke	<i>adult</i>	tuakana/teina	<i>older/younger sibling</i>
pounamu	<i>greenstone</i>	wānanga	<i>gathering for learning</i>
rohe	<i>district</i>	whakairo wheua	<i>bone carving</i>
roopu	<i>group</i>	whakapapa	<i>genealogy</i>
rūnanga	<i>tribal council/authority</i>	whānau	<i>family</i>
te reo Māori	<i>the Māori language</i>	waiata	<i>songs</i>

Rangatahi (*fishing net*) or Taiohi (*youthful or youth*)

Okay, so you've noticed the use of the word taiohi rather than rangatahi. Here's an explanation starting with the word rangatahi because most of you will be familiar with it.

Use of the word “rangatahi”

Despite the fact that the Māori word rangatahi has become the popular word to use when referring to young people in Aotearoa New Zealand, whether they are Māori or not, it does not mean “youth” at all. When translated, it actually means “fishing net”.

Some people say that it became popular through the work of Hoani Waititi (Whanau-a-Apanui). He was an educationalist of the 50s and 60s and wrote two Māori language texts for use in schools called *Rangatahi 1* and *Rangatahi 2*. The whakataukī (proverb) “Ka pū te ruha ka hao te rangatahi”, credited to Tā Apirana Ngata (Ngati Porou), was used in both books. The books were the major te reo Māori texts during their time so it is probably fair to say that they may have contributed to the use of the word rangatahi when referring to youth. Certainly, the whakataukī which means “When the old net is worn out, the new net is put into use” is constantly used in reference to young people and this has probably reinforced the use of the word, rangatahi.

So, how did the whakataukī become so popular? It is hard to say really. Probably the answer is its constant use in a poetic form as a way to describe how young people eventually take over the roles of those older than themselves. It is poetry. It has rhythm. It sounds like music when it is spoken.

Use of the word “taiohi”

In an article in *Tū mai* (June 2000, Issue 14, pp 6-8) a koroua from Northland said that using the word rangatahi when referring to youth was incorrect. He also gave some words that are used when referring to young people including tamariki and taitamariki. His kōrero was about what he saw as the misuse of Māori words, one of which was rangatahi.

All government departments have both English and Māori names. The Ministry of Youth Affairs' Māori title is Te Tari Taiohi given to them by Te Taura Whiri I Te Reo Māori (the Māori Language Commission). The Commission told the Ministry that “taiohi” meant “youth”. The various Māori to English dictionaries translate “taiohi” into young or youthful. The noun “taiohinga” means youth.

One of the responsibilities of Te Taura Whiri I Te Reo Māori is “to sustain and nurture the existing language”. *E Tipu E Rea* supports Te Taura Whiri I Te Reo Māori in this responsibility by using the original Māori word for youth. Therefore, taiohi and taiohinga are used instead of rangatahi. There is no whakataukī to give it added meaning. Perhaps someone will write one in the future.

A Framework for Taiohi Māori Development - *The Goal, Objectives and Output*

TOHENGĀ - GOAL

Increased capacity for taiohi Māori to fully participate in all aspects of Māori development.

<i>Tūtohungia - Indicators</i>	<i>Ngā Whakatūturutanga - Means of Verification</i>	<i>Ngā Tūpono Me Ngā Tautāwhai - Risks and Constraints</i>	<i>Ngā Whakahaere Tūpono - Risk Management</i>
<ul style="list-style-type: none"> • Within a census period, an increase in census statistics of those identifying as Māori and their iwi indicating an awareness of their identity. • Within 5 years of undertaking a programme of activities, the organisation is able to measure greater participation of taiohi Māori in different elements of society, e.g. in business or the rūnanga. 	<ul style="list-style-type: none"> • Whānau, hapū, iwi celebrations of the achievements of taiohi members. • Iwi registrations increase. • Youth driven projects increase in number and are visible. • Census statistics (decrease/increase). 	<ul style="list-style-type: none"> • Not enough Māori organisations to cater for needs. • Lack of resources to involve taiohi in Māori projects. • A breakdown in the delivery or presentation of activities. • Māori organisations may need additional support to develop and deliver programmes or initiatives for taiohi Māori. 	<ul style="list-style-type: none"> • Involve taiohi Māori right from the beginning of the project. • Provide a stable foundation of capacity building for Māori organisations. • Provide incentives to taiohi and Māori organisations for their participation. • Appraisals and/or evaluations of the activities and facilitators. • Build resources for project and training into your organisation's business plans.

NGĀ WHĀINGA TUATAHI – OBJECTIVE 1

To involve taiohi Māori in activities that are important to them.

<i>Tūtohungia - Indicators</i>	<i>Ngā Whakatūtutanga - Means of Verification</i>	<i>Ngā Tūpono Me Ngā Tautāwhai - Risks and Constraints</i>	<i>Ngā Whakahaere Tūpono - Risk Management</i>
<ul style="list-style-type: none"> • Each activity can be adapted to the tikanga of a young Māori person's whānau, hapū and iwi. • Each activity includes tikanga that adds to a young Māori person's knowledge in the areas they are interested in. • Taiohi will participate or be involved in the activities. • Taiohi will continue to be involved in other aspects of the organisation. • Taiohi will go to Māori organisations with their own ideas for activities. 	<ul style="list-style-type: none"> • Highlight taiohi activities in an organisation's or group's reports or newsletters. • There is an increase in the number of taiohi Māori involved in or present in an organisation. 	<ul style="list-style-type: none"> • Groups wanting to use the activities in the kit lack information and knowledge about tikanga at whānau, hapū, iwi and general Māori levels. • Groups lack financial resources to do the activities either in the kit or those identified by taiohi Māori. • Staff/adults within an organisation have limited skills and understanding of how to work with taiohi Māori. • Balance the needs of taiohi with tikanga Māori practices. 	<ul style="list-style-type: none"> • Identify the resources required for activities and include these in annual planning hui for your organisation. • Identify training opportunities for staff around working with taiohi Māori. • Use appropriate opportunities to examine and discuss tikanga practices with taiohi, pakeke, kuia and koroua in your organisation.

See activities 1, 2 and 3.

NGĀ WHĀINGA TUARUA – OBJECTIVE 2

To integrate contemporary issues in any development project for taiohi Māori.

<i>Tūtohungia - Indicators</i>	<i>Ngā Whakatūturutanga - Means of Verification</i>	<i>Ngā Tūpono Me Ngā Tautāwhai - Risks and Constraints</i>	<i>Ngā Whakahaere Tūpono - Risk Management</i>
<ul style="list-style-type: none"> • Taiohi participate in activities whether these are at whānau, hapū, iwi or community levels. • Appropriate activities are offered whenever they are needed. • Activities respond to issues currently facing taiohi. 	<ul style="list-style-type: none"> • Programmes meet the needs of taiohi. • Taiohi develop skills to cope with challenges in their lives. 	<ul style="list-style-type: none"> • Range of activities is not extensive enough so the needs of some groups are not met. • Activities don't reflect the needs of taiohi Māori. 	<ul style="list-style-type: none"> • Revise the programme every 2-3 years to take into consideration both the needs of taiohi Māori and the capability of your organisation. • Ensuring that programmes and activities are flexible enough to address current issues for taiohi Māori.

See activities 2 and 4.

NGĀ WHĀINGA TUATORU – OBJECTIVE 3

To provide opportunities for taiohi Māori to integrate the tikanga of their ancestors into their activities.

<i>Tūtohungia - Indicators</i>	<i>Ngā Whakatūturutanga - Means of Verification</i>	<i>Ngā Tūpono Me Ngā Tautāwhai - Risks and Constraints</i>	<i>Ngā Whakahaere Tūpono - Risk Management</i>
<ul style="list-style-type: none"> • An increase in census statistics of taiohi Māori who: <ul style="list-style-type: none"> - identify as being Māori - can identify their iwi. • Able to measure greater participation of taiohi Māori in different aspects of an organisation or community. 	<ul style="list-style-type: none"> • Whānau, hapū, iwi celebrations of the achievements of taiohi members. • Iwi registrations increase. • Kaupapa taiohi Māori projects increase in number and visibility. • Increased numbers of Māori tapping into organisations and other resources available. • Census statistics (decrease/increase). • Increased numbers of taiohi involved in whānau, hapū, iwi and community activities. 	<ul style="list-style-type: none"> • Not enough Māori organisations to cater for needs. • Limited resources including capacity to deliver programmes or initiatives to taiohi. • Balancing traditional ideas against what or how taiohi choose to be involved in whānau, hapū, iwi and community activities. 	<ul style="list-style-type: none"> • Consult with taiohi. • Provide a stable foundation of capacity building for Māori organisations. • Provide incentives to taiohi and Māori to improve participation opportunities in their work. • Appraisals or evaluations of activities to ensure they meet everyone's needs. • Developing strong relationships between taiohi and adults who hold cultural knowledge.

See activities 5, 6, 7 and 8.

NGĀ WHĀINGA TUAWHA – OBJECTIVE 4

To ensure that the soul of taiohi Māori is nurtured in all activities.

<i>Tūtohungia - Indicators</i>	<i>Ngā Whakatūtutanga - Means of Verification</i>	<i>Ngā Tūpono Me Ngā Tautāwhai - Risks and Constraints</i>	<i>Ngā Whakahaere Tūpono - Risk Management</i>
<ul style="list-style-type: none"> • Taiohi Māori have confidence to participate in any aspect of Māori development. • Taiohi Māori have a sense of belonging to Māori whānau, hapū, iwi and communities. 	<ul style="list-style-type: none"> • Taiohi Māori share their stories with Māori whānau, hapū, iwi and communities. • Taiohi succeed in their chosen pursuits. 	<ul style="list-style-type: none"> • Finding out what taiohi need for a holistic approach to their wellbeing. • Designing or including activities in all work that nurture the wairua of a taiohi. 	<ul style="list-style-type: none"> • Developing activities in partnership with taiohi. • Aligning cultural practices like whakawhānaungatanga with your organisation's own practices.

See activities 9, 10 and 11.

NGĀ WHAKAPUTANGA - OUTPUTS

A range of activities that can be implemented by organisations depending upon their capacity to deliver.

<i>Tūtohungia - Indicators</i>	<i>Ngā Whakatūturutanga - Means of Verification</i>	<i>Ngā Tūpono Me Ngā Tautāwhai - Risks and Constraints</i>	<i>Ngā Whakahaere Tūpono - Risk Management</i>
<ul style="list-style-type: none"> • <i>E Tipu E Rea</i> is made available to Māori organisations and communities in the most accessible format for those organisations. 	<ul style="list-style-type: none"> • Organisations and individuals are able to obtain and use the activities. • Organisations are able to undertake an activity no matter the level of their capacity to deliver. 	<ul style="list-style-type: none"> • The range of activities does not have enough variety in levels to cater for the ability of organisations to deliver. • The range of activities does not have wide enough coverage. • Ensuring that people who work closely with taiohi are able to receive and use <i>E Tipu E Rea</i>. 	<ul style="list-style-type: none"> • Provide flexibility within the range of activities to allow for new activities to be added. These can be developed by organisations that then suggest that they be added. • Promotion of the activity kit needs to be constant and take into consideration the various levels at which organisations operate. • Identifying target audiences and ensuring these groups receive copies of <i>E Tipu E Rea</i>.

ACTIVITY 1

Find out what taiohi want by interacting with them either through hui, kōrero or survey.

<i>Tūtohungia - Indicators</i>	<i>Ngā Whakatūturutanga - Means of Verification</i>	<i>Ngā Tūpono Me Ngā Tautāwhai - Risks and Constraints</i>	<i>Ngā Whakahaere Tūpono - Risk Management</i>
<ul style="list-style-type: none"> • Implement one information gathering process a year to up-date information on what taiohi want. • At least one youth driven project a year. • An increase in taiohi using services each year. 	<ul style="list-style-type: none"> • Keep a record of the information gathered. • Keep a record of the young people attending. • New activities implemented reflecting information gathered. • Sustained contact between taiohi and your organisation. 	<ul style="list-style-type: none"> • Limited resources among those who have interest. 	<ul style="list-style-type: none"> • Maintaining interest/contact with taiohi beyond specific projects or activities. • Organising hui around other activities that taiohi are involved in.

Practical Tips

ACTIVITY 1

Find out what taiohi want by interacting with them either through hui, kōrero or survey.

This does not have to be a long hui (an hour or two at the most).

Goal: To find out what taiohi want.

Objectives: Development of a possible programme of activities.
Taiohi have ownership of programme of activities.

Output: Taiohi engaged in activities that are relevant to their needs.

Process

Work with group of taiohi to organise hui. What needs to be organised are:

- Venue. Someone has to book a venue. Get one of the young people to do this because it builds leadership.
- Promotion. Someone needs to tell the young people about the hui. The young people will have some ideas on how to do this.
- The programme for the hui. Do give it some structure and provide opportunities for the young people who are working with you to organise the hui to lead it. Be available to give support while they do this.
- Refreshments. If you are going to include some refreshments how will these be provided?

Here is a suggested programme

Karakia: Short opening prayer

Mihi Whakatau: Welcome speech

Gathering ideas:

- Get everyone to write down his or her ideas on a piece of paper that you have supplied.
- Going around the room, ask every person present to read out one suggestion. Continue to do this until you have everyone's suggestions up on the board. Where an activity has come up more than once put a tick next to it. This will give you a list of the more popular ones. You now have a list of activities.
- Next, you will need to organise how these can be implemented. Some of the young people will be interested in doing this, and it may be useful to organise them into teams to make things happen. This will also maintain interest.
- Karakia: Short closing prayer.

Tikanga Māori

It is important to include:

- karakia at the beginning and end of the hui
- mihi whakatau after the opening karakia to welcome everyone
- awahi and manaaki.

Ngā Mahi - Activities

ACTIVITY 2

Set up a website where taiohi can access information, voice concerns and write submissions.

<i>Tūtohungia - Indicators</i>	<i>Ngā Whakatūturutanga - Means of Verification</i>	<i>Ngā Tūpono Me Ngā Tautāwhai - Risks and Constraints</i>	<i>Ngā Whakahaere Tūpono - Risk Management</i>
<ul style="list-style-type: none"> Organisations establish a website once a decision is made to do so. 	<ul style="list-style-type: none"> Link/hit indicators on each page of site. Website serves as place for taiohi and adults to share and exchange ideas. Taiohi are accessing website to share ideas and information with one another. Other organisations ask for assistance in establishing or linking their sites to yours. 	<ul style="list-style-type: none"> Technological challenges for adults. Safety issues such as inappropriate use by other people, including adults. Keeping information current. Maintaining or keeping up with technological advances. Expenses in maintaining, updating your website. 	<ul style="list-style-type: none"> Continually review content on website. Plan for upgrades where necessary. Identify and maintain contact with other organisations (especially through links on your website). Taiohi share their skills and knowledge with adults less familiar with computers and the Internet.

Practical Tips

ACTIVITY 2

Set up a website where taiohi can access information, voice concerns and write submissions.

This activity is not for everyone. Before you get going, here are some questions that you will need to answer:

1. Do I, or the organisation/group that I belong to, have the ability and skills to build and maintain a web site?
2. If I/we do not have the skills to do this, where and how can we get this done?
3. Is that going to cost us money, if so, how much and where are we going to get the funds?
4. Is there a website for us that already exists on the Internet?
5. If I/we build a website, what is its purpose? That is, what will it do?
6. Who will be using the website and who is the target audience?

7. What information will be on the website?
8. How do you want a visitor to interact with your website?
9. Is a website the best way of reaching your audience?

When you have answered the above questions, then you are ready to proceed.

Suggestion 1

If you are near a tertiary institution or training provider that has a multi-media or computer course, they might be interested in building the site for you as a project for their students. Approach them and find out. Sometimes they may do this for nothing. However, be prepared to pay the student or students who work on this for you. This may be how they earn money to supplement their student allowance or loan.

Suggestion 2

You may be able to negotiate a scholarship for one of the young people in the group that you are working with to attend the course to learn how to do this for you.

Suggestion 3

Search the Internet for useful and interesting sites. If you do not have access to the Internet at home or through your place of employment, then you can do this at the library or at a cyber cafe. Encourage the young people that you are working with to do this. They are likely to find sites of interest to them and these will be useful when you develop your own site.

Here are some taiohi-focused websites that may give you ideas:

www.urge.org.nz

www.trippin.co.nz

www.Maori-arts.com

www.aotearoalive.com

Ngā Mahi - Activities

ACTIVITY 3

Set up taiohi roopu (e.g. marae committees, iwi authorities and councils) to address youth issues.

<i>Tūtohungia - Indicators</i>	<i>Ngā Whakatūturutanga - Means of Verification</i>	<i>Ngā Tūpono Me Ngā Tautāwhai - Risks and Constraints</i>	<i>Ngā Whakahaere Tūpono - Risk Management</i>
<ul style="list-style-type: none"> • Increase in taiohi roopu engaged or in partnerships with Māori organisations. • Taiohi are active members of Māori decision-making bodies. 	<ul style="list-style-type: none"> • Establish a register of taiohi roopu. • Taiohi roopu are established at all levels of whānau, hapū, iwi and community groups. 	<ul style="list-style-type: none"> • Taiohi may not take a keen interest in politics therefore only a limited number will want to participate and this may not be enough for a roopu. • Adults are reluctant to involve taiohi in their work. • Managing or developing processes that allow for effective and meaningful participation by taiohi. • Providing adequate resources to support taiohi roopu. 	<ul style="list-style-type: none"> • Incentives for taiohi to participate, e.g. financial assistance with attendance, travel with annual trips somewhere outside of rohe. • Developing good processes. • Identifying groups who are doing well and seeking their advice and support. • Including maintenance of taiohi roopu in your annual or strategic planning hui.

Practical Tips

ACTIVITY 3

Set up taiohi roopu (e.g. marae committees, iwi authorities and councils) to address youth issues.

This is obviously an activity that different levels of organisations can be involved in, however, you will need to be careful of overlaps in activities (e.g. taiohi roopu at council and iwi authority levels). Protocols will obviously need to be worked out in this case. Here are some questions that you will need to answer:

1. What would a taiohi roopu do?
2. Is there an existing taiohi roopu? If so, at what level does it operate, e.g. is it local and what does it do?
3. Do taiohi Māori want a roopu? How would I find out if they do?
4. Do I and/or my organisation have the ability to organise and run a taiohi roopu?

Suggestion 1

Spend time with groups of taiohi Māori finding out if they are interested in forming a roopu and what they think such a group would do.

Suggestion 2

Find out if taiohi roopu exist.

Some local authorities have youth councils attached to them as do some iwi authorities. There is no National Youth Council although there is a Federation of New Zealand Youth Organisations that is made up of national youth bodies like Scouts and Girl Guides. There are also other national bodies that have a focus on youth issues, but no national organisation that focuses on taiohi Māori issues.

Suggestion 3

If a roopu exists, but you still want to form another one that focuses specifically on taiohi Māori at whatever the level, e.g. marae, whānau or regional, then you will need to work out some procedures that set out how the two roopu will relate to each other. Avoid re-inventing the wheel. To do this, you will need to organise a hui at which the two roopu will talk about what they do and how they can work together.

Suggestion 4

Before you have the hui above, you will need to work out what it is that you want the roopu to do. In other words, you need to be clear on the:

- goal
- objectives
- activities
- outputs or outcomes.

Suggestion 5

Assign jobs to the people involved.

Suggestion 6

Work out a budget because you will need some funds to run the roopu. If it is a small marae or whānau taiohi roopu then you should be able to raise the funds you need locally. If the roopu is larger you may have to go to regional or national sources of funds like Lottery Youth.

Other funding sources can be identified through two Funding Information Service databases: *Break Out* and *Fundview*. *Break Out* provides advice for individuals seeking funding and *Fundview* provides advice for community groups. These databases list both government and non-government sources of funding, closing dates for applications, eligibility criteria, and the amount of money available. The databases can be accessed from many sites around New Zealand, including many public libraries, Citizens Advice Bureaux, Te Puni Kōkiri and Department of Internal Affairs' offices. The Funding Information Service has a website: www.fis.org.nz

Suggestion 7

Involve taiohi Māori at all stages. Do not proceed past Suggestion 1 if they are not involved. In this way you will be developing leadership skills, affirming community involvement and acknowledging the value of taiohi Māori in organising and decision making.

Ngā Mahi - Activities

ACTIVITY 4

Publicise activities by using local newspapers, radio stations or television.

<i>Tūtohungia - Indicators</i>	<i>Ngā Whakatūturutanga - Means of Verification</i>	<i>Ngā Tūpono Me Ngā Tautāwhai - Risks and Constraints</i>	<i>Ngā Whakahaere Tūpono - Risk Management</i>
<ul style="list-style-type: none"> Articles and stories about the achievements of taiohi Māori regularly appear in local newspapers, on local radio stations and on television. Taiohi Māori radio programmes throughout the country, particularly on iwi radio stations. Programmes on these stations will broadcast issues of interest to young people. Television programmes particularly for taiohi Māori, e.g. 'Mai Time' and 'Pūkana', will continue to focus on issues of value to this age group. 	<ul style="list-style-type: none"> Survey taiohi Māori to ascertain listening and watching rates. Survey general community on their observations of articles and programmes. 	<ul style="list-style-type: none"> Limited interest by newspapers wanting to publish stories about taiohi Māori achievements. Limited interest by other media. Programmes running at inappropriate times for taiohi Māori. Taiohi would prefer to listen or watch other programmes. 	<ul style="list-style-type: none"> Promote the idea that the radio stations will be increasing their listeners. For the newspapers, promote the idea that it will encourage taiohi Māori their whānau and friends to read newspapers. Persuade radio stations that their taiohi Māori programmes air when taiohi are not involved in other activities. Take ideas to radio stations and newspapers about content that is interesting to them, taiohi Māori and the general public.

ACTIVITY 4 (CONT.)

Publicise activities by using local newspapers, radio stations or television.

<i>Tūtohungia - Indicators</i>	<i>Ngā Whakatūtutanga - Means of Verification</i>	<i>Ngā Tūpono Me Ngā Tautāwhai - Risks and Constraints</i>	<i>Ngā Whakahaere Tūpono - Risk Management</i>
<ul style="list-style-type: none">• Other youth-oriented programmes on television will begin to reflect the issues relevant and important to taiohi Māori.• Television and radio programmes for older taiohi Māori will begin to play on air within the next 5 years.			

Practical Tips

ACTIVITY 4

Publicise activities by using local newspapers, radio stations or television.

Publicity

Getting some positive publicity is good for a number of reasons. The best reason is that it recognises the work and involvement of taiohi Māori in constructive ways.

Suggestion 1

You need to make the right contacts. Here are some 'rules' suggested by Jenni Raynish in her book *Getting Famous for Free in New Zealand: A step-by-step guide to how your business, sports club or services group can hit the headlines* (1996). This book is recommended because it is easy to read, is a good 'how to' book and is New Zealand focussed.

1. If your activity will affect people in your neighbourhood, contact your community newspaper and local/iwi radio station.
2. If the activity or event will be of interest to a wider group, then add the daily newspaper and in some areas your local television station.
3. If it's a truly huge event, like a visit by some famous person, contact the national television stations, women's magazines and all major radio stations.
4. When you are considering publicity, you need to make your news or story as relevant and interesting to as many people as possible.

Suggestion 2

Keep an eye on the media. Look at the kinds of events they like to cover. You will find local/iwi papers, radio and television stations like to cover feel good stories about their local communities. Capitalise on this every time you have a positive taiohi achievement story.

Suggestion 3

Build up contacts with the media. It will make it easier for you to get your stories published.

Suggestion 4

Practice what you are going to say by writing it down. Sometimes they may ask you to send in a written piece. To make your story as newsworthy as possible make sure you cover the following points:

- Who, what, why, when, where and how?

Here is an example.

<p>Who?</p> <p>Kia ora. My name is [insert name] and I'm the [insert position and organisation]. We have a mentor programme to provide positive role modelling for taiohi Māori in the local community.</p> <p>Why and what?</p> <p>Next Thursday, we're having a seminar for the people who are mentors and our guest speaker is [insert name]. I'm ringing to see if you would be interested in covering the event.</p> <p>When?</p> <p>[Insert name] confirmed at least three months ago that she would be able to take time out of her busy schedule for our event.</p>	<p>Where?</p> <p>The seminar starts at [insert date and time of event] and will be at [insert venue].</p> <p>How?</p> <p>I'd be pleased to provide any other information about the visit and our organisation. If you want I am willing to spend some time with you. We could make an appointment now.</p>
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Suggestion 5

Always make a follow up call. If they said no the first time around, they may change their mind the next time.

Suggestion 6

Find out what the deadlines are for getting stories to the media.

Suggestion 7

Photos make a difference. Create situations that will make an interesting photo.

AN ANNUAL PUBLICATION

Suggestion 8

The activities here also include the possibility of an 'annual'. An annual is a publication that comes out once a year. It will be a collection of the stories and events that have happened during the past year as a result of someone or some group using the ideas in *E Tipu E Rea*. You might complete an activity or send one in for inclusion in future. It's another way of celebrating success and achievement.

The annual can be published by anyone. However, to do that you need to ask yourself the following questions if you decide to pursue it:

1. Do I and/or my organisation have the skills, ability and budget to publish an annual?
2. What are some examples of annuals that I might use to give me some idea of what can be done?
3. What is involved in putting an annual together?

Suggestion 9

Have a look at magazines that celebrate achievers. Try your local high school or your local library.

Kōkiri Paetae is a bilingual newsletter published by Te Puni Kōkiri every six weeks. The newsletter celebrates and highlights Māori achievements in the community. You can check out a copy on website: www.tpk.govt.nz

Suggestion 10

Talk to publishers of Māori targeted magazines to find out what would be involved. Two national magazines that you might be familiar with are *Tū mai* and *Mana*.

Suggestion 11

You will need to work out a plan to get contributions, record subscriptions, get the layout design completed ready for publication. Of course this will all cost money so a budget is essential.

Suggestion 12

You may have to consider advertising to help you pay for the cost of producing the annual. Look for advertising that is appropriate to the kaupapa, e.g. clothing labels that young people are interested in or companies that promote healthy images.

Ngā Mahi - Activities

ACTIVITY 5

Set up kapa haka and drama groups and festivals as ways for taiohi Māori to express their various issues and concerns.

<i>Tūtohungia - Indicators</i>	<i>Ngā Whakatūturutanga - Means of Verification</i>	<i>Ngā Tūpono Me Ngā Tautāwhai - Risks and Constraints</i>	<i>Ngā Whakahaere Tūpono - Risk Management</i>
<ul style="list-style-type: none"> • At least one kapa haka performance a year within a rohe or sponsored by an organisation that enables taiohi Māori to express their ideas on various taiohi issues. • At least one drama performance a year within a rohe or sponsored by an organisation that enables taiohi Māori to express their ideas on various taiohi issues. • Increase in Māori performing arts groups with high taiohi participation rates. 	<ul style="list-style-type: none"> • The organisers of the kapa haka performance register the number of groups performing and/or the number of young people performing. • The organisers of the drama performance register the number of performances done, the number of young people performing. • Increase in number of performing groups with taiohi leading or developing material for the groups. • Key taiohi issues expressed through performance mediums. 	<ul style="list-style-type: none"> • Groups and organisers may not be interested in participating in these festivals. • Limited opportunities to perform or share ideas with other groups in the community. • Cultural barriers such as familiarity and fluency with te reo Māori or kapa haka. • Competing interests may limit involvement of some taiohi. 	<ul style="list-style-type: none"> • Provide incentives to organisations that participate, e.g. prizes. • Promote activities through local newspapers, radio and where possible television. • Provide adult mentors/tutors to support taiohi leaders in groups.

Practical Tips

ACTIVITY 5

Set up kapa haka and drama groups and festivals as ways for taiohi Māori to express their various issues and concerns.

Many of you already do this, so here's a very obvious suggestion to those who don't:

Suggestion 1

Most communities have someone who is involved in or teaches either kapa haka or drama. Approach them and ask for advice. You might find that they are interested in working with you. If you don't know anyone for kapa haka contact the national office of the Aotearoa Traditional Māori Performing Arts Society at the following address:

Aotearoa Traditional Māori Performing Arts Society
P O Box 5619
Wellington
Phone: 04 499 6158 or 0800 188 071
Fax: 04 499 6157
Email: admin@atmpas.org.nz
Website: www.atmpas.org.nz

The office might be able to recommend someone who lives near you.

For other Māori performing arts activities you could contact:

Toi Māori Aotearoa
P O Box 9570
Wellington
Phone: 04 801 7914
Fax: 04 801 9412
Email: toimaori@xtra.co.nz
Website: www.maoriart.org.nz

Suggestion 2

There are also some Māori dance, music and drama groups that work with taiohi Māori. If you contact them they might have some handy hints on how to get started.

Suggestion 3

Organising a festival can be as big as you want it to be. It can be at a local level with various pā and/or groups involved or it can be at a regional or national level like the secondary schools kapa haka performances. Remember that a festival does not have to be a competition. It can also be an occasion that provides an

opportunity for people to get together and have fun. Where something exists, do not reinvent the wheel. Rather, join in and see what a difference you can make. If there is nothing around that is anything like your idea then you need to ask yourself the following questions:

1. What is the purpose of the festival? (Goal)
2. Why organise a festival? (Objectives)
3. Who would participate in the festival?
4. Where would the festival be held?
5. When would the festival take place?
6. What activities will be at the festival?
7. What needs to be done to organise the festival?
8. How much will it cost?
9. How will I/we get the funding?

Ngā Mahi - Activities

ACTIVITY 6

Establish a buddy system based on the principle of the tuakana/teina relationship.

<i>Tūtohungia - Indicators</i>	<i>Ngā Whakatūturutanga - Means of Verification</i>	<i>Ngā Tūpono Me Ngā Tautāwhai - Risks and Constraints</i>	<i>Ngā Whakahaere Tūpono - Risk Management</i>
<ul style="list-style-type: none"> • Tuakana/teina programme established shortly after a decision to proceed with the activity. 	<ul style="list-style-type: none"> • Register the number of taiohi participating in tuakana/teina programmes. 	<ul style="list-style-type: none"> • Limited interest in mentoring programmes, funding or resources (including adults who will act as mentors for taiohi). 	<ul style="list-style-type: none"> • Organise promotional stories of tuakana/teina partnerships in local papers and on radio and television where able. • Keep costs low by encouraging tuakana/teina partnerships to explore ways in which they can develop their relationship without the need for a lot of money, e.g. going on hīkoi. • Identify similar programmes and share resources with them. • Match taiohi with whānau members.

Practical Tips

ACTIVITY 6

Establish a buddy system based on the principle of the tuakana/teina relationship.

Another name for buddy systems is mentoring programmes. What makes this activity different is that it is based on the principles that are integral to the relationship between a tuakana and a teina. Because whānau, hapū and iwi may have different ideas about this, it is important to identify what these are.

Suggestion 1

Talk to a local pakeke/kaumatua about this. Ask what the important factors are in such a relationship. Note them down and explain to the pakeke/kaumatua that you are going to use these principles in a mentoring programme for taiohi Māori.

Once you have this information, you then need to sit down and ask yourself the following questions:

1. What do I/we want the tuakana/teina programme to do? (Goal)
2. Why is such a programme important? (Objectives)
3. Who will be involved as tuakana and who will be the teina?
4. What role will the tuakana have?
5. When will the programme start?
6. What is the area that the programme will operate in? Marae whānau? Taiohi Māori at the local school? Taiohi Māori in the community?
7. How will we make it happen?
8. Are there buddy programmes already available in your area? What are they and can you work with them?

Ngā Mahi - Activities

ACTIVITY 7

Provide opportunities for taiohi Māori to learn how to mihi and know their whakapapa.

<i>Tūtohungia - Indicators</i>	<i>Ngā Whakatūturutanga - Means of Verification</i>	<i>Ngā Tūpono Me Ngā Tautāwhai - Risks and Constraints</i>	<i>Ngā Whakahaere Tūpono - Risk Management</i>
<ul style="list-style-type: none"> At least one hui a year with opportunity to learn how to mihi and to know whakapapa. 	<ul style="list-style-type: none"> Taiohi Māori in whānau, hapū, iwi and other organisations are able to complete a mihi and identify their hapū and iwi when the occasion arises. 	<ul style="list-style-type: none"> Taiohi Māori are not interested. Whānau are not interested. Other organisations are not interested in running workshops of this nature. 	<ul style="list-style-type: none"> Promote the idea of self-confident taiohi Māori when selling the idea. Also promote the idea of knowing your own history to participants.

Practical Tips

ACTIVITY 7

Provide opportunities for taiohi Māori to learn how to mihi and know their whakapapa.

It is preferable that learning occurs in a whānau, hapū or iwi environment. This will enable the taiohi to learn the stories that apply to her or his history. Where this opportunity may not be available, you are encouraged to provide opportunities for the taiohi to spend some time, however short, with people from their iwi tīpuna.

Suggestion 1

Check to see if the taiohi that you are working with want to do this. Don't do it just because you think that it's a great idea - the taiohi involved may not want to participate.

Suggestion 2

If you cannot deliver the learning sessions, then you will need to find someone. If you are near a tertiary institution like a whare wānanga, polytechnic, university or training provider contact them and see if they have someone who might be interested in this project. They may even consider running this as a short course although that may cost the taiohi a fee. Alternatively, approach the local high school or someone you may know in the community.

Suggestion 3

You need to ask these questions:

- What is the purpose of this activity? (Goal)
- Why is the activity necessary? (Objectives)
- Who is the activity for?
- How much will it cost to run?
- Whether or not it will cost the taiohi participating - this may limit participation. However, you may find that some people will appreciate an opportunity to make a small contribution.
- Whether it is open to others besides the taiohi?
- Who is going to teach mihi and whakapapa?
- Where will you run it?
- When will it start?
- How will it be done - wānanga style, classroom style.

Ngā Mahi - Activities

ACTIVITY 8

Organise wānanga that reinforce the relationship between taiohi and kuia and koroua.

<i>Tūtohungia - Indicators</i>	<i>Ngā Whakatūturutanga - Means of Verification</i>	<i>Ngā Tūpono Me Ngā Tautāwhai - Risks and Constraints</i>	<i>Ngā Whakahaere Tūpono - Risk Management</i>
<ul style="list-style-type: none"> • Kuia, koroua and taiohi surveyed to establish the content of such hui. • At least one such hui held a year. • Evaluate wānanga. 	<ul style="list-style-type: none"> • Registration of participants. • Story for local newspaper, radio and/or television where appropriate. 	<ul style="list-style-type: none"> • Limited interest in the concept. • Subject matter of wānanga of no interest to either taiohi Māori, kuia or koroua. • Lack of resources. 	<ul style="list-style-type: none"> • Make the wānanga a project for taiohi Māori to organise every year. • Investigate resources needed before embarking on wānanga assessing what can be done without the need for going to outside sources. • Survey participants well to ensure content is relevant and interesting. • Promote the concept of whānaungatanga to potential participants and supporters.

Practical Tips

ACTIVITY 8

Organise wānanga that reinforce the relationship between taiohi and kuia and koroua.

Suggestion 1

Confirm that people are interested in this idea.

Suggestion 2

You need to ask these questions:

- What is the purpose of this activity? (Goal)
- Why is the activity necessary? (Objectives)
- Who is the activity for?
- How much will it cost to run?
- Whether or not it will cost the taiohi participating - this may limit participation. However, you may find that some people will appreciate an opportunity to make a small contribution.
- Is it open to others besides the taiohi, kuia and koroua?
- Who will do the organising? The taiohi, kuia and koroua may be quite capable of doing this.
- Where will you run it?
- When will it start?
- How will it be done - wānanga, working bees, community services, e.g. mowing lawns, going on picnics, kapa haka and/or waiata sessions? Those who get involved may have some suggestions too!

Ngā Mahi - Activities

ACTIVITY 9

Run workshops on issues relevant to taiohi.

<i>Tūtohungia - Indicators</i>	<i>Ngā Whakatūturutanga - Means of Verification</i>	<i>Ngā Tūpono Me Ngā Tautāwhai - Risks and Constraints</i>	<i>Ngā Whakahaere Tūpono - Risk Management</i>
<ul style="list-style-type: none"> Organisations undertaking this activity commit to one workshop a year. System of monitoring participation established. 	<ul style="list-style-type: none"> Enrolments/ registration of taiohi participating. Evaluate each workshop and include a question about how the taiohi heard about it. 	<ul style="list-style-type: none"> Workshops might not meet the needs of the taiohi participating. All participants may find the workshops a waste of time. Lack of resources including finance and facilitators/ instructors. 	<ul style="list-style-type: none"> Survey taiohi to find out what they want. Provide training on working with taiohi for facilitators/ instructors.

Practical Tips

ACTIVITY 9

Run workshops on issues relevant to taiohi.

Suggestion 1

Go back to Activity 1. This will help you to find out what issues are relevant to taiohi. Never assume that you know what the issues are. In fact, follow everything that is suggested because it will give you a format for meaningful hui.

Suggestion 2

Remember that a workshop has activities and involvement. Build these into your programme.

Ngā Mahi - Activities

ACTIVITY 10

Organise an event or series of events from the following list:

- sports teams
- cultural festivals
- competitions, e.g. at whānau, hapū and iwi levels, 'Pā Wars'.
- trips (both national and international)
- drama
- concerts
- visits by role models and heroes
- *Manu kōrero* (this can be additional to the current major *Manu kōrero* event held annually).

<i>Tūtohungia - Indicators</i>	<i>Ngā Whakatūturutanga - Means of Verification</i>	<i>Ngā Tūpono Me Ngā Tautāwhai - Risks and Constraints</i>	<i>Ngā Whakahaere Tūpono - Risk Management</i>
<ul style="list-style-type: none"> • At least one event held a year. This event may be tied to an activity that also meets another objective in the kit. • Taiohi Māori and their whānau surveyed on what event will gain most support. 	<ul style="list-style-type: none"> • Articles in the local newspaper or on radio or television. • Register of teams or individuals participating. 	<ul style="list-style-type: none"> • Limited resources. • Limited support from adults despite taiohi interest. • Events of no interest to either taiohi Māori or their whānau. 	<ul style="list-style-type: none"> • Promote the benefits of healthy taiohi Māori participating in the events to the whānau, hapū, iwi and community, e.g. they are better at sports, they achieve better in school, their contribution to whānau, hapū, iwi and community activities will increase. • Investigate resources needed, what can be provided from within the group and what can be provided from outside the group at the lowest possible cost.

Practical Tips

ACTIVITY 10

Organise an event or series of events from the following list:

- *sports teams*
- *cultural festivals*
- *competitions, e.g. at whānau, hapū and iwi levels like ‘Pā Wars’*
- *trips (both national and international)*
- *drama*
- *concerts*
- *visits by role models and heroes*
- *Manu kōrero (this can be additional to the current Manu kōrero event held annually).*

Suggestion 1

Review the tips for other activities for suggestions on how to organise some of the events in this list.

Ngā Mahi - Activities

ACTIVITY 11

Set up a youth centre.

<i>Tūtohungia - Indicators</i>	<i>Ngā Whakatūturutanga - Means of Verification</i>	<i>Ngā Tūpono Me Ngā Tautāwhai - Risks and Constraints</i>	<i>Ngā Whakahaere Tūpono - Risk Management</i>
<ul style="list-style-type: none"> Undertake a project that focuses on setting up the centre. It will do things like ascertain the level of support, investigate the most desired activities to be done at the centre, find the building, fund raise and manage the whole process. Taiohi Māori are involved at all stages of the centre's development. 	<ul style="list-style-type: none"> Keep minutes of meetings to discuss the project. Run articles in local newspapers and on radio, and where applicable television, to promote the centre. 	<ul style="list-style-type: none"> Limited interest in the project. Limited skills to develop and manage the project and the centre when it is established. Limited resources. Centre activities do not meet taiohi interests or needs. Centre becomes identified with one age group or social group and others won't use it. Centre looks dated and therefore taiohi Māori won't use it. Adults will not allow taiohi Māori to fully participate in the decision-making processes. 	<ul style="list-style-type: none"> Survey the local community and taiohi to ascertain the level of support for the project and the centre. Provide training in project development and management skills if necessary. Management skills might be available through local business people/ farmers who can mentor project participants through the processes. Have an annual planning hui where events and activities for the year are decided on. Incorporate taiohi Māori participation into the constitution and management statements of the centre.

Practical Tips

ACTIVITY 11

Set up a youth centre.

Every generation of taiohi wants a youth centre. Probably the most successful youth centre in the country is Youthtown in Nelson Street, Auckland. Its secret is probably in the fact that it provides a wide variety of activities and in fact, during the design workshops out of which *E Tipu E Rea* has originated, the young people kept calling it an activities centre rather than a youth centre. Either way, a centre requires a lot of time, energy and resources (both material and human) to stay open and relevant. Youthtown does a large amount of fund raising each year to remain afloat.

Suggestion 1

Running a centre is like running a small business, so it is sensible to do a business plan rather than a project development plan. You may need to do the following things before beginning:

- do some research - to find out if activity or youth centres already operate in your community or region. If they do, you should talk to people at these centres because they can give you valuable advice about how to set up your own centre. Bear in mind that you should look to complement, rather than compete with the other centres – otherwise they may not be so helpful.
- hold hui to find out if there are other organisations or groups who are interested in forming partnerships with you on your project.

Suggestion 2

Approach local business people to see if they will mentor the project. That is, to work with you to develop the business plan and then to advise you on how to manage and develop the business.

Suggestion 3

Also consider approaching the Department of Labour's Community Employment Group (CEG) advisor, your local authority community development person, youth workers or service providers for your area. Some of these people can also advise you on your business plan and possible funding. To find your local CEG advisor, check your telephone book.

Suggestion 4

If you are near a tertiary institution, approach the business school and see if they can provide help. You may find that a student or group of students may use the project as an assignment. Specifically ask for Māori students to work with you if that is your wish, after all, the purpose of *E Tipu E Rea* is to develop the ability of taiohi Māori to contribute more to decision-making processes.

Suggestion 5

Once you are up and running do not forget that a youth centre is a small business. Although you can display aroha in the way in which you relate to those involved, it cannot be at the expense of the business. Otherwise, you will no longer have a youth/activities centre.

Suggestion 6

You can run all the other activities from the youth/activities centre!