He Akoranga He Aratohu:

Māori & Pacific Education Initiative

Lessons to guide innovative philanthropic & social practice

MPEI contributors & Frances Hancock

ASB Community Trust

Te Kaitiaki Putea o Tamaki o Tai Tokerau

supported by ASB

He Akoranga He Aratohu:

Māori & Pacific Education Initiative

Lessons to guide innovative philanthropic & social practice

ASB Community Trust

Te Kaitiaki Putea o Tamaki o Tai Tokerau

supported by ASB

He Akoranga He Aratohu:

Māori & Pacific Education Initiative

Lessons to guide innovative philanthropic & social practice

MPEI contributors & Frances Hancock

MPEI contributors *in alphabetical order:* Toleafoa Sina Aiolupotea-Aiono, Linda Aumua, Moi Becroft, Dave Booth, Efeso Collins, Kelvin Davis, Pila Fatu, Associate Professor Dr Manuka Henare, Mokauina Fuemana Ngaro, Mary Foy, Jennifer Gill, Wilmason Jensen, Jenny Kirk, Kristen Kohere Soutar, Frank Leadley, Tuiataga Faafua Leavasa-Tautolo, Professor Dr Elizabeth McKinley, Soana Pamaka, Waitai Petera, Kevin Prime, Ezra Schuster, Sharon Shea, Pat Snedden, Pita Tipene *and* Keri-Anne Wikitera.

Published by:
ASB Community Trust
Allendale House
50 Ponsonby Road
Ponsonby, Auckland
0800 272 878

Temporarily located at:
8 College Hill,
Freeman's Bay, Auckland

For more information contact:
Project Manager, Moi Becroft
Māori and Pacific Education Initiative
+ 64 9 360 0291
info@asbcommunitytrust.org.nz
www.asbcommunitytrust.org.nz

ISBN 978-0-473-20483-9
©ASB Community Trust 2012

About the Trust

ASB Community Trust is the largest philanthropic organisation in Australasia, with investments totalling around $1NZ billion and annual grants of about $40 million. Its geographical reach extends across the greater Auckland and Northland region of New Zealand. The Trust's vision is "to enhance the lives of all the peoples of our region by wisely allocating, equitably sharing and responsibly managing the resources that we hold in trust for present and future generations to allow for inter-generational equity."

About the writer/researcher

Frances Hancock is a graduate of Harvard and Massey universities. She is a writer, researcher and community development specialist. In 2008 she received The Just Practitioner Award from the UNITEC School of Community Development.

Acknowledgements

Kevin Prime (former chair and now kaumātua of ASB Community Trust), Jennifer Gill (chief executive officer) and Moi Becroft (MPEI project manager) offered wise guidance and constant encouragement during the development of the MPEI Storytelling Project and this document.

Susan Williams provided adept editing and proofreading services, always in a gracious and helpful manner.

Maarten Idema III created the beautiful design and layout for this booklet, incorporating Maori and Pacific iconography held by ASB Community Trust. This iconography was blessed by the Trust's kaumatua, enabling its use in publications.

Citation

Please cite this document as: *MPEI contributors and F. Hancock (2012). He Akoranga He Aratohu: Māori and Pacific Education Initiative lessons to guide innovative philanthropic and social practice.* Auckland: ASB Community Trust.

Table of contents

First words

Mihi 5

Whakatauki 6

A dedication 9

A reflection on our journey together 10

Executive summary 12

Introduction 15

The grant-making process – what happened, what worked, what didn't 18

Looking back – appreciating the virtues of and challenges in MPEI decision making 34

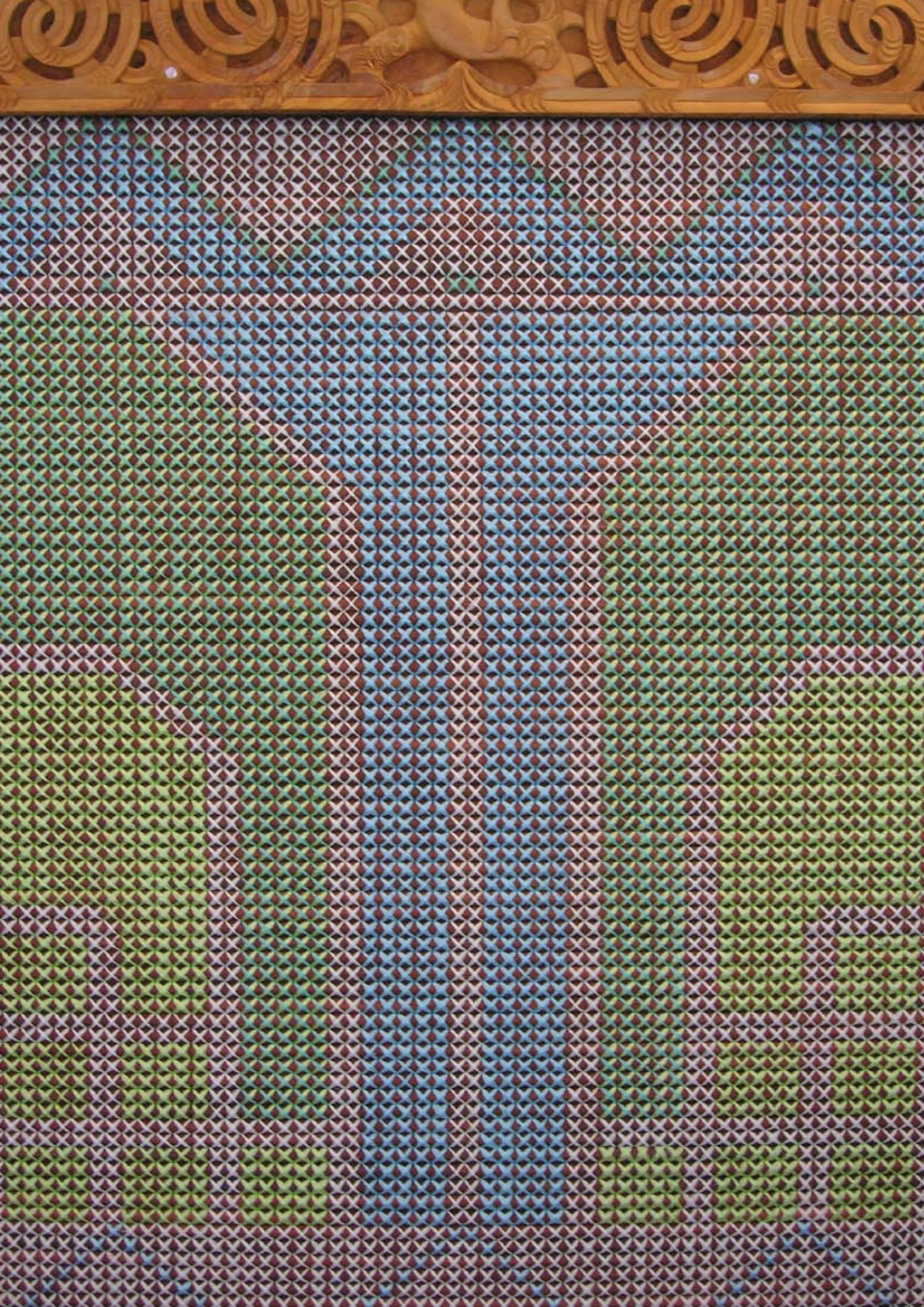
Looking forward – doing things differently in the future 36

Preliminary conclusions to guide innovative philanthropic and social practice 39

Last words 41

References 42

MPEI contributors 43



Mihi

Ki nga iwi o Tamaki o Te Tai Tokerau
Nga mihi mahana ki a koutou katoa
Ka mihi ki a koutou hononga ki te whenua
Tena koutou, tena koutou, tena koutou katoa

To the iwi and Māori of Tamaki and Te Tai Tokerau
We extend our warmest greetings
In respect of your relationship to the land and its history
Greetings to you all

Ki nga iwi o Te Moana nui a Kiwa e noho ana e mahi ana
I nga rohe o Tamaki o Te Tai Tokerau
Talofa lava – Malo e lelei – Kia orana
Nisa bula vinaka – Fakaalofa lahi atu
Namaste – Taloha ni – Fakatalofa atu

To Pacific peoples also living and working
In the Auckland and Northland region
Talofa lava – Malo e lelei – Kia orana
Nisa bula vinaka – Fakaalofa lahi atu
Namaste – Taloha ni – Fakatalofa atu

Ka mihi ano hoki ki
Nga momo iwi katoa
E whai herenga ki tenei rohe
Nga mihi tino mahana ki a koutou katoa

We also acknowledge
The many other peoples and ethnic communities
Who have strong ties to and interests in this region
Our warmest greetings to you all.

Whakatauki

He ira
He puawaitanga
He ponanatanga
He matauranga
He maramatanga

A dot
A blossoming
Uncertainty
Knowledge
Enlightenment

A dedication

Soana Pamaka, Principal of Tamaki College and former Trustee of ASB Community Trust

In 2005, trustees of ASB Community Trust decided to do something about the serious problem of educational underachievement facing Māori and Pacific communities. We believed New Zealand society and economy could not afford a large class of underperforming youth. With Kevin Prime (then chair), Pat Snedden (then deputy chair) and Jennifer Gill (chief executive) at the helm, and with Moi Becroft as MPEI project manager, the Trust set out to make a difference by doing things differently.

Through the new Māori and Pacific Education Initiative, Māori and Pacific Island leaders contributed to the Trust's decision making, and communities most affected by the problem were invited to design and implement its solutions. The Trust took a major risk in developing MPEI as an innovative and collaborative enterprise. In taking an uncharted journey, we knew we were going into the unknown and, remarkably, others were willing to go with us.

Our MPEI journey had a clear purpose: to meet the educational needs of Māori and Pacific Island children. I face these needs every day. At Tamaki College, most of our students are Pacific Island and Māori. We are a low decile school with a huge commitment to and belief in our students. Here, we see the corner ahead but haven't yet turned it. Things are improving but there's so much more to do to lift the educational performance of our students. Concrete indicators help us track student performance and show that we're on the right path. This hard data tells me it is possible to influence educational performance, and gives me hope for the future of our Māori and Pacific Island students, and for our nation.

Constantly I say to Tamaki College staff: 'If we get it right here, the community will be a better place; if we do a fantastic job with our students, it will change the face of this community.' The implications are profound. Students are part of families, which are part of communities, which are part of our nation. Academic success enables our students to pursue their chosen career and take up the responsibilities of citizenship. It also instils a sense of pride in their families that spills over into community and fosters a positive outlook.

MPEI is tracking a new course. It says: Change is possible and there is a way forward. For the Trust and MPEI contributors, it continues to be an exciting journey full of uncertainties and challenges. I wouldn't have it any other way. I and my MPEI colleagues have learnt some important lessons, which are recorded here. We hope these lessons will help guide the Trust in its future grant-making initiatives and will be of use to others interested in philanthropic risk taking, social innovation and respectful community engagement.

I am privileged, on behalf of the Trust and contributors, to dedicate this critical review of the MPEI grant-making process to members of Māori and Pacific Island communities who participated in the journey. The overwhelming response of 307 expressions of interest in the first grant-making round told me the Trust was on the right track. It showed that Māori and Pacific Island communities are deeply concerned about the low educational achievement of their youth and want to be part of the solution. We should not lose sight of the expectations of these communities because their expectations arise from the needs of their children.

A reflection on our journey together

Associate Professor Dr Manuka Henare reflects on the MPEI grant-making process

We always met at a circular table with space in the middle, and in my mind that big round table had a lot to do with the success of the MPEI grant-making process.

People threw their ideas into the centre space and let them sit a while on the whaariki, the mat. People spoke with passion and intelligence, never argumentatively. The centre space was neutral, like the marae atea – the space in front of the marae – where separate peoples unite around a common cause and purpose.

We didn't rush things. Our meetings were well facilitated by Trust representatives and the purpose was clear. With MPEI there were no time limits. Instead, we set a firm foundation, agreeing that 'if you join the journey, you stay in the conversation', and 'collectively we will keep going, going, going, until we get it right.'

We came to know each other well and to feel an implicit trust in the process. It was inevitable that someone would miss an occasional meeting due to other commitments, but we could rely on one another to ensure the views of those absent were taken into account. When we gathered we reviewed where our discussions had left off at a previous meeting. This enabled those who weren't at that meeting to immediately join in, so that everyone could move on together from the same place.

Hospitality was very important and the Trust was gracious in its hospitality. Always we were given wonderful refreshments, with every effort made to ensure our comfort and encourage our participation. The long-term significance of a hospitable environment cannot be understated; it is everything. Māori and other Pacific peoples always provide hospitality to visitors, and good talk flows from this.

There was always an elegant dialogue when we came together. It was, more precisely, an elegant and sweet dialogue in a spirit of conviviality.† This wonderful old French word, conviviality, conveys ideas of belonging; belonging to a feast and doing things in a spirit of festivity. The Latin word 'convivium' also conjures up images of social feasting; a sense of being in a discourse among colleagues who have become friends and who share a fondness for meeting. Looking back, I see that we became a group engaged in a form of conviviality. In his study of transport systems, Ivan Illich (1973) suggested that tools for conviviality are a measure of the process.

At our early gatherings we engaged in long monologues. People were allowed time to explain what they had to say. Everyone waited patiently for the monologue to become a dialogue. 'Dia' means 'going across' and draws attention to 'the engagement between here and there'. 'Logue' refers to conversation in which people start as equals, as human

beings. The more we met, the more we engaged in a dialogue of equals. Putting power dynamics to one side, we relished the opportunity to discuss our differences and add to the ideas already sitting on the mat.

Whakawhitinga whaakaro describes the Māori sense of dialogue. Put simply, not just what is said but the way it is said is important. Polynesian and Asian peoples believe that whatever you think and say should be aesthetically pleasing. When dialogue and conviviality meet the criteria of aesthetics it is said to be elegant. The word 'elegant' refers to that which is tasteful and learned; it invites borrowing. When we met for MPEI, elegance required us to select ideas, make choices and decide with care, learning from and borrowing one another's ideas – always with care.

Huatau, the Māori word for elegant, gives the lovely sense that to be graceful one must be a person of beauty. In our meetings, when someone expressed an idea with grace and beauty the tapu or dignity within the person expressed itself. A closed mind cannot be involved in an elegant discussion, simply because it is fixed. Elegant discussion requires an open mind; people willing to listen carefully because they know they might learn through the exchange of ideas, all the while quietly confident that their views are also important. Aesthetics became an explicit value of our group. We valued those things pleasing to the eye, the senses and the spirit; we valued the delight that lingered from our exchanges. For us the means and the ends became the same thing.

Looking back, the grant-making process was so good it made the final decision-making easy. The process delivered substantive proposals and allowed us to meet all shortlisted applicants. Every step in the process gave us the chance to challenge or confirm our thinking. In the end, decisions were made swiftly. By then our values and ideas had cohered and final decisions were based on the promised outcomes of each project rather than on the force of an argument for or against its merits.

Our trust in the collective will of the group was built on the basis of our answers to the following questions, and each time the answer was the same – yes:

- In this group was I respected?
- In this group was I given the opportunity to have a fair say?
- In this group was I listened to?

Our journey together was like a long symposium that embraced relationship building, companionship, conviviality and important dialogue. Māori and Pacific Island peoples believe that when the process is good, you bring the future into the present. And when you do that, you know things will go well.

In the beginning we said: We want to do something new, because unless there is substantial change in behaviour we are repeating what we've always done, and if we do that we'll get what we have always got. We knew that in the Trust's catchment area Māori and Pacific communities were lagging in terms of educational achievement. Our commitment to them was: 'We'll do our best to find innovative projects that promise to make a substantive change in your lives so that in 5, 10, 15 or 20 years, you will find yourselves in a new place.' We were all grappling with that challenge and our hardest job was getting applicants into that space.

We encountered numerous applications that 'dressed up' existing approaches. Their idea of innovation was to paint an old bus bright yellow. But just because something looks different doesn't mean it is different. We had to ask ourselves: Are we sure the bus is the best means of making a significant difference in the educational outcomes of Māori and Pacific communities? The bus may work well for some communities but does it work best for our Māori and Pacific communities? What else might take our communities from here to there?

MPEI was and is about social innovation. When deciding on projects we asked ourselves two simple questions: Is it social? Is it innovation? Both are difficult to measure. 'Social' implies a concern for the common good; for equity, social justice and full human development. 'Innovation' implies that nothing is the same as yesterday; things are always moving and developing, and to keep pace, the human spirit must constantly adapt and change. Ivan Illich, mentioned earlier, also suggested that the true measure of human change is people themselves: Are they happy as a consequence of change? Are they living a good life?

The projects funded through MPEI are the means to an end; but not the end itself. MPEI was always about finding and funding sustainable solutions that would produce a lasting change in behaviour and enable Māori and Pacific youth to take up full citizenship in New Zealand society.

† In reflecting on the meanings of words, Dr Henare referred to the Chambers Dictionary of Etymology (2000).

Executive summary

In 2006 ASB Community Trust set aside $20 million for a Māori and Pacific Education Initiative (MPEI), the largest amount it had ever committed to a single venture.

The aim was to find and fund innovative proposals to address the serious problem of educational underachievement among Māori and Pacific communities. The Trust wanted to use a grant-making process that would attract new and visionary proposals. The following principles were to define MPEI projects: strategic relevance, project sustainability, measurable outcomes, partnership and self-help, community ownership and capacity to deliver.

This document outlines and reviews the process created to identify, select and allocate grants to projects from Māori and Pacific communities that met the criteria for MPEI. It highlights key lessons learnt at each stage, considers MPEI decision making, suggests how the process could run more smoothly in the future and offers conclusions to guide innovative philanthropic and social practice generally. The document is for the Trust and for MPEI participants. But others in New Zealand and elsewhere may be interested, such as community workers, social practitioners, academics, philanthropic foundations, community agencies and government organisations.

In the beginning, the Trust devised a strategy to engage those whose communities were most affected by the problem of educational underachievement to generate and devise solutions. Trustees and staff set out to work in partnership with Māori and Pacific communities using an approach that had not been tried in New Zealand philanthropy and which was a learning curve for everyone. While the process was not without its difficulties, those involved were committed to an open, respectful, transparent partnership approach, making sure everyone had every opportunity to speak and be heard.

The Trust received an unprecedented 307 expressions of interest for MPEI funding, of which 37 were shortlisted. Following a rigorous and comprehensive selection process (that included using experienced external consultants to work with the applicant groups), seven applications were funded. Six of these projects are well under way, and in 2011 the Trust awarded another five MPEI grants in the second round of MPEI grant making.

The MPEI journey contains important lessons that focus on: social change, social innovation and philanthropic risk taking, engaging with Māori and Pacific communities, steps in the grant-making process, the financial costs of administration, the cultural transformation of the Trust and the willingness of communities to shape and implement solutions to the problems they face.

"Trustees and staff set out to work in partnership with Māori and Pacific communities using an approach that had not been tried in New Zealand..."

Key lessons learned through MPEI

Considering all that is written here, and much more we have talked about over the past five years in developing MPEI, some key lessons emerge from our journey together.

- A drive to forge social change by doing things differently led the Trust to think outside traditional models in favour of testing new approaches aligned with entrepreneurial philanthropy. MPEI contributors learnt that striving for innovation and philanthropic risk taking requires a willingness to learn by doing. We were challenged to put our faith and confidence in one another. Knowing we didn't have the answers, we kept an open mind as we embraced the uncertainties of an organic approach in which one step led to another.
- Particularly satisfying for everyone involved, the reference group and selection committee approach created space for Māori and Pacific leadership (within and outside the Trust) to shape Trust decision making. Their presence and contributions brought significant professional expertise and cultural understandings to the Trust.
- Conflicts of interest were an ongoing challenge; reference group and selection committee members could not escape their geographical location, whakapapa links and community networks. Members relied on each other's professional integrity and ethics to navigate these complexities.
- Community-based hui and fono promoted engagement with Māori and Pacific communities as distinct from 'tick-the-box' consultation. Initial suspicion gave way to growing enthusiasm among participants and increased confidence in community-based solutions.
- The expressions of interest (EOI) process that followed allowed many to participate but tight timelines had some detrimental effects. Also, the Trust only ever expected to fund a small number of initiatives. While disappointment was inevitable, the scale of declined applications was beyond the Trust's reckoning and raised expectations it couldn't meet. Selection committees were faced with rejecting EOIs knowing applicants had put their hearts and hopes into them.
- The indepth proposal and business case was a necessary step in due diligence for the Trust, requiring applicants to invest significant time and demonstrate mental agility, professional skill and organisational capacity. Some declined applicants had to manage community expectations raised in the process.
- Those applicants invited to deliver a short presentation to selection committees found the experience nerve racking; so much was at stake for them and the Trust. But this step, and the third party organisational review of shortlisted applicants that followed, reassured final decision making.
- Having an idea is only the start of project development. Some applicants needed a capacity-building bridge to establish the infrastructure required to implement their vision. The Trust responded proactively by providing experienced consultants to work with the applicants.
- The Trust made a sizeable investment in a small number of groups over multiple years. On that basis, a commensurate investment in administration was needed to make the whole thing work. The financial investment in the initial administration of MPEI was significant but MPEI is not a short-term intervention; it is a long-term strategic approach to funding.
- MPEI has contributed to a major shift in the culture of the Trust and shows that Māori and Pacific communities expect trustees and staff to demonstrate cultural competence when engaging with them. Trustees and staff now rely on the advice of senior members of these communities (available in house or by external advisers) to enhance cross cultural understanding and engagement, and to help ensure culture protocols are observed.
- MPEI demonstrates that Māori and Pacific communities can and will generate compelling answers to the challenges they face when given the opportunity. But there are likely to be diverse answers rather than a 'one size fits all' approach or a single solution. MPEI contributors wanted to uncover the next best thing, 'the next kohanga reo', but ultimately accepted that perhaps the 'next best thing' might be the combination of efforts now under way through MPEI, each tackling a particular aspect of educational underachievement.
- Finally, this review suggests there is a unique role for philanthropy in taking risks by investing in initiatives that test new approaches.

Groups funded in round one of MPEI

Sylvia Park School, Mt Wellington
Sylvia Park School is implementing Mutukaora, a school and community learning partnership. Mutukaroa aims to shift the emphasis from the school to the child and their learning. A project manager liaises with parents and staff, undertakes and manages assessment interviews with parents, maintains individual files and develops relevant resources for parents to use with their children. Mutukaora focuses on student achievement and fosters the active engagement of parents through the learning partnership.

The Leadership Academy of A Company, Whangarei
He Puna Marama Trust has established a leadership academy for young Māori men at secondary level with academic ability or talent in any field. The academy draws strength and direction from its links to the 28 (Māori) Battalion and instils a military ethos that emphasises a sense of purpose, discipline, routine, personal responsibility, leadership training and strong, supportive relationships. The academy is developing leadership through an innovative residential programme, customised learning and partnering with local secondary schools.

C-Me Mentoring Foundation Trust, Otahuhu
C-Me Mentoring Foundation Trust is implementing Trades At School, a two-year programme for secondary school students in years 12 to 13 aged 16–18 years. The purpose is to facilitate and manage their successful transition from school, to tertiary education, trade training or paid employment. Motivated students attend polytechnic one day a week and complete industry-based work experience placements during school holidays. Each student receives mentoring and support to achieve their goals.

Rise UP Trust, Manukau
Through its Building Learning Communities project, the Rise UP Trust works with Pacific and Māori children, parents and families to lift educational achievement and achieve their aspirations. Rise UP programmes are aligned to the school curriculum and offer inquiry-based learning, encouraging parents and children to be active participants in the learning process. Rise Up educators strengthen family connections with school and offer individualised support to ensure positive outcomes.

Ideal Success Charitable Trust, Manurewa
Now 10 years old, the Ideal Success Trust is implementing Ngā Huarahi Tika (the Right Pathway). Designed for children aged 10–15 years, Ngā Huarahi Tika supports their transition to primary, intermediate and secondary school. It offers programmes and services that inform, motivate and support Māori children and empower their whanau to prioritise actions and behaviours that result in educational success.

The Unitec Graduate Diploma in Not-for-Profit Management, Henderson
Unitec's Graduate Diploma in Not-for-Profit Management is a level seven qualification aimed at strengthening the management, leadership and organisational capacity and capability of the not-for-profit sector. Skilled tutors facilitate interactive and practice-based learning, making it an ideal programme for Pacific learners. MPEI funding provides scholarships and pastoral care support aimed at growing Pacific leaders and managers for the early childhood sector.

Groups funded in round two

- Te Wananga o Aotearoa – Student Pipeline Project
- Computer Club House – High Tech Youth Academy
- Maclaurin Pacific Leadership Project
- StarPath Project
- Manaiakalani – Tamaki Learning Net

Introduction

ASB Community Trust (the Trust) distributes grants to the not-for-profit sector throughout Auckland and Northland.

Founded on the sale of its shares in the ASB bank, the Trust has distributed more than $745 million since being formed in 1988. With investments worth about $NZ1 billion, it is the largest philanthropic organisation in Australasia and it disburses around $40 million in grants each year. The Trust's vision is "to enhance the lives of all the peoples of our region by wisely allocating, equitably sharing and responsibly managing the resources that we hold in trust for present and future generations to allow for inter-generational equity."

In 2006, the Trust set aside $20 million for its new Māori and Pacific Education Initiative (MPEI); a financial outlay far greater than any amount it had ever committed to a single initiative. Setting out on an uncharted philanthropic journey, the Trust and MPEI contributors searched for innovative proposals to address the serious problem of educational underachievement among Māori and Pacific communities. Six years on, the Trust has committed over $16 million through two grant making rounds, with a total of 11 MPEI projects. In addition, 10 percent of MPEI funds are dedicated to the evaluation of MPEI projects, which is also underway.

This paper provides an overview of the grant-making process used to find and fund innovative proposals to address educational underachievement in Māori and Pacific communities. It follows the process from the beginning through to the end of the first round of grant making, highlighting key lessons learnt at each stage; in particular, what worked well and why, and what didn't work well and why. It looks back to appreciate some of the virtues of and challenges in MPEI decision making, and forward to consider how to do things differently in the future. The paper ends with preliminary conclusions to help guide innovative philanthropic and social practice and last words.

This record sits alongside other narrative accounts of the MPEI journey and a growing number of stories of successful applicants available on the Trust's website. Frances Hancock stitched together this account from 26 indepth interviews she conducted with members of the MPEI reference groups and selection committees, MPEI external consultants, trustees and staff, some successful applicants and a few unsuccessful applicants.

The vision of MPEI is *Ma tātou ano tātou e kōrero – We speak for ourselves.* In this paper we, the contributors, offer a collective account and some individual viewpoints in which *'we speak for ourselves'.*

"The vision of MPEI – Ma tātou ano tātou e kōrero, We speak for ourselves – resonates strongly with words often spoken by Ngāti Hine: We want to speak for ourselves.

Why is it so important to us that we speak for ourselves? For so many years others have been speaking for us, knowing what was good for us, making decisions for us. But we do not need others to speak for us; we can speak for ourselves. We know what is good for us and we are capable of making our own decisions."

Kevin Prime

MPEI grant-making process

Applicant engagement	Trust actions
	Identified a problem and decided to act
	Established Māori and Pacific reference groups
Hui and fono	Face-to-face engagement with Māori and Pacific communities
Expression of interest	Established Māori and Pacific selection committees to consider applications.
Round one decision making	
In-depth proposal and business case	External consultants engaged to offer support when needed
Round two decision making	
Presentation to selection committees and MPEI staff	
Third-party organisational review	Small team of external consultants engaged to co-design and conduct review process
Round three decision making approval in principle	
Capacity-building	External consultants work with groups to achieve milestones
Action plan and budgets	Milestone payments
Final approval	
Accountability reporting	Grant disbursement and monitoring over 5 years
Ongoing collaborative training, coaching and mentoring	Trust explores approaches to external evaluation
Co-authored stories of early stages of project development and grant-making process	Trust establishes the MPEI Storytelling Project

Why record the journey and its lessons, and who else might be interested?

A primary purpose of this paper is to glean lessons from the MPEI grant-making process for the Trust's own learning. Archiving MPEI experiences and insights will help guide its future philanthropic practice.

We also want to share the journey and its lessons with those directly engaged with MPEI, in acknowledgment of their contributions and as a form of accountability to them.

As well, a number of our philanthropic, community and government colleagues have expressed interest in learning from the MPEI grant-making process so they can apply relevant insights to their social innovations, grant making and/or engagements with Māori and Pacific communities.

Overseas foundations may also be interested, especially those working with indigenous or marginalised communities, or those seeking to engage innovative approaches to entrenched social problems.

We hope that by sharing the grant-making journey 'from go to whoa' readers can 'see' the Trust's philanthropic approach in action, albeit at a distance, and consider what an organic, risk-taking partnership approach can deliver.

Why record the MPEI journey and its lessons?

"This is the first time that an initiative of this kind has been tried. No one else has done anything like this before, so far as I know. MPEI was a 'first time around, newly turned ground' opportunity to make a big difference. Ultimately, at each stage in the MPEI journey, we were all led back to our collective commitment to making a difference. There's a lot to be learned."

Pita Tipene, Māori Reference Group

"Our Pacific region needs to hear the MPEI story and it needs to be an honest account, including mistakes made along the way or things that could or should be done differently next time."

Ezra Shuster, Pacific Selection Committee

"I think it's important to record the MPEI journey and what we have learnt along the way. This journey has much to teach about how philanthropy and community can move forward together, particularly what kinds of partnerships we can develop and what we can do. Perhaps the MPEI story is a New Zealand story of one contribution to the world by a philanthropic trust."

Dr Elizabeth McKinley, Māori Reference Group and Māori Selection Committee

"I believe it is important to document the MPEI story so that other philanthropists are aware of what can be achieved. Learning about the grant-making process developed through MPEI might provide other philanthropists with ideas that will encourage them to duplicate the efforts of the Trust in seeking to raise the educational achievement of Pacific Island children. Reflecting on the MPEI journey leads me to this question: 'Is there something else I can do to make a difference for our children?'"

Tuiataga Faafua Leavasa-Tautolo, Pacific Reference Group and Pacific Selection Committee

"The implications of MPEI are bigger than any of us and any one project; it's about the big picture of making a difference for our people. We often said, 'With MPEI, we made it work'. There was no manual, guideline or framework to follow. Everyone was committed to a fair and transparent grant-making process and to ensuring that our communities were genuinely served. Together we created a beautiful picture of what can happen when people are truly given the license to voice and act. Documenting the MPEI story will create an opportunity for people to feel heard and recognised, as well as to consider what they contributed in our journey together."

Efeso Collins, Pacific Reference Group and MPEI researcher and project administrator

"I believe that the MPEI story will reinforce that there is a unique role for philanthropy in taking risks by investing in initiatives that go beyond where things currently are and test new approaches."

Kelvin Davis, Māori Reference Group and Māori Selection Committee

The grant-making process – *what happened, what worked, what didn't*

In this section we outline the MPEI grant-making process. We also reflect critically on what worked well and what didn't, and why.

Identifying a problem and deciding to act

MPEI's journey began at an ASB Community Trust strategic planning hui in 2005. Jenny Kirk, a trustee, identified the problem of educational underachievement among Māori youth in northland, her 'home patch', and asked if the Trust could help turn things around. In reply Pat Snedden, then deputy chair of the Trust, proposed a ground-breaking education initiative based on a partnership approach and risk-taking philanthropy. Rigorous debate and thoughtful deliberations led trustees to agree in principle to support a movement of change through a sizable financial investment.

Over coming months, a closer examination of relevant social statistics and academic evidence proved beyond doubt that the problem of educational underachievement was a serious concern for Māori *and* Pacific communities. Social, cultural and economic interests were at stake not only for these communities but also for the region and the nation.

What worked well and why?

- Deliberative conversations named a major issue facing our region and nation, and led to consideration about how the Trust could make a difference.
- Committing substantial funds showed an appreciation of the scale of the problem.
- Setting aside money in a separate fund demonstrated seriousness of purpose and ensured the Trust's financial commitment would not depreciate in changing economic circumstances.

What didn't work and why?

- The Trust was at the beginning of a journey heading towards evidence-based practice and results-based accountability. 'We didn't know what we didn't know.' With hindsight, an organic approach did not allow for upfront planning or offer a logic framework to think through the implications of certain options in the grant-making process.
- The decision to fund a handful of groups did not allow funding for more modest but worthwhile community projects.

The Trust's engagement with the education sector spanned 20 years, including grants totalling over $67 million between 2001 and 2006; it made sense to build on this foundation. But traditional answers had not worked or were having little effect. Surmounting a major social problem would require philanthropic risk taking. For the Trust, it would also require greater intellectual rigour in its grant-making process through an evidence and outcome-based approach.

In 2006, the Trust agreed to invest $20 million in a new Māori and Pacific Education Initiative (MPEI). This substantial financial investment represented seriousness of purpose in tackling a major issue with local, regional and national implications.

Working alongside and guided by the counsel of the then Trust chair, Kevin Prime (who has affiliations to Ngāti Hine and is well versed in the education concerns of his people), Pat Snedden and Jennifer Gill (the Trust's new chief executive) took up the challenge of finding a way to work with others to shape the new initiative.

Applying the lessons of other social change endeavours, the Trust devised a strategy to engage those whose communities were most affected by the problem to generate and drive the solutions. We set out to work in partnership with Māori and Pacific communities – and in time with successful applicants – anticipating it would take some years to begin to see the desired outcomes of our financial investment.

The drive to influence social change by forging an entrepreneurial social philanthropy and doing things differently led our trustees and staff to think outside traditional models and to test new approaches. MPEI aimed to fund a small number of innovative projects designed to lift the educational outcomes of Māori and Pacific youth over a five-year period of focused intervention.

Establishing reference groups

The Trust set out to engage leaders and educational professionals whose communities were most affected by the problem of educational under-achievement to help shape solutions through MPEI. We did not aim for representation; rather we sought to work with contributors who could speak to the broad hopes and purposes of MPEI and had strong cultural roots. Trustees and staff accessed existing connections, forged new networks, and sought to develop processes to establish and maintain relationships.

We established a Māori Reference Group in November 2006 and a Pacific Reference Group in April 2007. Trustees worked in partnership with community contributors in these reference groups – and later in the selection committees. The Trust appointed a trustee to act as chair (to retain the integrity of its own processes), but most of the members were not trustees. This kind of partnership approach had not been tried before in New Zealand philanthropy, and created a learning curve for everyone.

The Māori Reference Group was comprised of trustees Kristen Kohere Soutar (chair), Kevin Prime, Pat Snedden, Waitai Petera and Mary Foy, who were joined by Dr Ngapo Wehi, Dr Elizabeth McKinley, Dr Manuka Henare, Rangimarie Hunia, Pita Tipene, Kelvin Davis and Frank Leadley. Others made valuable contributions in the beginning stages also, including: Tui Ah Loo, Professor Pat Hohepa, Josie Keelan, Wayne Knox, Shirley Maihi, John Paitai, Kim Penetito, Dr Wally Penetito, Professor Dame Anne Salmond, Dr Pita Sharples and Professor Michael Walker. Keri-Anne Wikitera was research adviser and project administrator.

The Pacific Reference Group was established some time after the Māori Reference Group, mainly because of the work involved in getting MEPI under way. The group was comprised of trustees Wilmason Jensen (chair), Soana Pamaka, Mary Foy and Jenny Kirk, who were joined by Tuiataga Faafua Leavasa-Tautolo, Linda Aumua, Pila Fatu, Peta Si'ulepa, Nua Silipa and Toleafoa Sina Aiolupotea-Aiono. Others who made valuable contributions were Alfred Ngaro, Hamish Crooks, Pefi Kingi, Tony Kolose, Dr Stuart Middleton and John Tuisamoa. Efeso Collins also contributed as a reference group member before stepping aside to take up a staff role as an MPEI research adviser and project administrator.

Reference group members were knowledgeable, experienced and passionate about education. The groups met for half a day every two months for over a year to establish the terms of reference, and the vision, mission and guiding principles for MPEI. Both groups deliberated long and hard and considered how MPEI could make a difference.

Members of the Māori Reference Group went looking for a silver bullet and sought to adhere to high grant-making standards on the basis that: Our people deserve the best; a gold standard. We relished rigorous dialogue and diverse viewpoints, while ensuring relationships remained intact. Appreciation of everyone's contribution and trust in the process allowed consensus to emerge.

In the Pacific Reference Group, conversations never strayed too far from the everyday realities of family life. Members constantly asked: How would this or that idea fit with our communities? We accepted that we had no ready answers and that we needed to be open to new ideas. We brought a seriousness of purpose to our gatherings but never took ourselves too seriously; humour and laughter made our meetings enjoyable.

The reference group approach created space for Māori and Pacific leadership (within the Trust and outside) to influence the Trust's decision making. Just as important, the presence and contributions of reference group members brought significant professional expertise and cultural understandings to the Trust.

Trust staff reported to the reference groups and recorded their minutes. Initially, no specific method for recording the rich and wide-ranging conversations was used. However, reporting was eventually brought into line with other Trust processes, following the format and procedures of reports to subcommittees of the Trust board. Decision making was reviewed and signed off by the board.

What worked well and why?

- The leadership of individual trustees and staff made a significant difference in forging the development of MPEI. The early suspicions of reference group members gave way to trust as ASB Community Trust representatives stressed a genuine approach and a willingness to earn buy-in at every step along the way. All agreed that without community buy-in, the initiative would fail to gain traction.
- There was no preconceived agenda or presumptions about how MPEI might develop. Reference group members came to the table with a blank sheet of paper and an open mind to consider how MPEI could work. This approach generated goodwill and commitment, encouraging all to get behind MPEI.
- Reference group members operated with a high degree of professionalism and a shared commitment to the vision of MPEI. All worked hard to form high functioning groups; individual compromises displayed maturity in group dynamics in which every one was encouraged to speak.
- A parallel process allowed each group to focus on the needs, interests and aspirations of their communities.
- Meeting for over a year allowed sufficient time to consider various perspectives, engage in critical enquiry and evolve a shared approach.
- When both reference groups came together, each shared valuable resources, fresh interpretations and wise insights, inviting each other to see their communities in a different light.
- Often when adopting a reference group approach someone acts on behalf of the group or the process is led from outside. With MPEI, reference groups spoke and acted for themselves, with secretariat support.

What didn't work and why?

- The Māori Reference Group could have used additional expertise. Knowledge of Māori living in the Trust's region was required to help identify smart solutions aimed at tackling the specific challenges faced by particular Māori cohorts.
- Some cultural and sector knowledge was limited among staff and trustees, and some staff decision making may have benefitted from reference group counsel.
- Conflicts of interests challenged the process and it took a while to develop a policy and protocols to manage these.
- At times, the reference group process seemed loose and long. Some voices were louder than others and perhaps staff could have played a more active role in some meetings; some ideas and views were possibly lost as a result.
- Some members felt a lingering sense of disappointment that the process did not allow 'the other brilliant minds' around the table to generate a solution, alongside community proposals.
- For some, the process for ending reference groups could have been better handled. Some of those conflicted were left feeling that the reference group process was incomplete. Others later questioned, "Do the reference groups still exist?" They understood that the groups went into abeyance during the selection process but still existed. They also believed the groups had a role to play in the evaluation and monitoring processes. One later reflected, "Relationships were very good while the process was underway but unless steps are taken to nurture relationships, they will fade."

Engaging with Māori and Pacific communities through hui and fono

The original idea was to invite members of the reference group to contribute their knowledge and suggest proposals for the Trust to consider. We thought they could go to their communities and find a good project. Instead, reference groups recommended that the Trust invite the Māori and Pacific communities of Tamaki Makaurau (Auckland) and Te Tai Tokerau (Northland) to participate in hui and fono.

Taking the advice of the reference groups, we invited potential applicants to attend a hui or fono to learn more about MPEI, relying on an in house email tree and our website to send out information to existing networks. Word spread quickly to many Māori and Pacific networks and organisations. While modest, this marketing strategy raised awareness about MPEI and the Trust in Māori and Pacific communities.

In March 2008 the Trust hosted hui on Orakei Marae and Papakura Marae in Auckland, Ngararatunua Marae in Whangarei and Maimaru Marae in Kaitaia, with over 260 Māori participants. We also hosted Pacific fono in Otara and Waitakere City, with over 150 participants.

At the hui and fono, initial suspicion and confusion gave way to growing enthusiasm and excitement at the possibility of community-based solutions. The MPEI grant-making process pushed discussion towards 'engagement with' Māori and Pacific communities, as distinct from more familiar and widely criticised 'tick-the-box' or 'pretend' consultation approaches.

Participants welcomed the opportunity to speak in their own language, as encouraged by the Trust chair and reference group members. "Speaking in their own language takes people home and helps to highlight things that are pertinent and valued by their culture and communities," observed a Pacific Reference Group member.

What worked well and why?

- Conducting hui and fono showed a willingness to act in a culturally appropriate manner, enabling face-to-face contact with respected leaders and professionals in communities.
- Key people attended, generating enthusiasm and sparking keen interest in collaborative approaches. Fono drew members of Pacific communities who previously had no connections with the Trust, something we had been striving to establish.
- Creating space for people to speak in their own language helped to foster clarity, confidence, strength and a sense of safety.
- In contrast to 'tick-box' consultation which presents proposals already destined to proceed, MPEI hui and fono encouraged Māori and Pacific communities to come up with their own solutions to the problem of educational underachievement.
- Most venue worked well and it was important to feed the people. Participants reciprocated by staying for refreshments and gathering together in animated conversation.

What didn't work and why?

- At hui and fono there was some initial confusion about what was on offer. The funds available through MPEI were never made explicit and Trust representatives talked instead about 'a significant amount of money'. At fono, some felt that Trust representatives inadvertently gave an impression that participants had a good chance of being awarded significant funding.
- Hui and fono raised considerable hopes and expectations. If MPEI had favoured the original reference group approach, it may have avoided this great wave of expectation and accompanying disappointment.
- Some initiatives fell by the wayside mainly due to time limitations, such as including te reo Māori in the website link.
- Some Pacific groups in the early childhood sector could have benefited a great deal but didn't know about MPEI until it was too late.

The call for expressions of interest

"Let communities speak for themselves," says the vision of MPEI. "Community is the context in which people are doing the work and grappling day by day with the issues."

In January 2008 the Trust called for a 400-word 'expression of interest' (EOI). The deadline was mid April. Applicants were asked to summarise their dream for their community and how they would implement this dream. We hoped the one-page EOI would make the application process accessible to as many groups as possible, especially those with limited capacity and likely to find the process difficult.

In the lead up to the application deadline, we became increasingly aware of the growing interest in MPEI. We had anticipated a good number of applications but had ever only expected to fund a small number of initiatives.

Everyone accepted that some disappointment was inevitable. In the world of funding, most applicants appreciate that in a hotly contested grant-making process many will miss out, and those who do get through are unlikely to receive everything they ask for.

The final number of applications, however, 307 in all, was beyond our reckoning and raised questions about how to manage expectations while fostering newly formed relationships.

What worked well and why?

- We wanted as many groups as possible to be able to have their say, and the expressions of interest application created an opportunity for over 300 applicants to voice their ideas.
- We put an emphasis on community dreams and good ideas rather than on an organisation's existing track record, allowing newer groups to engage in the process.
- For some, the expressions of interest process was an easy entry into what would become a long and rigorous grant making process.
- The relatively tight time frames at certain points, while not without its problems, also ensured that important milestones were achieved and that the work programme stayed on track.

What didn't work and why?

- The overall standard of expressions suggested many applicants struggled to express themselves within the word limit. MPEI may have missed innovative proposals that were poorly expressed.
- Some applicants included information neither relevant nor sought, introducing possible bias.
- Others felt the process was like a lolly scramble and, as a first step, too easy.
- Some reference group members felt the expressions of interest process opened the door too wide. MPEI focused on educational achievement, but there were no specifications to guide the process, such as key outcomes the Trust was seeking to influence and achieve.
- It did not target nor actively encourage Māori (or Pacific) entrepreneurs with a social innovation edge to put forward a proposal. Some Maori Reference Group members believed solutions might come from this audience but a direct and tailored approach was needed to engage their interest.
- The invitation to 'tell us what you can do with no set limits' suits and excites the imagination of social innovators and entrepreneurs. Some applicants misinterpreted the invitation and were left feeling confused about what might be acceptable or unlikely to pass muster.
- Mainly due to internal pressures, not enough time was given to the expressions process. The time frame in which to generate a compelling idea was always going to present a hurdle for even the cleverest and most creative thinkers. Greater lead time was needed for groups to properly consider and actively pursue collaborations, including community consultation to mandate such proposals.

Establishing selection committees

The Trust created Māori and Pacific selection committees in April 2008 to contribute to Trust decision making. Some members had been involved in the earlier reference group process.

Members valued the opportunity to contribute to MPEI decision making, and we took our roles seriously, reaching for 'the gold standard of decision making' and the high sense of accountability present in the reference groups. A commitment to confidentiality allowed our members to feel free to raise any concerns for discussion.

The selection committees met 12 times separately and three times together. The sheer volume of applications required more meetings than originally expected, and it was hard to create times suitable for everyone to meet together.

Staff reviewed all EOIs for compliance, and grouped applications in the following categories, 'yes', 'no' and 'maybe', for selection committees to consider. Selection committee members took three full days to review the three huge books of EOI applications they received. They went through each application carefully, looking for 'innovative' rather than 'business as usual' approaches. When each committee met, members went through their own selections as well as reviewing staff selections methodically and thoroughly.

Some applicants were clustered, in the hope they might produce joint proposals for collaborative initiatives. The idea of clustering came about when it became obvious that some groups were proposing similar projects. There were six clusters, each made up of several applicants and a lead agency, but no collaborative proposals eventuated. Where applicants were interested in creating resources (such as a language resource) we grouped these together under 'resourcing.'

Selection committees worked hard to treat applicants and their communities with dignity, and to engage a robust decision-making process, calling on the Trust for advice. CEO Jennifer Gill advised that MPEI was not designed to fund initiatives eligible for Ministry of Education funding, and that the Trust hoped to support applications from across the region rather than from one geographical area.

Thirty-seven expressions of interest were shortlisted, and the Trust chair Kevin Prime later said, "It was very hard to decline so many expressions, when applicants had put their hearts into them".

What worked well and why?

- Selection committee members took time to develop a good working relationship with one another and with Trust representatives.
- Trust contributors understood the importance of relationships and demonstrated an awareness of the need to be active listeners, as individuals and as an organisation.
- The Trust gave selection committees full permission to be free and frank in exercising their responsibilities. In reply, the committees adopted a culture of enquiry that challenged each person to say what they wanted to say and to ask hard questions of one another. A duty of care called everyone to go the extra mile in seeking answers to their questions.
- Those around the decision making table were open and trustworthy people of high integrity who weren't afraid to ask why or how? Māori and Pacific communities are close and members had relevant information to bring to bear on discussions. Matters discussed in committee meetings were never spoken of outside and confidences were upheld.
- Selection committees applied their own cultural frameworks to interpret their role and responsibilities to help ensure that MPEI funds would be used appropriately and wisely to deliver positive outcomes.
- Trustees were more involved in the application process than would normally be the case, resulting in many gains. Trustees gained greater insight into what staff do and experienced first-hand the high expectations of those seeking funding and the decision making challenge when many worthwhile applications are competing for limited funding.
- Staff and trustees participating in MPEI demonstrated huge commitment; they managed high workloads under sustained pressure.

What didn't work and why?

- The impending departure of some key trustees determined timetables.
- Some selection committee members could only attend 5 of 8 meetings in the first short listing round. Therefore, different combinations of people attended each meeting, testing a shared commitment to fair and consistent decision making.
- Selection committees also faced conflicts of interests; some artificial and others not entirely transparent.
- At times discussions were influenced by a single point of view and would have benefited from other perspectives.
- Clustering applicants failed to work for various reasons:
  - Collaboration is an idea with wide appeal but can be very hard to make work. It requires time and resourcing.
  - At a community level, individuals and groups may jostle for position and become territorial or patch protective, especially in the face of competitive funding regimes; applicants based in different communities faced different challenges; applicants were committed to pursuing their own visions; some didn't trust the lead agency; and personality dynamics played a part.
  - For schools, the technical, adaptive and environmental challenges are huge and complex. Other funding formulae and frameworks tend to discourage collaborative approaches and can foster a sense of distrust as schools compete for limited resources.

Indepth proposal and business case

In August 2008 an indepth proposal and business case was sought from the shortlisted applicants, due January 2009.

We knew it was a huge leap to go from the 400-word expression of interest (in which applicants were invited to share their dreams) to an indepth business proposal. To help applicants, the Trust provided a planning template and (when a need was made apparent) a consultant to assist applicants to produce the necessary documentation. The proposal required "mental agility, professional skill, organisational capacity and an investment of weeks of work", an unsuccessful applicant later reported.

We asked selection committees to review the proposals (without the budgets) and rate them against set criteria: strategic relevance, project sustainability, measurable outcomes, partnership and self-help, community ownership and capacity to deliver. Members were to submit comments and questions for discussion.

While the proposal and business case was a necessary step in due diligence for the Trust it was inevitable that many shortlisted applicants would feel disappointed at having their proposals turned down. Twenty nine applicants were declined at this stage and eight went through to the final round.

What worked well and why?

- Applicants knew they had passed the first hurdle and were in a pool of strong contenders, which motivated their investment in the process.
- While a steep challenge, putting together a full proposal and business case provided a learning opportunity for some if not many applicants.
- Working with a consultant enabled capacity building for some groups.
- Experienced consultants quickly understood the intentions of applicants and the contexts in which they were operating. Consultants were able to explain and clarify what was required, and keep applicants focused and on track.

What didn't work and why?

- Consultant support was available but some applicants did not ask for it. The standard of applications suggested that some applicants needed consultant support to help identify and consider options, and assist with the delivery of a sound business proposal. Many applicants put a colossal amount of work into their applications but only about 20 percent got through this stage of the application process.
- The investment of time was especially taxing for those participating voluntarily in projects, and for their families.
- In some cases, applicants felt they had to reframe their ideas to suit MPEI specifications.
- Reviewing in depth proposals and business cases took selection committee members a full week to complete.
- Unsuccessful applicants who had participated in MPEI reference groups felt that a phone call ahead of a letter of decline would have eased the blow. In their view, a written decline was impersonal and disregarded the relationship that had been built up with the Trust.

Applicant presentations to selection committees and MPEI staff

In March 2009 the Trust invited the eight final applicants to deliver a brief presentation to selection committees and MPEI staff in the board room of Allendale House, the home of ASB Community Trust. The delivery of presentations was a challenging experience and, in the words of one applicant, "called for the peak performance of an athlete".

In their presentations, applicants conveyed enthusiasm, innovation and passion for their communities. They brought us back to the heart of and hopes for MPEI, and invigorated us with their sense of respect for their youth and optimism for their future.

This face-to-face approach allowed selection committees to ask 'the hard questions' and applicants to speak for themselves. The process substantiated or raised questions about claims made in the application forms and offered a first-hand experience of each initiative.

With hindsight, while all presentations were interesting, not all were necessary; some applicants had already demonstrated their worth in the written proposal.

What worked well and why?

- Applicants were able to bring along supporters, which conveyed respect, flexibility and goodwill.
- Presentations added valuable knowledge to the decision-making process, such as illuminating community ownership of and support for initiatives.
- Applicants were open and honest, going so far as to reveal in some instances what they weren't capable of doing which indicated high trust.
- Applicants brought a feeling of confidence and excitement to the boardroom, convincing selection committees that their energising approach would get their communities going.
- Presentations served to cement prior apprehensions about or confidence in particular projects. Presentations reinforced that communities had many ideas about how to tackle educational underachievement among their youth.
- The competence and conviction of applicants supported the assumption that a cultural component was essential in developing projects that would deliver lasting change.
- The presentations reinforced that a project like MPEI is not all about money. Although the funding is crucial; an initiative like MPEI is also about having faith in communities to generate and drive their own solutions to the problems they face.

What didn't work and why?

- MPEI sprang presentations on shortlisted applicants during the final stages of the grant making process. Some applicants felt that the goal posts kept moving and the bar was constantly being lifted.
- The exercise was a daunting experience and applicants left the room without any feedback. From a grant applicant perspective, some immediate feedback could have acknowledged the effort of presenters, without compromising the decision making that was to follow.
- Some applicants handled the presentations better than others. Prompts beforehand may have helped some applicants to prepare in a more focussed manner and respond more easily to the concerns of the selection committees.

A third-party organisational review

MPEI offered substantial funding to a small number of applicants. The purpose of the independent organisational review was to assess the capacity of applicants to manage a large grant.

The Trust took advice from The Tindall Foundation, sponsors of the SCOPE Pilot Project, a capacity-building initiative matching experienced consultants with small, not-for-profit organisations. Moi Becroft (MPEI project manager), supported by Annie Johnson (MPEI project administrator), pulled together a small number of experienced consultants (Dave Booth, Sharon Shea and Robert Soakai) to undertake the review.

Applicants were required to complete a survey, produce a file of organisational documentation, and participate in an extended onsite meeting with one of the consultants.

Consultants used a traffic light system to assess organisational capacity. A red light meant no capacity to proceed; a green light signalled full capacity; an amber light indicated an organisation in the early stages of building its capacity; and a yellow light suggested some capacity but that the organisation might not have what was required to deliver the project they aspired to implement and may need other professional support to achieve their aims.

Between mid February and mid March 2009, a consultant spent an average of 40 hours with each group. There were some tough moments as applicants came to grips with what was required; in particular, the need for reliable systems and a sound structure to focus and organise the people involved in their initiatives.

Consultants produced what they described as an *Organisational Capacity Validation Report* on each applicant group. The report contained a comprehensive assessment of the organisational capacity of each applicant, identifying strengths and gaps across four key domains: governance; programme delivery; personnel management and financial control.

What worked well and why?

- The Trust invited experienced consultants to participate in an organic process in which their ideas were welcome, encouraging their sense of commitment and ownership.
- The consultants came from different backgrounds, brought complementary skills, shared a common goal and forged a team approach.
- The team created a rigorous methodology for the review process, creating or adapting templates as well as harnessing business tools and technologies, such as an online survey tool. The methodology was piloted to provide a benchmark.
- Consultants looked for telling signs of organisational capacity: good networks, good people and evidence of delivery, but also kept in mind the invitational approach of MPEI – 'to tell us your dreams' – and therefore didn't expect competency in all areas in the early stages of project development.
- From an applicant perspective, the review team understood the requirements of best practice and appreciated the challenges in wanting to develop and deliver programmes that could be duplicated around the country. The consultants were good at showing applicants where improvements were needed, such as pointing out budget items that were too light or too heavy.
- Applicants and selection committees found the traffic light system quick and easy to understand.
- The Organisational Capacity Validation Reports provided strong evidence that seven of the eight applicant groups had sufficient capacity to take on a large grant.

What didn't work and why?

- Applicants felt a sense of confusion when confronted with what seemed like 'yet another hurdle to cross' in the grant making process but appreciated the need for due diligence, given the large multi-year funding at stake.
- Again, managing the workload was a huge challenge for applicants, some of whom were doing project development on a voluntary basis.
- At least one applicant found the review process confusing and later realised they had inadvertently checked the wrong box on a number of survey questions.
- The Trust paid the consultants to assess the proposed projects but applicants did not see their final assessment reports. The declined applicant said that having access to the final written assessment would have helped them to move on and to take their proposals forward.

A capacity-building bridge

In March 2009, following the final recommendations of the selection committees, the Trust approved in principle seven applicant groups to receive MPEI funding. This was subject to the achievement of certain capacity-building milestones. The Trust funded experienced consultants (Dave Booth, Sharon Shea and Judy Whiteman) to work with most of the successful applicants on six months of intensive capacity building.

The role of the consultants was to ask difficult questions, offer professional advice, suggest options and potential cost savings, extend moral support and encouragement, provide a listening ear and a sounding board and draw attention to a 'big picture' business development perspective.

The applicants were under considerable pressure and faced different challenges. Rather than adopting a 'one size fits all' approach, the consultants favoured a tailored response, working alongside applicants to develop an action plan to fill gaps in their organisational capacity that were identified in the earlier review process.

A budget template was developed with outlined assumptions underpinning each entry. The consultants gave this template to the applicants and worked with them to create realistic budgets. The Trust gave milestone payments to support groups to meet their milestones; these were approved on the basis of a funding plan, and an understanding that, if necessary, budgets could be reworked.

Using online collaborative software, an MPEI consultant created a group site (www.groupsite.com). Accessible to MPEI groups and Trust staff, the group site operates like an intranet, as commonly used in large organisations. Those who have access can communicate and network with one another, share knowledge and tools, record and archive organisational developments and legacies and store, access and share files. Groups provide milestone reporting to the Trust through the site, which also has a calendar for easy scheduling of workshops or other events. Everyone sees the benefits of storing documents on one site and the time-saving efficiency of a group calendar, as well as sharing success stories and research. But, creating time to do so is still a challenge.

Two MPEI groups received full approval to take up their grants in June 2009, and others received approval on a staggered basis in the following months, as their capacity-building milestones were met. Since then, the MPEI project manager has maintained close contact with each group and the Trust receives regular accountability reports from them.

In November 2011 six MPEI groups were well underway and delivering outcomes. Funding was withdrawn from the seventh group due to ongoing capacity concerns. Also in November 2011, a further five groups were awarded funding in the second grant making round.

To strengthen the capacity of MPEI groups to achieve successful outcomes, the Trust continues to invest in ongoing collaborative training and to make available coaching and mentoring as required. MPEI groups have participated in collaborative training on such topics as: media and communications, presentation delivery, branding and marketing, and evaluation.

What worked well and why?

- Consultants tailored their approach to particular needs and fostered collaboration across applicants through combined training and use of common templates.
- Using a standardised template across groups made it easier to review budgets. The process also produced more accurate budgets and cost savings (arguably offsetting the cost of consultancy) as well as creating an opportunity for collaboration and economies of scale.
- Applicants co-developed the milestones and the timing of payments with MPEI project manager and consultants, which fostered a sense of ownership and control.
- Benchmarking was used in some cases to foster learning and inspiration.
- Consultants were highly motivated to make a difference and get the best value for money; but also recognised the importance of growing a relationship of trust with applicants so that challenges occurred in a context of mutual respect. Applicants 'pushed back' when pushed too hard.
- Using external consultants as third-party providers offered an element of quality assurance; they helped ensure the interests of the Trust were met along with the interests of the applicants.
- The emphasis on capacity building encouraged applicants not to rush into 'rolling out' programmes, but instead to focus on 'bedding down' their organisation. Groups grew enormously over six months, showing many signs of maturity in organisational functioning.

What didn't work and why?

- Some opportunities to leverage economies of scale were missed, mainly due to timing.
- The period of time dedicated to capacity building could have been shorter. The value of drip-feeding funding based on the achievement of milestones had to be balanced with a need for bigger chunks of money to move projects along, such as by hiring personnel.

Telling stories, gleaning lessons, passing on MPEI knowledge and wisdom

In 2009, the Trust established 'The MPEI Storytelling Project' to record, learn from and publish stories of the MPEI journey.

Why a storytelling project? "Stories animate human life; that is their work; stories work with people, for people, always stories work on people, affecting what people are able to see as real, as possible, and as worth doing or best avoided" (Frank, 2010, p. 3). Stories can connect people and teach (Frank, 2010), invigorating personal, professional and organisational commitments. Sister Pauline O' Regan, a respected New Zealand educator and writer now in her late eighties, also noted in a conversation with Frances Hancock that, "It is inherently authentic to have the story recorded as it unfolds."

The project interweaves collaborative ethnography (Lassiter, 2005) with the co-research and co-authorship approach of narrative enquiry (Hancock & Epston, 2008). It seeks to highlight "the many voices of experience" (Sax, 2000), documenting collective accounts and individual perspectives of all involved. This includes trustees, staff, reference group and selection committee members, external consultants, successful applicants and some unsuccessful applicants, and enables contributors to *speak for themselves*.

The aim is to produce co-authored accounts in various forms that MPEI contributors and others "can think with, if they chose to do so" (Cruickshank, 1998, p. 95), noting John McKnight's observation that "universities learn by studies, institutions learn by reports and communities learn by stories" (cited in Labonte, 2011, p. 162).

The project gleans lessons from the grant-making process and appreciates people's contributions to it. It is documenting the early stages of development of MPEI projects and recording early outcomes as defined by participants.

The project's main purpose is to inform the Trust's ongoing philanthropic endeavours and to make available this rich reservoir of knowledge to other practitioners, organisations and communities, already engaged or seeking to engage in social innovation, community engagement and partnership approaches.

"universities learn by studies, institutions learn by reports and communities learn by stories"

Evaluation of MPEI projects

The Trust has also been exploring other external evaluation approaches and processes that align with MPEI principles, foster collaborative approaches, harness critical enquiry, count what's countable and situate MPEI projects in relevant literatures to distinguish their contributions.

We recognise there are multiple approaches to evaluation. For MPEI it is important to find an appropriate fit that takes into account and engages with the diversity of people and projects, the complexity of innovation and the need for a rigorous and robust approach.

The overall purpose is to develop an appropriate and flexible evaluation framework that will support the developmental journey of successful applicant groups, determine and assess measurable outcomes and deliver a credible evidence base for MPEI.

Taking a developmental evaluation approach, we expect this work to: track ongoing developments from when successful applicants take up their MPEI grants; further reflect on the strategic relevance of MPEI projects; find ways to identify, measure and assess project outcomes; help ensure project sustainability and capacity to deliver; test the principle of community ownership; and work with groups to consider how to scale up and replicate their MPEI innovations.

The Trust has committed 10 percent of its total investment in MPEI to the evaluation of the projects.

A funding relationship based on a partnership approach – a grant recipient's perspective

While it is still early days, the Trust is forging a new kind of relationship with grant recipients. Here, Sandy Thompson, Co-Head of Department, Department of Community and Health Services of UNITEC, offers an MPEI grant recipient point of view:

"Our ongoing meetings with Moi Becroft, MPEI project manager, are not treated as audits in which the funder is 'checking up' on the grant recipient but rather as a meeting of colleagues to reflect on recent work and to consider what lies ahead.

"Through MPEI, Unitec and the Trust are working together to evolve strategies to overcome challenges along the way. The Trust comes to the table with a realistic view; it views challenges as opportunities to adapt, learn and develop new pathways, rather than as programme failures. As grant recipients, we don't have to pretend everything is rosy. Instead, we can acknowledge our achievements and be honest about the hurdles.

"The Trust's partnership approach tells us that it is interested not only in performance but also in its relationship with MPEI grant recipients. From our perspective, when the funding relationship is based on mutual respect, openness and rigor, it encourages recipients to work harder and go the extra mile.

"In the case of MPEI, the approach encourages us to be fearless; to stock take when necessary and change direction in light of fresh evidence. Our students are thirsty to learn and make a difference for their Pacific communities. We're excited about growing Pacific leaders for the early childhood education sector."

Looking back – *appreciating the virtues of and challenges in MPEI decision making*

Here we highlight and appreciate the virtues of MPEI decision making that helped to keep us on track. We also note particular challenges that prompted us to pause and reflect.

The virtue of striving for innovation

Trustees and staff were willing to step off a well-worn philanthropic highway and search for innovative proposals. Reaching across our own diversities, we all agreed that entrenched social problems require transformational approaches. MPEI invited those whose communities are most affected by the problem to help shape the solution. Serious money was made available, creating certainty that the Trust was sincere in its intention to tackle the problem. MPEI was to be a 'blue skies opportunity' – anything was possible. Striving for innovation, we were challenged to put our faith and confidence in one another, expecting those who stayed the distance to shape the journey together. We knew we didn't have the answers, and were prepared to keep an open mind and embrace the uncertainties of an organic approach.

The virtue of rigorous decision making

From the start, and throughout the grant-making process, MPEI decision making was as rigorous as it could be. Due diligence had to served. With so much at stake for Māori and Pacific communities, applicants and the Trust, the process had to reflect fair, transparent and consistent decision making.

Rigor was fashioned by the dynamic engagement, considerable expertise and professional integrity of reference group and selection committee members working alongside trustees and staff. At each stage of the process matters were discussed at length, and at times rehashed with frustrating repetition, but there was always time for everyone to express and understand individual views and come to shared agreement.

Seven of the final eight shortlisted applicants rose admirably to the multiple challenges of the grant-making process and received funding. The candidate who missed out later reflected that they valued the lessons learnt on the journey and accepted their application needed more work.

The virtue of exercising a duty of care

Looking back, trustees made a pivotal decision at the outset to 'ring-fence' funds; this protected them for MPEI regardless of the performance of Trust investments in international financial markets. We recognised that an endeavour such as MPEI would need time to develop and respond to significant community expectations for its future. Exercising what one selection committee member described as *a duty of care,* we sought to safeguard the future of MPEI by creating a separate entity with substantial funds, thereby enabling the Trust to follow through on its commitments. This radical decision was tested by the effects of an international recession and was upheld.

A humble approach by those in leadership also demonstrated a duty of care. When the Trust chair took the time to personally sign 270 decline letters, his action expressed the heartfelt appreciation we all felt for the many aspirations and commitments of unsuccessful applicants, while at the same time conveying the high level of interest in and ownership of MPEI within the Trust. Sitting alongside trailblazers at MPEI tables of decision making and witnessing face-to-face presentations, constantly reminded selection committee members of the need for humility when assessing applications put together by others who had worked in their communities for many years.

The challenge of dealing with the declines

A high decline rate led to inevitable disappointment within the very communities with whom the Trust was seeking to build relationships. Moreover, there was no way to harness the community knowledge contained in applications, nor a way to track if declined applicants went on to apply for funding through other Trust programmes – although we encouraged them to consider that option.

The scope of applications was huge, suggesting a need for more clearly defined criteria, as noted by a number of our Māori and Pacific selection committee members. Some applicants submitted multi-million dollar applications, while others sought small grants for school dictionaries or school holiday programmes. The hopes of numerous community groups submitting relatively small requests were dashed when they put forward their dreams. Possibly 60 percent of applicants sought funds for existing programmes, which they attempted to redefine in innovative terms. But MPEI was never designed for 'business as usual' programmes.

The challenge of time

MPEI timelines were driven by the imminent retirement of some key trustees; this had detrimental effects. The EOI process did not allow enough time for some applicants to explore and firm-up ideas, especially collaborative proposals. Then, after applicants submitted their EOIs, time dragged. Staff felt overwhelmed by the avalanche of applications. With so many to process and with other commitments to balance, it was inevitable that when selection committees got down to the work of due diligence, it would take more time than we hoped. Applicants who were asked, later reported, "We were ready for immediate action but were put on hold waiting for an answer". Later, in a quest to get through the hefty pile of 37 indepth proposals, selection committee members faced the danger of skipping over some applications or not reading all with equal consideration.

The challenge of conflicts of interest

Dealing with conflicts of interest was an ongoing challenge. One person declined to be in a reference group because a family member was also involved in early discussions. This person later felt that stepping aside may have inadvertently excluded community perspectives and connections, which were different from those of their family member. In hindsight, allowing people to act as reference group members and staff, and then to self-select out to submit or support applications, presented a significant risk. It could lead the public to think that reference group members developed terms of reference to suit themselves or had knowledge other applicants did not have.

The knowledge of individual reference group members who stepped down to submit or support an application was lost to the grant-making process that followed. Also, some felt that when they and others stepped back from decision making to avoid perceived "conflicts of interest", this action had a reverse effect, by excluding people who knew the most about particular projects. Some reference group members, who did not take part in the selection committee process, felt a lingering sense of accountability to their communities even though they were no longer directly involved in the grant-making process, and others felt "cut off". At times, re-litigation of certain decisions called into question the thoughtfully devised selection process.

Over time it became more obvious that reference group and selection committee members could not escape their geographical location, whakapapa links and community networks. Members relied on each other's professional integrity and principles to navigate these complexities. Recognising the need for clarity and transparency, the Trust devised a conflicts-of-interest policy, drawing on the guidance and expertise of Dr Elizabeth McKinley. A member of the Māori Reference Group and Māori Selection Committee, Dr McKinley is an experienced researcher well aware of the intricacies of conflicts of interest and perhaps, for various reasons, the least conflicted of her colleagues. The conflicts-of-interest policy distinguished forms and levels of conflicts, and outlined a transparent process for handling these. In hindsight, it would have been better to determine a conflicts-of-interest policy upfront. Other suggestions for doing things differently next time are recorded in the next section.

Looking forward – *doing things differently in the future*

Our experiences with MPEI, and our subsequent reflections, have illuminated some ideas for doing things differently in the future. Here we focus on global considerations.

Engaging reference groups and selection committees in philanthropic design and decision making

Next time, for the sake of transparency, we would consider at the outset whether or not key contributors to a reference group process should forgo the opportunity to submit or support individual applications. Also, following the suggestion of a Pacific Selection Committee member, we could invite contributors to name their 'buddies of interest' – to ensure transparency and to recognise that reference group and selection committee members will be influenced by prior knowledge, connections and relationships. Taking such associations into consideration could strengthen the decision-making process. In the context of well-networked Māori and Pacific communities, taking names and tribes off application forms may help to reduce the potential for conflicts of interest in the selection process, but some projects are still likely to be recognisable to those who know of them.

While some participants felt the reference group process came to a natural end, others did not. Next time, we would take greater care in managing the conclusion of the reference group process to foster a shared sense of completion among members. Suggestions included inviting reference group members to come together to debrief and evaluate the process, and to maintain relationships with reference group members thereafter.

The MPEI grant-making process resulted in some blurring of boundaries as selection committee members opted to undertake the assessment of each application; a task usually carried out by Trust staff. Reviewing numerous applications required a considerable investment of time, and while participating trustees valued the insights and learning gained through this process, one suggested that next time "have funding advisors do their work and leave trustees to the work in governance".

Another proposal was to encourage 'the genius' of the reference groups (particular individuals and the collective) to work on a worthwhile idea of their own making. Alternatively, if an idea germinated from reading a collection of proposals, selection committees could propose that the reference groups embrace it, drive it and pull in people to develop it. Taking the idea and using the collective knowledge and wisdom of reference groups and staff could develop and implement the inspiration waiting to be tapped.

Using an 'expression of interest' process

With so many applications received (and so many declines as a consequence), it is important to consider what if anything the Trust might do differently next time. If we considered using an 'expression of interest' process again, we could be more specific, by identifying particular areas of interest and/or specific outcomes the Trust is hoping to achieve through grant making. Clear specifications would help shape expectations and limit disappointments. The Trust could also consider revising the EOI form to provide a better guide for applicants. Other suggestions were to:

- Ask more specific questions, such as: outline your good idea. Explain why it's a good idea. Tell us what's unique about it. Point to evidence that supports its merits.
- Allow a 750–1000 word limit so applicants have more space to communicate their ideas.
- Create an online application that rejects text beyond the word limit to remind groups to trim wordy applications and follow instructions.

We could offer writing clinics to assist applicants with their applications, and advertise in advance what the Trust will do with non-requested information submitted with applications, to ensure a fair process. A Pacific Selection Committee member also suggested trying an 'American Idol' approach in which the selection committees cluster applicants according to certain criteria (such as geographical area or project focus), and invite each applicant to make a half-hour presentation.

Harnessing a responsive and flexible approach

Continuing to foster a responsive and supple approach could allow us to maximise the ingenuity of an organic process while offering applicants certainty and flexibility.

Next time, we would reconsider the time frames for the grant-making process, allowing more time for the applicants to respond at each stage throughout the process and for selection committees to consider applications. Time and resourcing is needed for collaborative proposals, and the Trust could consider offering modest assistance to groups seeking to work together, to cover the costs; for example, for community hui to discuss joint proposals, including venue, food and facilitator expenses.

From the point of view of an MPEI consultant, a more flexible approach could fund groups needing cash during the critical capacity-building phase but hold back funds if milestones were not being met. Capacity-building support earlier in the grant-making process may have produced a different outcome for the applicant who missed out on funding at the last hurdle.

Tailoring communications to the audience

A member of the Māori Reference Group argued that a major funding initiative like MPEI requires a carefully considered and compelling communication strategy and advertising campaign, tailored to key audiences. To ensure reach and transpire key messages effectively across diverse communities and sectors, such a strategy and campaign needs specialist expertise (which is likely to include cultural expertise), and should be ready to roll within six months of the application deadlines.

As a general rule, the Trust notifies prospective applicants upfront of the steps in the grant-making process, so they know what to expect and how long the process will take. The organic approach of MPEI prevented this from happening as, "we made our path by walking in it", following a time-honoured tenet of community development. In proceeding with the second grant-making round of MPEI the Trust provided a clear outline of the process and time frames. It clarified particular areas of interest, making it clear that only a few applicants would be funded.

Other suggestions were to give a clear indication of the size of the grants available at the start, so applicants can either lift their sights or temper their expectations. Some declined MPEI applicants agreed: "It would have been helpful if the Trust had defined the characteristics of a convincing application for grant-seekers so that we knew what was expected".

Exercising cultural awareness

MPEI has contributed to a major shift in the culture of the Trust and shown that Māori and Pacific communities now expect us to demonstrate cultural competence. Among other things, we have learnt that conducting mihi (a formal Māori welcome) and karakia (prayers) at the beginning of Māori hui (a gathering) showed the Trust's willingness to "open up" to the Māori people.

We have also learnt that when hosting fono (a meeting) it is important to use venues familiar to Pacific peoples and to give prospective applicants a clear explanation of the kinds of projects and collaborations the Trust is willing to consider. To bridge language differences, we have learned from our Pacific colleagues that we have to use concepts and examples that make sense to Pacific peoples. If we begin with the known cultural concepts and realities of Pacific peoples, and are clear about the desired outcomes, Pacific communities will be more likely to understand what is being proposed.

Sounds straightforward, but it's not! So many things can go wrong when crossing cultural divides. We now accept that trustees and staff must rely on the advice of senior members of Māori and Pacific communities (available in house or by external advisers) to ensure culture protocols are observed. Since deciding the first round of recipients of MPEI funding, the Trust has established the role of kaumātua, inviting Kevin Prime, our former chair, to help guide Trust decision making and organisational practice in relation to things Māori.

Maximising financial investment

The strategic intent of MPEI was always to effect change in educational outcomes for Māori and Pacific youth. Knowing the Trust cannot fund projects in perpetuity, MPEI is seeking to produce reliable evidence that can be used to influence and inform the government's strategy for Māori and Pacific education. Increasingly, funders are seeking to work together or complement the interests of one another, to maximise investments. We hope other funders will also contribute to efforts aimed at lifting the educational achievement of Māori and Pacific Island children; some have already approached us expressing their interest to do so.

Trustees and members of the selection committees have encouraged staff to embrace opportunities to talk about MPEI with government (such as through the chief executives' forum and senior management teams of the ministries of health, education, social development and justice). Staff have also been encouraged to reflect on the journey with other philanthropic organisations and practitioners (including through Philanthropy New Zealand Conference and the Combined Community Trusts Conference). We welcome opportunities to discuss our journey with MPEI, especially the process of community engagement, to share insights that encourage doing things differently.

In terms of the grant-making process, MPEI consultants suggested the first round of MPEI missed some opportunities for procurement that, if pursued, could have resulted in economies of scale, such as a shared supplier for information technology across applicant groups, investment in computer technology and other equipment, insurances and the purchase or leasing of vehicles. In their view, a major funder such as the ASB Community Trust could consider the merits of such a role when making other large investments, to maximise the funding dollar. Procurement could vet suppliers, establish a network of preferred providers and make vendors work for business. A procurement adviser could recommend a supply list to successful applicants and allow them to make final choices, reinvesting the savings into grant making.

Preliminary conclusions to guide innovative philanthropic and social practice

We believe MPEI offers insights and lessons that can inform our own philanthropic and social practice and possibly that of others.

"the creation of reference groups and selection committees... had a profound impact on us, on the development and decision making of MPEI..."

MPEI offers a grant-making approach that creates possibilities for different types of funding arrangements outside short-term and fixed-term contracts and based on long-term partnerships with communities.

The drive to make inroads into an alarming social problem required us to see, think and do things differently, which led us to test new approaches. For the Trust, a particularly rewarding aspect of MPEI was finding a way to garner the expertise of highly skilled members of the communities with whom we were seeking to engage.

Through the creation of reference groups and selection committees, the Trust was able to generate and harness individual insights, community knowledge and collective wisdom. This had a profound impact on us (trustees and staff), on the development and decision making of MPEI and, we hope, on its future outcomes.

These leaders came among and alongside us, demanding intellectual rigor and due diligence, and inviting, through their gracious approach and good humour, a respect and affection for Māori and Pacific communities and for the ASB Community Trust. These leaders (and our own) inspired enthusiasm for the vision of MPEI, and through consistent and creative practice demonstrated with integrity how to bring it to life through grant-making processes.

In the early years of MPEI, Pat Snedden often reminded us that an ethic of manaakitanga (showing respect and consideration for others; exercising generosity when fulfilling obligations; being hospitable) should guide MPEI at every turn. He challenged Trust representatives to act with honesty and to observe the cultural protocols of the communities with whom we were seeking to engage. We tried to live this ethic, at the same time witnessing our Māori and Pacific colleagues reaching for their own gold standards.

Among other organisational shifts, the Trust experienced significant cultural change through its journey with MPEI – and organisations taking this course should expect the same. Trust staff recognised their need for cultural knowledge and support to guide the implementation of MPEI, and ensure as far as possible a level playing field among all applicants. Opportunities to learn the protocols of respectful engagement helped to increase awareness of Māori and Pacific cultural values and differences among our trustees and staff.

In developing an innovative initiative, every step counts and must earn the consent of contributing parties. Innovative initiatives must be seen to be on track and the journey to be going well, to nurture their life and earn the confidence of those who will decide their future. With MPEI we found a way to value and embrace different histories, cultural diversities, wide-ranging viewpoints, robust arguments and genuine dialogue, so that those whose communities are most affected by the serious problem of educational underachievement could shape, decide and deliver what we hope will be compelling solutions.

We went looking for an inspired solution, 'the next kohanga reo'. We found instead that, attractive as a single solution might be, the complexity of the problem of

educational underachievement and its wide-ranging effects requires a range of solutions. Time and again, Māori and Pacific communities have demonstrated the ability to generate compelling answers to the challenges they face. And, if MPEI is anything to go by, there are likely to be diverse answers for diverse communities rather than a 'one size fits all' approach.

Increasingly, cross-sector partnerships are leading the way in social innovation. One MPEI contributor suggests that "Perhaps in the future, to get the best ideas we need to find ways to have community, academia and philanthropy talk together, so evidence-based research, community insights and philanthropic interests have an opportunity to coalesce. The process of knowledge mobilisation is a big piece of development work however, requiring mechanisms to support meaningful engagement."

Could aspects of the MPEI grant-making process be taken up in other endeavours? We believe so and are currently testing its applications. In developing a Pacific strategy for the Trust, we engaged a small group of respected Pacific community workers and leaders to work with us to co-design and co-lead a series of ethnic-specific fono with the seven largest Pacific communities in our region. We also offered other Pacific peoples and Pacific youth the chance to engage, through pan-Pacific gatherings. Over 560 participants and 125 survey respondents took part. In other work, we are partnering with organisations to develop two new funds: a Youth Health and Development Fund and an Arts Pilot, which offer sizeable funding and capacity-building support to a few groups to ensure success in relation to specific outcomes.

The financial investment in the initial administration of MPEI was significant but MPEI is not a short-term intervention; it is a long-term strategic approach to funding. The Trust was prepared to make a sizeable investment over multiple years. On that basis, a commensurate investment in administration was needed to make the whole thing work.

For now, the MPEI journey continues and the Trust has just completed its second round of MPEI grant making. We welcome fresh challenges as we explore new horizons and seek to implement the lessons documented in this paper. New questions constantly arise. MPEI is an intergenerational initiative and the outcomes of the projects may take a decade or longer to come to fruition. Over time, as trustees and staff change, how does the Trust maintain relationships with these projects and their leaders? Long-term change takes more than one generation. The ASB Community Trust is a Trust in perpetuity and it may well be the staff and trustees in 20 years' time who consider the final evaluation of the impact of this social investment.

Last words

While it will be some time before the educational outcomes advanced through MPEI materialise fully (perhaps a generation), there is much to learn from the journey so far.

We invite the Trust and others interested in respectful community engagement, social innovation and philanthropic risk taking to reflect on the important lessons contained in this record. We hope you will avoid the pitfalls we encountered, especially the avalanche of applications.

Lionel Trilling, the North American literary critic and author, once observed that "it is in copying that we originate" (Geertz, 1986, p. 380). If others 'copy' or adapt the MPEI grant-making approach, we hope you will share your innovation journey and its lessons with us, to further challenge our assumptions and extend our thinking, but especially to nourish our passion for exploring different and better ways of doing things.

Our critical review of the MPEI grant-making process invites trustees to take the road of philanthropic risk taking and social innovation by investing in initiatives that test new approaches to seemingly intractable problems. "The process of community governance must have its own integrity," Pat Snedden reflects. "You have to give your best at the time you are engaged and accept that the process will endure beyond your term. The next crop of trustees will be people of good faith who will also bring their own insights and values to the process."

From its earliest days, MPEI sought to *Look to the distant horizon of the sea – Titiro atu ki ngā taumata o te Moana,* and be guided by a vision well known to Ngāti Hine and deeply appreciated by other Māori and Pacific communities; *Ma tātou ano tātou e kōrero, We speak for ourselves.* In this record, we (MPEI contributors) speak for ourselves. By tracking the journey and reflecting on its lessons we continue to cultivate the conviviality created when working together; we strive to be accountable to the communities with whom we seek to engage, and we deepen our understanding of how best to honour the vision of MPEI and fulfil its core objective.

"At every twist and turn of the MPEI journey," Kevin Prime recalls, "we kept asking ourselves: 'What is the object of the exercise?' The core objective of MPEI was always to advance Māori and Pacific Island engagement in citizenship through educational achievement. Our educational experts and community leaders informed us that approaches that nurture a strong cultural identity through tikanga components will support Māori and Pacific Island children to develop self-confidence and self-esteem, and to achieve their educational potential. In various ways, MPEI projects are now taking up this challenge and, in the process, fostering leadership and working to restore mana in Māori and Pacific Island youth so they may stand tall and take up their place in the heart of our society, succeeding *as* Māori and *as* Pacific people respectively and *as* good New Zealand citizens."

References

Barnhart, R. and Steinmetz, S. (2000). Chambers Dictionary of Etymology. Edinburgh: Chambers.

Cruikshank, J. (1998). *The Social Life of Stories: Narrative and Knowledge in the Yukon Territory.* Lincoln: University of Nebraska Press.

Geertz, C. (1986). 'Making experiences, authoring selves'. In V. Turner and E. Bruner (eds.), *The Anthology of Experience.* Chicago: University of Illinois Press.

Frank, A. (2010). *Letting stories breathe.* Chicago: The University of Chicago Press.

Hancock, F. and Epston, D. (2008). The Craft and Art of Narrative Inquiry. In D. Barry and H. Hansen (eds.), *The SAGE Handbook of New Approaches to Management and Organization,* Sage Publications Ltd, United Kingdom.

Illich, I. (1973). *Tools for Conviviality.* London: Calder and Boyars.

Labonte, R. (2011). Reflections on stories and a story/dialogue method in health research. In *International Journal of Social Research Methodology,* 14:2, 153-163.

Lassiter, L. (2005). *The Chicago Guide to Collaborative Ethnography.* Chicago: University of Chicago Press.

Sax, M. (2000) *Finding Common Ground Between Human Service Seekers, Providers and Planners: A Reauthoring Conversations Approach.* PhD dissertation, The Fielding Institute, Santa Barbara. Dissertation excerpts are available online: http://www.narrativeapproaches.com/narrative%20papers%20folder/sax.htm.

MPEI contributors

Toleafoa Sina Aiolupotea-Aiono

Sina's parents came from Samoa in the early 1960s; her father's family, Aiga sa Aiolupotea, are from the village of Falelima, Savaii and her mother's family, Aiga sa Unasa, from the village of Faga, Savaii. Raised in South Auckland, Sina continues to work and live in the area. With her husband she is raising four beautiful children. With a Bachelor of Arts from the University of Auckland, she is now doing a Masters in Educational Leadership at Auckland University of Technology. She is the manager of Pacific development at Manukau Institute of Technology and her interests in community development, Pacific leadership and education and local government are reflected in various memberships, including as an Auckland Council Pacific Peoples Advisory Panel member, a trustee of COMET (City of Manukau Education Trust), an Ako Aotearoa Pacific caucus member and a Leadership Pacific network member. She wants Pacific communities to succeed educationally so that the huge and valuable contribution of Pacific communities, their cultures and values can add to the richness and diversity of New Zealand society and economy. Sina was a member of the MPEI Pacific Reference Group.

Linda Tinai Aumua

Linda is part Fijian, from the Province of Tailevu, and part New Zealand European. Her back ground is in education; she started as a primary school teacher and moved through to the tertiary sector. Currently, Linda is the director of pacific student and community engagement at Unitec Institute of Technology. She is a member of various committees and boards in the education sector both locally and nationally, and was a member of the MPEI Pacific Selection Committee. Linda and her handsome Samoan husband have three children (hence the Aumua surname).

Moi Becroft

Before joining the Trust in 2006 Moi worked for the Department of Internal Affairs for 11 years, doing community development work and coordinating Auckland COGS committees. With Nga Puhi connections through her mother (a Beazley), she grew up in Kaipara's Port Albert as a fifth-generation Albertland settler on her father's side. Moi is well networked and known within Auckland's social service sector. She has a profoundly deaf daughter, which also connects her to the deaf community. Moi is the project manager for MPEI.

Dave Booth

Dave is a graduate of Massey University in business studies. He later completed a management graduate programme and accountancy studies. His diverse professional background includes managing a hostel for youth at risk, providing research and training for middle managers and serving in various finance roles in the television industry. He established a highly successful internet business in the United Kingdom with friends, and when the company was sold turned his attention to arts-related projects in Europe. Returning to New Zealand in 2006, Dave was a consultant for the Tindall Foundation's SCOPE capacity-building pilot and is now a generalist advisor and mentor to the not-for-profit sector. He is also a business mentor for and member of the Business Angels at Icehouse, an incubator for young, start-up companies. Dave is involved in arts-related projects and is the main benefactor of the Levin Organic River Festival. Dave was an external consultant to MPEI.

Efeso Collins

Efeso is of Samoan and Tokelauan descent (Satupaitea, Malie, Fakaofo), and has worked with young people for almost 15 years. He is a former student of Tangaroa College in Otara, and in 1998 was the first Pacific Island President of the Auckland University Students Association. He worked for the University of Auckland for six years, is a Universitas21 fellow and founded the Pacific Islands Dream Fonotaga in 2002. Efeso is passionate about Pacific education and is a youth mentoring consultant. He has an MA Hons in Education from the University of Auckland and is enrolled as a doctoral student at Te Wananga o Awanuiarangi. Efeso co-owns Catalyst Solutions Ltd. Efeso participated on the Pacific Reference Group before taking up the role of MPEI research adviser and project administrator.

Kelvin Davis

Kelvin Davis was born and bred in Te Tai Tokerau, where he has lived most of his life. His tribal links are with his hapu of Ngāti Manu and his marae in Karetu in the Bay of Islands. Kelvin became a principal after six years of teaching. He was then seconded as an advisor to principals and boards of trustees in schools north of Whangarei; a 12-month stint at the Ministry of Education followed. In 2001 he became principal of Kaitaia Intermediate School, considered the school most 'at risk' north of Auckland. In 2004 Kelvin received a Woolf Fisher fellowship to pursue his interest in indigenous education, visiting schools in the USA, Canada and the UK and attending a school leadership course at Harvard University. Kelvin was also a Member of Parliament, entering politics to improve outcomes for Māori. He is passionate about Māori education as a pathway to success. He loves sports and is married with three beautiful, intelligent, respectful children. He was a member of the MPEI Māori Reference Group and MPEI Māori Selection Committee.

Pila Fatu

Pila's family migrated to New Zealand from Samoa in 1977 when she was seven years old, and she grew up in Otara. Pila earned a Bachelor of Management Studies from Waikato University and then worked in government, predominantly in community development and funding roles for the Department of Internal Affairs, Department of Labour and Child, Youth and Family (Ministry of Social Development). She was a school travel coordinator for Auckland Transport and is now working for the Ministry for Cultural and Heritage in the Going Digital Project. As a volunteer, Pila has contributed to various community groups, including as the chairperson of Yendarra School, the Otara Boards Forum and Vaiola Budgeting Services. She is a member of the Northern Region Pacific Advisory Group to the Ministry of Education and is on the advisory group to COMET (City of Manukau Education Trust) for Te Whanau Ara Mua programme. Pila was a member of the Pacific Reference Group for the MPEI initiative. She is married to a wonderful Samoan man and they have three lovely boys.

Mokauina Fuemana Ngaro

Moka was born in Pagopago on the island of American Samoa, and is of Samoa, Niue, Cook Islands and Irish descent. Moka is a trained and experienced clinical practitioner. Until recently she was employed as a counsellor at Unitec Institute of Technology and her professional work includes counselling, family therapy, child mental health, clinical and cultural supervision and community engagement. Moka has a passion for developing indigenous models of care, healing and development. She has contributed to many government and community consultations and working groups. She is a member of the National Pacific Advisory Group for Family and Community Services, Ministry of Social Development. Moka and her husband Alfred have four children. Moka was a member of the MPEI Pacific Selection Committee.

Mary Foy RSM

A Sister of Mercy, Mary had a long teaching career before becoming a founding staff member at Monte Cecilia House, a not-for-profit organisation providing advocacy, support services and emergency accommodation for homeless families. She was the group's national spokesperson on housing issues for over a decade and held leadership roles in housing action groups such as the New Zealand Housing Network and the Shelter for All Coalition. Mary is the chair of Monte Cecilia Housing Trust. Following her term as congregational leader, Mary established Te Ukaipo Mercy Intiatives for Rangatahi, now a community development initiative of Nga Whaea Atawhai o Aotearoa Sisters of Mercy New Zealand, where she continues to work with others to provide advocacy and support services for children and at-risk youth. In 2000 Mary was made a Companion of the New Zealand Order of Merit (CNZM). Mary was a trustee of ASB Community Trust for eight years and a member of MPEI reference groups and selection committees.

Jennifer Gill

In 2004 Jennifer became chief executive of ASB Community Trust after 10 years as executive director of Fulbright NZ. Her career in philanthropy began in 1985 when Sir Roy McKenzie appointed her as the executive officer of the Roy McKenzie Foundation. She was subsequently appointed as a trustee and chair of the J R McKenzie Trust. She was a founding member of the board of the Wellington Regional Community Foundation and the Funding Information Service. Jennifer is currently in her second term as a member of the board of Philanthropy New Zealand, and in 2009 completed a five year term as chair. Jennifer is also a trustee of two small but innovative family trusts that focus on reducing disadvantage in New Zealand. From 1994 to 2004 Jennifer was the chief executive officer of Fulbright New Zealand and served on the board of the Ian Axford fellowships. Jennifer has spoken and written widely on the role of philanthropy. She is the co-author of a chapter "Innovation in Philanthropy Downunder" in Global Philanthropy, published by the Mercator Fund, Network of European Foundations in April 2010. She was also a board member of the Asia Pacific Philanthropy Consortium from 2007 to 2011.

Associate Professor Dr Manuka Henare

Manuka's tribal affiliations are with Te Rarawa and Te Aupouri iwi. He earned a PhD in Māori Studies with a focus on Anthropology and History from Victoria University of Wellington. In 1996 he joined the University of Auckland Business School and is now the Associate Dean Māori and Pacific Development, founder director of the Mira Szászy Research Centre and academic co-ordinator of the Huanga Māori Masters Graduate programme, Graduate School of Enterpirse. He has received a number of awards including the Auckland University Business School's Distinguished Contribution Award in 2010. Manuka is a member of the Institute of Directors and holds ministerial appointments to the Council of Te Wānanga o Aotearoa and the Council of the Manukau Institute of Technology. He was a board member of the Environmental Risk Management Authority for eight years, has advised government departments, local authorities and other institutions, and has served on many government advisory committees. Prior to his university career he was involved in international development, justice and peace work, and has travelled extensively through Asia and the Pacific. Manuka was a member of the MPEI Māori Reference Group and the MPEI Māori Selection Committee.

Wilmason Jensen

Wilmason spent his early childhood in Samoa; his father is from the village of Vaiala and his mother is from Sato'olepai. He won a music scholarship to Kings College in Auckland, and went on to attend the University of Auckland where he graduated with a Bachelor's degree in law and the arts. Wilmason is passionate about improving the health and educational outcomes for Pacific peoples. He is the Pacific Health Manager, ProCare Health Ltd, a primary health organisation that serves over 100,000 Pacific peoples in Auckland. He is married with a seven-year-old child. He was a trustee of the ASB Community Trust (2004-2010) and chair of the MPEI Pacific Reference Group and the MPEI Pacific Selection Committee.

Jenny Kirk

Jenny Kirk, MNZM, is a former Member of Parliament (1987–1990), North Shore City councillor (1995–2001) and community board member for both Birkenhead–Northcote and Glenfield districts. Jenny has been a journalist, and has had considerable experience in the management of not-for-profit organisations as the chief executive of the National Foundation for the Deaf and North Harbour Employment Resource Centre. She has been a trustee with Women's Health Action Trust, an advisor to the Grandparents Raising Grandchildren Trust and a member of Northart. She served two terms as a member of the Auckland Conservation Board and on the Cadestral Surveyors Licensing Board. Jenny was a trustee of ASB Community Trust (2003–2011) and a member of the MPEI Pacific Reference Group and the MPEI Pacific Selection Committee.

Kristen Kohere-Soutar

Kristen is of Ngāti Porou, Rongowhakaata and Ngai Tahu descent. A graduate of Auckland University, Kristen began her career in large corporate organisations, as a solicitor on Treaty of Waitangi claims for Rudd Watts and Stone (now Minter Ellison) and a consultant for the accounting and management advisory firm KPMG, working in the area of Māori and iwi organisational development. She ran her own consultancy for 10 years, providing professional advice and leadership to the Māori health and tertiary education sectors, local government, Māori providers, iwi authorities and private sector companies in New Zealand. She now works for Kiwibank as the head of specialist markets strategy and development, and is a director of the Aotearoa Credit Union. Kristen is well known in Māori performing arts as a performer, judge and tutor. She is married, and she and her husband have five children between them. Kristen has served on the ASB Community Trust since 2004, and was the chair of the finance and administration committee. She was chair of the MPEI Māori Reference Group and MPEI Māori Selection Committee.

Frank Leadley

Frank was a secondary school principal for 22 years, and was awarded a Queens Service Medal for Public Services in 2001. He was a founder and former member of Runanga Kaumātua o Pewhairangi and the foundation president for the Secondary Principals Association of New Zealand. Frank was also a founder of the Education for Enterprise (E4E), the Young Entrepreneur and the Northland Enterprising Teachers programmes. Frank was Northland regional coordinator for the Young Enterprise Scheme and a Northland Enterprise Education director. He was a commissioner at Kaitaia Intermediate School and Te Kura o Awarua and Rawene primary schools. Frank is a former member of the Northland Regional Council Community Trust, the Bay Of Islands Electric Power Trust, the ASB Recreational Centre Trust, NZ Historic Places Trust, the Bay Of Islands Maritime and Historic Parks Board and the Northland Grow Trust. He has been a member of Rotary International for 42 years and is secretary for Northland Youth Development Trust. Frank was a member of the MPEI Māori Reference Group and the MPEI Māori Selection Committee.

Tuiataga Faafua Leavasa-Tautolo

Tuiataga's educational career spans more than three decades, covering all sectors from early childhood to tertiary. Her career includes over 21 years as a classroom teacher in primary and secondary schools, administration and management at senior level in secondary schools, the Department of Education, the Early Childhood Development Unit, the Pacific Islanders Education Resource Centre, the Education Review Office, and until her retirement in 2009 was an education consultant. A keen sportswoman, Faafua now spends more time on the golf course, and enjoys the company of her numerous grandchildren and her first great granddaughter, Peleina. She is happily married to Toalepai Lui Tautolo. She is very proud of her Samoan heritage, and values the opportunities that living in New Zealand has provided. She enjoys good health and believes in a balance between work and leisure. Faafua was a member of the MPEI Pacific Reference Group and the MPEI Pacific Selection Committee.

Professor Dr Elizabeth McKinley

Elizabeth is of Ngāti Kahungunu ki Wairarapa and Ngāi Tahu descent. She has an extensive background in Māori education in New Zealand and her career in education, both teaching and management, spans 30 years. In secondary schools she specialised in teaching bilingual science classes (Māori and English), and for more than 10 years held lecturing and management posts at the University of Waikato. Before joining the Starpath Project as director in 2007 and becoming a professor in 2011, Liz was Associate Professor Māori Education at Auckland University's education faculty, and was previously the Assistant Dean Māori Education at Waikato University. A graduate of the University of Otago, her early Masters and PhD work explored the interaction between science and Māori culture. Liz is also a principal investigator for a project researching the supervision of Māori doctoral students, funded by the Ministry of Education. Liz was a member of the MPEI Māori Reference Group and the MPEI Māori Selection Committee.

Soana Pamaka

Soana has been the principal of Tamaki College since 2006. With a BA in Education from Auckland University and a Diploma of Teaching from Auckland College of Education, she began her long association with the college as an assistant English teacher in 1990. By 1998 she was deputy principal of this 650-pupil, multicultural school. Soana is a respected community leader in Glen Innes, known as a strong community and youth advocate. She has been involved in many local initiatives and was on the board of the Langafonua Community Group for a number of years. Soana was a Sunday school teacher at St Mary's Cooperating Parish in Glen Innes, where she is a parish council member. She is also a member of the Teach First New Zealand Board and was trustee of ASB Community Trust. Soana was a member of the MPEI Pacific Reference Group and the MPEI Pacific Selection Committee. She is married with four children.

Waitai Petera

Waitai Petera is the Māori Development Officer for the country's largest intellectual disability service provider for Māori, Te Roopu Taurima o Manukau. Waitai holds a Master of Management from Auckland University. With tribal affiliations to Northland's Te Aupouri and Ngāti Kuri, he is the former chief executive of the Te Aupouri Māori Trust Board, of which he is still a member. He was an iwi representative on the Maritime and Seafood Educators Association of Aotearoa and a Te Aupouri Iwi negotiator for land and fisheries settlement claims. Waitai also represented Te Ohu Kaimoana, the statutory organisation dedicated to future advancement of Māori interests in the marine environment, was on the Māori Caucus Seafood Advisory Committee and the Aquaculture and Seafood Advisory Group. Waitai is a former trustee of the ASB Community Trust. He was a member of the MPEI Māori Reference Group and the MPEI Māori Selection Committee.

Kevin Prime

Kevin is a commissioner with the Environment Court, and as a farmer and forester has a good understanding of the rural sector. Kevin's tribal links are with Ngāti Hine, Ngāti Whatua and Tainui. He is a fluent speaker of te reo and has an indepth understanding of tikanga Māori. He has been involved in governance for over 30 years in marae, Māori development, health, conservation, education, sport, justice, forestry, philanthropy and environmental issues. Kevin was the former chair of the ASB Community Trust and a member of the MPEI Māori Reference Group. In 2010 he was invited by the Trust to serve in the role of kaumātua. Kevin is married to Margaret and they have 13 children.

Ezra Schuster

Ezra is a proud Samoan, born and raised in South Auckland. He is passionate about developing Pacific leadership in New Zealand and advancing the educational achievement of Pacific, Māori and special needs students. Ezra is the Manukau district manager for the Ministry of Education and was its national Pacific manager. He is a trustee at the New Zealand Commonwealth Study Board and on the alumni of the Emerging Pacific Leaders' Dialogue. Ezra is a member of a number of advisory groups, including Young Leaders Day NZ, and has developed several educational and youth leadership initiatives at secondary and tertiary levels. He has worked and lived in Thailand, Japan and Samoa, and has a Masters of Educational Management. Ezra is married with four children, and a fifth on the way (in 2012). He was a member of the MPEI Pacific Reference Group.

Sharon Shea

Sharon's tribal affiliations are with Ngāti Ranginui, Ngāti Hine, Ngāti Haua and Ngāti Hako. A graduate of Oxford and Auckland universities, she was a lawyer at Kensington Swan (Auckland) before taking up senior management roles focused on Māori health improvement in government and non-government organisations. Since 2002, Sharon has run a successful consulting business, acting as a director and principal consultant. She is widely recognised as a leader in the field of health sector strategy, outcomes framework development (applying Friedman's Results Based Accountability™ Framework), quality assurance and systems design, particularly with respect to issues affecting Māori and reducing inequalities. Sharon holds board memberships for both private and public/not-for-profit organisations and fulfils Ministerial-appointed roles as requested. Sharon was an external consultant to MPEI.

Pat Snedden

Patrick Snedden is a 57-year-old Pakeha who began his professional life in publishing after graduating in 1979 from Auckland University in accounting, economics and anthropology. He has been self-employed since 1984. For 20 years Pat was a business adviser for Health Care Aotearoa, a primary care network of Māori, Pacific Island and community groups in the not-for-profit health sector. From 1982 to 2008 he worked as an economic adviser to the Ngāti Whatua o Orakei Māori Trust Board and was part of their Treaty negotiation team. He has been a corporate director for many years and was a founding director of Mai FM, this country's first Māori commercial radio station. He now has roles in public sector governance. Until 2010 he chaired the Housing New Zealand Corporation and the Auckland District Health Board. Currently he is a director on Watercare Services, a wastewater and water company for Auckland and chairs the Maniakalani Education Trust. He was deputy chair of the ASB Community Trust until 2009 and played a leadership role in developing MPEI.

Pita Tipene

Ko Motatau te puke, ko Taikirau te waikeri, ko Motatau te marae

Ko Ngāti Te Tarawa te hapu ririki, ko Ngāti Hine te hapu.

Pita's professional background is in secondary teaching, national qualifications and curriculum design. More recently he has been involved in hapu and iwi development, and is currently project manager for Ngāti Hine Health Trust. He is a husband, father of three children and grandfather of four mokopuna. Pita was a member of the MPEI Māori Reference Group.

Keri-Anne Wikitera

Keri-Anne's tribal affiliations are with Te Arawa and Ngapuhi. She is currently undertaking doctoral studies on indigenous tourism at Auckland University of Technology, where she also lectures. Keri-Anne's professional background focused on Māori women's health. She previously managed the Auckland Cervical Screening Programme and the Auckland Māori Breast Screening Programme. Keri-Anne was an inaugural member of the Kaitiaki Group which advised the Minister of Health on the appropriate use of Māori health data. She has two children and two mokopuna and thus has a keen interest in Māori education. She was an MPEI research adviser and project administrator.

ASB Community Trust

Te Kaitiaki Putea o Tamaki o Tai Tokerau

supported by ASB