

TE KETE TŪ-ĀTEA



A Tribal Information Framework for the Rangitikei Tribal Collective

HDCA Conference

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Kirikowhai Mikaere



TE WEHI

Tāngata whenua – people of the land - Rangitikei, Aotearoa New Zealand

Aotearoa New Zealand



Rangitikei



TE KETE TŪ-ĀTEA

Collective of 5 Iwi (Tribal Nations)

- Ngā Wairiki – Ngāti Apa
- Ngāti Whitikaupeka
- Ngāi Te Ohuake
- Ngāti Tamakōpiri
- Ngāti Hauiti



TE KETE TŪ-ĀTEA



Context

- Māori (indigenous peoples) = 18% pop in NZ
- Tīriti o Waitangi (Treaty of Waitangi)
- Treaty settlement process (Historical Treaty Claims)
- Tribal nations in different states and stages of development



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Research Question

- What information do iwi need to help iwi members achieve whānau ora?”

(What information do tribal groups needs to help tribal members, tribal families achieve wellbeing?)



MOTIVATION

- Ngāti Apa, Ngāti Whitikaupeka, Ngāti Tamakopiri, Ngāti Hauiti and Ngāi Te Ohuake all identified a collective need to access good quality information about their individual iwi populations.
- Relevant, robust & quality information is essential for optimal development of iwi and hāpu, leadership, informed development decision making.

“Sovereignty as tribal nations was given to us by the Creator. It is sacred.”

Data to exercise our sovereignty is also sacred”

Tribal Leader, USA



AIM

- *Te Kete Tū Ātea* research aimed to identify and address the tribal development data needs of the Collective contributing to their achievement of tribal data sovereignty
- Identify the information that will help the tribes understand the needs of their people, identify points of possible intervention and be able to measure success with through lens (measure towards their aspirations)



METHODOLOGY

- Kaupapa Māori (Māori way) approach to the research was adopted - Māori led, Māori controlled, privileged a Māori world view.
 - It was also framed around questions identified by Māori as being of relevance to Māori
- An Advisory Group was established.
 - Comprising tribal leaders from each of the tribes under the umbrella of the Rangitīkei Iwi Collective, and also included two tribal academic advisors. The role of the Advisory Group was to guide and safeguard the research process from a tribal lens.
- The research therefore drew on concepts unique to Te Ao Māori (the Māori world) as well as drawing on Western methods and analytical tools as necessary.



METHODOLOGY (cont.)

- Participatory action research
 - an inclusive and iterative process with the tribes taking part as active research partners throughout
 - the direct involvement of collective tribes in the study was prioritised from problem identification through to analysis of the data and collective action.
- Mixed research methods were utilised with both qualitative and quantitative data being collected and analysed.
 - Interviews conducted with key informants (as identified by the advisory group), asking a series of key questions, focused on aspirations.



GOAL DIMENSIONS



Te Kete Tū-Atea: A iwi(tribal) information framework

- DOMAINS – SECTORS – QUESTIONS
- DIMENSIONS



TE KETE TŪ-ĀTEA

Domain:
Social

Sector:
Education

Key Question:
How are our
grandchildren,
children, youth &
families engaging in
education?

Education		
Goal Dimensions	Questions	Measurement Dimensions
Kaitiakitanga	How are our mokopuna, tamariki, rangatahi and whānau engaging in education?	Participation rates in ECE, Barriers to ECE, ECE provider information. Literacy & numeracy in te reo maori & english, attendance vs truancy, primary provider information. NCEA attainment, school leavers by age and attainment, secondary school information. Whanau Satisfaction. Numbers of whanau/individuals in leadership positions of school/kura. University/tertiary participation. Retention rates. Second chance learners. 17-20 year old satisfaction levels with compulsory schooling.
	What skills do our people have?	Distribution of knowledge and skills within iwi population. Including literacy and illiteracy levels
	Who is currently offering courses to our people? And what are they?	Current public training courses available in the area to acquire knowledge and skills (structured formal and non-formal courses).
	How much is government spending on Iwi Education?	Government expenditure on purchasing and provision of iwi/ māori formal and non-formal structured training
Empowerment and Enablement	What learning opportunities are we offering our own?	Iwi (& Māori) providers of formal structured & non-formal education & training: - Types of courses - Students and their retention levels and attainment levels
	What are iwi, hapū, trusts and organisations investing in education?	Investment by Iwi, Hapū, Trusts, Māori organisations in Education (e.g. scholarships, programmes, courses, pastoral care etc)



TE KETE TŪ-ĀTEA

Connection to Capabilities Approach

- First and foremost a Kaupapa Māori approach
- Ground-up and Māori led
- Implicit connection
 - Giving our voice to our data
 - People centred (more collective, than individual) voice,
 - Our narrative to our data, telling our stories
- Has a connection to the Māori Statistics Framework (StatsNZ 2001), which has a connection to CA and work of Sen.



Kete Tū-Ātea

- Kete – Basket
- Tū – Stand
- Ātea – Be clear, free from obstruction
- Kete Tū-Ātea – Basket of knowledge that allows us to stand and be free to look to the future (clear vision)

