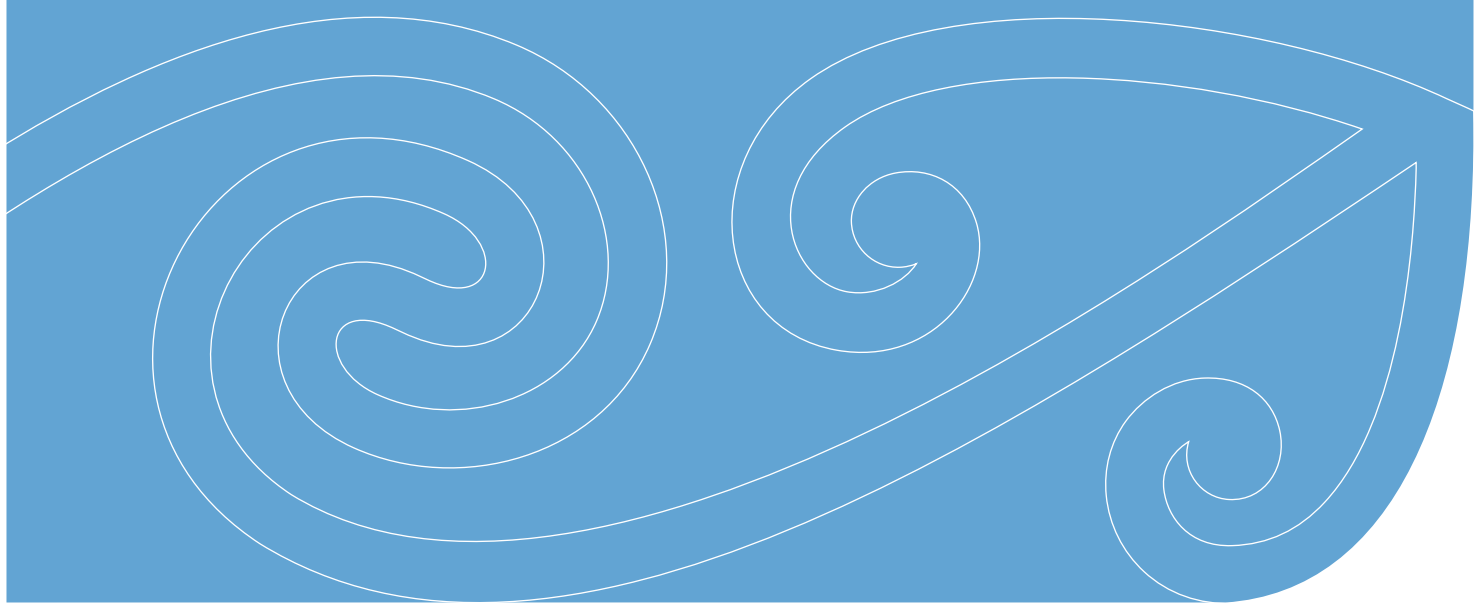




Te Puni Kōkiri
REALISING MĀORI POTENTIAL

Kaiārahi Ritenga Waitohu

Māori and the Out of School Services Sector

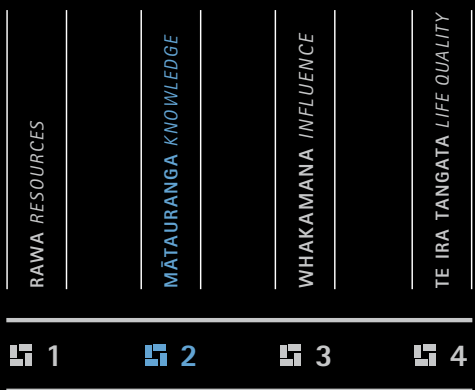


Fragments and echoes of our culture.

That's what kids need and we think whether they're engaging with the marae or not, they still have these fragments and echoes that feel very comfortable to them and they don't feel contrived and so it feels like we're building off those fragment and echoes and trying to put together some kind of picture for them.

Graham Campbell, Coordinator, Merrivale Community Centre

REALISING MĀORI POTENTIAL



The four enablers of the Māori Potential Approach are shown in the illustration above. All our written information has been organised within these enabler areas. The enablers are as described opposite.

1	<i>Rawa – The resources to realise potential.</i>
2	<i>Mātauranga – The knowledge to realise potential.</i> <i>This area acknowledges the importance of knowledge to building confidence and identity, growing skills and talents and generating innovation and creativity. Knowledge and skills are considered as a key enabler of Māori potential as they underpin choice and the power to act to improve life quality.</i>
3	<i>Whakamana – The authoritative capacity to realise potential.</i>
4	<i>Te Ira Tangata – The quality of life to realise potential.</i>

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2	1.	EXECUTIVE SUMMARY
3	2.	FINDINGS
3	2.1	Māori want out of school services in their areas and more choice of services
3	2.2	Māori want out of school services that accommodate their different working circumstances
3	2.3	Māori want out of school services they can afford
4	2.4	Māori want quality programmes with Māori content
4	2.5	Māori want secure service provider funding
4	2.6	Whānau have a significant role in enabling Māori to participate in the workforce
5	2.7	Māori want more information about out of school services
5	2.8	Māori want to extend OSCAR criteria/Work and Income subsidies
6	3.	RECOMMENDED ACTIONS
7	4.	INTRODUCTION
9	5.	RESEARCH METHODOLOGY
9	5.1	Participants
9	5.2	Interviews and focus groups
10	5.3	Questions and Whānau Survey Form
11	6.	WHAT ARE OUT OF SCHOOL SERVICES?
13	7.	OUT OF SCHOOL SERVICES SECTOR - THE CONTEXT FOR MĀORI
13	7.1.	Overview
13	7.2	Context for parents and caregivers
14	7.3	Context for whānau carers
14	7.4	Context for service providers
18	8.	GETTING THE BEST AND PROVIDING THE BEST
18	8.1	Overview
18	8.2	Māori needs and priorities
18	8.3	Specific needs and priorities
19	8.4	Safe environment
23	8.5	Affordability
28	8.6.	Access and availability
32	8.7	Quality and content of services
38	9.	OSCAR SERVICES AND PROGRAMMES
38	9.1	Overview
38	9.2	Becoming OSCAR approved.
39	9.3	Key considerations going forward
41		APPENDICES

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To the parents, caregivers, whānau and service providers who gave their time so generously to participate in this research

1. EXECUTIVE SUMMARY

2



Māori are dependent on out of school services and care for their children if they work or want to work, train/study, obtain respite or simply want their children to mix and socialise with other children and adults. When Māori seek these services, they are not looking for babysitting services but seek an environment that will not only care for their children but support their enrichment and development.

Māori want to expand their choices of out of school services. The research indicates that these choices are grounded in a common set of priorities which are critical to their decisions and the out of school arrangements they make. Māori want:

- Service providers that provide a safe environment for their children (a non-negotiable priority)
- Services that are affordable so that parents and caregivers can send their children to an out of school service and not struggle to meet fees
- Quality programmes that are available and accessible no matter where the whānau lives and works
- Quality programmes which include Māori content to the level wanted by parents and caregivers
- Service providers that keep pace with the changing work environment and the flexible nature of the workforce
- Service providers who can confidently deliver Māori content in their programmes.

The research highlights that the out of school services sector works well for Māori when their priorities are met. They have choices. They have access to a range of

service providers with programmes that have the appropriate level of Māori content for them, that such services are available when and where they want and where fees are affordable, whether subsidised or not.

The out of school services sector works less well for Māori who have less choice and where there are obstacles which get in the way of them fully realising their priorities. For example, they may live in a rural area and may not have any services to access; or out of school services may not be available at the time that parents and caregivers need these services; or programmes may not contain the level of Māori content they want for their children.

Some Māori do not to access out of school services at all. A few examples in the research, while services are available, Māori chose not to access these because service providers and their programmes do not meet their priorities. Or access is not possible because out of school services are not available at all in their locations, or accessible when and where they need them.

Over 90 participants have contributed to this research through interviews and focus groups. The voices of Māori are strong throughout. These voices have come from parents, caregivers, whānau and service providers who have informed this research to find out what is important to Māori when considering out of school services and care for their children. It has also helped to gain an understanding of those services provided to Māori and to gauge the extent to which their needs and priorities are being met.

2. FINDINGS

2.1 MĀORI WANT OUT OF SCHOOL SERVICES IN THEIR AREAS AND MORE CHOICE OF SERVICES

The research highlights that there are some places that do not have out of school services, and as a result presents difficulties for parents and caregivers in making arrangements for their children while they work.

There are many Māori who live in rural areas and face numerous challenges in accessing out of school services. Because these services do not exist locally, children often have to travel considerable distances to access a service. Similar issues arise in places like Auckland and urban areas, where Māori are not able to access their service provider of choice who may be located in another part of the city, which can be some distance away.

In these situations, parents and caregivers make decisions about whether to invest what can be considerable time and effort to transport children, or whether to find alternative care arrangements such as whānau care. In cities, towns and urban areas, where other out of school services are available, they may decide to enrol their children with a service provider that is close by even though the service and programme may not meet all their priorities.

Māori also want more choice of out of school services, particularly for those who want their children to attend tikanga-based programmes. There were very few of these services within the research but many parents and caregivers indicated that they want more of these programmes to be available and easily accessible in all areas.

2.2 MĀORI WANT OUT OF SCHOOL SERVICES THAT ACCOMMODATE THEIR DIFFERENT WORKING CIRCUMSTANCES

Māori want out of school services to reflect the flexible nature of the workforce and to keep pace with the changing working environment. The research indicates that there are many Māori who work shifts, are seasonal workers and some who commute significant distances to get to and from work. Because of the hours they work, the distances they travel, or the time of year they work, they have difficulty in accessing out of school services that accommodate their circumstances.

2.3 MĀORI WANT OUT OF SCHOOL SERVICES THEY CAN AFFORD

The research highlights that many parents and caregivers have difficulty paying the cost of out of school services. This applies to parents and caregivers who access OSCAR-approved service providers but do not qualify for Work and Income subsidies because their incomes are above the threshold.

There were also at least 15% of the parents and caregivers interviewed who expressed concern that while they do receive these subsidies, they still struggle to afford the reduced fees. They are on low incomes often with multiple whānau priorities for each dollar, including the cost of petrol and food.

Māori who access non-OSCAR funded service providers are not Work and Income subsidised also have difficulty in affording the fees.

There are many Māori and mainstream service providers (both OSCAR-approved funded and non-OSCAR funded), who admit children



to their programmes when they know that parents and caregivers are not able to pay or may have difficulty with paying fees. These decisions have an ongoing impact on the viability of their businesses.

2.4 MĀORI WANT QUALITY PROGRAMMES WITH MĀORI CONTENT

Māori want their out of school services to connect to and reflect te ao Māori so that their children have familiar and recognisable cultural signposts within the programmes. They want programmes to contain Māori content. The level differs according to the specific needs of parents and caregivers:

- Some want a high level of Māori content generally with children who attend Kura Kaupapa Māori or Māori immersion classes. To complement home and school learning, they prefer programmes that are based in tikanga Māori and te reo Māori
- Some want content to be integrated into the programme, where te reo Māori may be spoken and where tikanga Māori is practiced as a natural part a programme
- Others consider that the level of content provided by mainstream service providers is satisfactory where they have Māori specific activities in their programmes from time to time.

Providing Māori content within programmes presents a challenge for some OSCAR-approved service providers. The research suggests that a core aspect of training for these service providers and staff is to build and increase their understanding and awareness of tikanga Māori and te reo Māori and identify

how these can be appropriately reflected into their programmes and their delivery.

2.5 MĀORI WANT SECURE SERVICE PROVIDER FUNDING

The research indicates that funding out of school services is a concern for all research participants. Security of funding is a specific priority for non-OSCAR funded service providers if their programmes are to continue to operate. Without certainty of funding these service providers and their programmes are at risk and will result in further limiting the choices available to parents and caregivers particularly those who seek more depth of Māori content through tikanga-based programmes.

2.6 WHĀNAU HAVE A SIGNIFICANT ROLE IN ENABLING MĀORI TO PARTICIPATE IN THE WORKFORCE

The research highlights that for Māori, whānau play a significant role in caring for children before and after school and during school holidays. They enable parents and caregivers to work and accommodate their varied working arrangements. They may be the first choice of care or the only resort when out of school services are not available or accessible. Many research participants consider that whānau carers should be financially recognised for their contribution to the out of school services

sector and to the economy by making it possible for members of their whānau to work.

2.7 MĀORI WANT MORE INFORMATION ABOUT OUT OF SCHOOL SERVICES

Māori want accessible information about the out of school services in their locations. They seek general information about OSCAR and Work and Income subsidies. They also want local information about all service providers in their areas, both OSCAR-approved and non-OSCAR funded, their programmes and costs.

In terms of OSCAR information, Māori want this information on all relevant websites to be clear and transparent. While information is there, some parents and caregivers say they struggled to navigate their way around the Work and Income website in particular to find out key information about fees and subsidies. They also want staff on 0800 numbers to provide correct information consistent with that posted on the websites.

2.8 MĀORI WANT TO EXTEND OSCAR CRITERIA/WORK AND INCOME SUBSIDIES

Research participants suggest that children above the age of 13 should continue in out of school services and that Work and Income subsidies be extended to parents and caregivers with children in this age group. Stopping these subsidies at 13 ignores the reality that parents and caregivers still want their children to participate in structured programmes that are age appropriate and safe.

Many research participants, (parents and caregivers and service providers) consider that older children make a valuable contribution to

developing a whānau environment within the programmes. Older children support and encourage younger children through the tuakana/teina relationships and also take on positive leadership responsibility within the programme.

Māori also want subsidies to be accessible to all parents and caregivers who have caring responsibilities, regardless of their financial situation and circumstances and irrespective of whether their children attend OSCAR-approved or non-OSCAR funded service providers.



3. RECOMMENDED ACTIONS

6

Māori want an out of school services sector that provides choice for them whether they access programmes from service providers (either Māori or mainstream) or choose to have their children looked after by whānau. For Māori who do not get their priorities met in whole or in part, the findings of the research identifies opportunities, improvements and key gaps which Māori consider are necessary to accommodate their needs with local service provision as well as at the broader out of school services sector.

It is recommended that Te Puni Kōkiri:

- a. **Engage** with relevant agencies and key organisations to help them improve their understanding of Māori priorities to better inform and support their policy advice, programme design, training and development and other related requirements that guide the out of school services sector
- b. **Share** the report with research participants in consideration for their contribution so that they can see how their views have been reflected, the findings reached and the next steps
- c. **Keep** participants, Māori and stakeholders updated and informed about the progress of the action plan and the review of the out of school services sector.

4. INTRODUCTION

Te Puni Kōkiri commissioned qualitative research to inform future reviews of the out of school services. These services are a key component of ensuring that families have better access to quality, affordable and age appropriate out of school services for their school age children.

To participate in the workforce, Māori with caring responsibilities for children from ages five to 13 years need care and support for their children before or after school or during the school holidays. They also need to know that the out of school services can meet and accommodate their different employment circumstances. The same applies to Māori who are furthering their education or are in training or simply want their children to socialise with others. For all, they want choice and they want quality. They want out of school services where they know that their children will be well looked after during these times.

The purpose of the research is to find out how the out of school service sector is working for Māori and to explore what is important to them in accessing out of school services for their children and the choices that they have available to them when doing so. It also looks at opportunities and challenges and explores what improvements are necessary to meet and continue to meet Māori needs and priorities for this sector.

The research has focused on Māori with caring responsibilities for children who:

- a. Are between the ages of five and 13 years
- b. Attend out of school services before and after school and/or during the school holidays

- c. Attend out of school services either through service providers who have OSCAR approved programmes, private service providers who run their own programmes or are cared by whānau members or others out of school
- d. Live in a range of locations which include rural, provincial towns, cities and urban areas.

It is informed by many diverse voices. Fifty individual interviews and 13 focus groups were conducted throughout New Zealand between June and August 2008. As well as parents, caregivers and whānau members, research participants also included a wide mix of service providers who have experience in providing out of school services to Māori. This has helped to gain an understanding of those services provided to Māori and to gauge the extent to which their needs and priorities are being met. The research also focused on whānau and others who care for children during out of school time.

The majority of service providers interviewed are those who are Child, Youth and Family approved and operate OSCAR programmes. They access OSCAR funding and their parents and caregivers are able to apply for Work and Income subsidies. Other service providers work independently, outside this framework and do not access these funding streams and subsidies.

With a specific focus on Māori, this research expands the pool of information about out of school services and complements earlier research:

- *Work, Family and Parenting Study: Research Findings* (Ministry of Social Development, April 2006)



- *When school's out – conversations with parents, carers and children about out of school services:* (Families Commission, February 2007)
- *Out of School Services: Child and Family Outcomes, A Literature Review:* (Ministry of Women's Affairs, March 2007).

Collectively all research provides a solid basis to inform government advice and to contribute to the policy development process that will support future reviews of the out of school services sector.



5. RESEARCH METHODOLOGY

5.1 PARTICIPANTS

The key participants in this research are children, parents, caregivers, service providers and whānau (both as caregivers and carers). Other participants include representatives from rūnanga who have a strong interest in out of school services in their rohe and people from organisations who are involved with whānau and have a good understanding of issues relating to the provision of out of school services to Māori in their areas.

They participated through 50 individual interviews and 13 focus groups which were conducted over a six week period from late June to mid-August 2008. The numbers of participants in the focus groups ranged from four to 10. Twenty one OSCAR-approved and 12 non-OSCAR funded service providers were interviewed either individually or as part of a focus group. Fifty eight parents and caregivers were interviewed either individually or as part of a focus group. Overall, a total number of 92 participants participated in the research.

These interviews were arranged by Te Puni Kōkiri regional staff in Christchurch, Wellington, Wanganui, Wairarapa, Napier, Hastings, Gisborne, Rotorua, Hamilton, Tauranga, Kawerau, Auckland and Northland. Within these areas, participants came from a mix of city, urban, provincial towns and rural locations.

Parents and caregivers also participated through survey forms. Approximately 50 were distributed with 17 returned to Te Puni Kōkiri .

Parent and caregiver participants in the research are representative of both single parent and two parent whānau. Many of these are also part of extended whānau who also participated in the interviews and focus groups.

Service providers interviewed are either OSCAR-approved by Child, Youth and Family. They deliver OSCAR programmes and access OSCAR funding. Their parents and caregivers can apply for Work and Income subsidies. Other service providers are non-OSCAR funded. They develop their own programmes and do not access these funding streams and or subsidies for parents and caregivers.

Some non-OSCAR funded service providers are in transition and have applied or are in the process of applying for approval from Child, Youth and Family. There are also a few who are running their own programmes and want to know more about the OSCAR approval process.

Whānau carers are also participants in the out of school services sector. These are grandparents and other whānau members, friends/neighbours who provide care for mokopuna during out of school services time.

5.2 INTERVIEWS AND FOCUS GROUPS

Interviews and focus groups were conducted for parents and service providers in most regions. Some regions combined their focus sessions to include parents and caregivers, whānau and service providers. These were conducted kanohi ki te kanohi. If people were not available on the day, they were interviewed by telephone.

All interviews and focus groups were semi-structured around prepared sets of questions. Individual interviews took approximately 40 minutes to an hour. Depending on numbers of participants, focus groups generally took up to two hours.

All participants consented to their participation and for their information to



be used in the research report with some wanting to remain anonymous. Consent was also requested to tape and transcribe the interviews and focus groups. For personal reasons two participants did not consent to being recorded but consented to the researchers taking notes at the interview.

Consent was obtained using consent forms. For telephone interviews, participants either emailed their consent forms to the researchers or they recorded their consent on the tape at the beginning of their interview.

5.3 QUESTIONS AND WHĀNAU SURVEY FORM

Questions were prepared for parents and caregivers interviews, focus groups, service providers and for whānau carers. The questions and the whānau survey form (refer to paragraph 5.3.3) were approved by Te Puni Kōkiri prior to commencing the research. These are included in the appendices 1 to 5.

5.3.1 Parents and caregivers questions

The focus of the parents and caregivers question-set is designed to obtain information about:

- a. What is important for them and what influences their decisions about care for their children before and/or after school and during the school holidays
- b. Whether their arrangements meet their needs and priorities and to what extent have their choices been expanded or limited (for example, through cost, location)
- c. What are some of the challenges they experience with their arrangements

- d. Whether there are any gaps arising from their choices and how these can be improved.

5.3.2 Service provider questions

Service provider questions have been prepared to gain insights into:

- a. The programmes they deliver and how these meet the needs and priorities of Māori parents and how they continue to do so
- b. Challenges they face in reflecting these needs and priorities and their experiences in meeting these
- c. Gaps or improvements in the services that need to be catered for.

5.3.3 Whānau survey form

A survey form was also prepared for distribution for parents and caregivers/or whānau who wanted to provide input but were not able to attend a focus group or an interview. The questions in the survey form are consistent with those prepared for parents and caregivers and service providers outlined in paragraphs 5.3.1 and 5.3.2.

6. WHAT ARE OUT OF SCHOOL SERVICES?

This research focuses on out of school services and care that Māori want and/or are able to access for their children. These services may be provided by service providers and includes care given by whānau. The services are provided out of school hours which includes hours before school, after school and during school holidays.

The service providers in this research are those who have been approved by Child, Youth

and Family to operate OSCAR programmes.

There are also service providers who operate independently of this framework and run their own programmes. The terms and descriptions below, provided by the Ministry of Social Development, were used in the interviews and focus groups to distinguish between the care provided by service providers and whānau members:

11

Figure 1 – Descriptions of out of school services

Formal approved care	Before-school, after-school, and school holiday programmes for children aged five to 13 years, where the care of the child has formally been handed over from the child's parent or caregiver to the out of school services provider. Programmes usually require fees to be paid but do not include education extension activities such as music lessons or sports practice.
Non-approved informal care	The child is looked after by someone other than a parent outside school hours. Care is not in an organised programme and may be paid or unpaid. Such care may be provided by adult whānau members such as grandparents, babysitters, older children and friends.

The terms, approved and non-approved care (rather than their descriptions) created some confusion with parents and caregivers. They said that approvals for care come from them as to whether their children attend out of school services with a service provider or are cared for by whānau. Throughout the

interviews and focus groups, they used the terms formal care (as provided by service providers) and informal care (as provided by whānau carers, such as whānau members, friends and others) rather than approved formal and non-approved informal care.



Figure 2 – Terms used in this report

OSCAR-approved service providers	Service providers who are approved by Child Youth and Family, who operate OSCAR approved programmes and access OSCAR Assistance Grants. Parents and caregivers can also apply for WINZ subsidies to reduce fees.
Non-OSCAR funded service providers	Service providers who are not OSCAR-approved. These service providers do not access these funds. Parents and caregivers cannot access these subsidies.
Whānau carers	Care is provided by whānau, mostly grandparents or other members of the whānau, babysitters and friends. Such care does not generally have an organised programme. Whānau carers may be paid or unpaid.
Parents and caregivers	While children in this research predominately live with their parent(s), there are also other arrangements that need to be recognised. For example, this research applies to children who are brought up full-time by their grandparents, who are whāngai and are brought up by whānau members or who are described as being at risk and are fostered by whānau (but may not be related) for certain periods of time.

7. OUT OF SCHOOL SERVICES SECTOR - THE CONTEXT FOR MĀORI

7.1. OVERVIEW

This section of the report highlights the context and backdrop of the out of school services sector from the perspective of parents and caregivers, service providers and whānau carers. It lays the foundation for a better understanding of the key drivers of parents and caregivers and what they look for in out of school services. And it presents an insight into the responsiveness of service providers and whānau carers to these drivers.

7.2 CONTEXT FOR PARENTS AND CAREGIVERS

Parents, caregivers and whānau have their own set of circumstances which are unique to them. They also share some common features and similarities with others. It is these sets of circumstances that impact on what parents and caregivers identify as their needs and priorities for their children's out of school services.

7.2.1 Whānau diversity

Parents and caregivers come from diverse backgrounds and describe themselves as:

- Brought up within a Māori environment and are generally connected into their wider whānau and their marae. They practice their tikanga and they are likely to kōrero Māori at home. These parents and caregivers live in all areas covered by the research, many outside their rohe
- Not brought up in a Māori environment. They maintain links with their whānau, practice their tikanga and they may or they may not kōrero Māori. These parents and caregivers live in all areas covered by the research, many outside their rohe.

7.2.2 Working arrangements

Parents and caregivers have a wide range of working situations. It makes a difference if they live and work in the same area; it becomes increasingly more difficult if they do not. Even within a city, where they live can pose problems, for example, in terms of transport.

In this research:

- There are parents who work what they describe as regular hours. They work during the day and start and finish generally at the same time each day
- There are those who do shift work in timber mills and meat works etc. These parents and caregivers may not necessarily know the shifts they are rostered on too far in advance of when they work them. There are also parents and caregivers from the same household, who are both shift workers at the same workplace and face the prospect of being rostered on the same shift
- There are those who start work early and/ or finish late, outside the hours of service providers
- There are seasonal workers who do not necessarily know whether they will work on any given day. Their work is generally weather dependent and they may need to travel some distance to and from work. Even when they get there, there is no guarantee that they will 'picked up' for work on that day
- There are parents and caregivers who commute significant distances to and from work, such as those who live in the Wairarapa and commute daily to Wellington.



7.2.3 Access to partner and whānau support

Parents and caregivers in this research are a mix of single parents and two parent whānau. The availability and proximity of partner and whānau support also has an impact on out of school services for their children. For example, a two-parent whānau is more able to juggle care arrangements between them than a single parent. Many single parents described their arrangements as 'struggling and juggling' with reliance on whānau support, if available.

7.2.4 Income

Parents and caregivers have diverse incomes. They did not indicate their income levels but describe themselves as:

- Being comfortable and receiving 'good' incomes
- Being on the borderline and having to watch every dollar
- With minimal incomes and struggling financially on a day to day basis.

7.3 CONTEXT FOR WHĀNAU CARERS

Whānau members (usually grandparents) also care for their mokopuna during out of school time. They have a huge impact on the ability of parents and caregivers to work. They often step in when out of school services are not available or accessible. Whānau alleviate parents and caregivers concerns about their children and go to great lengths to provide care. Where grandparents live in another area, their mokopuna may also regularly stay with them during the school holidays.

These carers do not provide structured programmes as such and typically provide an extension of the care given by parents and caregivers. They do not have set hours and they enable parents and caregivers to have more flexibility with their work arrangements at all times.

Our daughter starts work very early. So we give our mokopuna their breakfast and take them to school and are there waiting when they finish. Sometimes it's easier for them to sleep at our home so that they are not having to be out too early when it's dark and cold.

Whānau carer, Wairarapa

...we send the kids to grandparents every holiday because we didn't have any other option and then save our annual leave for the end of the year...

Parent, Auckland

7.4 CONTEXT FOR SERVICE PROVIDERS

As there is diversity with parents and caregivers, this research highlights that diversity is also a core feature of the service providers who provide out of school services to Māori. Of the 33 service providers that participated in this research, 21 are OSCAR-approved. 12 are non-OSCAR funded and operate independently with their own programmes.

Figure 3 – Description of service providers

OSCAR-approved service providers	<p>The research highlights that these service providers have broad experience in providing out of school services generally although some are relatively new to providing such services to Māori. Their expertise and experience in the sector includes:</p> <ul style="list-style-type: none"> • Service providers which have been operating for 15 years or more • Service providers such as YMCA and Barnardos who have a national profile in providing out of school services throughout Aotearoa • Service providers who have just applied for OSCAR approval, or in the process of doing so • And in between, there are many service providers providing a mixed range of services to Māori.
Key features	<ul style="list-style-type: none"> • Meet Standards of Approval as set by Child Youth and Family • Are eligible for government funding • Parents and caregivers can apply for Work and Income subsidies to reduce fees.
Non-OSCAR funded service providers	<p>Service providers interviewed have a broad range of experience in the sector and experience of providing out of school services to Māori. Typically, their programmes have a substantive Māori content or are tikanga-based or iwi/hapū based.</p>
Key features	<ul style="list-style-type: none"> • Do not attract government funding because they have not applied for or obtained Standards of Approval from Child Youth and Family • Parents and caregivers do not have their fees subsidised by government • These service providers get their programme funding from a number of sources which include parents fees, government funding (to provide other specific programmes) and koha. <p>Some of the service providers in this group have looked at applying or have applied for Standards of Approval and have not been successful because their programmes do not meet criteria, for example, some of these service providers have children on the roll who are above 13 years.</p>



7.4.1 Different approaches to programme design and delivery to Māori

Within these two groups (Oscar-approved and non-Oscar funded), service providers can also be characterised according to the approach they take in designing and delivering their programmes to Māori.

7.4.1.1 Holistic approach

The research highlights that there are service providers who deliver their out of school services programmes to Māori as a component of a wider holistic programme. These services may be just one part of a package of services delivered to the child and whānau through the service provider. Service providers in these instances include community centres, church groups, Māori organisations or Māori social service organisations. They have a strong Māori content in their programmes or run tikanga-based programmes. The research also indicates that most of the service providers who adopt a holistic approach in the research describe themselves as Māori service providers. And they are a mix of OSCAR-approved and non-OSCAR funded service providers.

One example is the Merrivale Community Centre in Tauranga. It has a strong focus on whānau growth and wellbeing and sees it's out of school services as a key contributor to this outcome. It is able to access the whānau through it's out of school services and to deliver programmes and projects which meet its communities needs. These include budget advice, alcohol and drug services and counselling services.

There are other examples in South Auckland and Lower Hutt where out of school services are provided for children at risk. These Māori

service providers are part of large social service organisations that also provide a range of other services, such as budgeting, life skills and health services to the whānau.

7.4.1.2 Single-focus approach

There are also service providers (the majority in this research) who provide only out of school services. Generally, they describe themselves as mainstream service providers and some call themselves Māori providers. While their services are accessed by a high proportion of Māori, some service providers are hesitant to describe themselves as Māori providers because they also have many non-Māori children on their rolls..

These service providers are a mix of OSCAR-approved and non-OSCAR funded service providers.

The research highlights that basic tikanga Māori is a core feature of many of the programmes delivered by these service providers. For example, karakia around kai and at the start and end of the day and there are accepted practices around tables and pillows. A few words of te reo Māori may be spoken or written to describe familiar objects.

We try to do everything to do with Māori, like karakia every morning, waiata every morning and then like we go to a marae to do like poi making, haka and taiaha displays and stuff. We try and provide what our parents and our kids want.

Service Provider, Rotorua

Where service providers are located within or near to Māori communities, there are more Māori on the rolls. These service providers are more likely to have Māori staff and the programmes are likely to have more Māori content:

Where our children learn they have an area which we call whāriki where they learn their karakia, their waiata, their mihimihi, each of our children are able to stand up and say where they're from, who they are, their maunga, awa, marae and associate themselves to their different hapū and iwi. They also learn tikanga, tikanga surrounding kaupapa Māori. As well as arts and crafts, we have weavers amongst our parents, carvers, kaiako, taiaha, Māori musical instruments. Parents come in and help out with that side of things.

Service Provider, Hastings

7.4.2 A snapshot

The following diagram provides an overview of the out of school services and care discussed in this section of the report. It presents the mix of services and care that are accessed by Māori, the standards that are applied by service providers and whānau carers, their approaches to the delivery of their services and the types of programmes offered with a focus on Māori content.

Figure 4 – Summary of the Out of School Services sector –service providers and whānau carers

Service/Care	Standards	Approach	Programme
OSCAR-approved service providers	OSCAR standards	Holistic approach	<ul style="list-style-type: none"> • Programmes integrate tikanga Māori and te reo Māori • Out of school services is one component of wider programme and other services
		Single-focus approach	<ul style="list-style-type: none"> • Out of school services only • Programmes contain some Māori content – recognises tikanga Māori and te reo Māori
Non-OSCAR funded service providers	<ul style="list-style-type: none"> • Own standards - Tikanga is the standard - Adopt OSCAR standards as their own 	Holistic approach	<ul style="list-style-type: none"> • Programme is grounded in tikanga Māori and te reo Māori • Programme integrates tikanga Māori and te reo Māori • Out of school services is one component of wider programme and other services
		Single-focus approach	<ul style="list-style-type: none"> • Out of school services only • Programmes contain some Māori content – recognises tikanga Māori and te reo Māori
Whānau carers	Consistent with parent/caregiver care		



8. GETTING THE BEST & PROVIDING THE BEST

8.1 OVERVIEW

The previous section canvasses the out of school services sector for Māori. It concludes that this sector is diverse and complex. It results from multiplicity of the circumstances of parents and caregivers, the different roles of whānau carers and the mix of service providers and their programmes.

With this as a backdrop, this section explores how the out of school service sector works for Māori. It focuses firstly on parents and caregivers and what they say are their needs and priorities. And from this, it looks at the responses of service providers and whānau carers to these.

8.2 MĀORI NEEDS AND PRIORITIES

To gain an overall picture of the out of school services they want, parents and caregivers were asked to describe the out of school service that would work best for them and their children. Typically the responses indicate that they want a safe environment, high standards and quality programmes with a full menu of choice that enables them to select the best possible service or care. They are not looking for babysitting services but an environment that will not only look after their children but support their enrichment and development.

The responses also highlight that these parents and caregivers are also looking for something more. Those interviewed want their children to experience out of school care that acknowledges them as Māori. What this experience is and looks like differs from whānau to whānau. For some, it is a tikanga-based programme as a preferred choice, or one where there is substantive Māori content or a

programme that contains basic te reo Māori or tikanga Māori.

8.3 SPECIFIC NEEDS AND PRIORITIES

Parents and caregivers were asked to identify their specific needs and priorities for out of school services for their children (including school holiday programmes) and how they would rank them in order of priority of:

- Extremely important and a critical priority for parents and caregivers
- Very important, but one of a number of other priorities
- Important but not a priority factor.

Service providers and whānau carers were asked what they considered to be the needs and priorities of their parents and caregivers and to what extent these have been accommodated these in their services.

Parents and caregivers stated four critical needs and priorities for out of school services for Māori (including school holiday programmes). They want:

- a. A safe environment
- b. Affordability of out of school care and services and school holiday programmes
- c. Access and availability of out of school services of their choice and at the times needed by parents and caregivers
- d. Quality and content of services which fulfill the needs of parents and caregivers and their children.

A safe environment was identified by all parents and caregivers as the most critical priority taking precedence over the others.

Affordability, access and availability, and quality and content of services were also prioritised as critical, with the order of ranking shifting in accordance with the circumstances of the parent and caregivers.

Service providers also identified the same priorities that, from their experiences, are critical for parents and caregivers for out of school services.

8.4 SAFE ENVIRONMENT

Without exception, the research shows that all participants (parents, caregivers, service providers, whānau) say that a safe environment is the primary consideration for out of school services. This is regardless of whether children are cared for by a service provider or whānau. A safe environment cannot be compromised and is not negotiable.

Making sure the environment that my son was going to be in after school was going to be a safe environment where I didn't have to worry about him. I knew that he was being cared for like I would care for him or how I would care for other children.

Parent, Rotorua

The main thing is the peace of mind, I know where they are and I can carry on with my mahi. I have no concerns for them while they are at after school.

Parent, Kawerau

Parents have a wide range of views about what is a safe environment for their children and what they expect to see reflected in the services or care they get. The research indicates that for them, a safe environment extends beyond safe procedures (although this is extremely important) to what has been

described as holistic pastoral care which includes an integrated package of priorities that cater for children's safety overall. As well as safe physical settings (buildings and facilities), this package comprises safe staff and carers, safety standards and procedures and having a whānau environment.

8.4.1 Safe staff, safe carers

8.4.1.1 Trust and confidence

Parents and caregivers say that a safe environment is one where, first and foremost, they have to have trust and confidence in those caring for their children. This comes from knowing the service providers and their staff personally or hearing about them from others who are satisfied with their services. Parents and caregivers will also visit the service provider to observe while a session is in progress to get 'a feel and a gut reaction' to staff and their interaction with children.

Some parents and caregivers also access information from the internet. And in a few cases, also check out collaborative partners of the service provider to find out about their safety practices and procedures.

Trust and confidence is the primary reason that parents and caregivers choose whānau carers for their children. They know who they are; they know that the children will be safe and that they will be looked after in the same way that they are at home.

They are cared for by whānau because that's who I trust with my kids. They know them and love them and they know how they are brought up at home and carry this on after school.

Parent, Hastings



Service providers acknowledge the importance of gaining the trust and confidence of parents and caregivers and their children. They say that once this is established with the children in particular, they (the children) feel far more comfortable and happier about engaging and talking with other children and staff and participating in the programmes.

I guess it's about good rapport with the parents, they need to know you, they need to trust you. If they're going to, you know they're not going to have to worry about their kids. And I think that's really important, it's how you come across to the kids and to the parents. I guess especially to the kids because they're the ones who go home and talk.

Service Provider, Lower Hutt

8.4.1.2 Staff experience and qualifications

Many parents and caregivers said that they are not aware of their service providers or their staff being professionally qualified. They look primarily for service providers, staff and whānau carers who have empathy and who are experienced with children, will keep them safe and who are alive to those issues that may arise on a daily basis.

My view is that if they're passionate and they love kids and they want to be around and work with children, it doesn't matter to me whether or not they have a degree. If I see that they can treat my child the same way they would treat their own children, with love, with respect and encouragement, then a degree doesn't mean much to me.

Parent, Hastings

I would expect that there is at least a supervisor there who is professionally trained, etc, but like I said, qualifications don't mean a lot if they can't gel with the child, if they can't get along with the child, if the child doesn't like them, they can have all the qualifications in the world...

Parent, Wanganui

Some parents and caregivers did express a preference for experience, trust and confidence as well as professional qualifications. They noted that if they had to choose between these, they would focus on experience, trust and confidence.

Professional qualifications are a particular priority for parents and caregivers who have children with special needs or children at risk.

To me safety means that the staff are suitably qualified and can pay particular attention to my child's needs. I prefer them to be trained in behavioural management and that they have relevant first aid certificates in place, you know, that the environment is safe and comfortable for them to be in and that they're well supervised. So that's what I mean by safety.

Parent, Whangarei

Service providers have staff to run the programmes who may also be helped by volunteers who are over the age of 16 years. They primarily look for staff who have experience with children and who can and do foster trust and confidence with both parents and caregivers and children. Some specifically want staff who are trained in dealing with whānau and children at risk or are able to access this expertise from other parts of their

organisation (if their organisation provides these services).

Service providers also indicate that it is often difficult to attract and keep people with both experience and qualifications for a few hours a day. The pay is not an attraction. Those who run school holiday programmes mentioned that it is easier to get staff over the holiday periods. Often, they have teachers on staff at this time which adds to the mix of experience and qualifications for these programmes.

Once staff are working, service providers generally put them through the basic training, such as first aid, and then look at other training needs as they progress. Some service providers make a considerable investment in staff training. Others find it difficult to fund staff training and/or release them from their programme to undergo training.

We make sure that their [staff] first aid certificates are up to date and we also do a lot of in house training as well and that's based on practical things. Like a behavioural scenario or like when a parent forgot to include the child's medication that particular day. Or it could be on how to handle disruptive parents of all things, because every now and then you do get some interesting characters.

Service Provider Christchurch

8.4.1.3 Safety standards and procedures

Parents and caregivers indicate that they expect the service providers to have safety standards and procedures in place which can accommodate all likely safety events that may occur. They inquire about the staff: child ratio – the lower the ratio gives an indication of a higher level of supervision for each child and

the programme as a whole.

Where parents and caregivers know about OSCAR safety standards they express a preference for their children to attend an OSCAR-approved service provider. They say that they know that these service providers have gone through an extensive process to become approved including safety checks. Many rely on this information generally without further enquiry.

The view was expressed that all service providers should have set safety standards for out of school services:

I feel that there should be a set standard for all out of school programmes, no matter where they are in New Zealand and everybody should have to achieve them, purely for the safety of those children because how do you know what's going on in that programme. One thing about OSCAR is that once you become part of the ownership, is that they then have a field officer that's appointed to you, but if you don't apply for funding you're not actually reviewed. So there has to be some system put in place for those who don't apply for funding but still need to be reviewed on a regular basis to make sure that we are not slipping backwards we are always staying there or moving on.

Service Provider, Rotorua

In terms of safety, generally parents and caregivers say they are satisfied with the standards of their service providers and whānau carers. Some parents provided a few examples where they considered there had been some 'minor slip-ups' but these had been worked through with the service providers



resulting in changes to their safety procedures.

Service providers agree that sound safety standards and procedures are essential. There are a range of safety frameworks in place which differ according to whether a service provider is OSCAR-approved or non-OSCAR funded.

OSCAR-approved service providers have a package of safety policies and procedures. They consider that this is their strength, that as OSCAR service providers, they are 'certified' as being safe. The safety standards are consistent across all approved service providers so parents and caregivers will know that being OSCAR means a safe environment no matter where that service is being provided in New Zealand.

And so the whole process was enlightening to say the least but it also helped us to understand that without the policies and processes in place, there was really no safety net... it was for the safety of not only the children but of us as a business, and it was our accountability to the government and to any funding ministries that we would get funding from...

Service Provider, Gisborne

As noted earlier in the report, parents and caregivers who know about OSCAR and its safety standards state that this is a significant reason for them to access out of school services from these service providers.

Non-funded OSCAR service providers develop their own mix of safety standards and procedures to support their safe environment. The research illustrates that they:

- Start from scratch to reflect and cater for the specific services they provide, for example,

use safety standards which are based on Māori values and are tikanga-based

- Use the OSCAR standards as a basis for developing their own or adopt them and apply them to their out of school services
- Use safety standards and procedures of their other programmes (other than out of school services) they are contracted to deliver by government agencies.

8.4.1.4 Whānau environment

The research shows that parents and caregivers consider that a whānau environment is an important aspect of a safe environment. They describe whānau environment as one where staff and children are safe and interact and behave toward each other like a whānau.

...we want them to be treated well and we want them to feel comfortable while they're there, like they are in a whānau, home environment.

Parent, Wanganui

This environment was also described as having tikanga Māori as a key component of out of school services. One parent from Gisborne considered that the "ultimate provider" for an out of school service would be one which involved kaiako nannies who could provide an environment where tikanga is learned not taught and where Māori children can be Māori.

Service providers, both mainstream and Māori, indicate that they do encourage a whānau environment as the basis for their out of school services because it brings respect, support and care into their programmes.

Some foster this environment by ensuring that the whānau of all the children in their

programme are actively involved wherever possible. So the programme is seen in some ways as an extension of the care that whānau provide.

We come from a Māori perspective, all our school holiday programmes do not just involve the supervisor or the instructor or whoever is running the programme. Involving the whānau unit is a major, major criteria of all our programmes and is the major part of the success of our programmes.

Service Provider, North Auckland

Other providers also encourage tuakana/teina support to foster leadership of the older children in the programme..

...it's about practicing whanaungatanga. We encourage tuakana/teina support between the older and younger children. It's about respecting tikanga that children bring from their homes and continuing the practices here so that it is a natural part of the programme we provide.

Service Provider, Christchurch

Tuakana/teina support was highlighted as an important part of the whānau environment. While the research focuses on the age range five to 13 years, some service providers have older children accessing their services or they invite them back to help with the programmes. These service providers (both Māori and mainstream) have rangatahi leaders as role models for the younger children and see this as an important aspect of the care and contribution to the whānau environment.

This was also described as giving something back to the community

...so there's the taha wairua, there's the contribution back into their community. So there's a component of voluntarism and more contribution because when we say we're gonna have a clean up, they really are volunteering, they're following the lead, but in the sense that they are contributing back to their community. Then there are the leadership scales that go within a holiday programme so any of the young people who are like that age group of your 15 to 17 or 14 to 17 year olds are in the holiday programme as leaders. So there's the thought of producing leadership throughout our holiday programme and giving young people the skills to maintain a tuakana/teina effect.

Service Provider, Hastings

8.5 AFFORDABILITY

8.5.1 Affordability and choice

The research indicates that there are some parents and caregivers who can afford the fees charged by out of school services. They can also pay any related cost such as transport for their children to access these services. They have choices in selecting out of school services which they consider best meet their needs and priorities.

While affordability is not an issue for these parents and caregivers, they may still face issues relating to access and availability and the quality of services available (discussed later in the report).

My decisions are based on suitability for my boys and not on cost; it's not a priority factor.

Parent, Auckland



No, for us we're very limited in our selection so safety is the first consideration. We want our children to be supervised with homework, and that there is a whānau component to the out of school care and that the children are generally happy being there. Those are the main considerations. Cost is a factor but not the main factor.

Parent, Whangarei

Where children access OSCAR-approved service providers, if they meet the criteria, parents and caregivers are able to apply for Work and Income subsidies. Those that meet the requirements say that the subsidies do make a difference. For some, it can mean the difference between their child attending an out of school service or not.

Māori want more information about out of school services, for both OSCAR-approved and non-OSCAR funded service providers. They want to know what services are available in their areas, what programmes are offered and what costs are involved in accessing these services. They want to be able to compare and assess the services that are offered so that they can make informed decisions about out of school services for their children.

Not all parents and caregivers said that they knew about OSCAR and Work and Income subsidies when choosing out of school services. If they are first time seekers of out of school care, generally their first inquiry is to find out about safety and staff. These parents and caregivers said that accessing subsidies may have made a difference to their choice.

For those parents and caregivers that do know about OSCAR, they are more likely to look for an OSCAR-approved service provider.

Similarly parents with special needs children who know about OSCAR, understand that their children can attend an OSCAR-approved service provider free of charge up to the age of 18. Siblings are also able to attend free. Some parents and caregivers noted that they had to search hard to find this information:

Yeah, I just found out too. Not even Work and Income knew that. I read it online and Work and Income, even the 0800 number didn't know, so, you know I rang them and they went and found out through the right channels, but it's not something that is common knowledge.

There is a lot of help, but it's not widely known, you have to dig deep, you have to talk to a lot of people who have worked with other children, or other parents of children with special needs to find out what there is.

Parent, Kawerau

8.5.2 Affordability is a challenge

The research highlights that there are also many parents and caregivers who struggle to pay fees for out of school services. They say that they struggle because:

- They do not qualify for Work and Income subsidies because their income level is above the threshold so they pay full fees
- They attend out of school services run by a non-OSCAR funded service provider where fees are not subsidised by government, so they pay full fees
- They have more than one child attending out of school services which increases their fees.

A recurring comment from at least 15% of the parents and caregivers interviewed is that

they also have difficulty in affording the fees, even with Work and Income subsidies. Their income levels are too low to be able to pay the reduced fees especially as a parent in Northland said that with the 'cost of petrol and food, we have to watch every dollar we spend'. This message came from parents and caregivers in many areas - Hastings, Wairarapa, Wanganui, Northland, Kawerau, Gisborne, South Auckland, West Auckland and in some parts of Wellington.

In one situation, affordability has also has created significant debt for a parent who has accessed a non-OSCAR funded service provider:

I've got a \$400 debt with the provider for after school care – they aren't OSCAR – I didn't know you could get subsidies. I asked if I could pay that off and I was told that I had to pay down \$150 before I could start paying it off and so she wasn't allowed to go until that was done. I just pulled her out. I'm a low income earner.

Parent, Anonymous

Not being able to afford the cost of out of school services gives rise to significant consequences for these whānau. If they continue to work, they need to find other care alternatives. The research indicates that if whānau support is not available, alternatives can mean that children go to parent(s) work, they are looked after by older children or they go with friends. In a few situations, children go home alone and are unsupervised until the parents and caregivers get home from work.

These alternatives have been raised in this research as a concern not only in regard to cost but also in respect to the accessibility and

availability of services. Parents and caregivers generally take these steps as a last resort when they are unable to pay fees or access out of school services and care:

...because she's not supposed to be home alone, I know I shouldn't leave her home alone I send her off to the library. That's what I have been doing because I can't afford to send my daughter to a programme.

Parent, Anonymous

8.5.3 Affordability and whānau care

Whānau carers make it possible for parents and caregivers to work. Generally they do not get paid although they may get a koha from the whānau from time to time. Some parents and caregivers said that they try and give them regular payments when they can.

A consistent comment made by research participants is the need for whānau carers to be financially recognised for their significant contribution to the out of school services sector. As one example (of many) a parent says:

...the last two years I would have to get my parents who are in their late 60's to come over at quarter to 6 (in the morning) so that I could leave and get to work on time. And then there's no funding available for them, because they won't fund family members to look after your children so it was just a big drain on me. I was in a ridiculous job that only paid \$13 an hour but I gave half of that to my parents just to pay for the petrol and for the three hours that they were there including taking my kids to school. So really I was working the week for \$7.50 an hour.

Parent, Wanganui



8.5.4 Affordability and school holiday programmes

A consistent theme arising from the research is the cost of school holiday programmes. Some parents and caregivers said that the fees for school holiday programmes in some places are too high and that they cannot afford to send their children to these. The costs increase for them if they have more than one child. In these circumstances, parents and caregivers:

- Organise themselves to share care of their children over the holiday periods
- For two parent whānau, each parent may take annual leave over this time
- Single parents have less flexibility. Annual leave is quickly used up. Share care arrangements may occur with other parents
- Arrange whānau care or the children may go to stay with grandparents or other whānau members
- Arrangements are made with neighbours and older siblings.

8.5.5 Affordability and service providers

8.5.5.1 Fees

Service providers indicate that wherever possible they try and keep their fees to a minimum. They recognise that cost is a barrier for some parents and can make the difference as to whether their child attends out of school services or not. More than one child compounds the affordability for parents and caregivers in this situation.

Most service providers (both Māori and mainstream) said that they had become OSCAR-approved so that their parents and

caregivers can apply for Work and Income subsidies and thereby reduce their fees.

We weren't receiving MSD funding because we weren't approved, the wages of the person was being paid by the local church and it just wasn't feasible really, so we became OSCAR approved...and that enabled us to pay wages and rent... So it's a lot cheaper for the parents and they appreciate that.

Service Provider, Christchurch

Service providers recognise the difficulty that some parents and caregivers have in paying their fees. Most of these were able to give examples where they had or knew of parents and caregivers who were having difficulty affording fees including subsidised fees.

A common response from the majority of service providers (both OSCAR-approved and non-OSCAR funded) in this research is that when they know that parents and caregivers are struggling with fees, they will often admit the child to the programme and then look for ways to fund this decision. Fees may be reduced or reduced further or waived altogether. It may be that the parents and caregivers give a koha when they can or they volunteer their time or provide/contribute kai to the programme.

We have families who we know need the service but for whatever reason they don't meet the criteria (Work and Income). One example is a whānau with seven children. Mum obviously stays at home to look after these children while dad goes to work so they don't meet the criteria. I said it to her, just bring him along, just bring your baby, it's alright, we'll find a way. In the past two

years we've always run at a loss. I need as a manager to factor that in a lot more in our programmes, and it's that Māori thing.

Service Provider, Kawerau

In Hastings, one service provider has a good working relationship with local businesses that sponsor children into the programme. In Christchurch and Kawerau, the service providers offer scholarships or part scholarships to assist with the fees.

We review on a case by case basis, I'll put it in front of the board and say look this is what they can afford per week, how do you feel about that? And nine times out of ten what will actually happen is we will come up with a fee structure that is specific to that individual whānau so that they are getting quality care and they're also being able to afford it as well, so there is nothing, there is no way that we are going to turn away a whānau because they don't have as much money as they need, for example like \$50 a week.

Service Provider, Christchurch

8.5.5.2 Service providers, funding and resources

Often the decision to reduce fees has a broader impact on the operation and viability of the businesses of the service providers. They spend considerable effort in accessing funds to supplement or top-up their financial resources to cover the fees and other aspects of the programme. Some OSCAR-approved service providers say that the OSCAR Assistance Grant is insufficient to provide meaningful funding assistance:

...and then on top of that you've got to charge your fees which we may reduce in

some cases, we're forever going through pub charities, McCarthy, Mana Trust, different things like that...

Service Provider, Lower Hutt

Service providers who have programmes in what they describe as decile 1 and 2 areas say they have funding issues. These areas have proportionately a larger number of parents and caregivers who are on benefits or unemployed. Programme funding may have to cover more children than intended.

...we just have to work with what we have, that is what a marae does. We have a lot of parents and caregivers who can't get a subsidy. We are a low decile area so if we cannot provide for them who can? Where can they go to get care for their tamariki? So we just ask them for koha and this could come in a donation, food or coming and helping with the programme such as being here early in the morning to look after the early arrivals at our before school service.

Service Provider, West Auckland

Continuity of funding is also a problem for non-OSACR funded service providers. They say they have to work hard to secure funding to ensure their programmes can be delivered on an ongoing basis. Some of these service providers obtain their funding through contracts with government agencies to deliver specific services which they can sometimes align with their out of school services programmes. Most rely on fees and fundraising efforts to sustain their programmes.

In a few cases communities have been disappointed because programmes have stopped because of lack of funding.



...it's pretty much getting our systems in place, getting the relationships with the whole community and getting that consistency from the funding end, so there can be a guarantee that it's going to be ongoing...

And in our community these kids rely on us. It's like taking away something from them, it's not, cause we don't have anything, so what little we provide, they really love it and they appreciate everything and so it's kind of for us when that's taken away from them, that upsets the whānau and those kids because they rely on that for their positive outlet... otherwise they just roam the streets and they're lost again.

Service Provider, Central North Island

Affordability of resources such as venues, transport can also have an impact on the overall service that is provided to Māori. Often service provider budgets do not stretch to meeting these resource needs. Many service providers consider that having their own transport is a basic necessity so that their service can be more accessible especially to children in rural or outlying areas where they can collect them from schools and take them home. Having their own vans also presents opportunities, particularly in school holiday programmes, to provide a wider range of experiences for the children.

We have an old van at the moment, we need a second one but we can't afford to get one and the funding doesn't fund it. As far as I know there's no funding places that will fund vehicles now.

Service Provider, Christchurch

A challenge for us is resourcing. I'm not talking about money challenges; it's really around like buildings and facilities you know... often the challenge for us is you've got to pay big money to use some of the recreation grounds and I think that there needs to be some sort of subsidy to groups like us. We look for outings that aren't going to cost us at all or too much...

Service Provider, South Auckland

8.5.5.3 Affordability for all parents and caregivers

Research participants consider that the focus of the Work and Income subsidies should be on access and needs of the child rather than the financial circumstances of the parent(s). They consider that there is a gap with the subsidies and suggest that they should be open to all parents who stay at home and look after their children, who receive the Domestic Purposes Benefit and who exceed the Work and Income income threshold for subsidies.

They also consider that non-OSCAR funded service providers and whānau carers should receive funding or be subsidised to the same extent as OSCAR-approved service providers.

8.6. ACCESS AND AVAILABILITY

Māori want access to out of school services and care. There are many examples where parents and caregivers have expressed satisfaction with the out of school service they use.

I really like Barnardos, down to the one male care giver who does really neat things with my son. And I didn't think it was going to be like that to be honest with you, because it's quite a Pakeha environment... I'm always saying to them, you guys are doing a great job because I think that you

know when I go in there and they've got strategies displayed..... I think, yeah, that's great. You know and I see them managing conflict really well amongst kids there.

I think they're awesome.

Parent, Gisborne

Parents and caregivers talked about access and availability in terms of their experiences and in doing so identified gaps that they consider need attention. There are those who cannot access an out of school service because:

- Out of school services do not operate in all areas or there are only a limited number of services available within these areas. This occurs in many rural areas (for example, Wairoa, Northland and Gisborne) as well as in urban areas such as Auckland
- Their service provider of choice may be too far away from where parents and caregivers live or work
- Out of school services are not available at times consistent with parents and caregivers work such as shift work, seasonal work.

8.6.1 Distance and location

The research highlights that there are some areas that do not have out of school services at all or if they do, such services are not easily accessible because of distance and the investment of time and travel for children to attend these. The cost of travel also has an impact on accessibility in these situations.

There are more out of school services available to Māori in urban areas and cities than rural areas. There are examples however, where access to out of school services in these locations can be difficult. In this research,

this difficulty arises with access to service providers of choice who may be located in another part of the city/town but some considerable distance from children's schools.

Rural challenges to access

Typically, living in a rural area poses challenges to parents and caregivers who want to have their children attend out of school services. There are some rural areas such as Kawerau and Raetihi that do provide out of school services and have high proportion of Māori accessing their services. The service provider in Kawerau has now set-up a fourth site for out of school services in response to the increasing demand for services in this area.

Where out of school services do not exist or are not easily available, parents and caregivers have to consider how to access services or care for their children. In Wairoa, there is one out of school service provider for the area so that choice and access for many children is severely restricted.

In Gisborne, Rotorua and Kaitaia, there are a number of out of school services in town which rural whānau access. To get their children there, gives rise to extensive effort and organisation from parents and caregivers. For example, in Gisborne, the parents and caregivers work in town. They arrange for their children to catch the secondary school bus that goes into town to pick up secondary school students to bring them home. The children are collected by the service providers and they go home with their parents and caregivers at the end of the day.

In Kawerau, until recently, children were travelling by bus from Taneatua into an out of school service in Whakatane resulting in travel time up to an hour each day. Now that an out



of school service has been set up in Taneatua, travel (and associated costs) for parents and children have been eliminated.

Urban challenges to access

As with rural areas, there are some access challenges for those that live in cities. Parents and caregivers know what out of school services they want for their children but have difficulty in accessing them either because they are not available in the area or because they require travel, transport and time to get their children to the service.

As an example, in Auckland a number of parents and caregivers want their children (age range six to 10) to attend an out of school service that offers a tikanga-based programme. While located in Auckland, this service provider is a considerable distance from the home and workplace of these whānau. To get there, requires the children to travel across the city (both there and back). Rather than face travel time, cost and anxiety, these whānau have chosen a service provider closer to their location with a programme that does not meet their requirements in terms of Māori content.

On the other hand, in Christchurch, some parents and caregivers have chosen to transport their children across town to and from their service provider of choice even though there are other service providers who are located closer to their school.

8.6.2 Flexible arrangements and flexible hours

Parents and caregivers want their out of school services to reflect the more flexible nature of today's workforce.

An issue raised by parents and caregivers in

Wanganui, Wairarapa, Whakatane, Wellington, Auckland and Hastings is their difficulty in accessing of school services early in the morning before local service providers open for the day. These parents and caregivers want service providers to have more flexible hours and preferably provide home-base services in the morning. Because services are not available when they need them, parents turn to grandparents (if available) to provide care during this time.

Shift work also impacts on choice. Often in small towns, both parents may work for the same company which operates 24 hours a day (such as a timber mill or meat works). They hope for different shifts so that one is available to collect children from the service provider. This becomes problematic when they work the same shifts. With lack of certainty, they either cannot place their children with a service provider or if they do, they cannot provide assurance that they can collect their children at the end of the day. In these situations, they often look to whānau care or other alternatives for out of school time.

...there are lots and lots of shift workers here in Wanganui and with different hours. I think they go 24 hours a day, so people will be on one shift, it might be the ordinary shift from 9am to 5pm for two weeks or a week and then they shift to 5pm to 12am and then from 12 am. Parents are always talking to me about how they're hoping, that they've always got their fingers crossed that them and their partner won't be on the same shift. Even if they're on different shifts, it's hard for them to get the kids looked after school...

Parent, Wanganui

Some parents have very limited work choices where they live. As an example, in Raetihi and Kawerau, for some parents and caregivers, seasonal work is the only work option they have. It has a significant impact on access to out of school services. This work is weather dependent. On any given day, parents and caregivers may not know whether or not they are working. They are often called upon to work at short-notice. The hours are not fixed which makes it very difficult for them to arrange their out of school care and provide certainty that they will be able to collect their children.

...the people here can't specifically say they start from 9am and finish at 3pm, it could rain for two days and then the boss might say it's clear, we'll start at lunchtime and we'll finish at 7pm or we've got to catch up, we'll start at 8am and finish at 6pm, something like that...

Service Provider, Raetihi

There are many Māori who commute long distances to and from work. These parents and caregivers want service providers to accommodate their working arrangements at both ends of their days. They want a wrap around service so that their children are cared for early in the morning and after school beyond the regular closing times.

Parents and caregivers in this research commute to and from work from a number of places - to Wellington from Otaki, Waikanae and the Wairarapa, to Whakatane and Tauranga from Kawerau, to Auckland from outlying areas, generally some distance away.

In Wairarapa, there are parents who work in Wellington/Hutt Valley and have a commute of approximately 3 hours each day leaving Featherston at 6 am and returning home

sometimes around 7 pm. They struggle to find services and carers during these hours and juggle their children between whānau, friends and neighbours. In some instances children also travel with their parents to Wellington/Hutt Valley and access both school and after school services outside their home areas.

8.6.3 Addressing access and availability

Comments made by some parents and caregivers give rise to what they consider to be gaps in out of school services. These occur where:

- Parents and caregivers do not operate to the same timetable as service providers because of the nature of their work
- There is no out of school service available where and when they want them
- Parents and caregivers experience difficulties in transporting children from school to an out of school services of their choice.

In terms of access and availability, whānau carers are more responsive and attuned to the needs and priorities of their whānau. Generally they don't have set hours and are more likely to accommodate the diverse working arrangements of the parents and caregivers.

Service providers in general, do recognise the needs of parents and caregivers around access and availability of out of school services.

Many work to address these and some service providers say that these issues can be problematic and have a wider impact on the provision of their services.

But some service providers do respond.

As noted earlier in this report, a response for a rural service has now been set up in Kawerau. This OSCAR-approved service provider



describes herself as a mainstream provider. The service has grown and now operates from four sites within this area. In terms of access and availability, it meets the needs of:

- Rural whānau by having out of school services located in the community
- Parents and caregivers who travel some distance out of Kawerau to work. The service provider transports children to their work at the end of the day and in doing so, relieves their concern about collecting them on time
- Children who do not have to travel far to get to the programme. Some children were travelling by bus into Whakatane..They are now collected and taken to one of the four sites where they have more time at the programme.

Wairoa has a strong Te Kōhanga Reo presence and Tamaiti Whāngai youth programmes. The gap for this rural community is that it has limited out of school services for its five to 13 year old children. There is concern that children are unsupervised after school and 'are getting into mischief'. At the Wairoa focus group, participants identified the need to bridge this gap and are looking for ways to respond to the out of school needs of Māori in the area.

In terms of distance and location, many service providers within towns and cities, run vans to pick up children from different schools with their areas. However, none of those interviewed specifically go too far outside their 'school catchment' area to other areas (within cities) or into rural areas to do this collection. One service provider noted that once school finishes, the vans need to be waiting and they are unable to delay the collection while the van is transporting

children from outlying areas. Service providers say that to collect children from schools some distance out of town will impact on costs to the service provider which will affect parents and caregivers in the long term.

There is a limited response to flexibility of hours (outside the current service hours). Service providers say that this poses problems for them. The demand for flexible hours may only apply to a few whānau. Opening outside their usual times requires staff who can work these hours which may result in an increase in their costs.

They do recognise that there are times when their parents and caregivers work past 5.30 pm and in those unplanned occasions they remain open a little longer. When parents and caregivers call and say they are running late to collect their children, they will accommodate, within reason. These are one-off rather than regular situations.

None of the service providers interviewed were able to specifically respond to the needs of parents and caregivers who are shift and seasonal workers and commuters. Some do have before school services and many noted that they were moving to accommodate their parents and caregivers needs in this regard.

8.7 QUALITY AND CONTENT OF SERVICES

8.7.1 Overview

Māori want quality programmes so that their children have fun and enjoy themselves. The research indicates that quality programmes have a number of components. They want programmes to cater for the different age ranges attending out of school services. For programmes to be structured or semi-structured with a range of activities and

experiences for their children and they want programmes to be updated and refreshed so that children remain interested, stimulated and continue to have fun.

All parents and caregivers interviewed for the research say they have expectations that service providers have a whānau environment to support their programmes and that they want these programmes to have Māori content. They consider that they do not expect these programmes to be provided exclusively for Māori. Along side of these expectations, parents and caregivers want service providers who have a good appreciation of te ao Māori and understand the importance of incorporating Māori content into their programmes.

8.7.2 Māori content

Parents and caregivers describe what Māori content they expect to see in the out of school services accessed by their children:

- All programme content is focussed on expanding their children's knowledge of themselves as Māori and their place in te ao Māori. Te reo Māori is spoken all the time
- Māori content is woven into the programmes where tikanga Māori is practiced and there is a preference for te reo Māori to be used as much as possible
- Māori content is visible in the programme, not just on occasions. For example, through activities which have a Māori focus.

There are parents and caregivers who advise that it is their responsibility to ensure te reo Māori is spoken and tikanga is carried on in the home. They do not look for programmes where these are a specific focus. They recognise that not all service providers can

kōrero Māori but support any attempts to do so or to visibly use te reo Māori as part of the programme (signs on furniture).

Tikanga and te reo are my responsibility as a parent for my children. They participate at the marae and in those things Māori. I still think that there needs to be some awareness here [at out of school service] as there should be anywhere, but I wouldn't think it's not good to send the kids here because they weren't providing something for the kids in terms of being Māori.

Parent, Wanganui

8.7.2.1 The role of iwi and hapū

Suggestions were made by parents and caregivers that iwi and hapū have significant roles and responsibilities in out of school services by providing these services or supporting service providers to deliver iwi/hapū specific programmes within their rohe. Some expressed the desire to have their children attend such services, if they are available.

The researchers interviewed two service providers that deliver these programmes. Both are non-OSCAR funded service providers. Te Rūnanga o Ngāti Whatua also indicated that it wants service providers in its rohe to have a consistent approach to out of school services. It is exploring how this can be achieved so that Ngāti Whatua is reflected in the programmes delivered.

8.7.2.2 School holiday programmes

Parents and caregivers also look for Māori content and a whānau environment in school holiday programmes. Some regularly send their children to stay with grandparents and whānau and to attend school holiday programmes in their areas. These children go to programmes



during the school terms which may not necessarily have everything they (or their parents want) in terms of Māori content. School holiday programmes which operate within their iwi rohe offer unique programmes which support their knowledge and understanding about who they are as Māori.

This happens in Northland where a Māori service provider (non-OSCAR funded) reports that her programme gets inundated with tamariki from the cities during school holidays. She now designs her programme so that they can learn about their iwi, themselves and the place where they come from.

Other parents and caregivers are looking for the same type of programme. A parent in Auckland describes her ideal school holiday programme as:

...having Māori speaking care givers or providers. And as well as you know educational outings, day trips, do things that are specific to the children, like whakapapa and learning where they are from. I don't know how it would work but my ideal holiday programme would be able to send my boys to Rotorua where they're from and for them go to a holiday programme there and learn from their kaumātua and things like that about where they're from and you know learn about their land and things. That would be an ideal thing...

Parent, Auckland

In Gisborne, one parent described the ultimate school holiday programme as taking the whānau (not just the children) back to their marae with a programme based around their whakapapa, their land and their resources.

It is interesting to note, that some parents

and caregivers of children who attend Kura Kaupapa Māori or Māori immersion classes choose mainstream school holiday programmes. The main reason given is that they want their children to mix with children of other cultures and to get an awareness of the wider world.

One parent said this was very important to her and her whānau:

Because they're in a total immersion class putting them into a mainstream holiday programme gives them the opportunity to mix with other races and they'll come home and they'll ask you, well I think, quite good questions about why do they do it like that mum? So they're not just sort of cocooned in this Māori world, they still have that but they meet kids and develop friendships.

Parent, Wellington

8.7.3 Diverse responses to Māori content

Parents and caregivers in this research want a diverse range of out of school services that have Māori content in some form. With few exceptions, service providers in the research recognise the need for Māori content in their programmes. Researchers were told that it is important for Māori to have their 'world' reflected in the programmes.

For all programmes, it makes a difference if the service provider is Māori and if staff or some of them are Māori. This generally has an impact on the shape and content of the programme and the way they are delivered. It is noted that Māori service providers and Māori staff tend to deliver programmes where there is a focus and emphasis on Māori content.

Diversity gives rise to differences underpinning

the development and ongoing refreshment of the programmes. There are service providers within the research with programmes that fall into four broad groupings:

- Programmes grounded in tikanga Māori and te reo Māori
- Programmes that integrate Māori content as its core feature
- Programmes that have some Māori content and practice basic tikanga Māori and use some te reo Māori.
- Programmes that have no Māori content.

8.7.3.1 Programmes grounded in tikanga Māori and te reo Māori

Parents and caregivers who want this type of programme have children attending Kura Kaupapa Māori or Māori immersion classes. They want a seamless service which reinforces their learning from home and school.

The content of these programmes differ. They respond to the needs of parents and caregivers and what they want to see provided in out of school services. Typically, they are run by Māori service providers with Māori staff. These service providers in this research are non-OSCAR funded.

A service provider who runs a tikanga-based programme in Northland says that the basis of this programme comes from a Māori perspective, from the area, the people and iwi:

Our Māori is very much part of the teaching. Our instructors, they kōrero Māori all the time. Tribal history, we go out on the harbour, fishing, you know whoever takes us out they're talking about this place that place, a part of our tribal history. All these sort of components to us is important,

being Māori and identifying ourselves as Māori and having this as the programme.

Service Provider, Northland

Another service provider from Christchurch said the aim of her programme is to provide care for children who are being raised in Māori language speaking homes. The programme allows children to further develop their language skills with other children who have the same level or above proficiency in te reo Māori. It also gives them wider opportunities to use their language skills.

Tikanga-based programmes are also fundamental to those programmes that focus on whānau and children at risk:

Well, what we're based on here is whānau, hapū, iwi. You know, self-esteem, self-respect, self-determination – our programmes are based on these.

Service Provider, Lower Hutt

But there are few tikanga-based programmes within this research. They are not readily accessible to Māori because of where they are and the time and cost investment of transporting children to attend these programmes. There are examples, where parents and caregivers place the care of their children with a service provider in closer proximity with programmes that have less Māori content than they would prefer.

8.7.3.2 Programmes that integrate tikanga Māori and te reo Māori

The research indicates that these programmes are more available than those that are grounded in tikanga Māori. Children who attend these programmes are predominantly Māori with some non-Māori children. Service



providers describe themselves as either Māori or mainstream providers. There is reluctance from some service providers to describe themselves as Māori service providers because they want their programmes to be inclusive for all children.

Service providers who deliver these programmes are either OSCAR-approved or non-OSCAR funded.

The programmes in the research generally focus on children learning about themselves as Māori:

The kids respond very positively to our programme. Oh very positively. Tikanga, karakia, that's just part of their life that the school encourages. The marae visit, when we go to the marae, it's a little bit more of a step for them sometimes, not all of them are from whānau who regularly spend time at the marae and are involved as a whānau at one.

With the five to ten year olds, they're doing the walk of the ngāhere for the holiday programme and those kind of things all about ngā tipu Māori, so that kind of stuff, I called it the other day fragments and echoes of our culture. That's what kids need and we think whether they're engaging with the marae or not, they still have these fragments and echoes that feel very comfortable to them and they don't feel contrived and so it feels like we're building off those fragment and echoes and trying to put together some kind of picture for them.

Service Provider, Tauranga

These programmes do not have specific components which can be separately described as Māori content but these are organic to each programme. Māori content can be mixed:

- Te reo Māori may be spoken all the time. Others may have a mix of both te reo Māori and English. Others may kōrero English mostly with some te reo Māori. For the most part, the level of te reo Māori used in a programme will depend on the fluency of the service provider and staff
- Tikanga Māori is practiced as an ordinary part of the programme where learning from home is reinforced by service providers. The basic concepts are already reinforced (karakia, pillows, tables) with other concepts in regular use, such as tuakana/ teina relationships
- Māori specific activities may focus on the environment and its importance to the whānau, connecting the whānau to the community through stories and may include activities on marae in the area.

8.7.3.3 Programmes that recognise tikanga Māori and te reo Māori

Service providers who deliver these programmes describe themselves as mainstream providers. They recognise tikanga Māori and te reo Māori as part of their programmes and have specific Māori activities on regular occasions. These include poi making, weaving, celebrating Māori occasions, such as Matariki and Māori Language Week.

The research highlights that approximately 30% or more of the children attending these programmes are Māori and service providers and staff are predominantly Pākehā. There are more of these programmes in the research than programmes grounded in tikanga Māori or integrated programmes. They are predominantly run by OSCAR-approved service providers.

These are the programmes that are accessed by most of the parents and caregivers in this

research. Parents and caregivers choose out of school services that provide these programmes for a range of reasons:

- The service provider has a good reputation and the programme meets parents and caregivers requirements
- The service provider is OSCAR-approved and parents can apply for Work and Income subsidies
- The service providers offer programmes grounded in tikanga Māori or integrated programmes are not available or are located in other areas
- The service provider may be close to parents and caregivers place of work and/or childrens school where transport and costs are not an issue.

Generally, service providers find it hard to attract and keep staff. It is more difficult to get staff with experience in designing and delivering programmes with Māori content. In Gisborne a service provider is looking for staff to help children with their homework in Māori. In most other areas, service providers are looking for more Māori staff to help with the increasing number of Māori accessing their programmes.

8.7.3.4 Programmes that have no Māori content

There were only two service providers in this research (both OSCAR-approved) who say they deliver programmes with no Māori content on the basis that parents and caregivers do not ask for this content to be incorporated or such inclusion is 'not part of our policies and procedures'. In these situations, the service providers concerned do not proactively engage

or follow up with the Māori to find out if Māori content is a priority for them and their children.

8.7.4 Other activities

There are additional activities that parents and caregivers consider are important to be included in programmes. While they are not the critical factors to reaching decisions for out of school services for their children, parents and caregivers want to see learning life skills reflected through programme activities. These include budgeting, cooking, sewing, gardening and other skills which they consider will support their children to be self sufficient.

Homework is an area that has generated some response. There is an expectation from some parents and caregivers that it would be helpful to them if their children did homework as part of programme:

...in that window of time that they're there, we want them to do things that they would be doing at home. Things like that make things easier for us to spend the time with them, so we want them to do their homework...

Parent, Whangarei

For others, it is not a significant consideration and they have a preference that their children play rather than extend school into their out of school programme:

...it's their play time, so I'm not overly concerned. You know if they get time to do their homework, that's great, as a working parent, that's great. But you know that is my responsibility to oversee that part, but if it gets done that's fine, it makes it easier when I go through it with them at home.

Parent, Bay of Plenty



9. OSCAR SERVICES AND PROGRAMMES

9.1 OVERVIEW

Most of the service providers interviewed in this research are OSCAR-approved. They have their programmes approved by Child Youth and Family and operate as part of the broad out of school services sector for Māori. Within the OSCAR framework, these service providers adopt a mix of holistic and singular approaches to their services. They deliver programmes which have integrated Māori content as well as those which recognise te reo Māori and tikanga Māori. OSCAR-approved service providers describe themselves either as Māori service providers or mainstream service providers.

The majority of parents and caregivers in this research send their children to OSCAR-approved service providers throughout the country. When they are looking for out of school services, the research indicates that parents and caregivers do not make their decisions solely based on whether service providers are OSCAR-approved. Their focus is on finding an out of school service that has a safe environment and which meets their core needs and priorities. In the end, however, as a result of their enquiries, they may well access an OSCAR approved service provider.

9.2 BECOMING OSCAR APPROVED

Service providers say that becoming OSCAR-approved for them, means that:

- Parents and caregivers know that they have safety standards and procedures in place that work to keep their children safe
- Parents and caregivers can apply for Work and Income subsidies to reduce fees. Many service providers say that they became OSCAR-approved so that their parents and

caregivers could apply for/access Work and Income subsidies

- They are assessed every two years to ensure that they continue to comply with and update their standards and procedures. Parents and caregivers know that these procedures are current and that they continue to be improved
- They can access the OSCAR support system for training staff. The support also includes advice and information from OSCAR advisers
- There is a national network of service providers who is connected into the OSCAR framework which provide opportunities to collaborate and share information especially within the regions.

Generally, service providers indicate that the requirements for obtaining OSCAR approval are clear. They have mixed responses to the processes they go through and the time and work needed to prepare their policies and procedures to get the approval. It also makes a difference, they say, to have OSCAR advisors who can assist them with this process:

- For those experienced in the Child, Youth and Family approval process (such as setting up further sites), they found the processes relatively straight forward. These service providers say that already having knowledge and experience means that they are able to present better applications without the need, generally, to supply further information
- For those with less/no experience in the approval process (such as applying for the first time), the processes can be a challenge. Many service providers indicate that they have successfully worked through

the application process and that it was especially important that they took their time to fully consider the content of their policies and procedures

- One service provider said that it took her two years (working in the evenings) to prepare her policies and procedures from scratch. Other service providers tap into their networks and get help from those who have experience in the process and who are already approved
- For others, the process has been a barrier. Māori service providers in Hastings, Northland, and West Auckland indicated that the process was too long and the paperwork became too arduous so they withdrew from the process. They continue to operate as non-OSCAR funded service providers
- Three Māori service providers completed the process but were declined approval because they did not meet OSCAR criteria. In all cases they had children who are 13+ accessing their services.

9.3 KEY CONSIDERATIONS GOING FORWARD

Throughout the research both parents and caregivers and service providers have put forward their views about OSCAR. These have been noted throughout this report and are consolidated in this section. In making comments participants suggest how OSCAR services can be improved so that it can meet the needs and priorities of Māori.

9.3.1 Māori content, whānau environment

In this research, there are more OSCAR-approved providers than non-OSCAR funded providers delivering out of school services to

Māori. This presents a challenge for OSCAR-approved service providers to continue to meet the expectations of parents and caregivers and provide a whānau environment and programmes with Māori content. Alongside these expectations, parents and caregivers want these service providers to have a good understanding of te ao Māori so that they can confidently develop and deliver these programmes.

The research suggests that a core aspect of training for OSCAR-approved service providers and their staff is to build and increase their understanding and awareness of these matters and identify how these can be appropriately reflected into their programmes and their delivery.

9.3.2 Extending the range of those eligible for Work and Income subsidies

Research participants consider that the focus of the Work and Income subsidies should be on access to out of school service and needs of the child rather than the financial circumstances of the parent(s). They suggest that Work and Income subsidies are available to all parents; who stay at home and look after their children, who receive the Domestic Purposes Benefit and who exceed the Work and Income income threshold for subsidies. They also consider that non-OSCAR funded service providers and whānau carers should get funding to the same extent as OSCAR-approved providers.

9.3.3 Extending the criteria to 13+

The age range for out of school services run by OSCAR-approved service providers is five to 13 years. Work and Income subsidies recipients are no longer eligible once their children are 13 years+.



All research participants suggest that these subsidies should continue for children in this age range. Their main concern is that they want children to continue to have access to supervised programmes (which are age appropriate) to keep them safe, stimulated and occupied out of school hours.

Children over 13 years old are also a barrier for some service providers. They say that in small Māori communities, it makes sense to include the older children – they support the younger children through tuakana/teina relationships and also reflect the role of the whānau within these services.

Some service providers do have older children in their programmes. This has meant that they have been ineligible to apply for/obtain OSCAR approval and access OSCAR funds and Work and Income subsidies for parents and caregivers.

9.3.4 Work and Income subsidies

Parents and caregivers recognise that an advantage of accessing an OSCAR-approved service provider is that they can apply for the Work and Income subsidies to reduce their fees. There are some parents and caregivers who get the subsidies but who still have difficulty in affording fees, because their incomes are low and there are competing demands or higher priorities for their income.

There are some parents and caregivers who do not qualify for Work and Income subsidies who say that the income level threshold is too low (and they earn above the threshold) and they also have difficulty in affording fees.

Seasonal workers face difficulties with their Work and Income subsidies. Because they work irregular hours the amount they earn may fluctuate so they have to provide their pay

slips to Work and Income every week. Workers in this situation say their income levels may rise and fall and as a result they may not always qualify for the subsidies. In rural areas, such as Raetihi, Work and Income does not operate a full-time office in the area, so there can be time delays between processing applications and service providers receiving the subsidy.

9.3.5 Access to information including OSCAR information

Parents and caregivers want to have all information on all relevant websites to be clear and transparent. While information is there, some struggled to navigate their way around the Work and Income website in particular to find out key information about fees and subsidies. One example relates to finding out about fees for special needs children. They also want staff on 0800 numbers to provide correct information consistent with that on the websites.

Knowing about OSCAR-approved service providers, their safety standards and potential access to Work and Income subsidies can be an influencing factor for parents and caregivers. Parents and caregivers who had this information indicate that this did help their decision making about after school services for their children.

There are many parents and caregivers in this research who at the time of seeking, were unaware of OSCAR-approved service providers and what this may mean for them. For some of these parents and caregivers, having this information they say would have made a difference, particularly in relation to the Work and Income subsidies.



 APPENDICES

APPENDIX 1

QUESTIONS FOR PARENTS, CAREGIVERS (INCLUDING WHĀNAU) INDIVIDUAL INTERVIEWS AND FOCUS GROUPS

Parent and caregiver priorities for out of school services (including school-holiday programmes)

- How many children use out of school services and what are the ages of the children?
- When thinking about out of school services for your children, what were/are the things that are important to you when you made/are making decisions about these services after school? Why are they important to you?

Participants take their key factors and rate them on a chart in order of priority for them.. For example, if COST is a key factor:

How important is cost a priority for you when thinking about out of school services for your tamariki?

Extremely important it is the critical priority factor

Very important as one of a number of other priority factors

Important but not a priority factor

Out of school services

- What kind of out of school services have you chosen for your children?
- How did the fact that they are approved and non-approved out of school service providers influence your choice? Do you know that there is a difference? Does this make a difference for the choice made?
- Are you satisfied with the out of school services that you get?
- If you had a choice, would you prefer to have a non-Māori provider or a Māori provider for out of school services? What are the reasons for your choice?
- How does your out of school service meet your needs? Are there any gaps between your needs and what is being offered by out of school services providers?
- What improvements are needed to out of school services so that they meet your needs?
- What are the challenges that you have experienced in getting out of school services? For example,
- What are specific challenges that you have experienced in accessing out of school services in rural or urban settings?
- What are specific challenges that you have experienced in getting out of school services for primary and secondary school age children?
- What are specific challenges that you have experienced in accessing out of school services for children with special or high needs?

Specific questions for school–holiday programmes

- How often do you access school holiday programmes? For example, every day each holiday, some days every holiday, or occasional days/holidays?
- What are the key factors when deciding on a school holiday programme for your children? Are they the same as after school services programmes? If different, what are they and why?

OSCAR subsidies

- What do you know about OSCAR subsidies for out of school services?
- Do you know the criteria for getting these subsidies? What are they?
- Do you receive an OSCAR subsidy? From your experiences, what challenges/difficulties if any, have you had in getting this subsidy?
- What improvements would you suggest are needed to the subsidy?

Out of school service activities

- What types of Māori specific activities are included in the out of school services provided to your children?
- What kind of activities do you want included that are not catered for at your out of school service at present?
- How do your children respond to Māori cultural activities (if provided)?

Professional development of staff

- Are you aware of whether staff at your out of school service are professionally trained with qualifications?

- Do you have a preference for having trained staff and why?
- What do you want most from out of school services – for example, babysitting services or care with a development/enrichment interest in your children?

Future focus

- If you sent yourself a postcard from the future, say in 5 years time, what would you expect to see happening and in place with out of school services that are working well to meet the needs of your children and your whānau?



APPENDIX 2

QUESTIONS FOR APPROVED AND NON-APPROVED OUT OF SCHOOL SERVICE PROVIDERS (INCLUDING SCHOOL HOLIDAY PROGRAMMES)

INDIVIDUAL INTERVIEWS AND FOCUS GROUPS

Introductory questions

- Do you know how many Māori providers who provide out of school services in this region?
- Of these, how many are approved and non-approved?
- Do you know whether whānau prefer approved/non approved services?
- Do you know how Māori children respond to culturally based activities and service provision?

Questions for both approved and non-approved providers

- Describe whether your service is an approved or non-approved service. What is the age range for children attending your service?
- What school holiday programmes do you provide? What is the age range for children attending the programme?
- How many Māori children are on your roll and waiting lists for you're after school services and school holiday programmes?
- Whānau say that XX are important for them when choosing an after school service.. Describe how your service accommodates these needs?

- What do you consider to be the gaps around what whānau need and the services you provide?
- What improvements do you think your service needs to make to align with theirs? How would you do this?
- What are the specific challenges for your service in attracting Māori children in both rural and urban locations?
- What are the specific challenges for your service in attracting Māori children within the age range of 5 -13 years?
- Are your staff professionally qualified? How do they keep their professional training up to date?

Additional questions for approved providers

- How easy was it to become an approved provider – what process did you go through?
- What were the reasons you became an approved provider?
- What services do you deliver that are different from mainstream approved providers for Māori children?
- What activities are Māori specific – describe these and tell me why you have these as part of your service?
- How do you keep whānau needs and priorities incorporated into your service specifications and delivery?

Additional questions for non-approved providers

- Why are you a non-approved provider?
- Are you aware that you can become an approved provider and access `to higher levels funding? Are you interested in becoming an approved provider? What are the reasons? (either response)
- What standards do you have to meet as a non-approved provider of after school services? How are these standards assessed?
- Describe the barriers you experience as a non-approved provider of after school services?
- What Māori specific activities do you have and how are they incorporated into your service delivery?



APPENDIX 3

OUT OF SCHOOL SERVICES REVIEW WHĀNAU SURVEY

The government is currently reviewing the Out of School Services sector. To make sure that we have views from Māori, Te Puni Kōkiri wants to hear from parents and whānau who use approved and unapproved out of school services to inform this review process.

There will be a report on the findings from the review which will be made publicly available. Your information will be used to inform a report to the Minister in November 2010 providing advice on how Out of School services can be improved to better meet the needs of Māori.

What are approved and non-approved out of school services?

Approved formal care is defined as:

Before-school, after-school, and school holiday programmes for children aged five to 13 years, where the care of the child has formally been handed over from the child's parent or caregiver to the Out of School Service provider. Programmes usually require fees to be paid but do not include education extension activities such as music lessons or sports practice.

Non-approved informal care is defined as:

Care where the child is looked after by someone other than a parent outside school hours but the care is not in an organised programme. It includes the provision of care by adult relatives (e.g. grandparents), siblings older than 13, babysitters, childminders, friends or neighbours. The care may be paid or unpaid.

We would like to find out how parent(s) and whānau are managing their caring responsibilities for their tamariki after school and during the holidays. We would like to get an idea of what works best for them and what could work better. We are focusing on Out of School services in urban and rural areas for children between the ages of 5 and 13 years.

We will also be interviewing out of school services providers, both approved and non-approved, to find out about the quality of out of school services they provide especially in relation to affordability, availability and quality.

We value your contribution to this work by asking you to fill out the attached survey form. All information will be kept confidential and you will not be identified.

When answering questions please tick the appropriate box and write directly in the space provided.

1. How many children are there in your whānau that require/will require out of school services?

Please tick the box

- 1 child
- 2 children
- 3 children or more

2. How old are your children?

Please tick the box

- 5 - 10 years
- 10 - 13 years
- 13 years +

3. Do you have children already attending out of school services?

Yes

Indicate which type:

Approved providers have met certain criteria, standards and quality and are able to access government funding, for example, OSCAR [After-school, and school holiday programmes for children aged five to 13 years, where the care of the child has formally been handed over from the child's parent or caregiver to the Out of School service provider. Programmes usually require fees to be paid but do not include education extension activities such as music lessons or sports practice].

Non-approved providers are delivering services, may/may not have quality standards and criteria and are not funded by government, care where the child is looked after by someone other than a parent outside school hours but the care is not in an organised programme. It includes the provision of care by adult relatives (e.g. grandparents), siblings older than 13, babysitters, childminders, friends or neighbours. The care may be paid or unpaid.

Whānau

Other – please state

No – please state reasons why

4. When thinking about out of school services for your children, what were/are the factors that are important to you when you are making decisions about out of school services?

Please rate them in order of priority for you (1 is most important):

<input type="checkbox"/>	Cost
<input type="checkbox"/>	Safe environment
<input type="checkbox"/>	Choice of out of school services in my area.
<input type="checkbox"/>	<input type="checkbox"/> approved
<input type="checkbox"/>	<input type="checkbox"/> non-approved
<input type="checkbox"/>	Quality programmes provided at the out of school services
<input type="checkbox"/>	Qualified staff to deliver the programmes at out of school services
<input type="checkbox"/>	Supportive tikanga-based environment
<input type="checkbox"/>	Provide Māori specific activities
<input type="checkbox"/>	Location and access to out of school services in my area
<input type="checkbox"/>	Others – please state
<hr/>	
<hr/>	
<hr/>	
<hr/>	

5. What have been some of the challenges if any that you have come across when making decisions about out of school services for your children?

Please tick the box or boxes that apply to you:

<input type="checkbox"/>	Access for children with special needs and disabilities
<input type="checkbox"/>	The age range for out of school services do not go beyond 13 years..
<input type="checkbox"/>	There are no approved out of school services in my area.
<input type="checkbox"/>	There are no non-approved out of school services in my area
<input type="checkbox"/>	Specific challenges in urban areas. <i>Please state what these are</i>
	<hr/> <hr/> <hr/> <hr/> <hr/>
<input type="checkbox"/>	Specific challenges in rural areas. <i>Please state what these are</i>
	<hr/> <hr/> <hr/> <hr/> <hr/>
<input type="checkbox"/>	Insufficient information about out of school service providers in my area
<input type="checkbox"/>	Insuffice information about which out of school service providers in my area have tikanga-based environments
<input type="checkbox"/>	Insuffice information about which out of school service providers in my area provide Māori specific activities
<input type="checkbox"/>	Cost of out of school services
<input type="checkbox"/>	Other – <i>please state</i>
	<hr/> <hr/> <hr/> <hr/> <hr/>



6. Does your out of school services provider meet the needs you identified at question 4?

Yes – *please state how your out of school services meets your needs*

In part – *please state what else is needed to meet your needs*

No – *please state why your out of school services do not meet your needs*

7. How can out of school services be improved to better meet your needs?

They can't be improved. *Please state why*

Quality programmes

Qualified staff

Tikanga content in programmes

Māori specific activities

Accessible for children with special needs and disabilities

Accessible for children in rural areas

Out of school services for children 13 years+

Cost

Other – *please state*

8. If you had a choice, would you prefer to have: after school services provided by a:

Non-Māori provider

Māori provider

Please state the reasons for your choice:

9. Does your out of school service provider provide Māori specific activities?

Yes

No

If yes, what type of activities are these? Please state:

What type of Māori specific activities would you like to see at your after school service? Please state.

Do your children respond well to Māori specific activities at after school services?

Yes

No

If no, please state why:

10. Are you familiar with the criteria for getting an OSCAR subsidy? Yes No, but I would like to know more**11. Do you receive an OSCAR subsidy?** Yes No, why not?

If yes, please describe any difficulties you have had in getting this subsidy:

What improvements would you suggest are needed to the subsidy?

12. Are you aware of whether staff at your out of school service are professionally trained with qualifications? Yes No

13. Does it make a difference to your choice of out of school care requirements that staff are professionally trained or qualified?

Yes

No

Please state reasons (for either response):

14. What do you want most from out of school services? Please state:

Thankyou for completing this survey

Your name

--

Address

--

I am from:

An urban area

A rural area

APPENDIX 4

QUESTIONS FOR INTERVIEWS AND FOCUS GROUPS WITH WHĀNAU CARERS

- Describe the care that you provide to your mokopuna after school? How many in your care? What are their ages?
- What do you think were the important factors that your whānau took into account when they choose to bring their children to you after school? Where you part of that decision process?
- How often do you have them? Is it a regular fixture for you every day? What about school holidays?
- What are the things that that you and your mokopuna do after school? Do you plan anything?
- What are some of the things you do to support the mokopuna learning about themselves as Māori?
- Do you get paid for having the mokopuna or get a koha from the whānau?
- What kind of support do you need to care for the mokopuna after school? Do you get this support?
- Are there any specific challenges that you know face your whānau in accessing out of school services and care?

APPENDIX 5

QUESTIONS FOR PARENTS AND CAREGIVERS (WHĀNAU CARE)

INDIVIDUAL INTERVIEWS AND FOCUS GROUPS

Parent and caregiver priorities for out of school services and care (including school-holiday programmes)

- What are the ages of the children and how many go to whānau care after school?
- When thinking about out of school services and care for your children, what were/ are the things that are important to you when you made/are making decisions about these services after school? Why are they important to you?

Participants take their key factors and rate them on a chart in order of priority for them..

For example, if **COST** is a key factor:

How important is **cost** a priority for you when thinking about out of school services for your children?

Extremely important it is the critical priority factor

Very important as one of a number of other priority factors

Important but not a priority factor

Out of school services and care

- What kind of care have you chosen for your children?
- Are you satisfied with the care that you get?
- What are your reasons for choosing whānau care? Did you have a choice? If you had a choice would you prefer a service provider?



- How does your whānau care meet your needs? Are there any gaps/improvements needed?
- What are the challenges that you have experienced in getting out of school services or care? For example,
- What are specific challenges that you have experienced in accessing these in rural or urban settings?
- What are specific challenges that you have experienced in getting these for primary and secondary school age children?
- What are specific challenges that you have experienced in accessing these for children with special or high needs?

Specific questions for school–holiday programmes

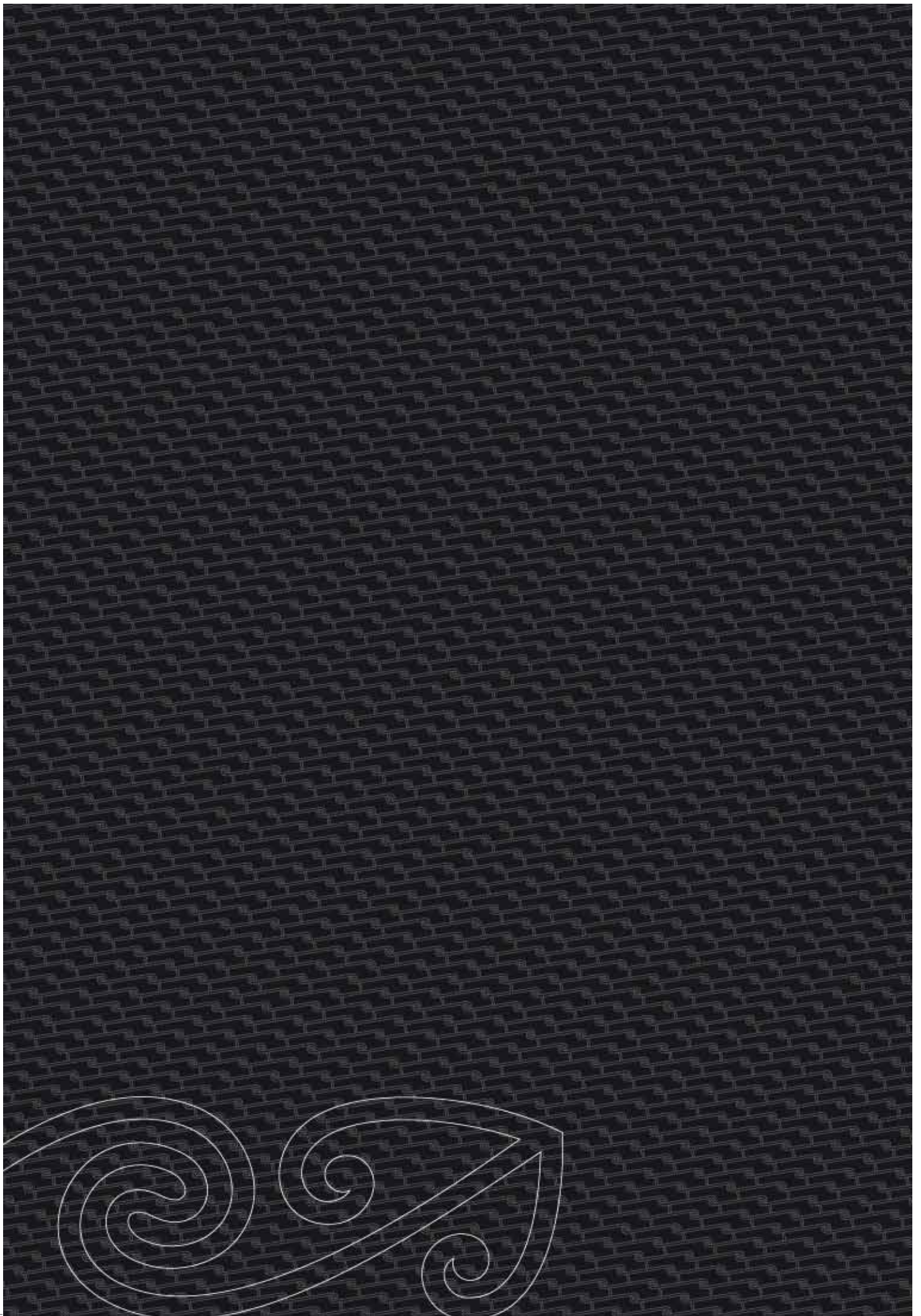
- What happens to your children during school holidays?
- What are the key factors when deciding on a school holiday programme for your children? Are they the same as after school care? If different, what are they and why?

OSCAR subsidies

- What do you know about OSCAR subsidies for out of school services?
- Do you know the criteria for getting these subsidies? What are they?
- If you had known about it, would it have made a difference for you with your choice of care after school?
- Are there any improvements you can suggest are needed to the subsidy?

Activities

- What do your children do when they get to the whānau carer? Have you any expectations for activities?
- Do they do anything that is Māori specific after school? Have you any expectations for Māori specific activities or Māori content during this time?
- What do you want most from whānau care? Do you see it as a babysitting service or something else? Describe the something else?





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