

WestREAP Computers in Homes – Rejuvenation Hokitika Primary School 2005 Programme

Survey Analysis Brief

Background

6 of our total of 22 participants had participated in our 2003/04 pilot, but the programme was a little different.

2020 CiH may recall – WestREAP management had engaged in a presentation of Computers in Homes that was delivered to a REAP conference by Barbara and Di Das. They were, at the time researching possible programmes that would address an emerging need in our community for adults involved in an early childhood literacy programme – we had a group of 12 parents who had self identified Adult Literacy needs. Computers in Homes met the need in a number of ways.

WestREAP sought the support of 2020 Computers in Homes in developing the model to run a pilot in Westland, unfortunately the timing meant that WestREAP could not be included in that year under the Computers in Homes umbrella. WestREAP sought funding support through the Tertiary Education Commission – Adult Literacy Learning Pool. This was approved in every regard except the IT component.

Tai Poutini Polytechnic agreed to partner WestREAP in its first pilot by offering their own campus computer suite to use as a ‘learning pod’ and the use of 16 computers on loan until the end of 2004. We supplied these to participating families. These families had the computers in their homes for 20 weeks – and then had to return them. It wasn’t idea, but it did get them underway.

In that year we worked with 18 families. 2 did not complete the programme. One of those left the community and one returned to us in 2005 via the Hokitika Primary School. The 16 remaining families completed the programme of those – 5 returned in 2005 through their school.

We were given confirmation in October of 2004 that we had been approved to operate the 2020 Computers in Homes Pilot based at Hokitika Primary School in the 2004/05 year. For Hokitika Primary School this meant – we began in Term 1 2005, operated for two terms ending at the end of Term 2.

22 Participants enrolled in Computers in Homes via Hokitika Primary School in 2005

16 Women and 5 Men

10 Maori, 1 Pasifika, 1 French and 10 NZ European

3 Grandmothers (parenting grandchildren) and 1 Foster care giver

2 sets of partners (only one computer)

6 computers returned to us during the course of the programme:

4 participants left the community, 2 purchased their own (these computers were reassigned)

The Stories:

‘A’ has completed Level 2 study, has returned to her craft (weaver) – she is active in her marae and is working with two other participants in developing an artists collective on the Marae.

‘B’, also a weaver; wrote a book during her time with the programme, it was the story of her weaving, her journey and her dreams. It was interspersed with myth, legend and the stories she grew up with told by her grandparents. It was something she had always wanted to do. She worked with a Literacy Tutor during the second part of the year to edit the book for publishing, she and her partner began Level 2 business study courses at Karoro Learning Centre this year, both continued through the year working with Literacy Tutors. B completed Level 2, began Level 3

and we understand her book isn't finished, she wants to put it aside for a while – she believes the best bits of the journey are still coming.

'C', developed a resource for her children as a teaching aid to learn English while still maintaining their French language and culture. The school were interested and asked that she share it with the children's class. A beautiful extension programme naturally occurred in the school – briefly – C and her family are currently living in Fiji – due to return in 2008.

'D', was enrolled but did not complete the programme.

'E', enrolled and then became ill. She completed the programme later in the year and continues to use the computer at home, she and her children have a homework roster that she keeps track of through the computer. She isn't able to get into the school very often but she keeps in touch.

'F', is still in touch with us through another programme. She and her partner now operate a successful small business from their home – F administers it with her home PC and attends intermittent Free computing sessions at the local polytechnic campus when she comes across a programme she wants to pursue. Her partner is a bit of an inventor – he doesn't have time to pursue his projects once he's perfected them. A hobby has become a very enterprising business scheme, one of his projects is going through a patent process, and the ideas are flowing. F is also enrolled in Karoro Learning Centre

'G', was with us for two years. We watched her confidence grow, she would come in to the office and beg for more work – more courses – more activities. She attended a Lifeskills course in Greymouth and was reported as 'mentoring her peers in using a computer'. She progressed to a Level 2 course at Karoro Learning Centre and left the community at the completion of that in 2005. We caught up with her in mid 2006 when she came to visit, she's returned to her extended family in South Auckland, she's working (for the first time since she left school) and she's managed to get hold of a computer up there which she shares with her sister and her children.

'H', completed the programme, then completed training as a Literacy Tutor. Then found work and had no time for either of the above. On the other hand, she's been promoted twice in her job and is now a supervisor.

'J', completed the programme over two years and on a visit to the local dump found a pile of computers that had been abandoned. He brought them home, put them in his shed and then working with our trainer managed to cobble one together which he donated to another family. Our trainer found a way to utilise his skills and got him working on old printers which they then donated to families. J worked through the year with a literacy tutor – his dream has always been to learn about electronics and he would like to do the certificate course. We see him from time to time, he hasn't pursued it. He and his son still use a computer at home – but it's not the one we provided.

'K', has also been with us for two years. Active in his Runanga, on his Marae, became the iwi Representative on our WestREAP board. Brings people to us that he meets along the way and causes them to enrol..... Early participants phone K when they get new computers or have problems with the ones they've got and he goes around and spends time, cleaning them up, upgrading them – keeping them online. He's become a great resource and is still in touch.

'L', also with us for two years, returned her computer at the end of 2005. She too returned home to her extended family. Took her children as the eldest was due to leave school and she knew he would find work 'back home'. When she left she took a CiH pack with her so she could pass it on to her younger children's school in Marlborough (perhaps they've come to light) Initially, L wanted

to train as a caregiver for Senior's. Not sure if she is doing that back home but we understand she's working.

'M', also with us for two years. Had the surgery she'd been needing for years 'because not having it was stopping her from 'doing stuff'. Since then, she's boomed through to level 3 Business studies at Karoro Learning Centre - having just graduated, she's working toward the next step.

'N', Using the computer with children, extended family and grandchildren (also niece who was enrolled by her mother and didn't really know why). N is active in her community and uses the computer to 'organise' her friends and whanau. Every time I see her it's a tearful hug and an introduction to anyone nearby - 'this is the lady you go and see at WestREAP and she can get you sorted out - changed my life!'

'O', attended the programme out of concern that she was very literate, working - but didn't have a computer in the home - she used them at work, two of her children had presented at school in reading recovery - one with high learning needs. She had no means to get a computer for the family. We lined O up with a literacy tutor - who in turn worked alongside the children's literacy tutor, in our programme so that she was able to learn the skills she needed to better support her children's learning. O now works mainly from home and is able to supplement her children's education more effectively at home. Both children are now out of reading recovery and O has also pursued her own business - something she's always wanted to do but had no time before.

'P' and 'Q', completed the programme - as they were parenting a grandchild. They began to develop some resources to extend their home book exchange business. As the year progressed they purchased another computer and we gave permission for them to pass the computer on to their daughter and granddaughter. They support their family through the programme and the CiH computer has become the family training computer, they call in from time to time to get advice from WestREAP - it's a classic example of transference of learning.

'R', and her family still use the computer. They've already had it upgraded - Mark was impressed with the way R has gone on to source other expertise as and when they've needed it - from free computing sessions to learn spreadsheeting - her first port of call is 'one of the teenagers'. She uses it to great effect. She has trained her children, her step-children and for a short time, her home was open house to a number of young people who had never had computers in their home but were no longer at school themselves. R gave everyone lessons.

'S', completed the programme - quietly took his computer and we didn't see him again until rejuvenation. He's the caregiver parent in his family - since he's understood how to use a computer - he's taken a more active role in his school committee, his Runanga and he uses it to monitor his children's homework regime. He's also gone back to study to complete his University papers and intends to pursue his Social work degree.

'T', began the programme and then identified that he didn't want a computer in his home - he wanted to learn to read first. He worked for a year with a literacy tutor. He has kept alongside us and calls in from time to time, still works sporadically with a literacy tutor. In the meantime, WestREAP has been able to encourage him back into the WestREAP site to become more familiar with computers and has been interacting with T's children through another community group - he's making sure his children are getting the benefit of the programme while at the same time working away at T - we can't convince him yet that he should take a computer home but, he hasn't left us so he is making progress and it's only a question of time.....

'U', worked through her standard sessions, took her computer home - came back to us through an employment mentoring programme and now has a job.

'V', was referred to us through her employer – she needed to have some IT skills in order to keep her job. She attended sessions at the WestREAP site and met her goals. V left the Coast at the end of 2005 to take up a new job - she returned her computer.

'W', completed his sessions – went on to achieve a diploma course, attend parenting, Maori Studies, Health and Adult Literacy and now has sole responsibility for his children. His family still use the computer. W's concept of learning has completely reversed and he's very much –one step at a time and enjoy it as it comes.