
Annual Report 2010-2011

Auckland Workers Educational Association



Participants at Structural Analysis Gathering, August 2010



October 2011
ISSN 1177-0589 (Print)
ISSN 1179-2191 (Online)

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TO FIND OUT MORE:

www.awea.org.nz

www.trc.org.nz

www.culturematters.org.nz

Cover photo taken at Whai Ora Marae, Ōtara: Back row, left to right: Mitzi Nairn, Christine Herzog, Vicki Sykes, Alex Barnes, Jen Margaret, Susan Adams, Mike Smith, Bob Scott, Gerard Burns. Front row: Peter Sykes, Abigael Vogt, Betsan Martin, Kay Robin.

President's Report



Auckland Workers Educational Association

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This has been a year of transitions and innovations. While in recent years we were very involved in working strategically with national organisations, this year we moved back closer to our roots—our fundamental commitment to addressing gaps in areas outside what is normally recognised as the ACE sector. A particular highlight has been getting involved with mana whenua groups in South Auckland: Mana Whenua i Tāmaki Makaurau, a coalition of iwi and hapū addressing health issues, and Ngāti Tamaoho, a hapū with which we have been informally involved since the 1980s. In both cases it has mainly been a matter of trying to make Pākehā ideas about organisational structures and policies (quality management systems) effective in Kaupapa Māori organisations. While the Government and funders don't recognise this as community education, we see it as a really practical expression of how we can put our Treaty commitment into practice. While we have never considered ACE to be restricted to the classroom, this work has reminded us how much satisfaction we get from responding to real current needs as opposed to the classroom model of guessing what people might need or want.

Through our work with the Strategic Alliance we were very aware of the implications of the Government's shift of direction in ACE funding in the 2009 budget. Although we shared the disappointment of others about the Government reducing the amount of funding for ACE and what this means for how it values ACE, we were very excited about what this might mean locally in South Auckland. Our participation with redevelopment of the Aorere College Community Education Programme prompted a further focusing of that programme to better meet the needs of all South Auckland; therefore it was particularly disappointing when Aorere College reverted, in the middle of 2010, to the traditional school delivery approach. This had a negative impact on our sister organisation, Te Hononga ki ngā Tūpuna, which has had to revert to asking philanthropy to fund Te Reo programmes.

The Budget changes also meant restricted access to grants for ACE professional development projects, which we have made effective use of in recent years, and the slow dissolution of the ACE Network in Manukau, a very productive ACE community that we particularly enjoyed being part of.

So having been involved in ACE at national level for several years, through the Strategic Alliance and the Federation of WEAs, we are now 'back home' working at a practical level. While we really welcome this return, we find that funding is less available.

As always we look to the future. While Jen Margaret moved to Wellington in April she remains part of AWEA through the wonders of modern technology, and we see her baby, Isla, born in October 2010, as part of a new generation that will share our values.

Audrey Sharp, AWEA President

Our history in community education

The Auckland WEA held its first meeting at the Trades Hall in Hobson Street on 21 October 1914, only 11 years after the inaugural branch was established in England. AWEA was established, like others in the movement, in the liberal-humanist tradition 'to educate for democracy' and 'civilise' the workers, focusing on the industrial, social and political problems of the day.Ω



A generous bequest in the 1930s, coupled with the hard work of volunteers, eventually enabled the AWEA in 1986 to buy its own premises, a villa in Grey Lynn. We provided courses and supported other educational activities for many years.

An academic style of education was provided through lecture and tutorial classes controlled by the University College Council's Tutorial Class Committees. Among the members of Auckland's first economics class in 1915 were future Labour Prime Ministers Michael Joseph Savage and Peter Fraser. From the early days AWEA saw itself as essentially a working class movement, gathering strong union membership and worker participation in classes.

By the 1920s, AWEA had broadened activities to include prison education, summer schools, Box Discussion Schemes on economic and social issues, and drama and debating clubs. Despite the popularity of artistic and recreational courses that began to emerge generally in the 1920s and 1930s, Auckland maintained a strong focus on its core academic courses for many years.

However, by the 1970s new priority areas were identified. AWEA was one of the earliest organisations to provide te reo Māori and women's studies courses. A pilot adult literacy programme sponsored by the AWEA was the forerunner of the Adult Reading and Literacy Association, now known as Literacy Aotearoa. A community development approach emerged whereby the AWEA helped



Current AWEA premises shared with Te Tai-awa o te Ora in the St Johns Catholic Church complex in Ōtara.

groups to identify and meet their own educational needs. Early groups which were supported included solo parents, inner city youth and community workers, environmental groups, trade unions, Māori groups, women's groups, anti-rape groups and anti-racism groups.

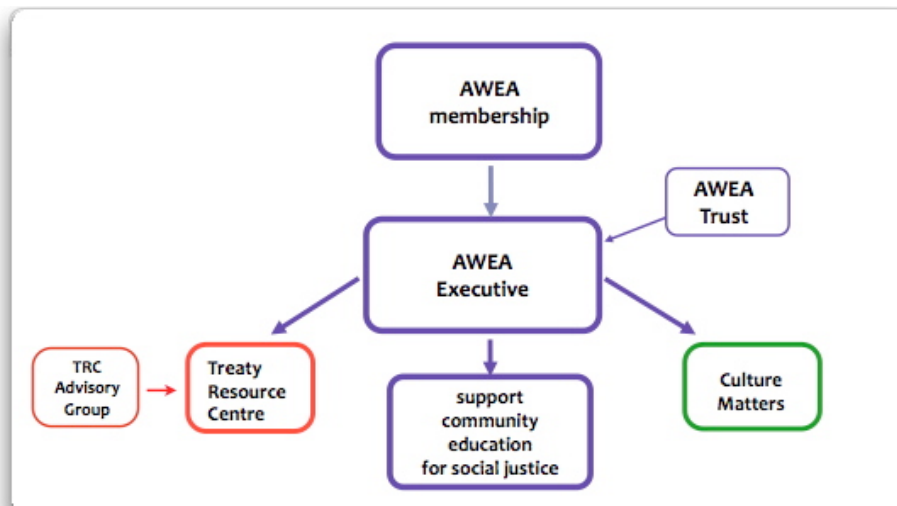
As high schools in the Auckland region increasingly provided courses that the AWEA had delivered, so that by the 1990s the only class that Auckland was still running was the highly successful Woodwork for Women. This was hosted by Auckland Girls Grammar School and funded through the Avondale College Community Education Programme.

Funding for WEAs came indirectly from the government via university grants from 1919 until 1975, when the relationship with universities was finally severed. From 1975, funding came from the Department of Education through polytechnics. Financial support from government was withdrawn totally from 1982 to 1984 and then again from 1992 to 2003.

Several strategies were developed when it was realised that government support was not reliable. One was to sell the Grey Lynn building in 2000 and invest the proceeds. The resulting fund is managed by the AWEA Trust so that it maintains or increases its real value; surplus returns contribute to the cost of basic AWEA administration and to funding of specific one-off projects.

Another strategy was to relocate in smaller, rented premises shared with a Māori social service organisation in Ōtara. Even more importantly than the cost savings, this move has situated us in the heart of communities with whom we work.

Structure and executive



Executive Members 2010 — 2011



Audrey Sharp — President

Audrey became involved with AWEA in 1988, and her roles since have included being a volunteer, the manager and for many years a member of the Executive Committee. Audrey teaches taxation law in the Commercial Law Department at the University of Auckland. She is also involved in supporting education programmes for youth through a charitable trust in the Whangateau area where she lives.

Christine Herzog — Secretary

Christine was attracted to the WEA in the 1980s by its community development philosophy, which supported groups to achieve their own adult education objectives. Over the years she has been involved in different projects and frequently acted as AWEA treasurer. Since 2004, she has been employed part-time as coordinator.



Abigail Vogt — Treasurer

Abi has been a committee member since 2008. She works as a Programme Advisor-Diversity in local government and has been responsible for the Interactive Interfaith Programme. She has a background in peace work both locally and overseas. She is interested in self-determination at a community level and has worked in Treaty education and issues of cultural identity and social justice.

Jennifer Margaret — Executive Member

Jen is very active in community education, which has been a key part of her involvement in social justice and peace work since the late eighties. She is particularly interested in relating work in Aotearoa with what is developing elsewhere. Jen became an executive member in 2002 and maintains the link with the youth network arc and a broad range of community organisations.



Claire Doole — Executive Member

Claire has held a passion for social justice issues for as long as she can remember. She has worked in the health sector most of her working life; as a public health nurse, manager, quality manager and clinical nurse specialist. Currently Claire is teaching in the undergraduate nursing programme at a local university with a focus on primary health and population health including teaching Maori health as the tauiri partner. Claire values quality processes and brings big picture thinking, problem solving skills and a commitment to equity issues.

Pamela Clark — Executive member

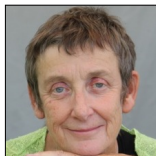
People and projects

Salaried Staff



Christine Herzog
 * overall co-ordination
 * networking and planning
 * Treaty education
 * projects

Traci Mangu
 * administration
 * finances
 * course management
 * grant applications

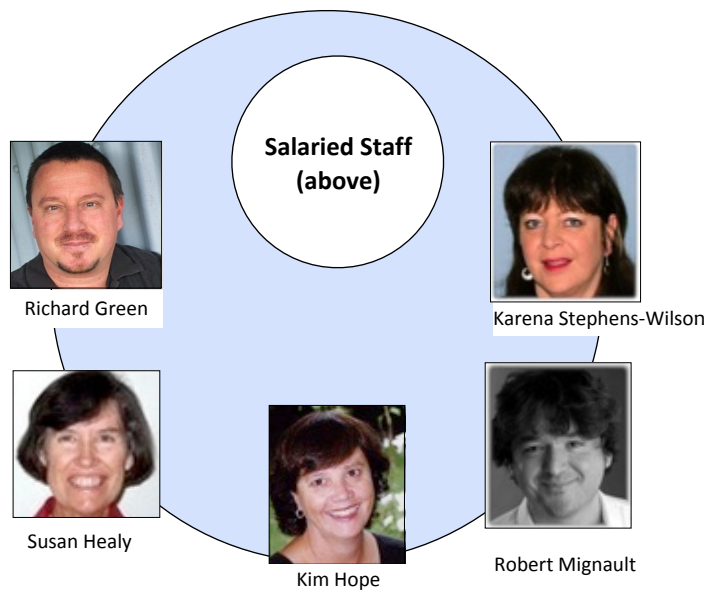


Deborah Radford
 * website development
 * ICT management
 * editing and publishing resources
 * projects

Jennifer Margaret
 (on leave from October 2010)
 * conference organisation
 * facilitation
 * projects, especially structural analysis



Vivienne Sione
 * resource distribution
 * resource organisation
 * computer data entry
 * copy typing



Contractors

Special Projects



Alison Sutton:
 literacy resources
 for ACE



Michele Coxhead:
 Treaty resources for
 primary schools

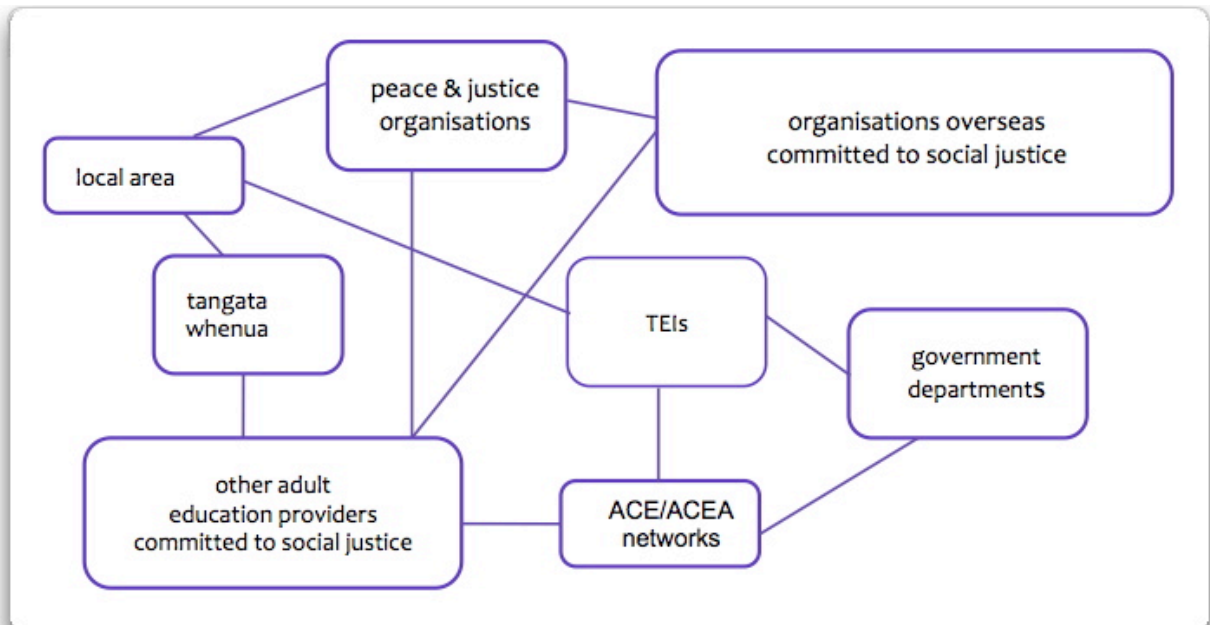


Sue Berman
 Digital library entries



Santosh Rai:
 accounting for
 community groups

Networks



Organisations and networks with which we worked this year include:

in the local area: Tai-awa o te Ora (Māori social services), Whai Ora Marae and Te Reo Rangatira Kohanga Reo, St Johns Catholic Church, Ōtara Network

tangata whenua: Ngāti Te Ata, Ngati Tamaoho, Mana Whenua i Tamaki Makaurau

other groups: mainly Auckland Community Development Alliance (ACDA) and Newton Central School but also Community Sector Task Force, Manukau Community Practitioners, Auckland Cancer Society, Ka Mau te Wero, Māori Womens Welfare League, Friendship House, Community Waitakere, Inspiring Communities, ANGOA, SR Taxation Services

peace & justice groups: arc, Peace Movement Aotearoa, church groups, Treaty People, Tāmaki Treaty Workers

overseas: Institute for Development Studies (Sussex, England), The Change Agency (Australia)

ACE groups: ACE Aotearoa, Kotare Trust, Te Hononga ki ngā Tūpuna Trust, ACE Network; ACE Aotearoa, Pasifika Education Centre, COMET, Te Whare Awhina o Tamworth, Rape Prevention Education,

Tertiary Education Institutions (TEIs): Unitec, University of Auckland, Manukau Institute of Technology, AUT

government departments: nationally, mainly the Tertiary Education Commission, also Ministry of Education, Ministry for Social Development; regionally, the Auckland Council; locally, Mangere-Otahuhu, Ōtara-Papatoetoe, Manurewa, Papakura, Franklin

Our approach

All our work must relate to our constitutional purposes which are to:

advance, encourage and provide continuing and community education that promotes a just and equitable society in accordance with Te Tiriti o Waitangi.

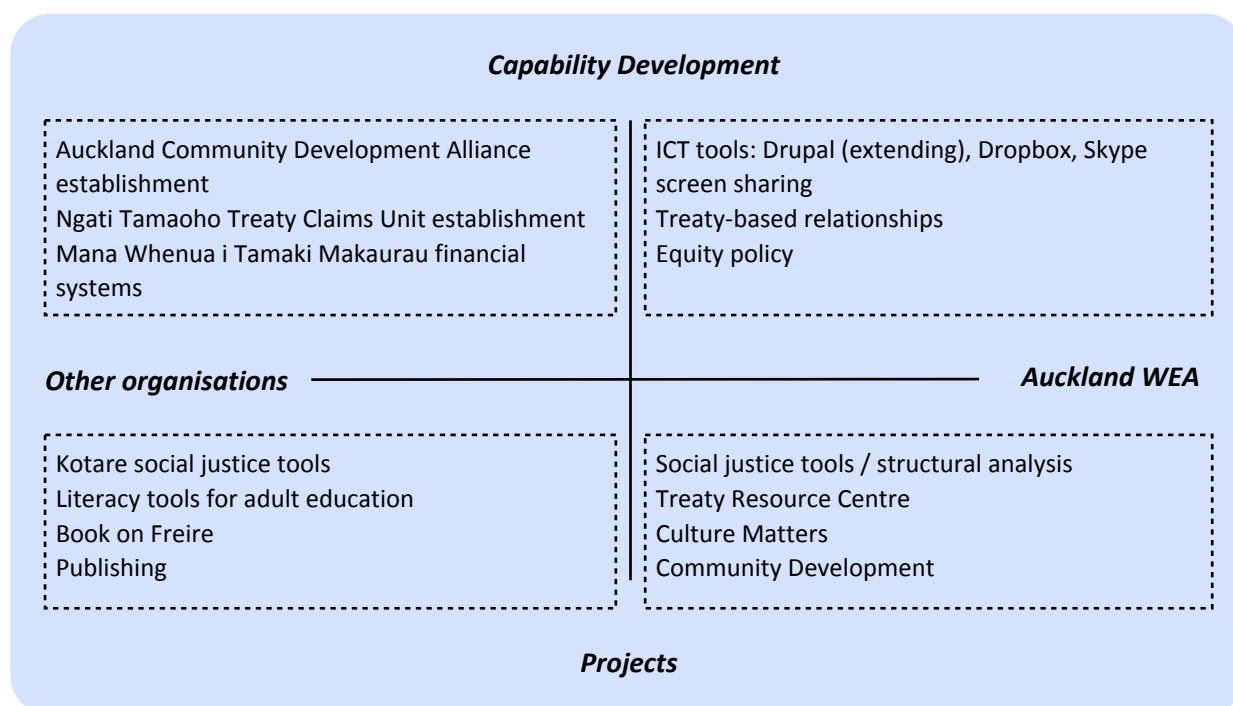
Generally, our services include providing and otherwise supporting delivery of adult and community education programmes, including e-learning and other resource development; practical assistance to priority community groups and organisations; supporting communities of practice; promoting and undertaking research; publishing and otherwise making resources more accessible.

We use a community development approach and a project-based approach to advance these aims.

Community sector capability development

Through a **community development approach** we support others (Māori, Pasifika and migrant groups; organisations trying to implement Treaty and cultural diversity responsiveness) both to develop their own capabilities and to undertake specific projects, on the understanding that they will be able to meet their own needs better than we can.

All activity above the line relates to developing capability in other organisations; all activities below the line are projects undertaken. While our focus is on others (left side) we need to continue to develop our own capabilities (right side) as well.



The following pages describe our capability building and project activities.

Treaty Resource Centre Project



Treaty Resource Centre - He Puna Matauranga o Te Tiriti

The Treaty Resource Centre

Started in 2004, the purposes of the Treaty Resource Centre are to:

1. encourage and assist organisations to develop and apply Treaty-based policy: resource development regarding models being used, guidelines on audits and evaluation of effective processes
2. promote understanding of Te Tiriti o Waitangi: Treaty education delivery and resource development, supporting networks and professional development for Treaty educators
3. facilitate research which contributes to an understanding of Te Tiriti and its application: identify priorities, undertake research and support others to do so
4. establish and maintain a repository for relevant materials: the website and database/library of published and unpublished materials

(more details about this project are available on the website www.trc.org.nz)

Of note for the year:

- running a number of workshops for individual organisations based on development, including collaboration with the Auckland Cancer Society to deliver a 5-part programme as the basis for an enhanced Treaty application strategy
- unpublished materials in the reference collection are being catalogued by librarian Sue Berman and digitised so that people can research them on the internet (www.trc.org.nz/digital_resource_library)
- creating facilitation guides for a further 26 Treaty education activities contributed by other educators to share more widely
- Department of Internal Affairs Internship to have a primary school teacher seconded for six months to develop teaching resources for uses in Levels 1-3 in primary/intermediate schools
- creation of Treaty Topics website to make basic information about current issues more readily available to the general public

Culture Matters Project



Culture Matters

Culture Matters was officially started in 2007. Its purposes are:

1. to promote understanding of how to work more effectively in a culturally diverse environment, mainly through educational programmes
 2. to encourage and assist organisations to develop and apply policies which promote equity for cultural groups
 3. to facilitate and disseminate relevant research
 4. to maintain and develop a website that provides links to a range of relevant materials (published and unpublished) and to other training providers
 5. to support others who are working in this field
- (more details about this project are available on the website www.culturematters.org.nz)

Of note for the year:

- increasing demand for workshops about cultural competence/safety, especially from the health sector, which has led to redesign of courses and re/development of teaching resources
- continued large numbers of local, and especially international, visitors to the website to use interactive resources
- our attempt to get funding to develop it further was unsuccessful

Structural Analysis Project



THE WAVE: 'What you see depends on where you stand'
(a Freirean concept central to Structural Analysis)

Structural analysis

Structural Analysis, a set of tools based on the work of Paulo Freire to promote social justice, was brought to Aotearoa/New Zealand in the late 1970s by Filip Fanchette. AWEA was very active in promoting these through the 1990s, but interest diminished. In the past year, we have been somewhat surprised but very pleased that there has been a resurgence of interest in tools and theoretical background. Because the tools have provided such an effective base for our work for so long, we decided to constitute their development and promotion as a project as well.

Of note for the year:

- Structural Analysis Gathering in August with participants from all over New Zealand
- shared structural analysis resources from the gathering added to the TRC digital library
- workshops introducing structural analysis to community practitioners
- Freire book in final stages
- Jennifer Margaret's Churchill scholarship to USA and Canada to explore and report on 'Working as Allies'

Community Sector Project

Community Sector

Supporting communities and developing relationships has always been at the heart of what we do — in 2010 we recognised its fundamental centrality by merging its various aspects into a single project.

Purposes:

- supporting and encouraging groups to use ICT tools to make workloads lighter and improve sustainability
- supporting and encouraging groups to develop and control own websites using open source CMS software (Drupal)
- providing a variety of publishing services so that resources are more readily available
- sharing Quality Management System resources, including financial systems
- developing ways for community groups to keep their financial auditing costs low
- supporting groups with grant applications
- mentoring management and administration staff in Maori organisations
- responding to *ad hoc* requests for assistance
-

Of note for the year:

- developing project for Manukau, to support sector capability: meeting with others at regional level (ACDA) to identify AWEA role – information exchange, Treaty
- supporting Te Hononga Trust to acquire funding for survival (due to loss of funding from Aorere College)
- supporting Te Tai-awa social service agency with QMS audit, financial management support and grant applications
- developing relationships with Ngāti Tamaoho and Mana Whenua i Tāmaki Makaurau
- developing new relationship with accountant Santosh Rai (SR Taxation) to provide better financial services for community groups
- working with City of Manukau Education Trust (Comet) to develop resources to support incorporation of literacy skill development into ACE courses
- unfortunately after 6 months of a very promising alternative approach to Community Education by Aorere College the board reverted to the traditional model

Numbers

Publications:

- 85 sales
- 399 items sold, of which the most popular items were The Treaty brochure the Treaty poster, *Questions and Answers about the Treaty*, and *Te Whare*



Educational Activities:

- 64 workshops and other events
- of which 47 were Treaty workshops
- average length was 4 hours
- 1,324 people attended these activities
- 21% were men
- 9% Māori, 6% Pasifika, 9% Asian

Evaluations: last years

- 98% would recommend the course they attended to others
- 95% of participants found the workshops 'excellent' or 'good'
- 100% learned new ideas and/or information
- 95% intended to do something further as a result of participating in the course

Websites:

- www.awea.org.nz: 1,165 unique visitors made 2,112 visits, averaging 3.5 pageviews and 3.36 minutes on the site; with the Allies resources, Allies in North America, Thoughts on Social Justice and 'the Wave' being the most popular pages
- www.trc.org.nz: 3,258 unique visitors made 5,185 visits, averaging 4 pageviews and 4.2 minutes on the site, with the educational resources about Treaty and the media being the most popular
- www.culturematters.org.nz: 2,119 unique visitors made 2,974 visits, averaging 3.3 pageviews and 2.1 minutes on the site, with 'cultural safety' being by far the most popular page

People:

- 45 members, of whom 6 were on the Executive
- 5 paid staff plus 5 contracted tutors
- 8 volunteers contributed approximately 2800 unpaid hours, over one-third of the total hours of work

Finances:

- income from grants increased and was nearly 75% of the total AWEA income
- but earned income and sale of publications were less than half of previous year's amounts
- so that total income was down nearly 10%
- the cost of staffing increased slightly in relation to income (from 84% to 90%)
- so that although the absolute figures were less and miscellaneous expenses were reduced by 20%
- the net loss reduced our equity by 20%

Annual plans and review

AWEA STRATEGIC PLAN & 2011 ANNUAL PLAN:

Major achievements over 3 years were improvements in ICT capability and relationships with tangata whenua/Maori

<i>2009 - 2011 strategic goals</i>		<i>2011 objectives</i>	<i>2011 review</i>
community education (generally)			
1	1) ACE sector strengthened nationally 2) FWEA QMS operational 3) increased use of ICT in the community sector, especially ACE	1) n/a – no longer involved at national level 2) n/a- no longer a member of FWEA 3) continue to trial support package; extend to include other ICT tools	1) ACEA ICT workshop 3) DropBox very successful
2	1) effectiveness of AWEA QMS improved 2) AWEA ability to use ICT extended 3) AWEA financial sustainability enhanced 4) clarify AWEA identity in relation to others 5) prepare for increased expectations re evidence-based outcomes	1) n/a in 2010; review effectiveness in 2011 2a) trial new tools to support virtual office 2b) develop use of additional Drupal modules 3a) extend grant application calendar to address longer-term anticipated need 3b) develop other processes to solicit additional resources, including bequests 4) hold public hui to discuss and increase involvement with others 5) identify indicators for outcomes of projects	1) not undertaken 2a) DropBox 2b) Open Atrium; registrations; search function 3a) done 3b) none 4) not done 5) not done
3	1) contribute to national ACE priorities 2) contribute to local ACE priorities	1) trial process for increasing community input to tertiary education regional facilitation process 2) respond to opportunities as they arise if there is spare capacity	1) funding not available 2) literacy resources; ACEP
4	1) document AWEA contribution for centenary	1) apply for research grant to collect historical information	1) not successful

2009 - 2011 strategic goals		2011 objectives	2011 review
to promote just & equitable society			
1	1) support establishment of network of social justice ACE providers 2) explore possible role in Manukau community sector capability development 3) support ACE provision in Manukau	1) respond to initiatives undertaken by others, including further development of code of ethics 2) respond to identified need for information exchange 3) manage Aorere Community Education Programme	1) contributed to Kotare project 2) regionally through ACDA for 2012 3) alternative model created but management change stopped implementation
2	1) develop AWEA's role in promoting sustainability	1a) make our strategies explicit and more visible 1b) develop policy	1) procedures for gatherings (e.g., recycling, travel – staff, venues, ICT); ACDA website to promote collaboration; reuse = sharing resources
3	1) publish <i>Freire in Aotearoa</i> 2) provide low cost publishing services	1) book ready for publication 2a) clarify AWEA process and streamline procedures 2b) explore use of alternative media	1) still in-progress 2a) some streamlining (mainly in invoicing) 2b) see Kupu Taea project (3.2) in Treaty section below
4	1) develop structural analysis tools	1) trial use of tools	1) national gathering; workshops – refer to report on AWEA website
focussing on cultural equity (Culture Matters)			
1	1) support by/for groups, especially Māori but also Pasifika & migrant groups 2) develop & deliver educational resources	1a) contribute to support Te Tai-awa QMS redevelopment 1b) support others as opportunities arise and capacity allows 2a) deliver educational activities 2b) develop capability to upgrade Cultural Journeys e-learning activity (Flash)	1a) not becoming self-sufficient so reframe as a project 1b) Te Hononga, Mana Whenua, Ngati Tamaoho 2a) 3 new courses 2b) no progress – awaiting grant
2	1) review own policies and practices	1) identify gaps in policies and practices, including accountability	1) one policy altered
4	1) CM website fully functional	1) redesign site	1) awaiting response from ACEA re funding

2009 - 2011 strategic goals		2011 objectives	2011 review
in accordance with Te Tiriti (including Treaty Resource Centre)			
1	1a) promote understanding amongst adults 1b) support Treaty education colleagues 2) develop & support Treaty application education 3 & 5) make resource collection accessible 4a) provide support for relevant research 4b) document oral histories of Pakeha movement leaders	1a) complete e-learning course; publish new Treaty brochure; increase contracted delivery; maintain freebies 1b) publish facilitator guides for activities; identify need for and interest in creating a community of practice for Treaty educators 2) trial redeveloped Treaty application education programme 3/5a) digitise unpublished resources 4a) distribute panui to universities & polytechnics 4b) develop concept; make funding applications	1a) new brochures; additional tutor 1b) 50 facilitation guides published, as first step to CoP 2) done (with Cancer Society and Rape Prevention Education) 3/5) being scanned and catalogued 4a) not done 4b) grant application in (for tauiwi)
2	1) develop relationships with tangata whenua 2) address AWEA compliance with Treaty model	1) apply new policy 2) identify audit gaps and priorities	1) Ngati Tamaoho renewed; also other Waikato (Mana Whenua i Tamaki Makaurau) & Ngati Whatua 2) not done
3	1) support Treaty education in primary schools 2) address issues of media representation of Treaty	1) respond to opportunities as capacity allows 2) support action research project with Kupu Taea	1) Community Internship to develop teaching resources 2) action research project led to Treaty Topics and newsletter
4	1) develop Treaty application model	1) work with CST to publish resources to support Treaty app	1) attending hui, meet with CST; working as allies with tangata whenua in Treaty work
4	1) develop Treaty application model	1) work with CST to publish resources to support Treaty app	1) attending hui, meet with CST; working as allies with tangata whenua in Treaty work

Financial Reports

AUCKLAND WORKERS EDUCATIONAL ASSOCIATION, INC. STATEMENT OF FINANCIAL PERFORMANCE APRIL 2010 - MARCH 2011

2009-2010	INCOME	2010 -2011
	GRANTS:	
15,726	for general expenses (AWEA Trust)	9,000
20,000	extraordinary grant (AWEA Trust)	9,955
0	Treaty education (ASB Trust)	26,800
0	Guides for Treaty educators (ACE Aotearoa)	18,400
0	Literacy (Manukau Community Foundation)	5,000
0	contribution to overheads (COGS -Manukau & Auckland)	10,000
0	contribution to overheads (Lotteries)	10,000
0	Digitising Library (Lotteries)	17,000
889	Waitangi Day Commemoration (MCH)	870
0	AKO Good Practice Grant	2,400
0	contribution to costs of Structural Analysis conference	5,078
0	DIA (Internship)	7,532
19,375	contribution to overheads & ACE courses (FWEA/TEC)	0
16,089	Treaty educators conference (TEC ACE PD grant, COGS, Lotteries)	0
7,200	Computers (Lions Grant)	0
9,000	Treaty e-learning programme (TEC IDF grant)	0
2,000	Treaty Application (Kotare)	0
10,000	Treaty Ed Tutor Guides (AKO Aotearoa)	0
100,279		122,035
	EARNED INCOME:	
8,939	Treaty education	15,408
13,810	other education	7,531
6,244	consultancy	0
31,796	other ACE projects (literacy)	8,228
1,830	ICT work for others	0
<u>433</u>	miscellaneous earned income	<u>776</u>
63,052		31,943
	OTHER INCOME:	
778	bank interest (net)	294
1,964	Treaty conference (fees)	0
6,233	sale of publications	2,823
5,878	koha (inc memberships)	6,611
<u>2,996</u>	miscellaneous	<u>2,186</u>
17,849		11,914
181,180		<u>165,892</u>

less EXPENSES		
STAFFING:		
139,921	general salaries, incl ACC	139,665
11,695	contracted services (net)	9,729
<u>765</u>	professional development expenses	<u>444</u>
152,381		149,838
OFFICE/ADMINISTRATION:		
5,333	overheads, incl rent, power	5,333
2,739	stationery, post box, etc	1,602
2,692	telephone & internet	3,149
<u>97</u>	service fees	<u>96</u>
10,861		10,180
OTHER EXPENSES:		
4,120	travel (net)	3,250
5,534	food (net)	3,859
1,519	venue hire	1,075
171	marketing	126
1,055	liability insurance	844
103	repair & replace, low-cost equipment	260
1,833	koha	702
192	miscellaneous	381
<u>3,636</u>	depreciation	<u>4,060</u>
<u>18,163</u>		<u>14,557</u>
181,405		174,575
-225	NET SURPLUS/LOSS	-8,683

Financial Reports continued

AUCKLAND WORKERS EDUCATIONAL ASSOCIATION, INC.

STATEMENT OF FINANCIAL POSITION: 31 MARCH 2011

2009-2010		2010 - 2011
	GENERAL FUNDS	
39,475	Balance at beginning of year	39,250
<u>-225</u>	Net surplus/loss	<u>-8,683</u>
39,250	BALANCE AT END OF YEAR	30,567
	REPRESENTED BY	
	Current assets:	
23,674	ASB acct - 00	18,373
4,021	- 50 Fast Saver	85
97	Petty cash	29
39,638	Accounts receivable	52,149
7,525	Inventory (books for sale)	8,427
184	Prepaid expenses (po box, insurance)	190
75,139		79,253
	LESS current liabilities:	
42,835	Accounts payable	3,775
	Loans - short term	33,500
	GST Payable	3,053
0	Income received in advance	7,532
0	Funds held for ACDA	4,779
<u>624</u>	Funds held for TKOM	<u>0</u>
43,459		52,639
	PLUS	
	Long-term assets	
<u>7,570</u>	Office equipment	<u>3,953</u>
7,570		3,953
39,250	NET ASSETS	30,567

Glossary

ACDA	Auckland Community Development Alliance
ACEA	ACE Aotearoa
ACEP	Adult and Community Education Programme
ANGOA	Association of Non-Governmental Organisations of Aotearoa
CST	Community Sector Taskforce
Drupal	website content management system
freebes	courses hosted by community groups for which we don't charge; must be open to the public
FWEA	Federation of WEAs
ICT	information & communication technology
Kotare Trust	ACE provider, social justice kaupapa
Kupu Taea	media research group
Mana Whenua	Mana Whenua i Tamaki Makaurau, a group representing iwi/hapu in relation to health matters
MCH	Ministry of Culture and Heritage
QMS	quality management system, also known as QA (quality assurance)
Te Hononga	ACE provider of te reo programmes
Te Tai-awa	social service agency
TEC	Tertiary Education Commission
TKOM	Te Kupenga o Manukau ACE network
TRC	Treaty Resource Centre

Thanks to



ASB Community Trust
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