

Auckland WEA

# Annual Report

## 2009 - 2010



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Auckland Workers Educational  
Association

Annual Report  
2009 - 2010

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*<http://culturematters.org.nz>*



**awe**a

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## **PRESIDENT'S REPORT, July 2010**

Historically, probably the most significant event in 2009 for AWEA was the decision at the AGM to withdraw from the Federation of WEAs as of December 2009. As a foundation member of the first national WEA body in Aotearoa/NZ, the Dominion Council in 1920, this decision was not taken lightly, but over the past twenty years we found that the disadvantages of membership increasingly over-shadowed the benefits. The public statement summarising the decision is:

*The primary reason for withdrawing is long-standing differences of interpretation about how the shared WEA constitutional purposes should be addressed. The reasons for undertaking this action now are additional issues arising over the past five years in relation to governance, to risk management, and to cost effectiveness of membership. Extensive efforts to resolve the differences have been ineffective; so this action has been taken to reduce on-going internal dissension, enabling us all to move forward more effectively. We will continue to support the FWEA and other WEAs in the areas in which we have shared interests and hope that at some future date we will be working more closely together again.*

On a more positive note, this was also the year in which we started two new projects, both in response to needs of community groups: sharing our recent learning about Information and Communication Technology and our longer-term involvement with Structural Analysis (described further in the body of this report).

AWEA has an EEO policy of supporting people whose potential is not recognised in the conventional employment market. This year that meant we had a delightful young Māori woman straight from high school; we took our responsibilities to model good practice very seriously — no working through tea breaks! Another of our staff members has moved to Wellington; so our 'virtual office' tools will really be put to the test.

The recession meant that our grant income was much lower than usual, while if anything the needs were greater; so, we were very fortunate that the AWEA Trust made a substantial one-off grant. The financial situation prompted us to develop a more sophisticated budgeting process and to have a special strategic planning session; so hopefully long-term benefits will arise from new strategies to address the perennial funding challenge.

While 2010 doesn't look as though it will be easy financially, we believe we are well placed to continue with our own projects as well as to support others.

Audrey Sharp, President

# Our history

## in community education

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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.

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.



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

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: Māori and Pasifika communities, women, and adult literacy. AWEA was one of the earliest organisations to provide te reo Māori and women's studies courses. A pilot 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 groups to identify and meet their own educational needs. Early groups 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, by the 1990s the only class that Auckland was still running was the highly successful Woodwork for



Current AWEA premises shared with Te Tai-awa o te Ora in the St Johns Catholic Church complex at 18 Ōtara Road.

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.

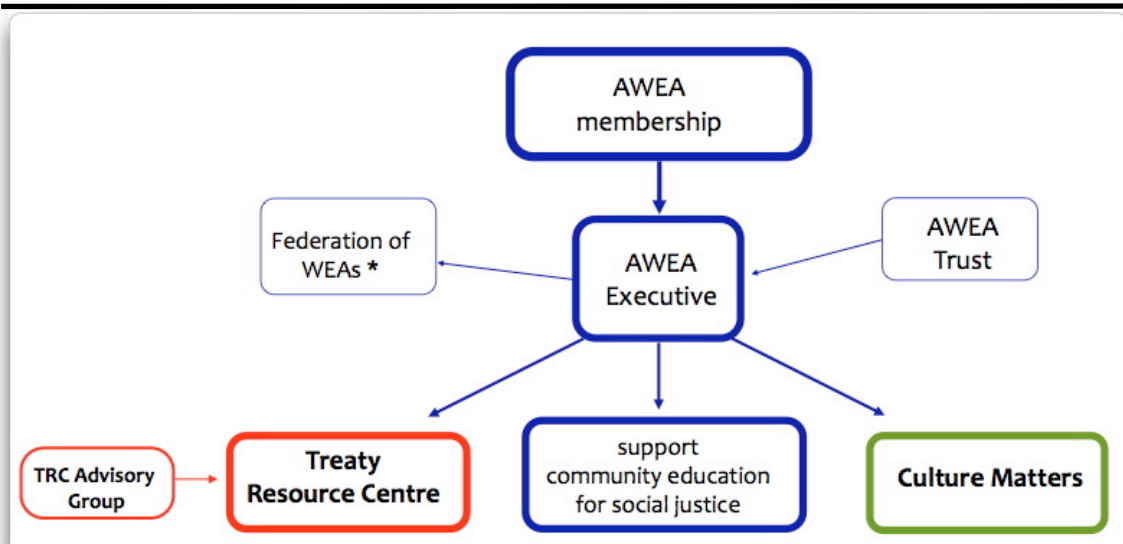
Several strategies were developed when it was realised that government support was not reliable. One was to sell the Grey Lynn

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 costs and to fund 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.

# Our structure

## our executive



\*through December

### Executive Members 2009 — 2010



#### 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.

#### Jennifer Margaret — Treasurer

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.



#### David Tutty — Vice-president

David has been a member of AWEA for three years and was attracted because of its commitments to education for a more just society and a future based upon Te Tiriti o Waitangi. Until recently David worked as the social justice advocate and educator for the Catholic Diocese of Auckland.

#### 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.

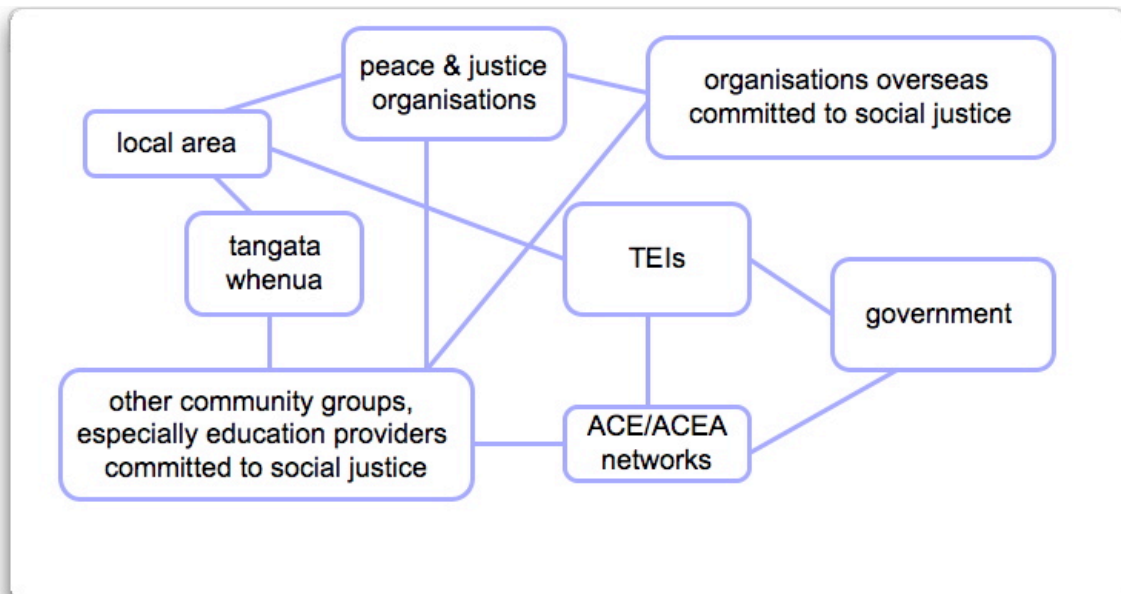


#### Abigail Vogt — Executive Member

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.

# Our networks

## other people



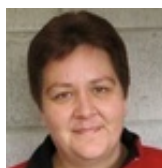
### Staff 2009 — 2010

### Networks



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

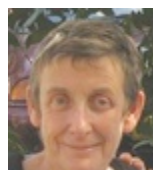
Traci Mangu  
 \* administration  
 \* finances  
 \* course management  
 \* grant applications



Jennifer Margaret  
 \* conference organisation  
 \* facilitation  
 \* projects



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



La Toya Searancke  
 \* resource distribution  
 \* resource organisation  
 \* computer data entry  
 \* copy typing

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, Ngāti Whatua

**other groups:** mainly Kotare Trust, other WEAs, Te Hononga ki ngā Tūpuna Trust, Aorere College Community Education Programme, Pasifika Education Centre, and Manukau Community Practitioners, but also Māori Womens Welfare League, Community Waitakere, Inspiring Communities, ANGOA

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

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

**ACE groups:** Te Kupenga o Manukau, Auckland and Waitakere Networks; ACE Aotearoa, Strategic Alliance, Community Learning Association through Schools (CLASS) and Federation of WEAs (national)

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

**government departments:** nationally, mainly the Tertiary Education Commission, also Ministry of Education, Ministry for Social Development; regionally, the Auckland Regional Council; locally, the Manukau, Auckland and Waitakere City Councils, Papakura District Council.

# Thanks





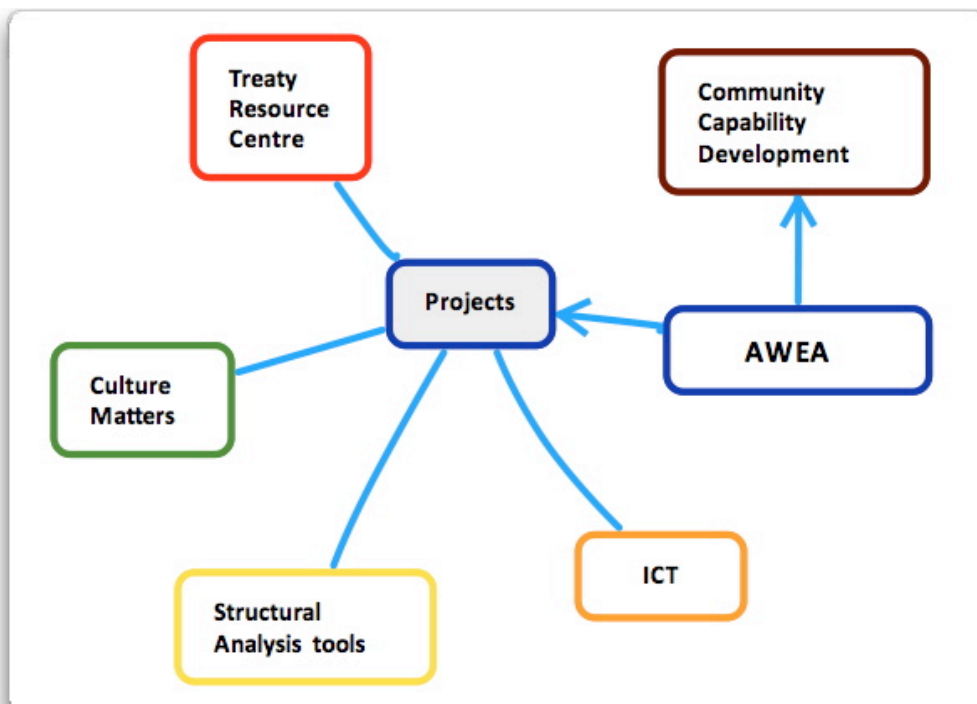
# Our work

## 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.



The following pages describe our capability building and project activities. Details of our Strategic Plan goals (2009-2011), progress on past Annual Plan objectives (2009-2010), and future objectives (2010-2011) are on pages 13 to 18.

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

### Community education 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. In order to do this we need to continue to develop our own capabilities as well.



# Our work review

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## Highlights for the year:

- organising a well-attended day of professional development workshops for the Te Kupenga o Manukau ACE Network
- working with Aorere College to develop an effective approach for responding to the government's changes to ACE funding
- working with other groups in Manukau to consider how we might strengthen the community sector so that we can engage with issues such as sustainability more effectively together
- transition of Te Hononga ki ngā Tūpuna Trust into a completely independent organisation
- invited to be a founding member of the Auckland Community Development Alliance, the purpose of which is to promote collaboration amongst the diverse communities in the Auckland region
- working with the ACE Strategic Alliance to develop understanding of the sector

## We have four major **projects**:

1. The Treaty Resource Centre
2. Culture Matters
3. Information Communication Technology (ICT)
4. Structural Analysis



## 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](http://www.trc.org.nz))

## Highlights for the year:

- trialling an in-depth programme for groups wanting to incorporate the Treaty of Waitangi into the culture of their organisations leading to
- running a number of workshops for individual organisations based on this development
- hosting a regional Treaty conference which attracted more than 75 participants
- hosting Clare Land to meet with Treaty workers to compare with Australian work and supporting a staff member with research into developing the theory and practice of 'ally' relationships
- Te Whare – accepted at eight festivals (of which seven were international), receiving two awards
- creating facilitation guides for 24 of our Treaty education activities, to share with other educators

# Our work

## project review 1

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### 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](http://www.culturematters.org.nz))



Highlights for the year:

- high numbers attending a conference on culturally inclusive practices that we hosted
- being gifted a basic e-learning course to support the Culture Matters project
- increasing demand for workshops about cultural competence/safety

# Our work

## project review 2

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### Information Communication Technology

With strong encouragement from a 'super mentor' and other professional development opportunities, in 2007, one of our staff took responsibility for increasing our organizational ICT capabilities. While not intended to be a project initially, we realised that we might as well share our own learning about ICT with other community groups, which has grown to such an extent that this year we identified it as a new project.



Highlights of the year include:

- creating and hosting twelve Drupal websites for community groups:  
Our main organisation site:  
<http://awea.org.nz/>  
Treaty-related sites:  
<http://www.treatyeducators.org.nz>  
<http://www.trc.org.nz/>  
<http://www.ttw.treatyeducators.org.nz>  
Other Education sites:  
<http://culturematters.org.nz/>  
<http://www.ace4manukau.org.nz/>  
<http://www.tkom.org.nz/>
- a significant increase in orders for publications that we distribute
- writing a short article for the ACE Aotearoa newsletter about AWEA's developing ICT capability

# Our work

## project review 3

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### 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.

Highlights of the year include:

- workshops introducing structural analysis to community workers
- a 2-day research and social justice education workshop (with Kotare Trust)
- 'Back to the Future: Learning for Liberation' workshop at the ACE Aotearoa conference (with Kotare Trust)
- publication of the basic outlines for six other Structural Analysis tools ([www.awea.org.nz/tools](http://www.awea.org.nz/tools))
- an Ako Aotearoa 'Good Practice' grant to publish 'The Wave' using multi-media resources ([www.awea.org.nz/waveintro](http://www.awea.org.nz/waveintro))



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

# Numbers tell a story too

## Publications:

- 92 sales
- 308 items sold, of which the most popular items were the Treaty poster, *Questions and Answers about the Treaty*, and *Te Whare*



## Educational Activities:

- 51 workshops and other events
- of which 41 were Treaty workshops
- average length was 5 hours

## Learners:

- 1,168 people attended these activities
- 25% men
- 33% Māori, Pasifika, Asian

## Evaluations:

- 100% would recommend the course they attended to others
- for 95% their expectations were met
- 89% of participants found the workshops 'excellent' or 'good'
- 100% learned new ideas and/or information
- 96% intended to do something further as a result of participating in the course

## Websites:

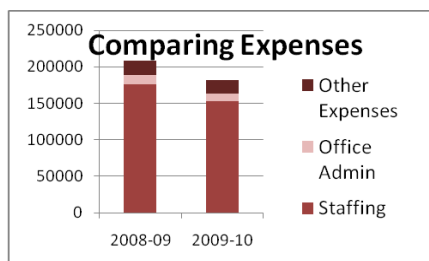
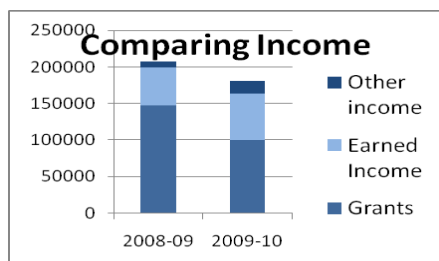
- [www.awea.org.nz](http://www.awea.org.nz): 1,011 unique visitors made 1,900 visits, averaging 3.3 pageviews and 3.2 minutes on the site, with the 'wave' being by far the most popular page
- [www.trc.org.nz](http://www.trc.org.nz): 2,693 unique visitors made 4,562 visits, averaging 4 pageviews and 4 minutes on the site, with the educational resources about Treaty and the media being the most popular
- [www.culturematters.org.nz](http://www.culturematters.org.nz): 1,571 unique visitors made 2,645 visits, averaging 3.6 pageviews and 2.5 minutes on the site, with 'cultural safety' being by far the most popular page

## People:

- 46 members, of whom 5 were on the Executive
- 5 paid staff plus 4 contracted tutors
- 6 volunteers contributed 2600 unpaid hours, over one-third of the total hours of work

## Finances:

- over half the AWEA income was from grants
- grant income was down nearly a third, but earned
- and miscellaneous income were up so overall income was only down 13%
- staffing is by far the greatest expense (84%)
- but we managed to reduce that by 14%
- so the net loss was negligible



# Annual Plans

## and review 1

### strategic plan (2010 -11)

<i>2009 - 2011 strategic goals</i>	<i>2009-10 objectives</i>	<i>status of 2009 objectives at Dec 2009</i>	<i>2010-11 objectives</i>
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#### Community Education Generally:

##### capability development for others

1) ACE sector strengthened nationally	1a) concept of ACE clarified nationally 1b) developing consensus on funding model 1c) identify likely areas for collaboration regionally	1a) survey of perceptions piloted 1b) issues identified and reported to Strategic Alliance 1c) shared professional development activities	1) n/a – no longer involved at national level
2) FWEA QMS operational	2) TEC expectations met	2) completed	2) n/a- no longer a member of FWEA
3) increased use of ICT in the community sector, especially ACE	3) trial our support package for website development/hosting	3) trialled with FWEA successfully; other attempts not productive	3) continue to trial support package; extend to include other ICT tools

##### capability development for AWEA

1) effectiveness of AWEA QMS improved	1) all required policies and procedures reviewed	1) completed	1) n/a in 2010; review effectiveness in 2011
2) AWEA ability to use ICT extended	2a) extend use of tools to support virtual office  2b) develop ability to use additional Drupal modules	2a) added Google Sites, Meeting Wizard, Skype 3+ communications 2b) added databases, forms --- new computers & software upgrade thanks to Lions grant	2a) trial new tools to support virtual office 2b) develop use of additional Drupal modules
3) AWEA financial sustainability enhanced	3a) appropriate budget system created 3b) grant/tender application process reviewed 3c) new funding sources identified; develop process for bequests	3a) Excel spreadsheet: can easily amend as income received 3b) created linked tables for needs, funders, applications in Access; quarterly review of applications to do 3c) Lottery, COGS, Lions successful; bequests process not created	3a) extend grant application calendar to address longer-term anticipated need 3b) develop other processes to solicit additional resources, including bequests
4) clarify AWEA identity in relation to others			4) hold public hui to discuss and increase involvement with others
5) prepare for increased expectations re evidence-based outcomes			5) identify indicators for outcomes of projects

# Annual Plans

## and review 2

Community Education Generally, continued

### support projects of others

1) contribute to national ACE priorities	1) trial process for increasing community input to tertiary education regional facilitation process	1) not undertaken due to disruption arising from Budget funding changes	1) trial process for increasing community input to tertiary education regional facilitation process
2) contribute to local ACE priorities	2) complete ACE video clips project	2) first loop being used in Waitakere; 2 other loops & library will be completed by March 2010	2) respond to opportunities as they arise if there is spare capacity

### AWEA projects

1) document AWEA contribution for centenary	1) make plan re outcomes and activities	1) will apply for researcher to collect information in 2010	1) apply for research grant to collect historical information
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### To Promote a Just & Equitable Society: capability development for others

1) support establishment of network of social justice ACE providers	1a) work with Kotare to develop proposal (name, structure, purpose, etc)  1b) develop code of ethics	1a) agreement in principle, but no decisions; joint workshop at ACE conference (Back to the Future: Learning for Liberation); co-hosted 2-day 'research for social justice' 1b) not developed	1) respond to initiatives undertaken by others, including further development of code of ethics
2) explore possible role in Manukau community sector capability development	2) consult with key stakeholders	2) undertaken, including regional engagement	2) respond to identified need for information exchange
3) support ACE provision in Manukau	3) manage 0800 number for Te Kupenga o Manukau; support ALWeek	3) both completed; also organised professional development day	3) manage Aorere Community Education Programme

### capability development for AWEA

1) develop AWEA's role in promoting sustainability	1) identify possible internal strategies	1) list prepared	1a) make our strategies explicit and more visible 1b) develop policy
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# Annual Plans

## and review 3

Promote a Just and Equitable society, continued

### support projects of others

1) publish <i>Freire in Aotearoa</i>	1) complete drafts of chapters	1) some completed	1) book ready for publication
2) provide low cost publishing services	2) clarify AWEA process & streamline procedures	2) not done	2a) clarify AWEA process and streamline procedures 2b) explore use of alternative media

### AWEA projects

1) develop structural analysis tools	1) publish descriptions of main tools	1) completed (on website)	1) trial use of tools
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### Focussing on Cultural Equity (Culture Matters project):

#### capability development for others

1) support by/for groups, especially Māori but also Pasifika & migrant groups	1) Te Tai-awa o te Ora, Te Hononga ki ngā Tūpuna	1) Te Tai-awa: grants, financial systems, audit response; Te Hononga: support with QMS, sharing office	1a) contribute to Te Tai-awa QMS redevelopment 1b) support others as opportunities arise and capacity allows
2) develop & deliver educational resources	2a) Cultural Journeys e-learning activities transferred to website 2b) regional one-day conference organised 2c) Inter-cultural Awareness & Training package delivered	2a) completed 2b) completed 2c) on-going	2a) deliver educational activities 2b) develop capability to upgrade Cultural Journeys e-learning activity (Flash)

#### capability development for AWEA

1) review own policies and practices	1) n/a [pending QMS general review completion]	1) n/a	1) identify gaps in policies and practices, including accountability
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### support projects of others

none	none	delivered OEA package for local government staff	n/a
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### AWEA projects

1) CM website fully functional	1a) resources, especially trainers, onto website	1) completed	1) redesign site
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# Annual Plans

## and review 4

### In Accordance with Te Tiriti (including TRC): capability development for others

1a) promote understanding amongst adults	1a) complete e-learning course, publish Treaty poster, Feb 6 activities, freebies for public & contracted delivery	1a) 2 modules of e-learning finished; all others completed	1a) complete e-learning course; publish new Treaty brochure; increase contracted delivery; maintain freebies
1b) support Treaty education colleagues	1b) 2-day regional conference for Treaty workers, develop Community of Practice concept	1b) completed	1b) publish facilitator guides for activities; identify need for and interest in creating a community of practice for Treaty educators
2) develop & support Treaty application education	2) trial Treaty application course	2) completed	2) trial redeveloped Treaty application education programme
3 & 5) make resource collection accessible	3/5a) identify technology for e-catalogue 3/5b) digitise unpublished resources	3/5a) completed 3/5b) grant applications prepared	3/5a) digitise unpublished resources
4a) provide support for relevant research 4b) document oral histories of Pakeha movement leaders	4a) distribute panui to universities & polytechnics 4b) identify funding for oral histories of Treaty workers	4a) not started, but one researcher supported 4b) possible sources identified	4a) distribute panui to universities & polytechnics 4b) develop concept; make funding applications

### capability development for AWEA

1) develop relationships with tangata whenua	1) develop AWEA position on Treaty relationships	1) policy written	1) apply new policy
2) address AWEA compliance with Treaty model	2) n/a [pending review of delivery of Treaty Application course]	2) n/a	2) identify audit gaps and priorities

### support projects of others

1) support Treaty education in primary schools	1) provide resources for Newton Central School initiative	1) provided resources and feedback for modules	1) respond to opportunities as capacity allows
2) address issues of media representation of Treaty	2) determine TRC role in relation to Kupu Taea outcomes	2) analysis of issues undertaken	2) support action research project with Kupu Taea

### AWEA projects

1) develop Treaty application model	1) prepare resources for Treaty application course	1) completed	1) work with CST to publish resources to support Treaty application
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# Financial reports

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## AUCKLAND WORKERS EDUCATIONAL ASSOCIATION INC STATEMENT OF FINANCIAL PERFORMANCE APRIL 2009–MARCH 2010

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2008-2009	INCOME	2009-	2010
	GRANTS:		
16,500	for general expenses (AWEA Trust)	15,726	
0	extraordinary grant (AWEA Trust)	20,000	
10,900	contribution to overheads (FWEA/TEC)	12,500	
6,850	ACE courses (FWEA/TEC)	6,875	
17,778	Treaty educators conference (TEC ACE PD grant)	5,000	
0	Treaty Conference (COGS - Manukau & Auckland)	6,589	
0	Treaty Conference (Lotteries grant)	4,500	
0	Computers (Lions Grant)	7,200	
52,333	Treaty e-learning programme (TEC IDF grant)	9,000	
2,000	Treaty Application (Kotare)	2,000	
0	Waitangi Day Commemoration (MCH)	889	
0	Treaty Ed Tutor Guides (AKO Aotearoa)	10,000	
6,005	TEC underspend for comm. groups (FWEA)	0	
30,000	staffing overheads (ASB Trust)	0	
<u>4,444</u>	wave teaching resource (AKO Aotearoa)	<u>0</u>	
146,810			100,279
	EARNED INCOME:		
23,710	Treaty education	8,939	
18,710	other education	13,810	
1,410	consultancy	6,244	
2,000	other ACE projects	31,796	
5,944	ICT work for others	1,830	
<u>350</u>	miscellaneous earned income	<u>433</u>	
52,124			63,052
	OTHER INCOME:		
4,185	bank interest (net)	778	
1,689	Treaty conference (fees)	1,964	
2,117	sale of publications	6,233	
336	koha (inc memberships)	5,878	
<u>100</u>	miscellaneous	<u>2,996</u>	
8,427			<u>17,849</u>
<b>207,361</b>			<b>181,180</b>
	less EXPENSES		
	STAFFING:		
116,614	general salaries, incl ACC	139,921	
59,426	contracted services (net)	11,695	
<u>403</u>	professional development expenses	<u>765</u>	
176,443			152,381
	OFFICE/ADMINISTRATION:		
6,222	overheads, incl rent, power	5,333	
4,337	stationery, post box, etc	2,739	
1,535	telephone & internet	2,692	
<u>77</u>	service fees	<u>97</u>	
12,171			10,861
	OTHER EXPENSES:		
6,116	travel (net)	4,120	
5,839	food (net)	5,534	
2,719	venue hire	1,519	
0	marketing	171	
889	liability insurance	1,055	
2,215	repair & replace, low-cost equipment	103	
460	koha	1,833	
139	miscellaneous	192	
<u>1,603</u>	depreciation	<u>3,636</u>	
19,980			<u>18,163</u>
<b>208,594</b>			<b>181,405</b>
<b>-1,233</b>	<b>NET SURPLUS/LOSS</b>		<b>-225</b>

# Financial reports

## continued

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**AUCKLAND WORKERS EDUCATIONAL ASSOCIATION, INC.**  
**STATEMENT OF FINANCIAL POSITION- 31 MARCH 2010**

2008-2009		2009-2010
	GENERAL FUNDS	
40,708	Balance at beginning of year	39,475
<u>-1,233</u>	Net surplus/loss	<u>-225</u>
		<b>39,250</b>
<b>39,475</b>	<b>BALANCE AT END OF YEAR</b>	
	REPRESENTED BY	
	Current assets:	
9,859	ASB acct - 00	23,674
36,439	- 50 Fast Saver	4,021
82	Petty cash	97
51,287	Accounts receivable	39,638
5,971	Inventory (books for sale)	7,525
751	Prepaid expenses (po box, insurance)	184
968	Balance owed by Auck ACE Network	0
<u>5,333</u>	Balance owed by Te Hononga ki ngā Tūpuna	<u>0</u>
110,690		75,139
	LESS current liabilities:	
14,221	Accounts payable	42,835
20,000	Income received in advance	0
6,853	Funds held for Kupu Taea	0
<u>33,838</u>	Funds held for TKOM	<u>624</u>
74,912		43,459
	PLUS	
	Long-term assets	
<u>3,697</u>	Office equipment	<u>7,570</u>
3,697		7570
<b>39,475</b>	<b>NET ASSETS</b>	<b>39,250</b>

# Glossary

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ACEA	ACE Aotearoa
ALWeek	Adult Learners Week
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
OEA	Office of Ethnic Affairs
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

Te manu ka kai i te miro, nōna te ngahere;  
te manu ka kai i te mātauranga, nōna te ao.

The bird that feeds on miro berries reigns in the forest;  
the bird that feeds on knowledge has access to the world.