

## Suitable venues

The size of the group and the type of group activities used by the facilitator will affect the choice of venue. Usually a marae is not appropriate, because of issues of protocol for Tauīwi and demands on tangata whenua, although there are exceptions.

## Cost

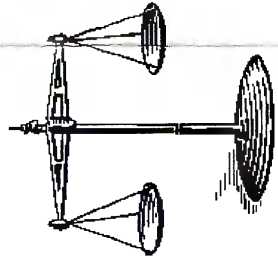
Depending on the group and the workshop purpose, facilitators may charge nothing, a donation or a fixed fee. Costs will be greater if there is more than one facilitator. Be sure to check who is responsible for arranging and paying for the venue, hand-outs, food and travel by the facilitator.

## Rights and responsibilities

Discussing the rights and responsibilities of all parties involved in a Treaty workshop helps to make it an appropriate and ethically sound process. We suggest you negotiate the following before beginning:

### Your rights

- A facilitator who is competent in managing group process effectively for participants
- A facilitator who is knowledgeable about the material being presented
- Reliable service, value for money and to be told of any changes to the agreed programme
- A facilitator who will address any concerns that you or your group raise.



## Your responsibilities

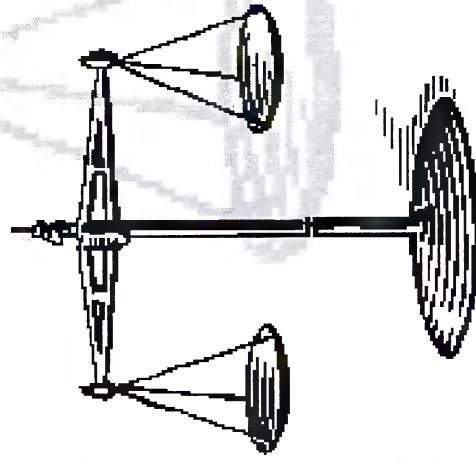
- To provide the facilitator with appropriate and accurate information, such as the group's expectations, the preferences of Māori people in your group, and group protocols. If you're not sure about something, it is better to say so rather than to assume it will be "okay on the day"
- To ensure that participants have been accurately informed about the workshop's purpose and length
- To request that participants come with an open mind and respect other participants' perspectives
- To raise any concerns or fears you or the group may have; to communicate pro-actively with the facilitator
- To make practical suggestions to the facilitator/s for programme changes if the group process is not working well.

## Dealing with complaints

- Always tell the facilitator/s first – if they don't know there is a problem they won't be able to do anything about it.
- There should be an evaluation form at the end of any workshop longer than three hours where participants can put comments anonymously; otherwise organisers can speak or write to the facilitator/s directly.
- If this does not bring a satisfactory result, you may want to contact the people or groups to whom the facilitator/s are accountable. It is also useful to contact those who referred you to the particular facilitator/s.
- If this is unsuccessful, then you can tell others not to use the facilitator/s; in the end this is the most effective way of ensuring that incompetent facilitators do not continue with this kind of work.

See the Treaty Educators Website:  
<http://www.treatyeducators.org.nz>  
for a list of Treaty educators and facilitators, including those who are committed to the practices outlined in this leaflet.

# Organising a Treaty workshop for your group



# Introduction

Tauwiwi or non-Māori in Aotearoa are becoming more interested in learning about Te Tiriti o Waitangi/ the Treaty of Waitangi. While information in books and on websites may be helpful, (see [www.trc.org.nz/resources/bibliographies/biblio.htm](http://www.trc.org.nz/resources/bibliographies/biblio.htm)), most people find it easier to explore the issues with others in a group.

The Treaty Resource Centre has produced this leaflet, in consultation with other Treaty educators, to help people get the most appropriate type of Treaty workshop for their group or organisation. We focus on workshops for Tauwiwi groups, as workshops with Māori may raise different issues.

## 1 Choosing a facilitator

This is the most important step. Take the time to find the right facilitators for your group and to negotiate the workshop's outcomes, content and process. This will help you to get the maximum benefits from something that has the potential to be both a challenging and a rewarding experience for everyone involved.

You need to be able to trust your facilitator; so it is a good idea to meet before you make a commitment. Ask for references from groups similar to your own or for evaluation summaries from previous workshops.

Here are some specific questions that you might discuss; there are no right or wrong answers, but the discussion should help to clarify whether you feel comfortable with each other:

- How did the facilitator learn to do Treaty education?
- How long have they been doing Treaty education?
- How often do they do Treaty workshops?
- How do they keep their knowledge up to date?

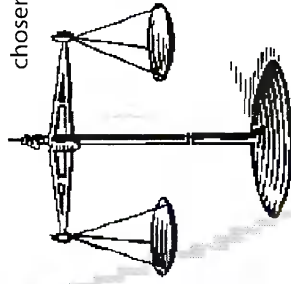
- What is their philosophical approach?
- To whom are they accountable?
- To whom can you make a complaint if necessary and what is the facilitator's relationship with this person or group?
- What is the complaint process?
- How are any profits from Treaty work used?

# 2

## Planning your workshop

### Background

The facilitator will need to know about your group - its purpose, characteristics of its membership, any previous Treaty education experiences, any Treaty-related policy, structure or practices, and relationships with Māori groups.



### Group size

The types of activities you can do vary with the size of the group. Because of the complexity of the issues, some facilitators will not work with large groups. In this case, be sure to verify participant numbers early in the discussion with the facilitator, especially if you have more than 25 people.

## Objectives, learning outcomes and content

What can be achieved in a workshop is directly linked to:

- The current attitudes and knowledge of the participants and
  - The time available.
- With these factors in mind, the facilitator should be able to indicate what is realistic for your group.

## Tauwiwi or Maori facilitators?

We believe that generally it is best for Tauwiwi to work with predominantly Tauwiwi groups and for Māori with Māori. However, there are exceptions, and if your budget will extend to having one of each, this may be the best option for mixed groups.

## Mixed groups

If there are Māori people in your group, their interests may be different from others because they may be standing in different places in relation to the Treaty. You should discuss options with them and the facilitator, as they may prefer to remain with the others or to have a separate workshop or to work separately part of the time. The facilitator should be able to suggest ways to manage whatever option is chosen.

## Compulsory attendance

Some groups can make attendance compulsory, but this is not necessarily a good idea – it can generate resistance even among people who would otherwise have come by choice. On the other hand, many people may not come by choice, but afterwards are glad that they did. It may be a good idea to state that attendance at the workshops is “expected” to reduce feelings of compulsion.

## Format

It is good to have time between sessions so that people have time to absorb any new information and discuss it with other participants.