



# Honoa te hapori me te hapū ki te ipurangi

## Getting your community and hapū online

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A resource to help communities, hapū  
and iwi develop digital initiatives

Digital initiatives for hapū, iwi and communities



[www.dia.govt.nz](http://www.dia.govt.nz)

INTERNAL AFFAIRS

Te Tari Taiwhenua

## DIGITAL INITIATIVES FOR HAPŪ AND IWI

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Section 1: **Online communication tools**

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Section 2: **Guidelines for developing a website**

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Section 3: **Guidelines for setting up a computer training centre**

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Section 4: **Guidelines for developing a community computer hub**

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This resource is for iwi, hapū and communities wanting to connect with their people, their country and the world by becoming more digitally literate.

The resource includes case studies of successful digital initiatives, guidelines on how to set up a range of digital projects, and advice on how to manage a digital project.

Many hapū, iwi and communities have begun to think about how they can use information communications technology to improve people's circumstances, and some have already developed successful initiatives.

The Department of Internal Affairs has drawn on the experience of groups at all stages of the information communications technology journey to develop this resource. We would particularly like to acknowledge the generous contribution of time and ideas from the Tūhoe Education Authority and people from Ngāti Apa, Ngātiwai Trust and Ngāti Raukawa and Ngāi Tahu.

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*Please note: To access the websites and web pages referred to in this resource, copy and paste the blue-highlighted web addresses into your Internet browser.*

### **Disclaimer**

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# Section 1

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## Online communication tools

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## Online communication tools

Iwi and hapū leaders know that families no longer reside all together at their papatipu. Tribal and hapū leaders can now make themselves available online and can broadcast their messages electronically. Some tribal leaders already have Blogs, Twitter and Facebook profiles.

### What makes a communications hub?

Like the hub of a wheel, a communications hub is a point where communications come together, commonly through a website. A communications hub will serve tamariki, rangatahi and kaumātua, as well as people who are not members.

A communications hub fosters the aims of the iwi by:

- facilitating the registration of members
- providing easily accessible, useful information for members – from history to services
- encouraging participation and supporting taurahere groups, and
- reducing post, printing, telephone and administration costs.

### Before you establish a communications hub

Your iwi or hapū might already have an ICT infrastructure supporting the organisation. Find out what technologies are being used. How will these technologies fit with what you are planning?

How can you facilitate the introduction of the technology to the more isolated members of your iwi?

Do all the people of your iwi have access to broadband? Can you help get it to them?

What kind of equipment will people need? Can they afford it?

How will you teach those people how to use the Internet?

Could your iwi become a wholesale supplier of broadband Internet that you resell at cost back to the iwi?

Can you establish your own wireless Internet connectivity hubs for a specific geographic region?

Consider approaching computer and Internet suppliers for a bulk-buyer discount and then pass on these savings. You might also team up with other rural organisations.

## On your website or communications hub

Your communications hub can have a range of facilities from databases to documents, archives and photographs, as well as links to news, events, podcasts and video clips.

### Databases

A tribal database with members' names, contact details and basic whakapapa information linking the member to the iwi is central to an iwi communications system.

### Privacy rules for your data base

**Purpose:** Have a clear need for collecting and using personal information.

**Accuracy:** Personal information should be correct and accurately processed. Fix any mistakes promptly.

**Data minimisation:** Collect only what is necessary; keep only what is necessary.

**Lifecycle:** Make smart choices about information use and flow while it is in your care. Dispose of information safely.

**Ongoing responsibility:** Encourage pro-privacy use of technologies now and in the future.

**Control:** Protect data at all times.

**Knowledge:** Tell people why information is being collected and how it is being used.

For more information go to the Privacy Commissioner's website <http://privacy.org.nz/> .

Get database desktop software that best suits you purpose. A database could include:

- names of the individual — nicknames, maiden names and change of names can be recorded here
- physical address
- postal address
- phone numbers with space for multiple mobile phone numbers
- social/professional networking details such as FaceBook, LinkedIn and Bebo page.
- Instant Messenger
- email address
- date last updated
- individual photographs
- other optional categories such as whakapapa — many iwi have established ways to record whakapapa if you need guidance, and
- a commitment that information will be kept confidential and exclusive to the iwi.

## About us

Include the names of the leaders of your organisation from chairs to administrators, links to newsletters, event information and information on how to become a member.

## Contact us

- toll free or 0800, using a number that reflects your iwi or hapū name — this could be expensive if many calls are from mobile phones.
- Skype is an economical option for international phone calls. For more details visit <http://www.community.net.nz/how-toguides/it/publicationsresources/skype.htm> .
- info@ - email address to which people can make general enquiries.
- postal address, and
- street address with a link to Google maps so people know how to get to you.

## Iwi documents and archives

Tribal knowledge and history can be stored in an electronic archive to which whānau can submit photos and documents. You can make some items available to the public (including media as public representatives) and restrict other items to members by means of individual logins. Stipulate that iwi members who access information from your website do so only for their private use. Those who want to publish your photo or information online or in print must ask you for permission — you should be clear about copyright, which might be with the donor. Ask them to acknowledge the source.

## Domain name and registration

Choosing the right domain name is important — this is the way people will access your information and remember your online brand. Before registering your online domain name, check that it is also available with social media. NameChk is a free service that will check multiple user names across multiple social media services. NameChk is available at <http://namechk.com/>.

Within the .nz domain name hierarchy there are a number of suffixes to choose from. For iwi and hapū, the most suitable option is the use of .iwi.nz and or .māori.nz/.māori.nz .

Domain names can use macrons and .māori.nz will automatically default to .maori.nz . You can offer the equivalent website address with and without macrons to ensure more involvement. Macron software should be made freely available with instructions on how to use it.

.iwi.nz is a moderated domain name that allows only iwi and hapū organisations to register names that fall within a set criteria. The full criteria is at [www.register.iwi.nz](http://www.register.iwi.nz) .

The name that your organisation registers should clearly identify your organisation and should also be used as the online username/persona for all social media.

More information about domain names is available in the CommunityNet Aotearoa IT How-to Guide <http://www.community.net.nz/how-toguides/it/publicationsresources/domains.htm> .

When you have decided on a name for your website address, you should bulk-register it with all available social media services with NameChk.

You might not want to use a social media service immediately, but as your website becomes known, it can be a useful tool to reach certain groups. Registering your domain name protects your online brand. Using Twitter you can create an alert using 'Mentions' in a Twitter software application such as 'TweetDeck' <http://www.tweetdeck.com> containing the same words from the Google system.

## Monitor your brand online

Using your organisation Google Account, set up email alerts on your username, domain name and other relevant names so that when they are mentioned online you will receive an email alert.

## Technical know-how

First things to talk about with your web developer

There are four ways to make a website:

1. Write HTML and CSS files
2. Write a custom Content Management System
3. Use proprietary software such as Microsoft Sharepoint, or
4. Use open source software such as WordPress, Drupal, Silverstripe, MediaWiki or ExpressionEngine.

## HTML and CSS files

Many people know how to work on these files. This could be a good choice for a small website with half a dozen pages of information that seldom changes. But you and/or your designer need to understand HTML and how to edit the files – mistakes could make it impossible for visitors to access your web pages.

## A custom Content Management System

Some web developers write their own custom software or Content Management System for clients. This option is useful for very large websites with very specific and complex needs. If this is the only way to meet your website's requirements then it is an appropriate option, but for most there are significant risks.

1. You're locked in to working with the person who wrote the software. You rely on them to fix problems or add features, and they may be slow or expensive, or both.
2. If the person who wrote the software isn't sufficiently skilled, your website could be open to hacking, not work very well or be hard to use.
3. Only the author really understands the software they create. If you no longer wish to work with that author, or circumstances change, your website could become very hard to work with.
4. If your web developer goes out of business, you should be able to find someone who can learn about and work with the system, but it may cost a lot while they find out how things work.

## Proprietary software

Some web companies offer packages where specific 'closed' software is hosted on their server and they manage everything behind the scenes. They may charge monthly fees for hosting as well as separate fees for the software they use. If the software is updated, you may have to pay a fee for the upgrade plus fees to have the company implement it.

Some of the proprietary systems require you to use specific software, such as Internet Explorer, and you may have to pay extra for modules that allow the software to work with Apple Macs. The companies offering these kinds of services tend to have a business focus and offer 'solutions' – packages of software.

## Advantages

1. Highly professional full-service solutions.
2. Software produced by reputable companies such as Microsoft.
3. A ready-made 'platform' that may suit your needs.

## Disadvantages

1. Cost – usually everything costs, from the initial software to large or small updates, hosting, any changes.
2. Locked in – your site is 'held' by the provider and you rely on them for everything. It can be very difficult to extract your site from them and move to a different developer.
3. If the software doesn't work the way you want it to, the developers might have to find convoluted work-arounds. Since the software comes as a 'package' they might not be able to solve problems. More than one organisation has been 'trapped' by a proprietary system whose ongoing costs are so great they can't afford to move to a system that better suits their needs.

## Open source software

Open source software is used by millions of websites, large and small, around the world. 'Open source' means that anyone can work on the files that make up the software. With the right skills and knowledge they can change how the software works, fix bugs, make improvements, add extra functions. Communities of people usually work constantly to update and improve the software. Most open source software is free of charge. See the Wikipedia list of *Open Source Content Management Systems*.

These popular open source systems should be well supported

- WordPress
- Drupal
- SilverStripe (NZ-made)
- Mambo
- MediaWiki
- Plone

There is open source software available for any kind of website you want to create: blogs, 'standard' websites, discussion forums, shopping, photo gallery, directories, you name it.

## Advantages

1. Anyone can modify the software.
2. Popular software is constantly being improved, based on feedback and real-world experience.
3. The software is usually free.
4. There is a huge pool of people who know and understand the software, so it's easy to change to a new web team.
5. There is plenty of training available.
6. Many open source systems can be extended by using plug-ins. Even if the core software doesn't offer a particular feature you need, a plug-in is probably available to fill the need.
7. Community spirit is at the core of open source software. Millions of people volunteer their time and expertise for the common good.

## Disadvantages

1. It might be hard to find people with expertise in the less popular software.
2. Some open source software is seldom or never updated, and might be outdated in its approach or vulnerable to hackers.

The popular open source web systems are a good choice for most community groups. There are systems to suit most needs, and plenty of people around with expertise in them. The software itself is usually free of charge, though plug-ins may have a cost attached.

## Protect the safety of your members and users

Privacy, safety and security, as well as confidentiality, are vital for your website. Consider your volunteer and paid staff, visitors to your site and the material you use on the site.

Go here to find out about safety for children online: <http://www.mylgp.org.nz/> .

The Office of the Privacy Commissioner has useful information: <http://privacy.org.nz/> .

## What do you want on your website

WordPress (a Content Management System (CMS)) will give you:

- blog facilities
- RSS (Really Simple Syndication) – a format used to publish frequently updated works, such as blogs
- access to free templates that can be customised, and
- add-ons to improve your site's search engine rankings and much more.

An organisation's blog should include postings from multiple authors. An audio podcast should complement the written blog and be published at the same time.

<http://www.wordpress.com>

## FaceBook, Bebo and LinkedIn page

To create a LinkedIn organisation page, log in or register at <http://www.linkedin.com/companies> and click on 'Add a Company'.

A complete tutorial is at <http://learn.linkedin.com/company-pages/>

Create a FaceBook Page tutorial at <http://www.community.net.nz/how-toguides/Social+Networking/PublicationsResources/facebook.htm>

Create a Bebo Page tutorial at <http://www.community.net.nz/how-toguides/Social+Networking/PublicationsResources/bebo.htm>

Statistically FaceBook.com is the most popular social networking site in the world. In reality many Māori youth prefer to use Bebo.com. Choose whichever fits your project.

**Messenger services** such as Gmail, Skype and MSN. Install the MSN services within your organisation and keep the services logged in as much as possible.

## Audio visual services

Test and implement introductory audio and visual services and embed them into your website with other media such as FaceBook.

## Synchronisation

Ensure that all of your communication tools are synchronised. This allows your organisation to make one update that will automatically update all the communication services. This gives consistency and ensures that everyone sees the same message.

## Tools for your communications hub

### Website

A website is a page, or multiple pages, on the Web that can be accessed by a web address or domain name. Google.co.nz is a website.

The use of a Content Management System such as WordPress is advised as this will reduce development costs and make daily updates and maintenance simpler. A comprehensive case study about WordPress can be found at CommunityNet Aotearoa – IT and Internet How-to Guide <http://www.community.net.nz/how-toguides/it/casestudies/wordpress-monarch.htm> .

Podcasts at an iwi and hapū level could help increase participation and knowledge by offering live or recorded videos of hui, weekly updates by tribal leaders, background information or an iwi perspective on local media issues and interesting whānau stories.

Online videos can show sport, kaumātua stories, interviews with manuhiri and other items of interest to the iwi. You can buy a digital video recorder and an electronic voice recorder with an iTunes and a YouTube.com account. Creating a YouTube account is free and is accessible by clicking the 'Create Account' at <http://www.youtube.com>. Make sure that the tool, such as YouTube, that you want to use is compatible with any software you might buy. YouTube supports the following file formats:

- WebM files (Vp8 video codec and Vorbis Audio codec)
- .MPEG4, 3GPP and MOV files – (typically supporting h264 and mpeg4 video codecs and AAC audio codec)
- .AVI (Many cameras output this format – typically the video codec is MJPEG and audio is PCM)
- .MPEGPS (Typically supporting MPEG2 video codec and MP2 audio)
- .WMV
- .FLV (Adobe – FLV1 video codec, MP3 audio)

A list of tutorials is at <http://www.google.com/support/youtube/> and a detailed tutorial can be found at the *Social Networking How-to Guide* <http://www.community.net.nz/how-toguides/Social+Networking/PublicationsResources/usingyoutube.htm> .

A complete tutorial to set up and maintain an online radio is at [http://radio.about.com/od/createInternetradio/a/How-to-Create-Your-Own-Internet-Radio-Station\\_3.htm](http://radio.about.com/od/createInternetradio/a/How-to-Create-Your-Own-Internet-Radio-Station_3.htm) .

### Email

Your organisation will have an email address that uses the same address as your website — anyone can email their questions and seek information at [info@yourName.iwi.nz](mailto:info@yourName.iwi.nz) Once you have registered your domain name, adding email addresses should be a simple and free process.

Maintain a list of subscribers who want to receive information by email. This might include links to your online newsletter and notices of events or meetings. Electronic newsletters can replace printed magazines and periodicals, and most of those can be printed out in part or whole.

Customise your newsletter to display your online brand, your website and domain name. Links within the newsletter can encourage usage back to your website or to other relevant places on the web.

Several email service providers are available including:

Mail Chimp – <http://www.mailchimp.com>

Campaign Monitor – <http://www.campaignmonitor.com/>

Google Groups – <http://groups.google.com>

These services cater to different-sized organisations and newsletters. You can sign up for free, and charges range from free to \$0.01 per email. Mail Chimp is ideal for smaller and less frequent emails while Campaign Monitor is good for larger lists frequently sent. Have a strategy to deal with sending out notices, newsletters and other communication.

## Skype

Skype <http://www.skype.com> is free computer software that provides 'audio calls from computers and phones to phones and computers', text to mobile phones, video chat from computer to computer and options for conference calling. Commercial options are available to purchase international phone numbers and to make discounted toll calls, as well as to use the software as a Fax machine.

Any international toll number is free to ring from anywhere in the world with Skype.

Friends and iwi members can invite you to be part of their Skype network. The status bar is often used to provide short messages or can be used to promote your website link. To install Skype visit <http://www.skype.com> and follow the download instructions. A comprehensive guide to using Skype is found in the CommunityNet Aotearoa – IT and Internet How-to Guide <http://www.community.net.nz/how-toguides/it/publicationsresources/skype.htm> .

## Facebook

<http://www.facebook.com>

A 'like page' is similar to a personal profile page but for a brand, product or organisation. People can add themselves to your page to show they 'like' it. People can then leave comments, their picture appears in the 'like' list and updates can appear on their personal profile pages. As the owner of a like page, you can email all people who have 'liked' you or just individual people. You can integrate blogs, Tweets, YouTube and the growing number of other social media service updates. A like page also allows you to advertise your website and contact details, pictures and updates which will appear on your like pages.

Facebook groups can be created for a membership-based organisation such as an iwi and hapū or other common interest group. A Facebook group is similar but has a restriction of 5000 members that you can group-email.

When creating a group, you can appoint someone as a moderator or administrator who has the authority to ban people from the group for breaches of web or personal courtesy. Group owners and administrators can also invite people to join their group.

An organisation page should not be created or associated with the personal Facebook of anyone else, even a member. If issues arise, they might be difficult to resolve because the individual and not the organisation is in control.

1. Visit <http://www.facebook.com> — select 'Create a Page'
2. Create the page as an organisation not as an individual
3. Assign staff members to be administrators for the account.

During the sign-up process, it is important to use a generic email address such as info@ rather than staff members' email addresses, which might change or be deleted.

A guide to using Facebook pages is found in the ITH2G <http://www.community.net.nz/how-toguides/Social+Networking/PublicationsResources/facebook.htm> .

## Wiki

Wiki software (also known as a wiki engine or wiki application) <http://www.wikimatrix.org/> is software that runs a wiki, or a website that allows users to collaboratively create and edit web pages using a web browser. This effectively creates a type of online encyclopaedia.

Archives from iwi, hapū, government departments, museums and elsewhere could be digitalised and put into a private wiki. Iwi members could then contribute their own whānau, iwi and hapū knowledge and stories.

A comprehensive guide to using wiki for your organisation is found in the CommunityNet Aotearoa – IT and Internet How-to Guide <http://www.community.net.nz/how-toguides/it/publicationsresources/wiki.htm> .

## Gmail

Google offers free email <http://www.gmail.com> and an Instant Messenger service, G Talk, using video/audio and text communications. There is also a mini-blogging service, Google Buzz. To access the many Google services, a Gmail account is required. Visit <http://www.google.com> and sign up for an account and email. The GTalk software can be used both on the desktop as an application or online via a web browser.

Friends and iwi members can then invite you to be part of their Google network. The status bar can be used to provide short mass messages or to promote your website. A comprehensive guide to using Google apps is found in the CommunityNet Aotearoa – IT and Internet How-to Guide <http://www.community.net.nz/how-toguides/it/publicationsresources/googleapps.htm> .

## Windows Live Messenger

The Microsoft Instant Messenger <http://www.msn.co.nz/messenger> service allows people to chat via audio/voice and text with another person who has MSN installed. Friends and Iwi members can invite you to be part of their MSN network. The status bar is often used to provide short mass messages or used to promote your website link.

MSN is popular in New Zealand, as it is often pre-installed with new computers and is associated with free hotmail.com email addresses. To install MSN visit <http://www.msn.co.nz/messenger> and follow the instructions.

## FriendFeed

FriendFeed <http://friendfeed.com/> synchronises all subscribed communications such as RSS and Twitter into one information feed.

## Blog

A blog is part of a website and similar to an electronic journal. <http://www.wordpress.com> and <http://www.blogger.com>. An author or multiple authors contribute articles that can be accessed via the website and RSS feeds. Readers can contribute opinions and thoughts in a moderated or un-moderated area.

The two most popular services are WordPress.com and Google Blogger.com WordPress is ideal as a Content Management System to create a new website and blog. Google Blogger is ideal as a stand-alone blog.

## Live Chat

Live Chat <http://www.comm100.com/livechat/> allows people to speak directly with you via a plug-in on your website. Such applications allow a real-time discussion via your website and do not require the end user to install or download any new software.

## Twitter

You can subscribe to Twitter <http://www.twitter.com>, a short message service of up to 120 characters. Twitter is often used to send multiple messages and links to sites with more information. A comprehensive guide to using Twitter is on CommunityNet Aotearoa – Social Networking How-to Guide <http://www.community.net.nz/how-toguides/Social+Networking/PublicationsResources/twitter.htm> .

## Google Groups

Google Groups <http://www.groups.google.com> allows you to create an email distribution/discussion group. You do not need your own website or domain name. A comprehensive guide to using Google Groups is found in the CommunityNet Aotearoa – IT and Internet How-to Guide <http://www.community.net.nz/how-toguides/it/publicationsresources/googleapps.htm> .

## LinkedIn

A professional networking site <http://www.linkedin.com> allows organisations to create their own pages to show details of staff and staff statistics and can include any current employment opportunities. Tribal members could choose to follow you and this will, by default, create an iwi skills base. Status updates can also be used on the organisation page.

To create a LinkedIn organisation page, log in or register at <http://www.linkedin.com/companies> and click on 'Add a Company'. A complete tutorial is at <http://learn.linkedin.com/company-pages/> .

An example of an iwi company page is the Ngāi Tahu company page at <http://www.linkedin.com/companies/330353/Ngai%20Tahu> .

## RSS

Really Simple Syndication allows subscribers to get your news, blogs and other communications in one place. A comprehensive guide to using RSS is found in the CommunityNet Aotearoa – IT and Internet How-to Guide <http://www.community.net.nz/how-toguides/it/publicationsresources/rss.htm> .

## Podcasts

Online radio stations and audio broadcasts are common and an effective method of disseminating information and news.

It is also used to record hui, lectures, stories, whakaaro etc, so that they can be listened to and played at leisure on phones or MP3 devices.

Once the recordings are completed, they should be added to a service such as iTunes in any of the following formats: m4a, .mp3, .mov, .mp4, .m4v. Apple has provided a detailed tutorial to complete a podcast that can be subscribed via the iTunes store: <http://www.apple.com/itunes/podcasts/specs.html> .

## FourSquare

A mobile geographic location tool <http://www.foursquare.com> allows people to create virtual places then found by GPS (global positioning system) when using FourSquare. This is a social media game for mobile devices that has a serious networking and communication aspect. When near your physical location, people can use GPS on the mobile device to obtain directions from a map, or to read tips and advice you have left on your FourSquare virtual property.

## YouTube

YouTube <http://www.youtube.com> allows you to share videos and media clips. You can subscribe to see the videos.

## Streaming Video

This live streaming <http://www.ustream.tv/> is both a commercial and a free subscription service.

## Online calendar

Offering a calendar of events and important dates through a website calendar will maximise participation and awareness. Google Calendar is a powerful and flexible option that can be embedded into your website and subscribed to, as well as synchronised with, desktop calendars and smart phones. A comprehensive guide to using Google Calendar is found in the CommunityNet Aotearoa – IT and Internet How-to Guide <http://www.community.net.nz/how-toguides/it/publicationsresources/googleapps.htm> .

## Intranet/extranet

The intranet or extranet is internal to the organisation and is accessible to registered users only.

## SMS

Commercial options allow you to bulk-send text messages to multiple cell phones. There is usually a cost associated with receiving a text and to establish the system.

## Tribal usernames and web addresses

An iwi or hapū website address should use the tightly-governed .iwi.nz domain. Tribal authorities can then use subdomain names for hapū and other projects the iwi may develop.

A subdomain is the name or word before the main part of a domain name. For example, in the fictitious domain <http://me.kāitahu.iwi.nz>, 'kāitahu' is the main part of the address and 'me' is the subdomain easily identified as part of the Kāi Tahu iwi. Subdomains are also beneficial for iwi groups not eligible for a .iwi.nz domain name. The alternative is .maori.nz, which by default is available with a macron – thus .māori.nz.

Online usernames and social media addresses should reflect the tribal website address or an indicative acronym or persona, and should use that for all communications. This reduces confusion for end users and makes it easier to identify an authentic iwi resource.

## Online branding

As with many other names and brands, iwi are subject to theft of intellectual property (IP) and online branding. On some occasions, companies have tried to gain advantage by branding themselves as the indigenous group. Online branding can be reduced by planning online tribal usernames and web addresses in advance.

## Storing whakapapa and images

Leave all images and whakapapa on your own website. The terms and conditions of many social media services state that when you add information to *their* services, you automatically assign all intellectual property rights to the service provider.

## Your web address

Website addresses that end in .nz can use macrons, but you should also offer the equivalent website address without macrons, to ensure people can contact you. Make macron software freely available with instructions on how to use it. For Microsoft Windows users, the Microsoft keyboard can be downloaded free from [http://www.microsoft.com/downloads/en/details.aspx?FamilyID=27AB0EC0-C2B3-409E-BDF1-D56CD5E90D9C& %3Bdisplaylang=en](http://www.microsoft.com/downloads/en/details.aspx?FamilyID=27AB0EC0-C2B3-409E-BDF1-D56CD5E90D9C&%3Bdisplaylang=en) .

Mac users can use the Hawai'i locale and Linux users can download a Māori keyboard.

## How much do the various services cost?

Unless otherwise stated, all services are free but will need someone to maintain them.

## Do I need to be a computer expert to run such communication tools?

Most of the services here are widely used by both individuals and businesses on a daily basis. There is a lot of free information and training resources on the web and in the CommunityNet Aotearoa How-to Guides.

## Funding and resources

### Sponsorship

Installing and deploying tools such as WordPress and Blogs can be done by web companies who might deliver all or part of their service in a sponsorship arrangement such as having their company name advertised on your site.

## Community Organisation Grants Scheme (COGS)

[http://www.dia.govt.nz/diawebsite.nsf/wpg\\_URL/Services-Community-Funding-Community-Organisation-Grants-Scheme-%28COGS%29?OpenDocument](http://www.dia.govt.nz/diawebsite.nsf/wpg_URL/Services-Community-Funding-Community-Organisation-Grants-Scheme-%28COGS%29?OpenDocument)

## Lottery grants

[http://www.dia.govt.nz/diawebsite.nsf/wpg\\_URL/Services-Lottery-Grants-Index?OpenDocument](http://www.dia.govt.nz/diawebsite.nsf/wpg_URL/Services-Lottery-Grants-Index?OpenDocument)

## Trust and fellowship grants

[http://www.dia.govt.nz/diawebsite.nsf/wpg\\_URL/Services-Trust-&-Fellowship-Grants-Index?OpenDocument](http://www.dia.govt.nz/diawebsite.nsf/wpg_URL/Services-Trust-&-Fellowship-Grants-Index?OpenDocument)

## Funding for community groups

[http://www.dia.govt.nz/diawebsite.nsf/wpg\\_URL/Services-Casino-and-Non-Casino-Gaming-Funding-For-Community-Groups?OpenDocument](http://www.dia.govt.nz/diawebsite.nsf/wpg_URL/Services-Casino-and-Non-Casino-Gaming-Funding-For-Community-Groups?OpenDocument)

## Summary

- Every organisation must maintain an accurate record of communication services and login details. One person can take responsibility for creating communication services and maintaining security, especially to do with passwords and computer access. Have a policy to change passwords on a regular basis.
- If services are not regularly updated and monitored, they might not be used.
- Ensure someone is available to interact with all those who contact your organisation by email, phone or in person.
- Monitor the web about what is being said about your organisation and react accordingly and in a timely manner according to the process outlined in your communication strategy.
- Query why some of your services are not being used, and if necessary remove them.
- Monitor web trends for the new communication services.
- Your registered domain name can be used a brand.
- Common Microsoft software such as Access and Excell can be used for databases.
- Free software such as MySQL, the alternative to the commercial product SQL, can be used to create complex online databases.
- 'Open source' is a free alternative for most commercial software and services. Details on licences are available in the CommunityNet Aotearoa IT How-to Guide <http://www.community.net.nz/how-toguides/it/publicationsresources/free-licences.htm> .
- If your organisation uses multiple domain names
  - (a) ensure that they all point to a website, and
  - (b) are registered to the organisation with the same email address.

## Further information

Guidelines for creating and maintaining a bilingual website

<http://taiuru.maori.nz/publicationsLib/Guidelines%20for%20Creating%20and%20Maintaining%20an%20Efficient%20Bi%20lingual%20Web%20Site%20.lit>

## Iwi websites

<http://www.nzsc.com/society/maori/Iwi/>

## **Kaupapa Māori**

<http://kaupapamaori.com>

## **NativeWeb**

<http://www.nativeweb.org/info/>

## **New Zealand and Māori statistics**

<http://www.stats.govt.nz/>

## **Register.iwi.nz**

<http://www.register.iwi.nz>

## **Registering domain names and providers in New Zealand**

<http://www.dnc.org.nz/>

## **Social media news tips and emerging trends**

<http://www.mashable.com>

## **Social media statistics**

<http://socialmediastatistics.wikidot.com/>

## **Use of Internet communication among the Sami people**

<http://www.culturalsurvival.org/ourpublications/csqa/article/use-Internet-communication-among-sami-people>

## **Who can help**

An iwi/hapū communications hub requires someone who has the ability to interact at an iwi and hapū level, be technologically savvy and who is aware of best practice with social media. This could be a consultant or the advisory team implementing the communications hub.



# Section 2

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## Guidelines for developing a website

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### GETTING YOUR COMMUNITY AND HAPŪ ONLINE

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Section 1: **Online communication tools**

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Section 2: **Guidelines for developing a website**

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Section 3: **Guidelines for setting up a computer training centre**

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Section 4: **Guidelines for developing a community computer hub**

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# Guidelines for developing a website

## What is a website?

A website is your home on the Internet. It's a collection of web pages gathered together under a single web address. Websites vary in purpose from selling things to providing information or entertainment.

## Types of websites

### Brochure sites

A brochure site has a few pages of static information such as who you are, what you do and up-to-date details on how to contact you. This kind of website is very cheap and easy to set up and doesn't need much maintenance. It also doesn't do much.

### Blogs

A blog is a weblog, or online journal. It could contain contact information but its main focus is news and opinion. A blog is a great way to share news with people and to build up a sense of community.

A blog can be quick and easy to set up and free. But you must invest time and effort to set it up properly and to look after it once it's up and running.

People follow your news and can leave a comment, usually in a box below your news item, and this sometimes starts a discussion. One of the problems with blogs is that spammers often use the comments area to leave undesirable remarks and links to undesirable websites. You can stop comments from appearing on your blog until you've given them the go-ahead. You can also restrict your blog so only people you approve can read it or comment on it.

### Dynamic and interactive websites

It takes time, energy and money to create a very large and active website.

Interactive websites can:

- feature forums where members can discuss topics of interest
- allow members to add photos, sound, movies or miscellaneous files
- provide maps, games, calendars and other information
- allow live chat, and
- allow video conferences

If you can imagine it and pay for it, there's no limit to what a website can do.

### What are the benefits of a website?

A well designed website can help your group conserve energy, build knowledge, increase membership, be visible, raise funds as well as find staff and volunteers, and strengthen your iwi by connecting its members.

## Conserve energy

A website means you can save time and money by providing information such as

- postal address and maps
- meeting room phone number
- email address
- opening hours
- a list of resources for loan
- dates for training courses, kapa haka and other events
- documents such as fact sheets
- discussion papers

## Build knowledge

You can share waiata and karakia, share videos of events, keep and share historical information or share whakapapa and stories.

## Build community

The Internet allows you to communicate cheaply. You can:

- keep in touch with whānau through blog posts and discussion forums, using Twitter, Facebook and even Flickr and YouTube
- send out newsletters and/or short notices with little effort
- provide discussion forums or chat rooms for supporters and members to communicate with each other
- gather information about the people who visit your website through online surveys and polls, and
- set up a password-protected part of your site for private information.

## Be visible

Twenty-four hours a day, 365 days a year a website allows anyone to read, hear and look at information about your group.

- Put your mission statement, history, phone number and address on a website so people can find out who you are, what you do and how to get in touch.
- Publish documents such as reports, papers, submissions to local government and research.
- Publish audio interviews, photos of projects you are running, or a video of a fundraising event.
- Publish your organisation's schedule of meetings, minutes and plans.
- Provide registration forms for events and conferences.

## Build capacity

The Internet offers many creative ways to increase the number of donors, supporters and members. Once people know about your projects, they might consider getting involved and donating their time or money.

## **Raise funds**

Attract individual donors to your organisation and offer them a variety of payment methods including cheque, credit card and PayPal.

## **Build membership**

Create relationships with your website visitors and increase your supporter base. Allow visitors to add comments, discuss topics, and send information.

## **Find volunteers**

Let people know on your website if you are looking for volunteers. Tell them what's involved and how to contact you. Provide training materials and case studies that will interest them.

## **Find staff**

Post job vacancies and job descriptions on your website, mailing lists and forums.

## **How to set up a website**

Before you decide to proceed with a website, you need to find answers to the following questions:

- Is your organisation ready?
- Do you have a clear and feasible plan for using the Internet that advances the goals of your organisation?
- Do you have strong support from the whole organisation for the online project?
- Will the project gain you more than it costs in time, energy, money and other resources?
- Do you have a clear goal for the website?
- Do you have a clear picture of your main target audience?
- Can you fund both initial and ongoing costs?
- Do you have enough people able and willing to do the work?

## **Work with a web designer**

Though many groups will have people who can build a website, it is advisable to work with a professional website developer.

## **Cost of a website**

You get what you pay for. Your website should be easy to use, present your group in a positive light and be an effective vehicle for the things you want to communicate to your members and others.

A brochure site is the easiest to set up and doesn't require a high level of skill.

There are a few fixed costs:

- domain name: probably around \$50 per year per name.
- hosting: probably at least \$100 per year, but maybe more.

A small professionally built brochure website may cost around \$1000 to \$2000, representing perhaps 10 to 20 hours' work. Larger and more complex sites will cost more.

A specialist will charge for:

- meetings, phone calls, emails and other overheads
- time spent developing the structure, information architecture, design features, layout, tone and general look and feel
- the web team's expertise (a more expert team might charge higher hourly rates but work more quickly than a less expert team)
- time spent installing, implementing and customising the software and design
- time spent adding content, and
- the costs of software, plug-ins, add-ons, skins and themes.

Other costs to consider:

- your staff and volunteers will need training to look after the site
- who will back up the site, how, and how often? You may be able to pay for automated backups, or allocate the task to the web team or a staff member
- routine updates to the site, such as adding news items or edits, such as address changes
- regular refreshes to the site, such as small site-wide changes to the look and feel, or adding whole new sections as your work changes
- software licence fees and software update fees
- Contingencies, such as dealing with hacking, server failure or other unanticipated problems.

## Start small

If in doubt, leave it out. It's better to start well with a small website that you know you can afford, sustain and maintain. Over time you can build it up.

When you draw up the brief for the web team, describe your goals and make it clear how you want to develop the site over time. They will factor that into the design, and it will influence their choices for the software to use for the site.

The web team will also be able to offer valuable advice on how to develop the site, where to start with your goals and what paths to follow to achieve your aims.

## Write a brief for the developer

When you have decided what you want the website for, you can write a brief for the website developer.

The brief should include:

- the intended audience
- the purpose of the site
- expected outcomes, such as visitors signing up for an email newsletter
- the date when you want to launch the site
- a list of the content you want to include
- the budget available
- any specific requirements (wanting to be able to track statistics such as how many visitors the site has, etc.)
- whether you want to be able to edit small items on the site yourself, or leave that to your web team or web master once the site has been launched

- whether you want to be able to add new sections, or make other more major changes after the site has been launched
- who will own copyright in the design and content.

The brief will be a working document. Some items in the brief may be absolutely fixed, for example, your budget. Others may be negotiable, such as the date when you aim to launch the site.

Decide which are your non-negotiable items, and be as flexible as possible on the others.

## **Decide what to put on the website**

Your web developer can construct the website for you, arrange the look and feel, navigation and the framework, but your organisation will have to provide the content.

You need to say what you want on the website, gather appropriate materials, sort out copyright issues, rewrite text, find photos, gain permission, etc.

A good web developer will help you decide what kind of material is appropriate for your website. They'll also help you decide which parts should be more prominent and which should simply be available as background information.

## **Prepare materials and resources**

Look at websites from organisations and groups similar to your own. What kinds of materials have they used? Do their sites give you ideas for your own website?

Gather electronic copies of the material you want on your website. Possibilities are:

- logo
- information about your work and what you do
- success stories
- news items
- case studies (get permission if necessary)
- addresses for your Twitter, YouTube, Flickr, Facebook or other accounts
- contact information, including a Google Maps address link
- photos of workers, volunteers, board members (get permission)
- photos from events (get permission)
- photos of your location, or locations important in your work
- profiles of your work and the workers
- conference reports
- newsletters
- movies (get permission if necessary)
- sound recordings
- mission statement, and
- a charter or trust document

Ask your web team or designer for information about the best programs to use. For your video or sound files and for documents that are currently in MS Word or PDF or similar, you may need to change them into another format more suitable for the web. Some items such as old newsletters might have to be converted to another program, but if that proves expensive, then you might decide not to use them.

## People to manage the site

People who manage the website need expertise in writing for the web, preparing photos for a web page and using the system your web designer creates. Train more than one person in these skills so there is always someone to manage the website.

Learn how to write for the web. If the text on your web page is poorly written, visitors will leave. There are books, local education courses and websites with useful information on writing text for the web and preparing photos for web pages.

If you need new information for your site, someone will need to write it in a word processor or text file. Check with your web designer about the format.

When you write new material, be sure to use plain language with plenty of headings. Make the headings more like headlines so that a visitor who just skims through the headings on a page can quickly get a summary of the page.

You must provide the *exact wording* for everything on your website. The designer can provide guidance on page titles, navigation links and similar items.

Wellingtonian Rachel McAlpine offers excellent online courses in how to write for the web at her Contented website <http://contented.com> . Or buy her book, *Write me a web page, Elsie!*

## Have a backup system

A backup system is the copy of all your information and databases. A backup is necessary to restore information after a disaster (power outage, etc.) or to restore files if they have been accidentally deleted or corrupted. A backup system stores at least one copy of all data, so you need to build in enough electronic storage space.

## Intellectual property

Do not use material belonging to others without their permission. If you do have their permission, you should acknowledge that in the caption, for a photo, and in a footnote or brackets for written references. This includes photos which have appeared in a newspaper, material from other websites or newsletters, or photos taken on your behalf by a professional photographer for a different purpose.

If you own the material (cultural taonga such as waiata), you can share it with others on the same conditions. Your web team could set up part or all of the site to require registration and access with a password.

If you allow visitors to upload photos, videos, audio or other files, include policies and measures to prevent them and you breaching copyright. You might do this by requiring visitors to register on the site before they can upload files and ask them to agree to your policies as part of the registration process.

## Children

If your website is providing pages for children, you might require the permission of a caregiver before entering the site.

Go to this site for advice on how to set up your website to be safe for children: <http://www.mylgp.org.nz/> .

Include a prominent link to Hector's World, a site designed to teach young children to be safe online and to help adults understand how to keep children safe online <http://www.hecctorsworld.netgate.org.nz> .

## **Names and contact details**

Do not publish personal contact details such as the home phone number, email or residential address of members on your website. Caution members about giving out any of their personal information themselves. Spammers can 'scrape' email addresses from websites which could end up introducing a computer virus to you and your members' computers.

If you have a website that aims to help people contact others, or perhaps reconnect family members, consider setting up a portion of the site that requires registered and approved users to log in with a password. A web developer can suggest other ways of protecting private information.

## **Photos, movies and audio files**

If you use photos of real people, you may need their permission to publish the photo on the website. Photos of people in public places can be published. If it is a local occasion, make sure that the people attending know the photos being taken could be published in your magazine or newsletter, or on your website – accept that it is okay for them to say 'no'. Many people don't like photos of themselves or their children to be published. Consider getting a signed release (a piece of paper that says 'I.... .... (name) agree to my photo being reproduced on the .... .... website and in the .... .... newsletter. Signed') for photos that show clear images of adults or children.

If you publish someone's likeness on your website and they ask you to remove it, do so quickly.

## **Privacy**

Your website may ask people for information about themselves. If so, make sure you have a clear privacy policy page that explains how you will store and use that information. The website of the Privacy Commissioner can help: <http://privacy.org.nz/padlock-an-easy-checklist-to-help-get-privacy-right/> .

Don't use email addresses people give you to send them information they haven't asked for or agreed to receive.

Explain to your website visitors what information they have supplied will be published on the website. For example, many blog comment forms ask for an email address, saying they will not be published but the blogger might use the email address to respond to the comment.

## **Confidential files**

If your website deals with confidential files, you need to discuss with your web team how to handle those files. You could keep the files in a password-protected part of the site, or password protect the files themselves. It may be appropriate to use web security techniques for transferring confidential information. Discuss the options with your web developer.

## **Malware, such as viruses**

Malware includes any and every kind of 'bad stuff' on a computer or website. Check all files with anti-virus software. If visitors want to upload files for others to access, that must be done through your webmaster, or ask your web developer for a virus-proof way to handle them.

## **Spam and undesirable material**

If you run a blog, forum, bulletin board or any other site that allows visitors to contribute to the site, you will run into the problem of spam. Spammers flood all websites all the time with ads for illegal products, pharmaceuticals, pornography and other undesirable material. Most will be blocked by your firewall or other security.

If you run a site that publishes visitor contributions, monitor it vigilantly for spam and undesirable material and be ruthless in removing anything suspicious. If in doubt, unpublish the comment or other item until you make a decision.

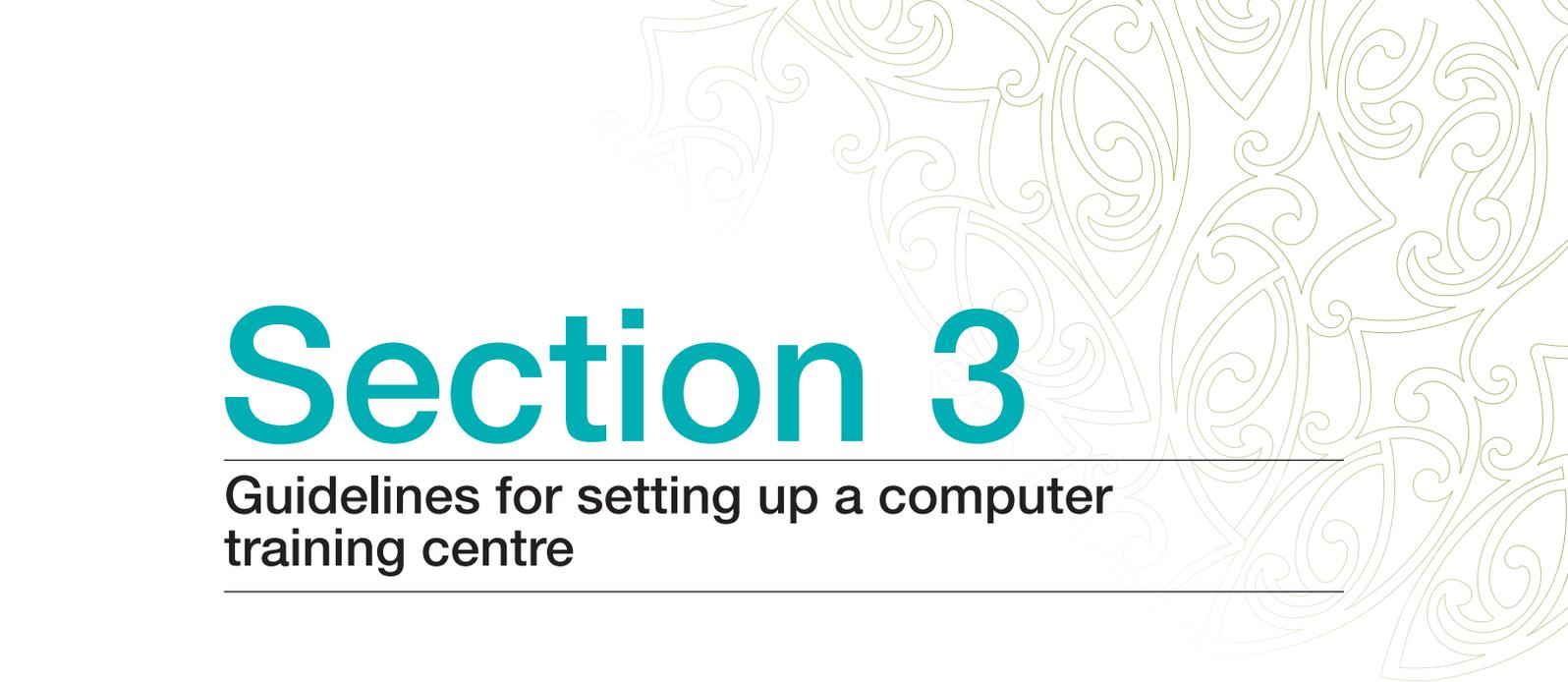
Genuine visitors are usually put off by any website that's full of spam, although they will tolerate the occasional item that slips through the net.

## **Monitor tone and style**

If your website builds a community as a blog or bulletin board, you should declare your expectations around behaviour and language and monitor the site. The tone can be relaxed, friendly and respectful. Do not hesitate to intervene to maintain that tone.

## **How will you sustain, maintain and improve the website?**

You probably have a good idea of what you want your website to do in the next 12 months. In two or three years, you will have a scheduled review of the look, usefulness and functionality of your website and want to tap into new and better programs – it's important to keep your website flexible. The goals of your organisation might have changed and you might need to accommodate that as well. Can you easily add new sections or new technologies, or will you be locked in somehow? Popular open source software keeps up with the times. Most such systems are flexible and adaptable. With proprietary packages, you may have to wait until the software catches up, then pay extra for new modules.



# Section 3

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## Guidelines for setting up a computer training centre

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### DIGITAL INITIATIVES FOR HAPŪ AND IWI

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Section 1: **Online communication tools**

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Section 2: **Guidelines for developing a website**

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Section 3: **Guidelines for setting up a computer training centre**

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Section 4: **Guidelines for developing a community computer hub**

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# Guidelines for setting up a computer training centre

Your community might already have some learning facilities. Check with local primary and secondary schools and ask if they have computers available for community training. Training programmes are also often available at polytechnics, institutes of technology and local private training providers. Training provided by the tertiary providers could be for qualifications-based programmes, requiring a long-term commitment. Wairoa has established community training centres (CTCs) for ICT training: <http://cihwairoa.blogspot.com/> . For people over 55, SeniorNet group provides training: <http://www.seniornet.org.nz/> .

## Who will you train?

The training you provide needs to suit the people who want to learn.

Teenagers: The Computer Clubhouse is an example of a successful ICT programme that provides a creative and safe community-based learning environment where young people work with adult mentors to explore their own ideas, develop skills and build confidence through the use of technology <http://www.computerclubhouse.org.nz/> .

Parents: Computers in Homes is an initiative of the 2020 Communications Trust and is an example of an ICT training programme targeted at parents and grandparents of school-aged children without a computer and Internet access in their homes. It aims to strengthen links between schools and families so that parents can support their children's learning <http://www.computersinhomes.org.nz/> .

Workers: Stepping UP is an ICT training programme targeted at parents who have graduated from Computers in Homes as well as others in their communities, encouraging them to 'step up' to further learning and improved job opportunities. It provides short (two-three hour) modular training sessions called 'digital steps' <http://www.2020.org.nz/index.php/programmes/stepping-up> .

All New Zealanders: KiwiSkills is an initiative of the NZ Computer Society Inc (NZCS) to provide one-stop access to tools and resources for people to improve their computing skills. KiwiSkills supports internationally-recognised digital literacy standards including but not limited to the *International Computer Driving Licence (ICDL)*, *e-citizen* and the *Internet and Core Computing Certificate (IC3)*, and facilitates access for Kiwis to training and courseware <http://www.kiwiskills.co.nz> .

Over 55s: SeniorNet gives older adults an opportunity to get on the Internet and learn more about new communication and information technology. Many older people feel they're being left behind by technology and the computer age. SeniorNet brings older adults and computers together in a friendly, fun and stress-free way. It's for people over the age of 55 who'd like to learn more about computers and what they can do, from word-processing through to surfing the Net <http://www.seniornet.org.nz/> .

## Where will you do the training?

Use existing facilities with a set of Internet-connected computers in tertiary training institutions, school or corporate training centres. By using existing facilities, you can focus on the training programmes and the needs of the community rather than the physical infrastructure.

As well as hiring computers, there will be the cost of trainers. You can manage ongoing costs by finding a partner group that also wants to provide training and who will share the overheads.

Choose somewhere convenient for people to come, as close as possible to where they live. People will come only if they feel comfortable about where the training is located.

The Aotearoa People's Network Kaharoa <http://www.aotearoapeoplesnetwork.org/> provides free access to broadband Internet services in 120 public libraries.

The Computers in Homes programme successfully provides ICT training for parents at their local school. The opportunity to obtain a computer and free Internet in their homes to order to support their children's learning has been a strong incentive and has the added benefit of strengthening the family's relationship with the school.

## Promoting ICT training – what's in it for me?

People will not make a commitment to join a class unless they can see how they will benefit.

Show how people and their families will be better off by learning the new skills, such as how parents can help their children's learning and empower them to teach their elders.

Set up different times for different groups. A group of grandmothers might want to communicate with their mokopuna, but younger people might want to learn graphic skills. Many hapū and other community groups have found that mixed groups are usually less successful than those targeted to a particular audience.

Make the training free if you are can.

Create an incentive to finish the course. When families on Computers in Homes programmes have finished 20 hours of training, they can take a computer home. Families pay \$50 towards the cost of the computer, because it is thought that people will have a stronger commitment to the programme if they make a nominal contribution towards the computer.

Try to provide something tangible at the end of the training. It may be a certificate presented at a graduation ceremony, where people can have their learning and achievements acknowledged.

Celebrate success. Word of mouth and media publicity from previous programmes builds a profile and encourages others to come along.

## Assessing trainees' needs

It is difficult to develop programmes that fully meet the individual needs and wishes of each student, but it is important to:

- take some time to find out what students already know
- what their goals are, then
- develop a programme to achieve those goals.

A good provider will spend up to an hour with each student, assessing their needs, and then carry out regular reviews during the training to ensure they are being met.

Though this is a good approach, it may be difficult to achieve for many hapū and community training programmes. The Stepping UP ICT programme has developed a useful compromise approach. It has developed a number of two-three hour self-contained units ('digital steps'), each with a well defined skill outcome. Learners with an interest in gaining the same skill are grouped with a maximum of six people for each class. This ensures a trainer can respond to each learner while working towards a common outcome.

## Choosing trainers

The trainer's main role is to build confidence in ICT and how the students can use it in the way they want to when the training is finished.

In choosing a trainer for a hapū or community, find someone who is as close to the learners as possible. For the Computers in Homes refugee programme, this means choosing trainers who speak the same language as the refugees; for SeniorNet it means choosing trainers who are over 55.

For the mainstream Computers in Homes programme, which targets families in low socio-economic communities, it means choosing trainers who are working in the school communities and have already established trust.

Though trainers are expected to have a reasonable level of knowledge of ICT, it is very hard for even the most experienced trainer to know everything. You are more likely to have a successful programme if you are able to select someone with potential as a trainer who is part of the hapū or already living in the community, rather than by bringing in a computer expert from outside.

*"The older people felt they were completely out of their depth. The tutors wouldn't come down, or weren't coming down, to their particular level. We're all older people who have been through the process of learning something we're unfamiliar with and so we have sympathy with the people when they come into SeniorNet."*

SeniorNet tutor (over 55)

## Group size

Effective ICT training requires close interaction between trainers and learners. It is best to have no more than six or seven people in any training session. This ensures the trainer has adequate time to provide individual support. It also ensures that learners stay on task. Once people are connected to an online computer, it is very easy to go off task – the web is a fascinating place of discovery.

## Keeping safe

Safety is an important aspect of ICT training and must be part of every programme. Netsafe <http://www.netsafe.org.nz/> or <http://www.mylgp.org.nz/> has very good resources and tools you can use to keep people safe. Netsafe was originally set up to provide cybersafety advice to schools but has taken on a broader role of providing cyber safety and security information for all of New Zealand.

All hapū and community ICT programmes must also include the basics of computer maintenance. Just as cars need to be warranted every six months for road safety, computers also need a regular warrant of fitness. To make things easier for users, a lot of computer maintenance can be carried out automatically and almost invisibly.

Providing the computer has been set up correctly, software upgrades and virus updates will be downloaded automatically. However, computers also need other regular maintenance to keep them operating efficiently and users should be trained how to do this themselves or get someone to do it for them. This is not much different to checking the water, oil and tyre pressure on your car.

## **Child care**

If ICT training is to include the whole hapū or community, parents with young families cannot be excluded. Anyone considering offering training must also deal with the issues of child care to give parents space to learn.

For the Computers in Homes programme, many parents with school-aged children prefer to do their training during school hours to avoid having to organise child care after school or during the evening. Where the training is provided after school, the training provider needs to make arrangements for child care, so parents of young children are included.

## **Training hours**

Training times need to be flexible. Parents with young children will have limited times when they can attend ICT training sessions. Others such as seniors are also likely to prefer daytime training programmes. However, those in employment are likely to prefer evening sessions.

Timing will also be determined by when the training suite is available. For example, if the training is going to be using a school's computers, it will have to be scheduled outside school hours, unless the school has surplus classrooms. In this case, timing the training for immediately after school is a possibility, although child care will need to be provided.

Training sessions should be two-three hours – enough time to provide useful learning of a topic. Longer sessions should be arranged with breaks included. Some Computers in Homes and Stepping UP programmes have been delivered during the weekend, which is the only time some people are able to attend. In this case, the learning sessions are longer.

ICT training is best delivered in small modules allowing time for reflection and practice in between. This allows learners to try things out and bring questions to their next session. As all computer users quickly discover, the more they learn, the more they find they don't know. Spreading a programme over a number of weeks allows learners to cement their knowledge and build their confidence. The need for ongoing support is also very important (see 'Buddies' later in this section).

## **Technical Support**

Providing technical support is of critical importance in ICT training programmes. When learners are trying out their new skills at home, they can easily become discouraged if their computers or online connections do not perform well. New users often think they are responsible if something is not working – they feel they might have broken something and may feel too embarrassed to ask for help. However, problems usually arise because the Internet service is down or the computer faulty.

It is important that all ICT users have technical help. Internet service providers offer telephone help desk support. This usually works well, although you have to be prepared to wait to get service.

Computers in Homes programmes offer technical support, in some cases for up to one year. Where travel distances are short, technicians are encouraged to provide in-home support, but in rural hapū and communities, families are asked to drop off their computers at the local school for the technician to check.

Where technical support is not part of the training programme, training providers need to let participants know how they can get technical support and how much it might cost. ICT technicians usually charge between \$80 and \$120 per hour.

## Equipment needed

Participants should train on the same equipment as they have at home or work. A lot of web-based applications work regardless of the type of computer, there are often small differences that can be frustrating to users. Even common software packages like Microsoft Word and Excel can work differently with different releases (e.g. Office 2003, Office 2007) and differ between PC and Apple platforms. Some training centres manage this by running, for example, both Office 2003 and 2007 and allowing participants to choose.

## Online training

You may wish to consider offering online training. There are a number of excellent online ICT training resources available including Microsoft's Digital Literacy curriculum online ICT training resources available including Microsoft's Digital Literacy curriculum (<http://www.microsoft.com/about/corporatecitizenship/citizenship/giving/programs/up/digitalliteracy/default.aspx>) and the 2020 Communications Trust's Positive Computing for Parents <http://www.positivecomputing.org.nz/>.

These resources are more suited to highly motivated people who want to advance their ICT skills. On their own, they are of limited value for community ICT training programmes. To be effective, they need to be delivered within the context of face-to-face training programmes.

## Evaluation of training effectiveness

Good ICT training programmes include pre- and post-evaluation. If the training is being funded, funders are likely to expect the 'outcome' information will be collected and reported.

The challenge facing training providers is to collect meaningful data over a relatively short timeframe. Clearly identify the outcomes expected from the training and then measure them.

Computers in Homes aims to strengthen school-home relationships by digitally upskilling parents, allowing them to support their children's learning. The programme also has other 'side effects' such as parents continuing their own learning or improving their work situation by finding a job or gaining a job promotion. In this case the effectiveness measures have little to do with ICT skills. They are about whether participants' children do better at school or whether participants get a job.

Clearly these changes will not be observed after one training session or even after the 20-hour programme. But 12 to 18 months on, it is possible to observe changes, provided families can still be contacted. Computers in Homes asks families to complete a questionnaire 12 to 18 months after they finish a training programme. They have the chance to get a free computer warrant of fitness check, including software upgrades, and can enter a draw for a free printer if they agree to fill out the questionnaire.

Stepping UP has only four 2.5 hour digital steps programmes, but an effort is still made to measure some specific outcomes, including ongoing training and improved employment.

Collecting and analysing this data adds cost to the programme, so online survey tools such as SurveyMonkey [www.surveymonkey.com](http://www.surveymonkey.com) can be used to collect data and develop reports.

Only combined data can be used in reports, to protect the identity of programme participants.

## **Funding and programme partners**

Funders often require providers to show that they have cash or in-kind support from other parties. Having partners helps to build confidence in the value of the programme.

There are many community and business organisations willing to support efforts to build digital literacy in communities. However, most are reluctant to contribute in-kind support in the form of time or discounted services rather than cash.

The Community Partnership Fund, which the Department of Internal Affairs administered for several years, set a benchmark for community ICT initiatives by offering to fund 50 per cent of the programmes. Recipients needed to show they had partner contributions (cash or in kind) totalling the other 50 per cent. Computers in Homes relies on this model.

## **In-kind support comes from**

- Microsoft software for refurbished computers (funded under Microsoft's Authorised Refurbishers Scheme)
- Internet services (discounted)
- Trainer and technician fees (50 per cent in kind)
- Schools hosting training facilities (100 per cent in kind)
- Buddies' voluntary time to support learners
- Local steering groups' voluntary time

The ICT industry is a potential source of funding. Major international companies such as Microsoft, Hewlett Packard and Computer Associates have supported digital literacy through ICT training programmes. Microsoft's Unlimited Potential programme is currently funding Stepping UP, Hewlett Packard provided a generous donation of equipment for eight community access points in Porirua, and Computer Associates has supported Computers in Homes initiatives in a number of schools.

## Buddies

A special characteristic of ICT training is the need for 'just-in-time' support. It isn't possible to cover everything in a training programme, and users will need help when they come across a problem.

People working on their own or in small community organisations do not have people they can easily ask for help, and even quite simple problems quickly turn into major issues.

Some community ICT initiatives have set up a network of voluntary 'buddies' who become the first port of call when help is needed. Trainees need to feel comfortable picking up the phone and asking for help.

Every graduate of Computers in Homes is given a buddy who is willing to commit up to 15 hours of time over a year to provide support, as needed.

Sometimes trainers take on the role of buddy, but this can place too much demand on the trainers' time. Past graduates are also encouraged to be buddies and support new graduates, which fits well with the 'help each other' ethic of the programme. In some areas, service groups such as Rotary or Lions have encouraged their members to volunteer.

Buddies do not need to be computer whizzes. People need basic user help, as with a co-worker. Help should be available when needed without having to wait a week or longer for the next course.

## Accreditation

Many ICT training providers seek accreditation so that they assess against agreed standards set by the New Zealand Qualifications Authority (NZQA). To do this, providers need to register with NZQA and submit courses for approval <http://www.nzqa.govt.nz>.

This applies to any organisation whether they are a school or a tertiary provider. Anyone interested in following a career in ICT is best to seek out accredited providers that are recognised by NZQA.

Most hapū and community ICT training programmes are for general ICT users and fall outside the formal training environment. People are usually most interested in being trained by someone who is respected and trusted in the community.

Some efforts are being made to find a midway point between formally assessed and accredited ICT qualifications and the more informal community ICT training.

The New Zealand Computer Society (NZCS) has launched its KiwiSkills digital literacy programme <http://www.kiwiskills.co.nz/> which aims to provide one-stop access to tools and resources for New Zealanders to improve their computing skills. This programme uses internationally recognised assessment programmes such as the International Computer Driving Licence and e-Citizen. The Kiwi Computer Challenge <http://www.kiwicomputerchallenge.co.nz/> aims to increase productivity and growth in New Zealand. The goal for the challenge is for one million New Zealanders to gain an internationally recognised core computer certificate such as IC3 by 2015 'and have fun doing it'.

## Celebrating success

Training providers who are not NZQA-accredited can't provide any formal recognised qualification, but it is still important that people who have completed community ICT programmes have their efforts recognised. The most common form recognition is a certificate of completion.

Programmes such as Computers in Homes and Stepping UP put a lot of effort into recognising achievement with graduation events attended by local dignitaries, where certificates are publicly awarded. They often have local media coverage and the celebration of success has a huge impact on participants and their families.

Many have said that this certificate has been the first recognition they have achieved from any learning activity in their lives, and it can be a stepping stone to more formal ongoing learning opportunities.

## Plan ICT training programme for your community.

- ✓ Is there already an ICT training programme in your area?
- ✓ Be clear about who the ICT training is for
- ✓ Check out possible existing training facilities – in schools, libraries. Try to avoid setting up a new facility if at all possible
- ✓ Establish how the programme will be promoted
- ✓ Structure the training programme into small two-to-three-hour modules
- ✓ Choose trusted trainers from the same learning community
- ✓ Limit class sizes to no more than six or seven participants
- ✓ Include cyber-safety fundamentals in all ICT training programmes
- ✓ Take account of parents' needs for child care during training
- ✓ Make provision for ongoing technical support
- ✓ Match training equipment type and software to that available to participants
- ✓ Use online training resources only within the context of face-to-face training
- ✓ Use online tools for getting feedback from participants
- ✓ Encourage in-kind support from the local community, including businesses
- ✓ Assign buddies to all new users
- ✓ Direct participants to accredited training programmes when they are ready
- ✓ Celebrate success by awarding certificates
- ✓ Engage local dignitaries and media in 'graduation' events



# Section 4

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## Guidelines for developing a community computer hub

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### DIGITAL INITIATIVES FOR HAPŪ AND IWI

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Section 1: Online communication tools

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Section 2: Guidelines for developing a website

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Section 3: Guidelines for setting up a computer training centre

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Section 4: Guidelines for developing a community computer hub

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# Guidelines for developing a community computer hub

The aim of the community hub is to help people to use computers and the Internet. People might want to know how to do their banking online, find information or look for jobs. They might want to communicate with family and friends, or perhaps learn new job skills such as how to touch-type or use spreadsheets.

The hub can be anywhere – at the marae, in a community hall, library, school hall, church hall, Citizens Advice Centre or any building where people gather.

## The benefits of a community hub

Social networking and gathering information online are part of our society, and most jobs and education programmes require a level of computer skills. A hub provides a central location where people (who wouldn't otherwise have access to digital technology) can have easy and cheap access to computers and training.

It makes economic sense to have computers in a central location to pool community resources. The computer itself is just one of the costs. A community hub can also provide a printer and Internet broadband as well as covering insurance and other operational costs.

## Learning in a group

Being able to learn together has advantages. People under 32 (who have grown up with computer technology) learn best when they solve problems together in groups. If they are given a question, they will often find the answer by working together, experimenting, and having a 'teacher' available to confirm the answer.

Interesting information about how young people learn can be found here:

[http://www.ted.com/talks/sugata\\_mitra\\_the\\_child\\_driven\\_education.html?utm\\_source=newsletter\\_weekly\\_2010-09-07&utm\\_campaign=newsletter\\_weekly&utm\\_medium=email](http://www.ted.com/talks/sugata_mitra_the_child_driven_education.html?utm_source=newsletter_weekly_2010-09-07&utm_campaign=newsletter_weekly&utm_medium=email) .

Older people generally learn better in a classroom environment, with a tutor taking them through different tasks and supervising them as they practise. With a computer hub, you can get groups of people together to learn from one tutor.

Older people also learn well with individual coaching. Having younger people around to help older people is an advantage of a community hub. The best person to teach a grandmother/grandfather is a grandchild in a whānau/family/community environment.

## How to set up a hub

There are specific requirements for a hub – a suitable site and a schedule that suits people in your community.

Depending on the dynamics of your community, you may prefer to have group-specific sessions (young people, older people, homework sessions, etc) or sessions planned around skills people want to learn, at a time they are able to attend.

Help people feel safe by clearly explaining what you are offering and why. The rule of thumb is that if people come across two words they don't understand or relate to, they will not use your service or product. To engage your community, you should find out what are their needs and address that in your marketing. Talk about benefits rather than features – tell them what they will get and how their lives will improve. Make it about them, not you.

## Find tutors and mentors

Tutors may be people from your community who already have some computer skills, or if you have funding, you may be able to pay for someone with specific skills.

You may have a range of people guiding and overseeing learning, depending on the skills your community wishes to gain.

## Find funding

A comprehensive website about potential funders in New Zealand is [www.thefundraisingfoundation.co.nz](http://www.thefundraisingfoundation.co.nz). Make sure you factor in the amount of time it takes to fill out applications – they are often long and very detailed. Find people who are able to help with funding applications. If possible, go and see potential funders, as there is nothing like a face-to-face meeting. Help could be both in money and in kind.

Funders usually need evidence to support the application. Ensure that you record data from the market research and community survey you have already done. Information needs to be relevant.

- **Set-up costs**

- Computers
- Printer
- Tables and chairs
- Software
- Virus protection
- Cables

- **Operation costs**

- Broadband connection
- Upgrades
- Technical support
- Insurance
- Security
- Trainers
- Supervisors

## Find computers

There are a variety of options for sourcing computers. A lot of large business and government departments replace their computers regularly and give the older ones away. They are usually well maintained and have a lot of life left in them. Start asking around. Local service clubs such as Lions and Rotary are a good place to start.

If you want new ones, you can approach the larger computer companies such as IBM, Hewlett Packard, Dell, Toshiba and Apple, as they often have programmes to donate computers to community organisations.

Part of your funding application could be to buy the equipment needed. In this case, make sure you have someone who knows about computers to help you make decisions on what hardware (the computers themselves) and software (the programs you use to make documents, send emails, etc) you need. Going to the local computer shop might not get you the unbiased information and help that you may need. A polytechnic or the IT teacher at the local high school might be a good place to start. Your advisor on the equipment you need and the person selling it to you should be two different people/organisations.

## Marketing

You need to do two types of marketing:

- outside media so people know what you are doing, and
- local media exposure – community newspapers are always looking for stories.

Make sure people know what you are doing and why. Build a relationship with a friendly journalist and keep them updated with what you are doing.

## How your programme will be sustained

It is never too soon to think about how to keep the momentum, enthusiasm and funding going. Have the long-term view in mind from the beginning.

You must keep accurate records. Current and potential funders need to know how the money was used and how people have benefited.

Work out an easy system of record-keeping. If you explain to people why they need to keep records, they are more likely to follow the procedures.

Keep a record of:

- who uses the computers
- what they do
- how many people trained
- what they did with their new skills, such as higher learning, employment
- where money was spent and why

## Collect stories

Collect case studies and individual stories which might help with applying for more funding or promoting your project to service clubs or to the public via the media.

## Feedback loop – assessment

There is a gap between an idea and its implementation. You can't know what you don't know and you might not get it right the first time. Make sure your plan takes into account the need for adjustments and fine tuning — not everything works as you had imagined first time around. This is a process, not an event!

Having robust and regular feedback is vital so you can celebrate what is working and fix what isn't. Make sure you get feedback from the people delivering the service as well as the people providing it. Don't be afraid to stop if something isn't working — learn from experience.

## **Things to consider**

Make sure you get the right people doing the right things, e.g. that the people liaising with funders and talking to the media have outgoing personalities and a good grasp of the goals of the project and of your organisation. Ensure the person in charge of the record-keeping and finances enjoys details and accuracy; the person in charge of operational work is good at telling people what to do; the 'big-thinking' people are on the governance side of things and the action people are on the doing side of things. It is best to have a good skill mix.

## **Working with volunteers**

Good-hearted people giving their time and energy to what they believe in is what makes projects work. But they can burn out and drop away. Make sure that they are not overloaded, and are compensated and appreciated. Often it is the quiet ones working in the background who make things happen, and when they run out of energy, the project can collapse. One remedy is to make sure you have one paid person from the beginning to keep things going so that if volunteers come and go the project is not in jeopardy.

## **Conflict**

Not everyone agrees all the time, so it is important to know from the beginning what you are going to do if conflict arises. Agree on the process you are going to use if conflict arises. It doesn't need to be complicated. It is more difficult to organise conflict resolution when people are already triggered or stressed.