
PASIFIKA FOUNDATION HAWAII, INC.



Project Title:	Community-Based Host/ Visitor Project: Phase III: Host Template and Visitor Curriculum Development
Award Amount:	\$389,444
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 6 businesses created
- 5 Native Hawaiian consultants hired
- 86 elders involved
- 90 youth involved
- \$58,261 in resources leveraged
- 9 individuals trained
- 10 partnerships formed

BACKGROUND

The tourism industry, Hawaii’s leading economic sector, attributes much of its success to the islands’ natural beauty and moderate climate. The industry also owes much to Hawaii’s rich island culture, including the history, traditions, and practices of Native Hawaiians. However, social and economic indicators show the Maoli (Native Hawaiian) community has derived minimal social and economic benefit from tourism.

Since 2005, Pasifika Foundation Hawaii (PFH) has worked to redress this situation

by providing Native Hawaiians greater access to, participation in, and community control over, a portion of the tourism industry. From 2005-2006, PFH worked with Maoli community representatives and the Hawaii Tourism Authority (HTA) to establish a strategic model known as the Community-Based Host-Visitor (CBHV) model, which sought to provide a sustainable platform for host/visitor experiences, focusing on sharing cultural information, building relationships, and increasing the well-being of community hosts. From 2006-2008, PFH received ANA funding to complete CBHV Phase II, which included a community asset survey, geographical information systems (GIS) mapping, and nexus assessment of hosts and sites to determine which sites had a strong enough presence of Maoli place and culture to offer a meaningful experience and exchange for both host and visitor.

PURPOSE AND OBJECTIVES

The purpose of this project was to build on the first two phases of the CBHV project, producing an operational model giving communities greater control of the host/

visitor experience. The three components of the model were: a governance template for hosts, a curriculum for visitors, and a web-based interface through which hosts and visitors could interact. The project's first objective was to conduct 15 community meetings leading to the development of a governance template and curriculum. Using CBHV Phase II findings, PFH contacted leaders in 15 particular communities, asking them if they would be willing to arrange meetings and inform community members. Fifteen meetings, throughout the five islands, were held between November 2008 and July 2009, attracting 509 people. According to Ramsey Taum, the PFH's Board President, "At each meeting, we were careful how we articulated the project; we wanted to be invited by the communities, acknowledge their protocols, and let them define themselves, to chart their own paths." Certain topics dominated the discussions, especially Maoli frustration about the tourist industry status quo, and the need to gain more control of how visitors engage the host culture. The meetings raised significant interest; 18 groups applied to become pilot projects.

Objective two was to formulate a template, curriculum, and web interface, ready for testing, by the end of year one. To do this, the project team selected six projects to participate in the test phase: the Waipa Foundation, the Kawaiokalehua Foundation, Ho'oulu Lahui, the Papakolea Community Development Corporation, the Ko'olaupoko Hawaiian Civic Club, and Kipahulo 'Ohana. In consultation with the test groups, PFH developed template and curriculum elements common to all of the pilot projects, and assisted each project with elements specific to its own curriculum. PFH's IT team then met with test community partners to devise ways to present the curricula on the website, describing the place, people, stories, and protocols for each host site.

The third objective was to test the model on hosts and visitors, and to develop the final template, curriculum, and website using findings and evaluations of the testing period. Project staff held stakeholder meetings, launched a web interface beta test in November 2009, and gathered feedback from users and host communities over the next six months. From this feedback, they made improvements to the model.

OUTCOMES AND COMMUNITY IMPACT

The governance template created through the project gives host communities a tool by which they can better share knowledge and information, accommodate guests, preserve their sites, evaluate guest/host experiences, and keep financial and other records. The curricula give visitors a sense of where they are going, why they are going there, and what the appropriate protocols are for their visits. The website, at www.kawelina.net, provides a meeting place for Maoli host communities and potential visitors, allowing hosts to share their culture in a way that team members believe will perpetuate Maoli traditions, strengthen communities, protect sacred sites, and facilitate real connections with people from around the world. Together, the web interface, template, and curricula help lay the groundwork for Maoli host communities to take control of how visitors engage with them, and educate visitors on why this is important and how it can be accomplished.

Ana Curie, PFH's Executive Director, iterated, "This process has been one of healing for many people in the communities we visited. Time and time again, people at community meetings told us, 'nobody has ever bothered to ask us' when defining the specifics of the host/visitor relationship. The meetings gave community members a new lens through which to see themselves in the role as the true hosts of Hawaii."

TE TAKI-TOKELAU COMMUNITY TRAINING AND DEVELOPMENT, INC.


Project Title:	Tamoko-Tokelau Language Planning Project
Award Amount:	\$142,756
Type of Grant:	Language
Project Period:	Sept. 2009 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 2 Native American consultants hired
- 130 elders involved
- 278 youth involved
- \$59,725 in resources leveraged
- 12 individuals trained
- 13 partnerships formed
- 9 language teachers trained
- 260 native language classes held
- 30 youth increased their ability to speak a native language
- 27 adults increased their ability to speak a native language

BACKGROUND

Annexed and divided by the United States and New Zealand in the 1920s, the four islands of Tokelau are located over 300 miles north of American Samoa. In the 1950s, half the native population of Tokelau was resettled involuntarily to American Samoa, where they faced harsh political, social, and economic conditions. To escape these conditions, many migrated to Oahu in the late 1950s. The Tokelauan community

of Hawaii, now with over 500 people and in its fifth generation, is descended from these immigrants. About half of this community lives in the town of Wahiawa.

Te Taki-Tokelau Community Training and Development, Inc. (Te Taki) is a nonprofit organization seeking “to perpetuate the language and culture of Tokelau, and to improve the economic and social welfare of Tokelau people living in the United States.” Te Taki carries out many cultural activities through its Lumanaki School, providing language and cultural teaching to youth and other community members. In 2005, Te Taki received ANA funding for a language assessment, surveying 439 community members - over 80 percent of the community - on language competence, usage, and attitude. From this survey, Te Taki learned that 35 individuals spoke the language fluently, 13 spoke the language “very well,” and 345 respondents (78.65 percent) spoke at the two lowest proficiency levels.

PURPOSE AND OBJECTIVES

The purpose of the project was to begin revitalizing the Tokelauan language by developing language resources and conducting teacher training. Objective one was to develop a culturally-based

curriculum, the Tamoko Tokelau Language Educational Series, comprised of teachers' guides, student language workbooks, and parents' guides. To determine the best approach for developing a curriculum, project staff held weekly meetings with a University of Hawaii linguist during the first quarter. Then, along with a language committee comprised of community elders, the team held three brainstorming sessions, producing a list of culturally-relevant, age-appropriate lesson modules. Working with nine community teachers, they developed draft versions of teachers' guides, student workbooks, and parents' guides, and created educational materials. Also, they digitized a Tokelauan dictionary first printed in 1959, placed it on Te Taki's website, and began to make it interactive and useful, with images, sound bites, and video clips.

Objective two was to provide Lumanaki School teachers, all volunteers without formal training, with staff development training, to build their capacity in lesson planning, instructional strategies, and curriculum development. In the project's first month, the project director and seven teachers met with consultants from a respected educational services company to assess the teachers' needs. Together, they planned 12 six-hour sessions, one per month, for the teachers. Topics included: instructional strategies; interactive tasks; multiple intelligences and assessment; how to build curriculum through the use of themes, goals, and objectives; developing themes, goals and objectives for grades K-6, 7-12, and adult learners; and creating units and material for K-12 students. Nine teachers completed the training, gaining useful knowledge, skills, and abilities for use in the classroom.

Also part of objective two was a cultural immersion trip to Tokelau for three students, selected through a competitive process, and five adults, including three teachers. The

purpose of the trip was to build relationships with the Tokelauan community in Polynesia, facilitate a greater understanding and appreciation of the language and culture, and collect resources to be used in the development of the online dictionary and curricula. The group spent two weeks in Tokelau, learning about the life ways, culture, and environment, and bringing back myriad resources, including 12,000 photographs for use in the dictionary.

Objective three was to review, edit, print hard copies, and electronically publish the Tamoko Tokelau Language Education Series. At project's end, these activities were not complete yet. The project team estimated that these activities and the electronic publishing of the curriculum and Tokelauan dictionary would be completed in early 2011.

PURPOSE AND OBJECTIVES

The Lumanaki School's nine teachers used their enhanced teaching skills and new teaching materials to teach 260 culturally-based language classes, increasing the language ability of 30 youth and 27 adults in the community. According to Betty Ickes, Te Taki's Executive Director, the trip to Tokelau, and the stories brought back, also made an impact, truly capturing the imagination of the community, particularly youth, "This program has made a big impression on our kids. Hearing from the kids who traveled to Tokelau talking about the trip and using slang ... has made the culture more real, something they can touch and feel. There are new trends in our community - more social networking, more art, and more expression of culture. And many people in community speak the language better - we are using it more in the home, with our kids. Within the community, our level of comfort and understanding of language and culture is improving."