

Hui 'Āina Momona Training Program Summary of Interviews 2017



Interviewees:

1. William Ailā, Jr., Deputy Director, Department of Hawaiian Homelands (DHHL)
2. Suzanne Case, Chair, Department of Land and Natural Resources (DLNR)
3. Kevin Chang, Executive Director, Kua'āina Ulu 'Auamo (KUA)
4. Brant Chillingworth, Senior Program Manager, Hau'oli Mau Loa Foundation
5. Kamana'opono Crabbe, CEO and Mehana Hind, Community Engagement, Office of Hawaiian Affairs (OHA)
6. Neil Hannahs, Founder, Hawai'i Investment Ready (HIR)
7. Hi'ilei Kawelo, Executive Director, Paepae O He'eia
8. Lenore Ohye, Planner, Commission on Water Resources Management (CWRM)
9. Johanna Ventura, Waipā Foundation, Operations Director
10. Ulalia Woodside, Executive Director, The Nature Conservancy Hawai'i (TNC)

Key Takeaways:

1. There is real value in providing students and professionals with applied learning and cross-disciplinary training in Hawaiian culture, environmental science, law and policy, community and organizational development, and values based education.
2. The demand for such a program is not just for resource management positions—there are many professions and sectors that can benefit from this kind of training.
3. Make the training as practical as possible. It's good to have theory and research enough to ground people, but focus on process and how the learning is implemented on the ground.

Current & Future Needs:

- Training in multiple disciplines, across sectors.
- Collaboration of government agencies and across sectors; a model to better care for 'āina *together*—one cannot do it alone.
- There is a need to fill stewardship and management gaps. Government and large land owners do not currently have the capacity to manage all of their landholdings. Restructuring of the Department of Land and Natural Resources is necessary — to be more facilitative, collaborative, and adaptive. Collaborating with communities is a great way to fill management gaps.
- There are some key challenges to collaborative management, including need for facilitation. Community co-management opportunities tend to harbor difficult-to-meet expectations for both community and government. Key areas to improve within government include

collaboration across agencies, ability to adapt rules, moving efforts forward within administrative and legal constraints, and general bureaucracy. The requirement for liability insurance is another challenge that impacts land owners and community organizations.

- More career and job opportunities for people to do mālama ‘āina work outside of the government sector. Spark the social entrepreneurial mindset.
- Partnerships across UH campuses. Joint teaching efforts will serve as bridges into communities and with cultural resources, and will provide students access to valuable learning opportunities across platforms, campuses, and islands.
- Create value for current generations to engage in long term investments that provide positive impacts for our natural resources.
- Volunteers who are ready with skills needed for the many volunteer opportunities available.
- Sharing with the larger community the great work being done by community groups, to garner the respect they deserve.
- More national funders for projects in Hawai‘i. Securing long-term, sustainable funding is a huge barrier for local non-profits to be able to follow through with long-term projects. To enhance impacts on the ground, national program officers need to be more supportive of community efforts, while remaining behind the scenes.
- Create monitoring, evaluation and performance metrics to understand the effectiveness of strategies in resource management and mālama ‘āina. These metrics need to make sense for community and landowners, while capturing value in a way funders and others can understand.
- Address economic reality of homelessness, theft, burglary, and poachers that negatively impact natural resources and landowners.
- Succession planning to prepare the next generation of values-driven leaders.
- More adaptive resource management through focusing at the local level, looking to communities who utilize and gather from the lands. Decentralized governance and decision-making provides greater opportunities for adaptive and place-based resource management.

Capacity Building and Skills Needs:

<p>Interpersonal Skills & Community Relations:</p> <ul style="list-style-type: none"> • Introductory level of psychological understandings. • Connection to place, which leads to broader lessons of kuleana. • Know how to engage, work with and communicate with communities, partners and decision-makers; building and maintaining relationships. • Facilitation training for community and public meetings to provide meaningful opportunities for input and communication, effective listening, and dealing with confrontation. • Ensure that community process includes values. <p>Cultural Grounding, Lens, History, Language &</p>	<p>Mediation, Facilitation & Conflict Resolution:</p> <ul style="list-style-type: none"> • Being comfortable with conflict. • Ability to know and apply skills of mediation, facilitation and crisis management. • Ho‘oponopono in a Hawaiian to Hawaiian context, Hawaiian to government, Hawaiian to malihini, etc. • Facilitation and social science work, to ensure processes include values. Being cognizant of where things are going and understanding how to navigate through adjusting one's process. <p>Science & Biological Background:</p>
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Archival Research:

- Sufficient cultural expertise to help with integration of cultural practices and values into laws and policies.
- Grounding in culture and tradition allows for ability to ask better questions
- Experience working with and understanding local and diverse communities.
- Introduction to archival research and repositories.
- Understanding of Hawaii's history.
- 'Ōlelo Hawai'i, as it helps with the transfer of knowledge and is valuable for archival research.
- Training for cultural expertise.
- Foundational levels of values, etc. is good but needs to be on a deeper level to ensure culture is not the first thing to go.

Law & Policy:

- Macro level view of state and local government.
- Understanding permitting and approval processes.
- Understanding Ch. 343 triggers.
- The government's obligations to Native Hawaiians and public trust resources and how to incorporate legal protections into community work and working with communities.
- Zoning, historical and present day land use and tenure in Hawaii as it ties into governance and identity.

Leadership:

- A different model of leadership; leaders who can share space and help people work together.
- Resiliency, problem solving, and making good yet difficult decisions.
- Succession and Macro level government planning.
- HR: hiring/firing well, training, and capacity building, etc.
- Sense of kuleana for all.

Emergency Planning & Preparedness:

- Planning for the spread of viruses, climate change effects, etc.

Community Governance & Collaboration:

- Practical understanding of environmental science; e.g., fishpond ecosystems, hydrology, understanding the spread and control of plant diseases, etc.
- Understand the value of water, how it is interconnected with land and growth cycles.
- Focus on interactions between ecosystems, at the ahupua'a and moku levels...Papakū Makawalu.
- Know where and how people and the environment work together.
- Keep up on the latest research and developments.
- Know how to monitor.
- Match resource management needs with applied science and traditional knowledge methodologies.

New Economic Models:

- Creating business models and structures that give back to the culture, community and environment.
- Creating innovative non-profit and for-profit models (i.e., a for-profit entity that fits within non-profit mission, administrative and grant writing support from a partner entity, etc.)
- Innovation training (e.g., Master Cho's training in Hilo).
- Global, lāhui approach to land stewardship, more collaboration across Hawaiian trusts.
- Balancing: revenue generating commercial land holdings, cultural and conservation land holdings, and needs for resource management.
- Basics on managing budgets, working with numbers, etc.

Mapping & Planning:

- Comprehensive organizational planning.
- Resource management planning with a solid cultural and community foundation.
- Mapping and GIS skills, the ability to read and create maps.
- Traditional land use overlays.
- Storytelling with maps.

Physical Labor:

<ul style="list-style-type: none"> • Learn from indigenous & grassroots communities worldwide. • Engage with and support community work. • Government capacity for co-management. <p>Education, Curriculum Development, Evaluation:</p> <ul style="list-style-type: none"> • Curriculum development, participatory evaluation, classroom management (particularly for non-profits). • Education internships. • 'Āina based training for teachers. 	<ul style="list-style-type: none"> • Running heavy equipment, weed whackers, chainsaws, etc. • Dry stack masonry for fishponds, etc. <p>Other:</p> <ul style="list-style-type: none"> • Archaeology and anthropology to restore historical sites so that they may be utilized for their intended purpose. • Need for professionals with practical, on-the-ground experience.
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Program Design & Delivery Methods

Models:

- **Evening and/or weekend cohort** (e.g., one-week night, one-weekend day; consider examples such as Chaminade and the University of Southern California).
- **Cohort** allows for all students—across generations and professional sectors—to enter the program, take all courses, and finish together. This model would be highly beneficial for agency staff to network with other agency staff and potential partners.
- **Webinar**, online courses and resources; brings learning to the workplace during flextime.
- **On-site learning** to ensure connection to place with community partners while partnering with landowners, agencies, etc. The right model can build well-rounded community capacity. Mehana's 16-week Waipā course model is great.

Offer a **progression of different levels of courses and skills**. The Hālau 'Ōhi'a model allows one to attain various levels of training based on how many classes are attended. The Papakū Makawalu model offers beginner and expert workshops.

Build **flexibility** into the program to best meet individual needs.

Time commitment: **1-year is ideal**; 2 years does not seem as attractive.

Offer **evening and weekend** classes.

Ease registration and enrollment requirements to **ensure program accessibility**.

Teach **pressing and meaningful issues**.

Create a program **rich in experience and engaging community**.

Partner and work with other community initiatives and networks, such as E Alu Pū.

Bridge with KSHK konohiki curriculum.

Engage UH Mānoa Sustainability Coordinator.

Involve field agency staff as a part of the program.

Incorporate intermediate and high school level students and schools.

Resource Center

Kua'āina Ulu 'Auamo (KUA) is building an 'auamo website to house tools and resources that people and communities want to share with one another. KUA also has a lending library, ability and willingness to partner. The Hui could be listed as a contact for communities who need specific kōkua.

General mana'o is that there are a lot of resources out there already, but that many communities do not realize these kinds of resources are available. Figure out how to make these kinds of resources more accessible.

Resource center with grant and foundation information would be valuable.

Key Values:

- E ho'ohuli ka lima i lalo
- Ma ka hana ka 'ike
- Kūpuna wisdom
- Mālama 'ohana and 'ohana in the workplace
- Laulima
- Sense of place
- Generational transfer of knowledge
- Pule and ceremony as a part of our work

Other

Focus on more local level change and solutions; **enough micro solutions will lead to macro solutions.**

Even with funding, it is important to ensure that the work on the ground can depend on community support.

Being at the nexus of disciplines and colleges, the Hui 'Āina Momona program is positioned to help move forward the decisions we make as a community.

This program has the **potential to reach and benefit everyone in the State of Hawai'i.**