

Hui 'Āina Momona Training Program 2017 Summary of Survey & Interviews



Online Survey Participants:

- 154 total
- Highest Level of Education:
 - 40% (61) Bachelor's degree, 42% (63) Master's degree, 11% (17) PhD
- Position within organization:
 - 44% (68) Top level (CEO, Director, Manager, Supervisor)
 - 33% (51) Mid level (Staff: Education, Admin. Support, Field & Technical)
 - 6% (10) Interns, Volunteers
 - 16% (25) Other
- 85 different organizations represented
 - 47% (72) Nonprofit
 - 37% (57) Government
 - 29% (44) Conservation Organization
 - 27% (42) Native Hawaiian and/or Other Indigenous Org/Group
 - 25% (39) Educational Institution
 - 25% (38) Community-based Organization
 - 11% (17) Private Landowner
 - 9% (14) Other

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 **culture and community-based, cross-inter-disciplinary training**. When hiring, organizations seek applicants with knowledge and practical skills relevant to Hawaiian ecosystems; an understanding of, sensitivity to, and respect for Hawaiian cultural values, knowledge, and science; good people skills and good character.
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. Program delivery needs to be **accessible**. New target groups for UH courses include working **professionals** and **students from neighboring islands**.

4. There is a need for **hands-on experience** among new hires; training and education need to be as practical as possible. It's good to have theory and research enough to ground people, but focus should be on process and how the learning is implemented on the ground.

Program Design & Delivery Methods:

There is Interest in furthering education in natural and cultural resource management in Hawai'i through **relevant courses** (individuals – 90%, organization – 87%) and a **graduate certificate program** (individuals – 69%, organization – 60%).

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** format with online courses and resources to bring 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.

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

Create a program that is **rich in experience, engages community, and teaches pressing and meaningful issues**.

Partners: 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

78% of survey responses (151) expressed interest in helping provide teaching, mentoring and expertise.

Final Thoughts on Needs and Program Design:

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**.

“Make it happen.”