



**CAMP IN A BOX**

EOTC MADE EASY

**TUIA KI TAWHITI CONFERENCE**



Dr Tracey-Lee Dalton



SCOUTS<sup>®</sup>  
Aotearoa



# KO WAI AU? WHO AM I?

**CERTIFICATE**  
Youth Work

**EXPERIENCE**  
17 Years

**DEGREE**  
Outdoor Ed

Accidental Outdoor Educator  
Intentional Youth Worker

Haumi



EDUCATION  
OUTDOORS  
NEW ZEALAND

Recreation  
Aotearoa  
Te Whai Oranga



Natalie McNulty

# KARAKIA TIMATANGA

Tuia ki runga

Tuia ki raro

Tuia ki roto

Tuia ki waho

Ka rongo te pō

Ka rongo te ao

Haumi e, hui e, Tāiki e!

Unite above

Unite below

Unite within

Unite without

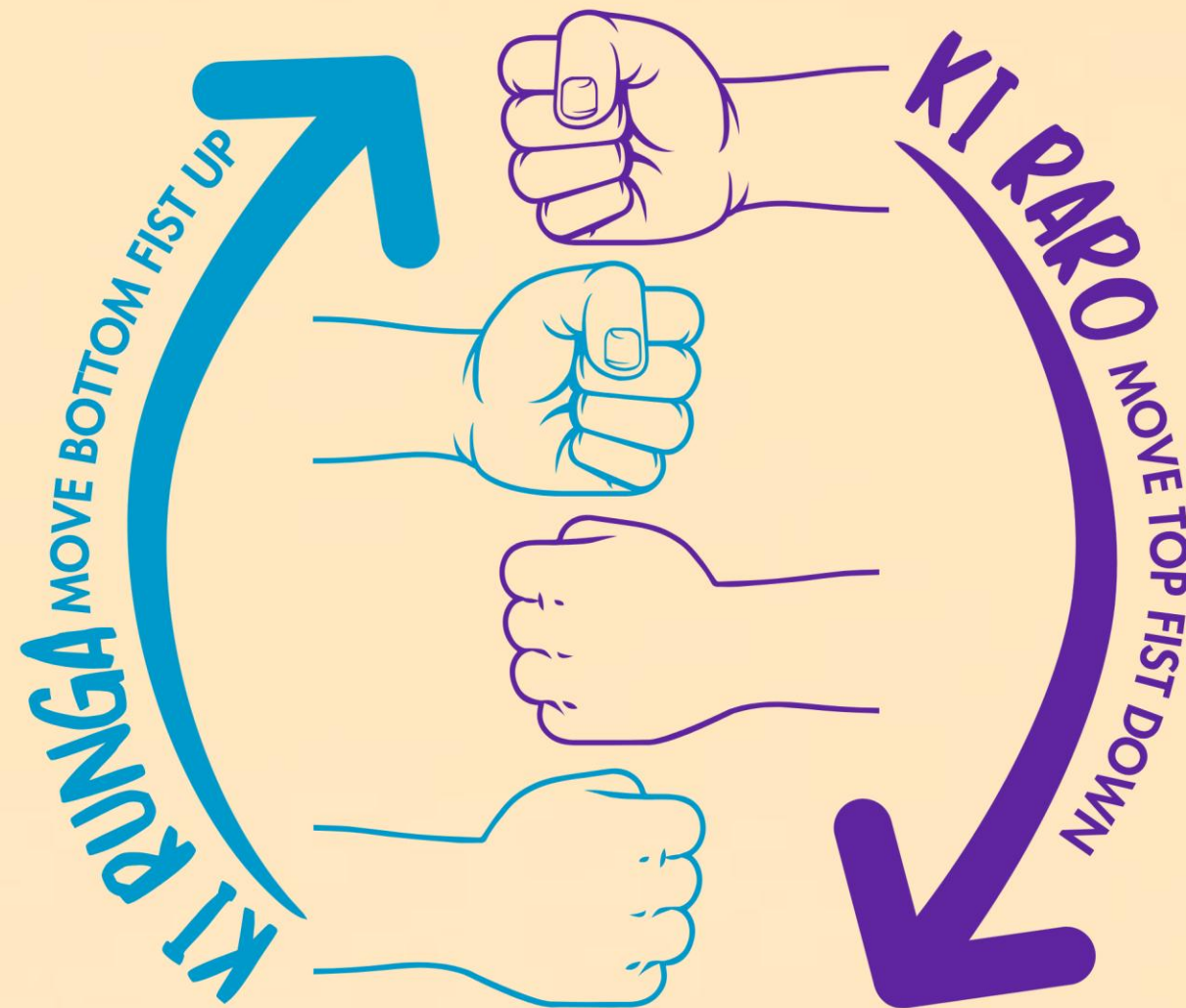
Listen to the night

Listen to the world

Now we come together as one

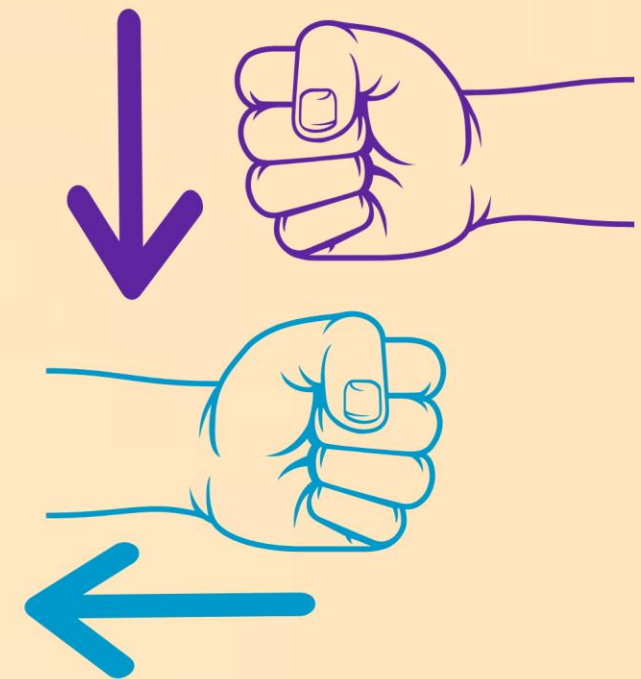
# KĒMU WHAKAPIPI

COMMANDS NGĀ KUPU WHAKAHAU



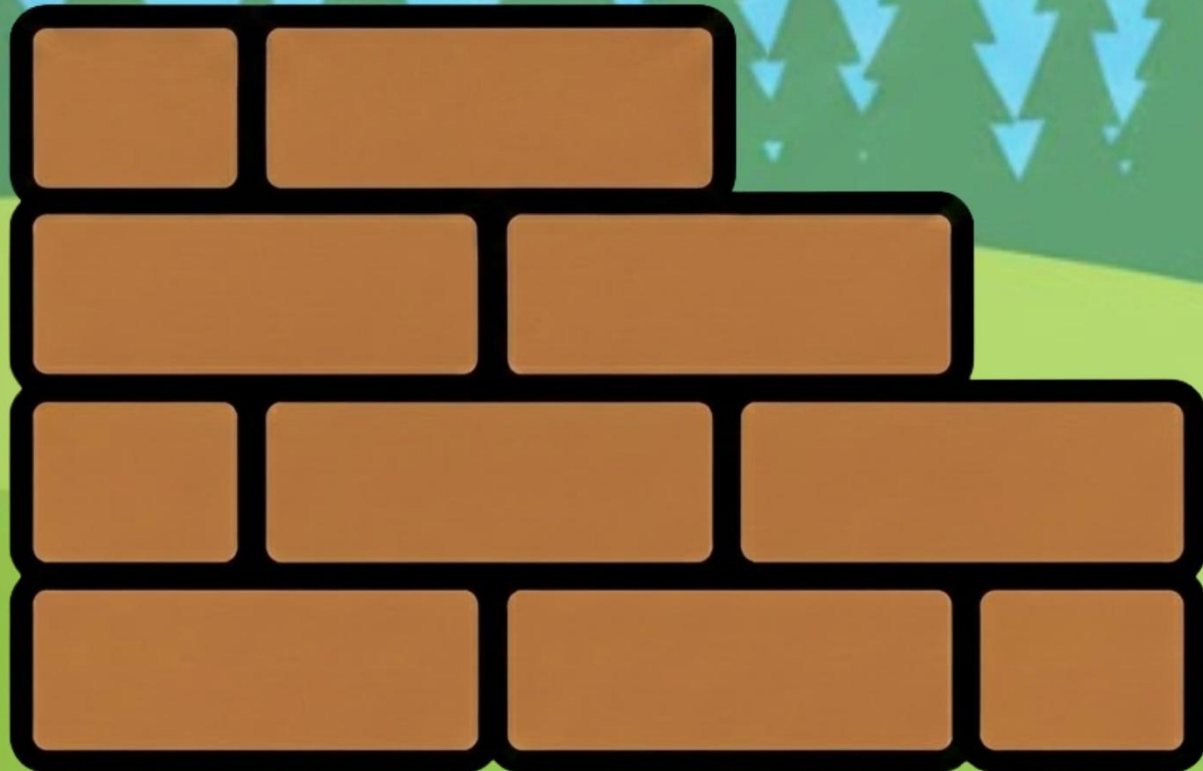
HAMA

TOP FIST ATTEMPTS TO  
HAMMER FIST BELOW



FIST BELOW TRYS NOT  
TO BE HAMMERED

# BARRIERS TO EOTC



# Education Outside the Classroom in Aotearoa New Zealand – A Comprehensive National Study: Final Report

## Authors:

Dr Allen Hill, Ara Institute of Canterbury  
Dr Chris North, University of Canterbury  
Marg Cosgriff, University of Waikato  
Dr David Irwin, Ara Institute of Canterbury  
Associate Professor Mike Boyes, University of Otago  
Sophie Watson, Educational Consultant and Researcher

ara.ac.nz

March, 2020



## Impacts of the Donation Scheme on Equitable Access to Education Outside the Classroom: Rearranging the deck chairs?

Chris North, Dr David Irwin, Dr Allen Hill, Mike Boyes, Dr Lena Mkwara

**Abstract**  
Equity is an increasingly prominent issue in education, and Education Outside the Classroom (EOTC) can become a 'pressure cooker' for inequities because of the additional costs associated with trips. The government-funded Donations Scheme provides eligible schools with \$150 per student per year in exchange for no longer requesting donations. A previous article in *Te Whakaiti* by North, Spencer, and Hill (2020) examined the Scheme's impact on the quantity of EOTC. This article draws on a survey from 2022, distributed to EOTC coordinators and which included quantitative and qualitative data. Results show that equity was most positively impacted in primary schools and the lowest decile schools. Themes from the qualitative analysis included: differing definitions of equity, funding and competition within schools, the challenges faced by rural and remote schools, differences linked to decile, and differences between primary and secondary schools. While substantial financial inequities persist across society (and the Donations Scheme alone cannot resolve these), the evidence suggests the Scheme is contributing to improved equitable access to EOTC in many schools.

## What is the impact of the \$150 donations scheme on EOTC?

Dr C. North, E. Spencer, Dr A. Hill

There have been growing concerns from teachers, school leaders and whānau about equity in schools with some students unable to attend school trips because of costs. In 2020, the school donations scheme was introduced to ease financial pressure on households. Eligible schools were allowed \$150 available per student per year. This allowance had the potential to have a huge influence on education outside the classroom and outdoor education. This article looks at the impact of the donations scheme.

### Background

Schools across Aotearoa have experienced increasing scrutiny from the public and the Ministry of Education due to caregivers being charged for curriculum-based costs. Costs often include experiences through education outside the classroom or laptops and other technological supplies (for additional examples see Bowden (2005)). The Education and Training Act 2020 states that all tamariki - child or rangatahi - young person, are entitled to free enrolment and education at any state school in New Zealand. This means fees cannot be charged for enrolment, attendance or the delivery of the curriculum (Ministry of Education, 2024). Please note this does not apply to international students. It is worth noting that extracurricular activities such as sports trips may still be invoiced.

The Ministry of Education clarified that requests for financial support must be clearly labelled as optional donations, prompting additional concern. While the state provided \$900 million to schools in 2006, community contributions amounted to a massive \$500 million. At the time, the Government was concerned with the economic outcome for schools. Principals noted that it would be harder for schools to fill the gap left by state underfunding. (Dearnaley, 2006). The proposed fix was the government-funded 'Donations Scheme' which would take the pressure off households (Ministry of Education, 2024). The Donations Scheme gave schools the opportunity to opt in to receive extra government funding at \$150 per student instead of asking students and whānau for donations to cover extra costs. At first this scheme was available to decile 1-7<sup>1</sup> schools (now to schools above equity index 432) and the large majority have opted in - currently there are 74% of eligible schools (Education Counts, 2024).

### Research Aim

The scheme has been operating for a few years, and we were interested in the impact of the scheme on EOTC. Our study involved a survey sent to 800 schools with 105 responses which answered all questions (some respondents only answered some questions so the total number of responses can vary). Abbreviations are used PS for Primary School, IS for Intermediate School, SS for Secondary School and CS for Composite School.

<sup>1</sup> At the time of data collection, the decile system was still in place. To this end we use deciles throughout the report. For an explanation of the equity index which replaces the decile system, please see [MCE\(14\)72-2023 School and Kura Funding Summary - 13.indd](#)

### Introduction

Socioeconomic deprivation has a major impact on the learning of young people. Statistics New Zealand reported one-in-seven children (over 15%) were living in material hardship in 2024/2025 (James, 2026). A recent New Zealand Council for Education Research study indicates that that majority of school boards are focused on equity in their schools (Blair et al., 2025). In this report, the authors used an OECD definition of equity.

Equity does not mean that all students obtain equal education outcomes, but rather that differences in students' outcomes are unrelated to their background or to economic and social circumstances over which students have no control. (OECD, 2018, p. 18)

The government introduced the Donations Scheme (the Scheme) in 2020X, in order to ease the pressure and expectations placed on households when schools requested donations, particularly within lower socioeconomic communities. Schools regularly use donations to support the cost of EOTC, as this can be costly for schools and whānau families. While the Scheme was never intended to address wider societal inequities, it does hold potential to support powerful learning opportunities through EOTC for a wide range of students. A previous article (North, Spencer and Hill, 2020) explored the impact of the Scheme on the quantity of EOTC that schools reported providing.

Table 1 Impact of the Donations Scheme on EOTC: quantity by school type

Table 1 shows that:

- Primary/intermediate schools were more likely to be doing more EOTC under the Scheme (68% doing in one & 37% the same)
- Secondary schools are more likely to be doing the same or less EOTC (52% less & 56% the same). Please note that North, Spencer and Hill (2023) indicated that secondary schools were "more likely to be doing less" rather than "the same or less" and this is corrected here.

This article now asks if the Scheme has influenced equity in EOTC, or if it is simply rearranging the deck chairs.

### Findings

At the time of the EOTC national study (Hill et al., 2023), the Donations Scheme was not yet implemented. Therefore, to understand the impact of the Scheme, in 2022 a survey was distributed to those who responded to the national study and members of the National EOTC coordinator database. In total, 106 respondents returned the survey with 103 fully completed surveys (some totals will vary depending on how many respondents completed each question). Although the data collected present some statistically significant results, it cannot be used to accurately generalise across the approximately 2,500 state sector primary and secondary schools. There are, however, indicators of trends, and school-specific comments add richness. Abbreviations used in discussion are PS for Primary School, IS for Intermediate School, SS for Secondary School and CS for Composite School.

Impact of the Donations Scheme on quantity of EOTC provided

While the Donations Scheme was not specifically targeted to EOTC, it is interesting to see the impact on the quantity of EOTC offered in different types of schools.

| Impact of the \$150 Donations Scheme on EOTC | primary | secondary | intermediate | other | total |
|----------------------------------------------|---------|-----------|--------------|-------|-------|
| Amount to same                               | 22      | 16        | 7            | 2     | 47    |
| Doing less                                   | 9       | 8         | 0            | 0     | 17    |
| Doing more                                   | 26      | 2         | 1            | 0     | 29    |
| Total                                        | 57      | 26        | 8            | 2     | 93    |

- Composite schools are more likely to be doing about the same amount of EOTC (52% less & 56% the same). Please note that North, Spencer and Hill (2023) indicated that secondary schools were "more likely to be doing less" rather than "the same or less" and this is corrected here.

## What is the impact of the \$150 donations scheme on EOTC?

Dr Chris North,  
Erin Spencer,  
Dr Allen Hill



# Developing strategies to increase the engagement of AIMHI Schools at Kokako Lodge

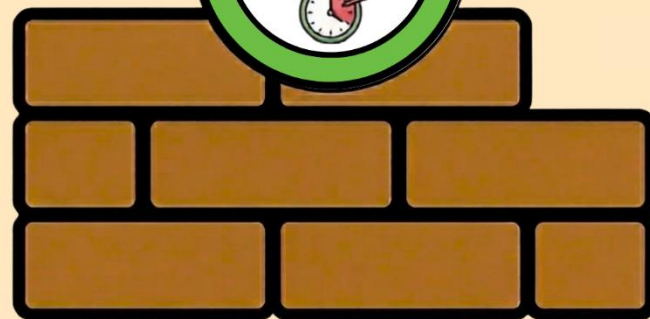
By Natalie McNulty



# BARRIERS TO EOTC



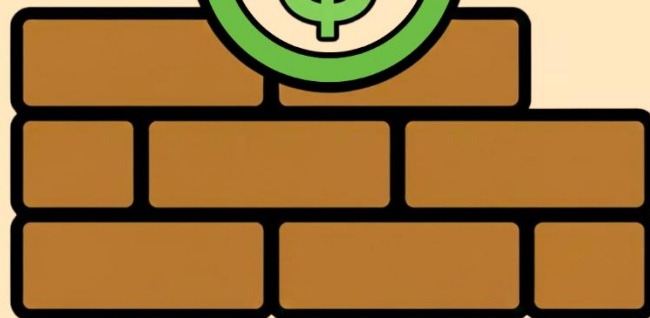
Curriculum Time Constraints



Paperwork & Teacher Workload



Health & Safety Legislation



Costs & Resourcing



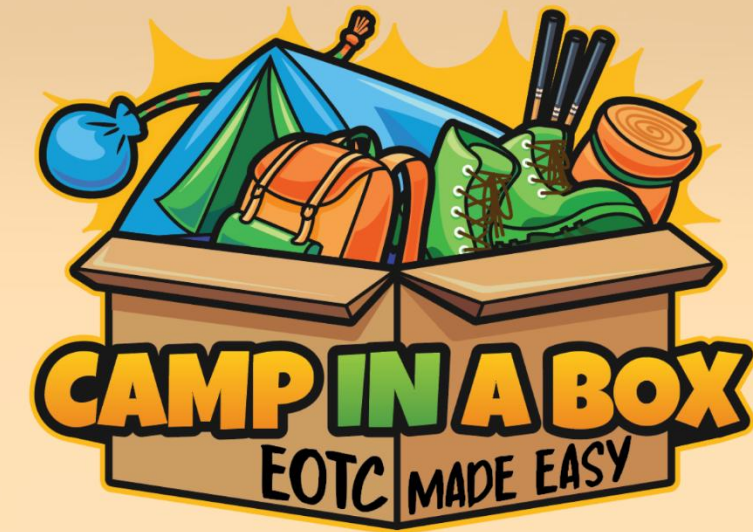
Teacher Capability



Safety & Culture Anxiety

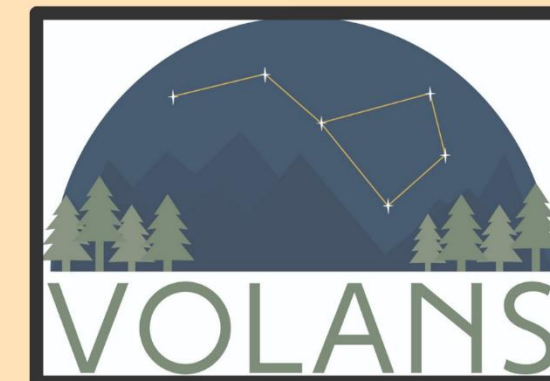
# THE POWER OF **OUTDOOR EDUCATION** WITHOUT THE PRICE TAG

- Variety of Activity Kits
- Safety Management Systems
- New Zealand Curriculum links
- Supports safe, self-led delivery
- Single/multi-day camp experiences
- Affordable Scouts Aotearoa Venues
- Place-responsive, student-centred design
- Culturally responsive grounded in Te Ao Māori



EDUCATION  
OUTDOORS  
NEW ZEALAND

**SAFETY MANAGEMENT**



**EQUIPMENT**

# MANY ACTIVITIES TO CHOOSE FROM!

|                                                                                     |                    |                                                                                      |                       |
|-------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------|-----------------------|
|    | Archery            |    | Bivvy Building        |
|    | **Challenge Course |    | Fire Lighting/Cooking |
|    | Flintstone Karts   |    | **Flying Fox          |
|   | Low Ropes          |   | Waterslide            |
|  | **Metal Detectors  |  | Ngā Taonga Tākaro     |
|  | Orienteering       |  | Whakairo(Carving)     |
|  | Raranga(Weaving)   |  | **Bush Walk           |
| & MORE!!!                                                                           |                    |                                                                                      |                       |

\*\*SITE SPECIFIC ADDITIONAL ACTIVITIES

## LOW COST GRASSROOTS COMMUNITY MANAGED VENUES & CAMPSITES

\*\*ACTIVITIES VARY PER SITE



**SCOUTS**  
Aotearoa New Zealand



**SEE IT FOR YOURSELF**



# EXAMPLE PROGRAMME



**60 STUDENTS, 6 ADULT HELPERS**

| SESSION          | SESSION        | GROUP 1<br>(20 Participants 2 x Adult Leaders) | GROUP 2<br>(20 Participants 2 x Adult Leaders) | GROUP 3<br>(20 Participants 2 x Adult Leaders) |
|------------------|----------------|------------------------------------------------|------------------------------------------------|------------------------------------------------|
| 9.30am -10.00am  | WHANAUNGATANGA | Ngā Taonga Tākaro - 3 x 10 min Rotations       |                                                |                                                |
| 10.00am -10.20am | KAI            | MORNING TEA                                    |                                                |                                                |
| 10.25am -11.25am | SESSION 1      | Orienteering                                   | Flintstone Karts                               | Rāranga(Weaving)<br>Nīkau Manu Making          |
| 11.30am -12.30pm | SESSION 2      | Rāranga(Weaving)<br>Nīkau Manu Making          | Orienteering                                   | Flintstone Karts                               |
| 12.35pm - 1.05pm | KAI            | LUNCH                                          |                                                |                                                |
| 1.10pm - 2.10pm  | SESSION 3      | Flintstone Karts                               | Rāranga(Weaving)<br>Nīkau Manu Making          | Orienteering                                   |
| 2.15pm-2.30pm    | REFLECT        | PACK UP, REFLECT. RETURN TO SCHOOL             |                                                |                                                |



# RECOMMENDED SUPERVISION STRUCTURE

| GROUP 1                            | GROUP 2                            | GROUP 3                            |
|------------------------------------|------------------------------------|------------------------------------|
| 20 Participants<br>2 Adult Leaders | 20 Participants<br>2 Adult Leaders | 20 Participants<br>2 Adult Leaders |

**NOTE:** Supervision Structure adjusted dependant on Leader confidence, Environment & Participant needs.

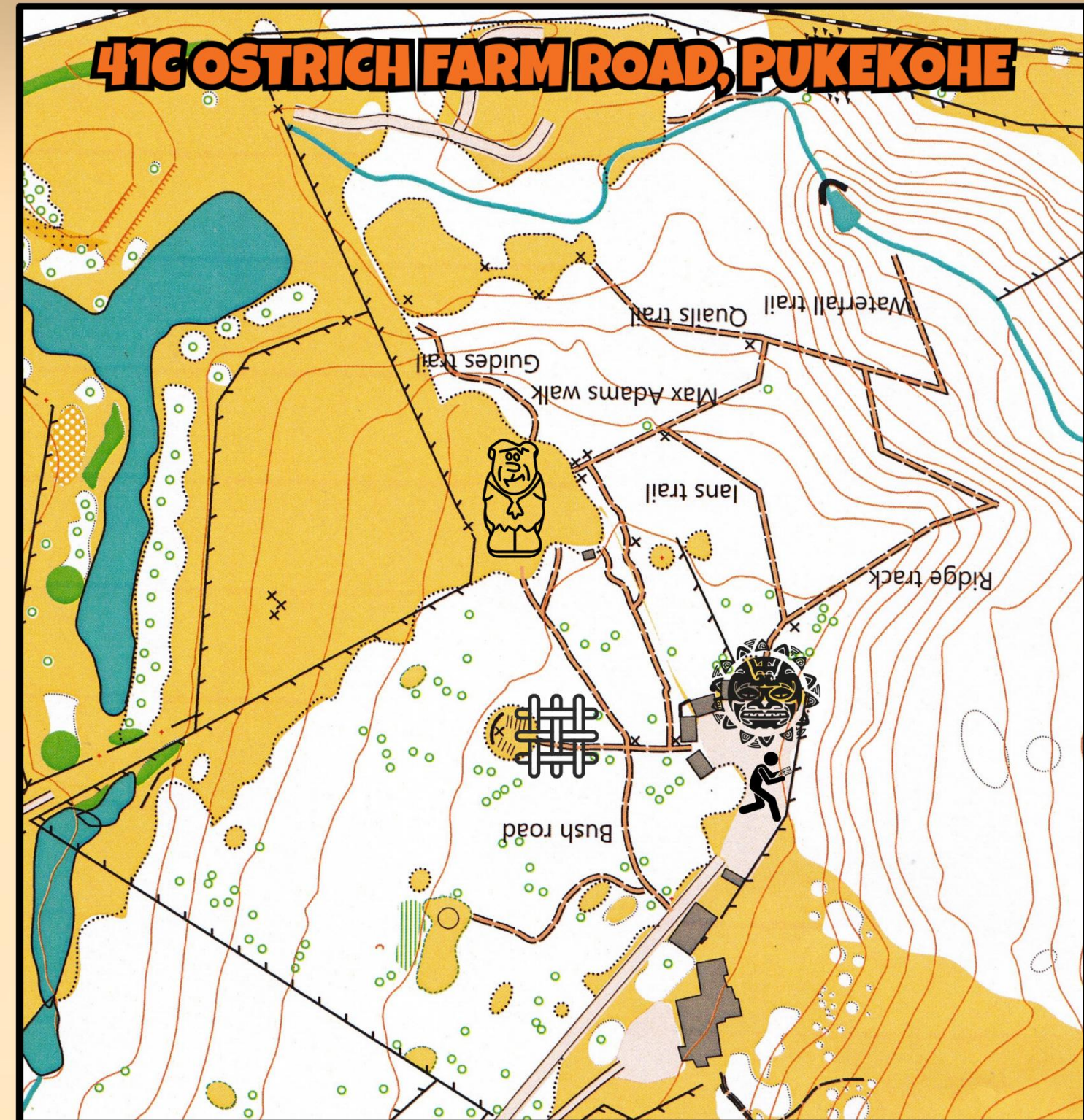


# ACTIVITY LOCATIONS

## SCHLAEPFER PARK SCOUT CAMP

| KEY                                                                                 | SESSION                            |
|-------------------------------------------------------------------------------------|------------------------------------|
|   | Ngā Taonga Tākaro                  |
|  | Orienteering                       |
|  | Flintstone Karts                   |
|  | Rāranga(Weaving) Nīkau Manu Making |

**NOTE:** Activities dependant on weather & supervision structure.



# PARTICIPANTS LOVED

"Camp in a Box has turned out to be one of our most enjoyable camp experiences so far. This isn't just because it required minimal planning from staff, but because it gave students opportunities to try things that were completely new to them."

"Our students are still talking about this camp and the feedback from parents has been outstanding as well. We don't usually receive this much feedback from our usual camps either, which goes to show our students really enjoyed themselves!"

"The activities pushed our students to collaborate, step outside their comfort zones, and use problem-solving and critical thinking skills. Best of all, this was achieved through simple yet highly engaging activities, the kind we don't offer enough of in our usual programmes."





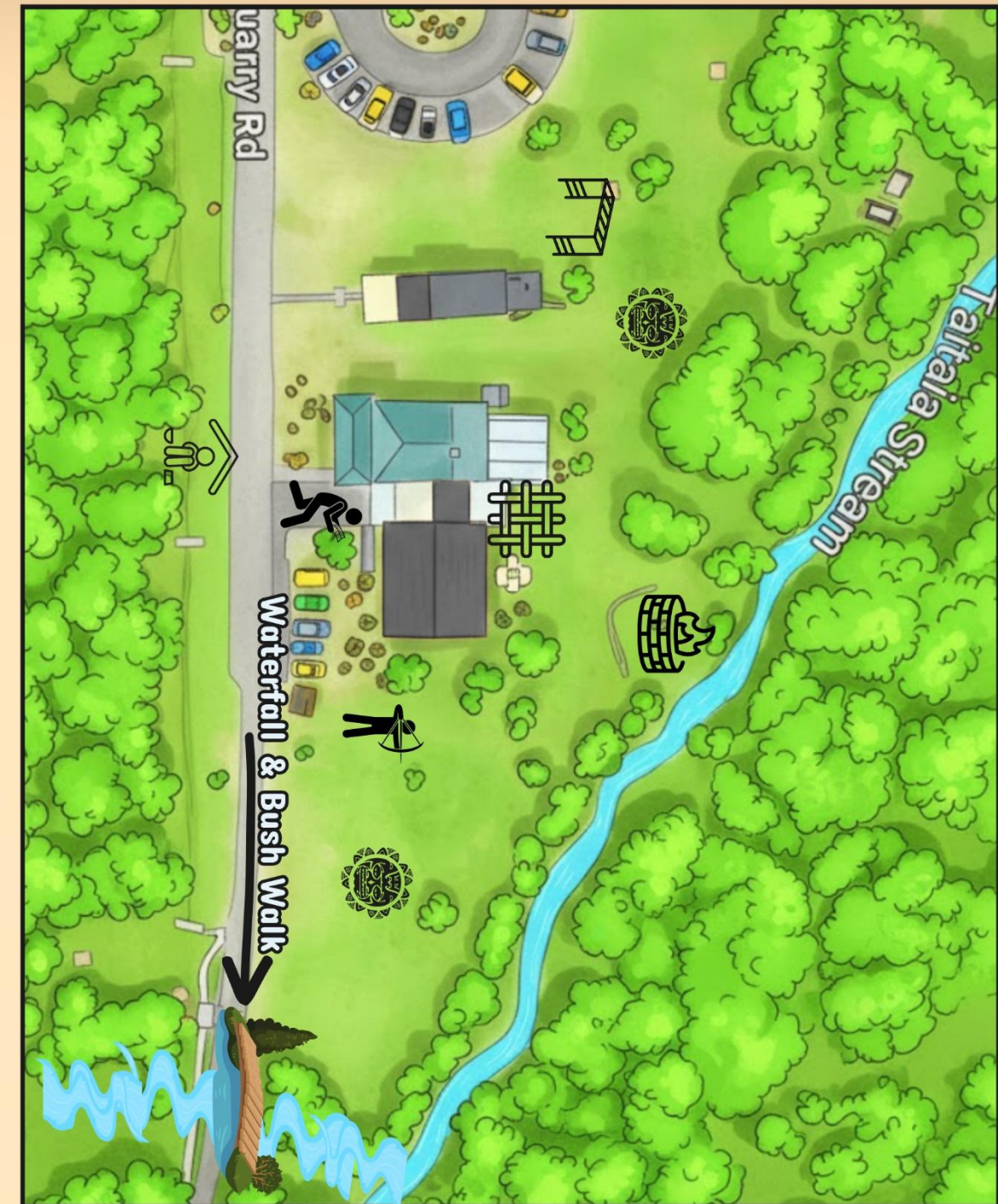
**SEE IT FOR YOURSELF**



# TE HIHI SCHOOL PROGRAMME

| TIME              | SESSION            | GROUP 1<br>(20 Participants 2 x Adult Leaders)                | GROUP 2<br>(20 Participants 2 x Adult Leaders) | GROUP 3<br>(20 Participants 2 x Adult Leaders) |
|-------------------|--------------------|---------------------------------------------------------------|------------------------------------------------|------------------------------------------------|
| 9.30am -10.30am   | ARRIVE             | Arrive Set up Camp as Much as possible. Morning Tea           |                                                |                                                |
| 10.30am -11.00am  | WHANAUNGATANGA     | Ngā Taonga Tākaro - 3 x 10 min Rotations                      |                                                |                                                |
| 11.00am -12.00pm  | SESSION 1          | Archery                                                       | Fire Lighting                                  | Challenge Trail                                |
| 12.00pm -12.30pm  | KAI                | LUNCH                                                         |                                                |                                                |
| 12.30pm - 1.30pm  | SESSION 2          | Challenge Trail                                               | Archery                                        | Fire Lighting                                  |
| 1.30pm - 2.00pm   | KAI                | AFTERNOON TEA                                                 |                                                |                                                |
| 2.00pm - 3.00pm   | SESSION 3          | Fire Lighting                                                 | Challenge Trail                                | Archery                                        |
| 3.00pm - 4.00pm   | FULL GROUP SESSION | Walk up to Lookout                                            |                                                |                                                |
| 4.00pm Onwards    | EVENING SESSION    | Schools Own programme                                         |                                                |                                                |
| DAY 2 - PROGRAMME |                    |                                                               |                                                |                                                |
| 7.30am - 10.00am  | MORNING            | School Programme - Breakfast, Pack up camp.                   |                                                |                                                |
| 10.00am - 11.00am | SESSION 1          | Orienteering                                                  | Bivy Building                                  | Raranga - Rope Making                          |
| 11.00am - 11.30am | KAI                | MORNING TEA                                                   |                                                |                                                |
| 11.30am - 12.30pm | SESSION 2          | Raranga - Rope Making                                         | Orienteering                                   | Bivy Building                                  |
| 12.30pm - 1.30pm  | SESSION 3          | Bivy Building                                                 | Raranga - Rope Making                          | Orienteering                                   |
| 1.30pm - 2.00pm   | KAI                | LUNCH                                                         |                                                |                                                |
| 2.00pm - 2.30pm   | REFLECT & TIDY     | Tidy Up, Check Boxes Back In - Reflection Activity and Depart |                                                |                                                |

# CAMP SLADDIN



# TEHIHI STUDENT FEEDBACK

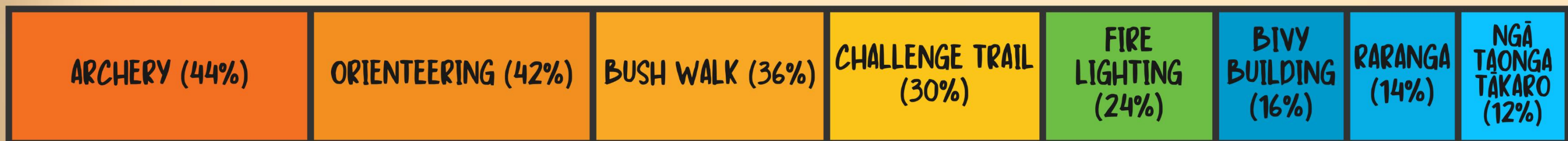
DID YOU ENJOY CAMP IN A BOX?



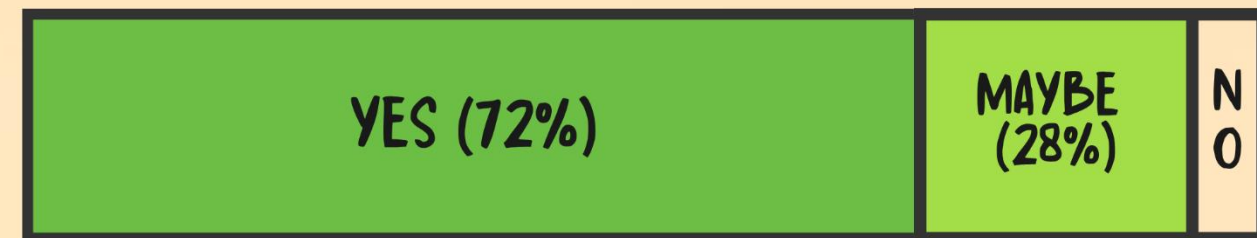
DID YOU LEARN SOMETHING NEW?



FAVORITE SESSIONS



WOULD YOU LIKE TO DO IT AGAIN?



DID YOU GET SOME EXERCISE?



\*\*FEEDBACK 50 PARTICIPANTS

A man wearing a black bucket hat, sunglasses, a black zip-up jacket over a red shirt, and a backpack stands in a grassy field. In the background, there is a blue tarp, some equipment, and other people. The scene is outdoors with trees and a clear sky.

**KIA ORA, MY NAME IS ASH**

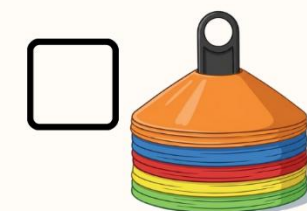
# CAMP IN A BOX UNPACKED



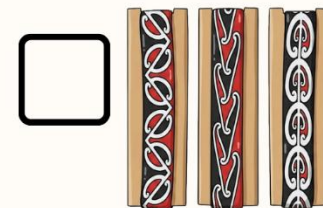
## WHAT'S IN THE BOX?



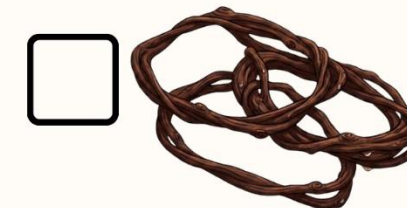
1 X BLUETOOTH  
SPEAKER & CHARGER



20 X CONES



20 X HEAD BANDS



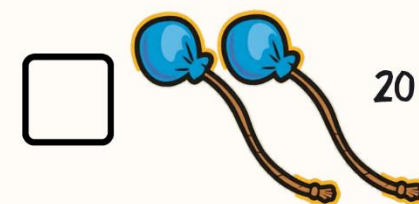
10 X KUKU



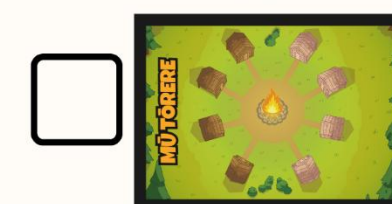
20 X FEATHERS



20 X TĪ KŌUKA PIECES



20 X POI TOA



10 X MŪ TŌRERE BOARDS  
80 X MARKERS

# KIA KAWEA TĀTOU E TE RĒHIA

LET YOUR SPIRIT BE CARRIED AWAY BY THE SPIRIT OF PLAY



TĪMATA



KUKU-MAMAU



RAUPUHI RAUTAKA



HONGA

# HEALTH & SAFETY

| HARM<br>What could go wrong?                                                         | HAZARD<br>Why would this happen?                                                                                                                                                                 | RISK<br>RATING<br>L-M-H | MANAGEMENT OF HAZARD<br>I/E Isolating/Engineering, A&T Awareness & Training, PPE Protective Equipment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | RESIDUAL<br>RISK RATING<br>L-M-H |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Serious Physical Injury<br>(Fracture, concussion)<br>or (sprain, strain,<br>bruise). | Collision with other person,<br>ground or object due to: <ul style="list-style-type: none"> <li>Inattention</li> <li>Poor boundaries</li> <li>Fooling around</li> <li>Awkward landing</li> </ul> | High                    | <ul style="list-style-type: none"> <li>Ensure behaviour expectations are clear to participants &amp; supervising helpers (A&amp;T)</li> <li>Suitability of activity for group should consider age, maturity, weight of participant to overall learning outcomes (A&amp;T)</li> <li>Identify risks associated with specific activity, e.g. wet/slippery &amp; discuss with participants (A&amp;T)</li> <li>Ensure participants are appropriately warmed up for strenuous activity (A&amp;T)</li> <li>Ensure appropriate level of challenge to maintain participant interest (A&amp;T)</li> <li>Choose site for activity carefully to: <ul style="list-style-type: none"> <li>Avoid hazards, e.g., Congestion, slopes, uneven ground, fences (A&amp;T)</li> <li>Reduce likelihood of impact with structures, concrete surfaces etc (A&amp;T)</li> </ul> </li> </ul> | Medium                           |
|                                                                                      | Slips, trips & falls, due to: <ul style="list-style-type: none"> <li>Poor/slippery surface</li> <li>Inappropriate footwear</li> <li>Inappropriate site</li> </ul>                                |                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                  |
| Physical Injury                                                                      | Surrounding windows &<br>buildings, activity<br>equipment                                                                                                                                        | Medium                  | <ul style="list-style-type: none"> <li>Boundaries should be marked out to minimise impact (I/E)</li> <li>Throwing games should be run away from windows (A&amp;T)</li> <li>Windows should be kept closed if possible, during Session (A&amp;T)</li> <li>Proper throwing &amp; or spotting techniques to be taught (A&amp;T)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Medium                           |
| Emotional Distress/<br>Psychological Harm                                            | Cultural Factors                                                                                                                                                                                 | Medium                  | <ul style="list-style-type: none"> <li>Ensure appropriate support is provided and advice provided in terms of dress (A&amp;T)</li> <li>Use kēmu that don't require touching or give participant a coaching role (A&amp;T)</li> <li>Mihi &amp; show appropriate respect to equipment &amp; tikanga of kēmu (A&amp;T)</li> <li>Provide adequate trust building before activities that require physical contact (A&amp;T)</li> <li>In activities where hands can end up in the wrong place on accident such HONGA &amp; KUKU suggest ways to minimise this &amp; advise of its potential to occur (A&amp;T)</li> </ul>                                                                                                                                                                                                                                               | Low                              |
|                                                                                      | Unwanted Physical contact                                                                                                                                                                        |                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                  |
|                                                                                      | Embarassment                                                                                                                                                                                     | Medium                  | <ul style="list-style-type: none"> <li>Challenge by Choice and positive coaching environment (A&amp;T)</li> <li>Prioritise Whanaungatanga and making connections over competition (A&amp;T)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Low                              |

# ONSITE OR SCHOOL OPTIONS

FITS SCHOOLS BUDGET & CAPACITY



\*\*AVAILABLE: MOTU MOANA (GREEN BAY), CAMP SLADDIN (CLEVDON), SCHLAEPFER PARK SCOUT CAMP (PUKEKOHE)

**HOW DOES**



**CAMP IN A BOX**

EOTC MADE EASY

**FIT IN WITH YOUR MAHI?**

**NGĀ MIHI NUI!**



**CAMP IN A BOX**

EOTC MADE EASY

**PĀTAI?**