

# Mahere Rautaki-a-Tau Annual Report 2022 ACE Aotearoa

ADULT AND COMMUNITY  
EDUCATION AOTEAROA INC  
(ACE AOTEAROA)



ADULT AND COMMUNITY  
EDUCATION AOTEAROA (INC)

'Kua tawhiti ko te haerenga mai, kia kore e haere tonu  
He tino nui rawa ou mahi, kia kore e mahi nui tonu.'

'We have come far too far, not to go further  
We have done too much, not to do more.'

Ta Hemi Henare, 1988.



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# He Kupu nā ngā Toihau

## Co-chairs' overview

**E ngā maunga, E ngā awa, E ngā moana,  
E ngā waka, Tēnā kōtou kātoa.  
Ka hūri ki ngā tini mate o te tau kua pāhuri, haere,  
haere, haere ki te pō, e kōre e hōki mai.  
Kei te mihi, kei te tangi.  
Ka hūri ki a tātou te hungaora, Mauri ora ki a kōutou.  
Tēnā kōutou  
Tēnā kōutou  
Tēnā tātou kātoa.**

There is nothing permanent except change.

As our borders opened and we hoped for a return to a much anticipated sense of normality, we quickly realised that 2022 would present us with plenty of challenges – some similar and some different.

In spite of high vaccination rates, Covid-19 remained a constant threat to the wellbeing of our communities and violent storms and flooding affected many parts of the country. Sadly the 2022 Hui Fono which was to be held in Whakatū Nelson was cancelled due to flooding and its content had to be offered to groups on a regional basis. However we were able to run our annual conference, Festival of Adult Learning Ahurei Ākonga and a large programme of professional development workshops. Every event was approached with careful risk assessment and clear protocols.

ACE Aotearoa Director Analiese Robertson demonstrated exceptional leadership skills in steering the team through an unpredictable year and Tai Samaeli in his new role of Capability Manager remained undeterred in the face of obstacles using flexible approaches to deliver learning.

The annual ACE Conference was held in June at Te Wharewaka o Pōneke with the theme *Great Minds Te Manu Kairangi*. The conference brought together leading practitioners who dispelled myths about neurodiversity and encouraged participants to view learning differences from a strengths-based approach. The ACE Aotearoa Annual Awards were presented at the conference dinner and remain a sector highlight.

The Festival of Adult Learning Ahurei Ākonga was a chance to run events held over from 2021 due to restrictions and lockdowns. Some organisers continued to run scaled-down events or offer activities online while others returned to large celebrations involving the whole community.



Kathryn  
Hazlewood



Jay  
Rupapera

The ACE Aotearoa Board ran both the AGM and Board meetings by Zoom during the year. The ACE Sector Capability Steering Group met regularly to discuss policy initiatives and provide advice, and the Board continued to work closely with the Tertiary Education Commission and the Ministry of Education to progress a range of issues affecting the sector. A key initiative was the engagement of ImpactLab, an organisation specialising in the measurement of outcomes from social investment.

We are grateful for the commitment and innovation shown by everyone in the sector during this time of change. In particular we acknowledge the contributions of two of our long serving sector leaders Bronwyn Yates and Linda Melrose who retired at the end of 2022.

The small ACE Aotearoa team continues to deliver in its three key areas of Leadership, Capability and Coordination while the sector continues to offer high-quality learning with akonga always at the centre.

No reira, tēnā ano kōutou e tautoko nei i te kaupapa o ACE Aotearoa.

**Tēnā kōutou, tēnā kōutou, tēnā tātou kātoa.**

Jay Rupapera  
Co-chair

Kathryn Hazlewood  
Co-chair

# He Mihi nā te Tumuaki Director's report

**Tēnā kōoutou, tēnā kōoutou,  
tēnā kōoutou kātoa.**

Kā mihi au ki a tātōu hāpori, whakatau mai.

It has been a year of transition and a time of settling into new roles. I always start by acknowledging the persistent efforts of our kaimahi across the motu, our sector providers, communities, learners and their whānau. Whilst there has been ongoing disruption from the pandemic, and extreme weather, our learning communities have continued to deliver. There were 111,300 learners participating in 10,260 ACE programmes across the country compared to 62,220 learners in 2021, and there are now 180 ACE providers registered on our ACE map.

Digital learning, literacy and numeracy, te reo me ona tikanga, work and life skills, and interest-based courses continue to be in demand. I would like to acknowledge providers for their perseverance and for the quality of services that have ensured access.

I would also like to commend sector representatives for their leadership (providing regular insights) and their contribution to policy decision making. In particular for their submissions to the Ministry of Education, during the consultation process regarding the ACE tertiary funding determination.

The ACE Sector Steering Group which provides a sector voice, mandated an important research project that saw the commissioning of an impact study, with four ACE providers, WEA Canterbury, Eastbay REAP, Te Ataarangi and Wellington High School Community Education Centre. This work aims to strengthen the evidence base to measure the impact of ACE services.

In our capability role we offer professional development to the sector. In 2022 we increased the number and variety of professional development offerings considerably. There was ongoing disruption which saw the cancellation of the annual Māori and Pacific professional development Hui Fono, but we presented alternative regional workshops, and for the first time opened them up to the whole sector. These regional workshops, along with te reo me ona tikanga learning, were an opportunity to share insights on weaving Māori and Pacific teaching and learning practices.



*Analiese  
Robertson*

We welcomed the ACE Conference in June with its theme, Great Minds Te Manu Kairangi and are proud of our contribution to the neurodiversity community of practice. We have continued to offer insights in this space.

In addition, the increase in teaching skills workshops were well received by the ACE workforce. This work is linked to the ACE Teaching Standards. We also commend the successful completion of two pilots. The SeniorNet collective completed the ACE Quality Assurance framework (applying and providing useful feedback), and Hagley Adult Literacy piloted the use of the ACE Learner Pathways which have been firmly embedded in their practices.

In our coordination role, we have focused on supporting geographic locations where access to ACE has been limited or non-existent. Communities in Hawke's Bay, and Takaka, have actively grown tailored ACE programmes that are meeting the needs of their learners.

We have seen the retirement of a number of our long serving members and leaders some of whom have devoted 30+ years to our sector. In particular, we acknowledge Linda Melrose from Onehunga High School Community Education, and Bronwyn Yates from Literacy Aotearoa. We also acknowledge the passing of our colleague, Serenah Nicholson at the end of the year. Serenah was a trailblazer who founded Whānau Family Support Services Trust. Their legacies paved the way for the next generation of leaders in ACE.

E mihi ana, ki a kōoutou.

*nā Analiese Robertson  
Tumuaki/Director*



# Sustainable ACE – Our People Our Stories



Tupoki Wairau-Hunter and sister Kiriana who secured a mortgage for a house after doing the course.

AUTUMN 2022 NEWSLETTER

## A cultural approach to financial literacy – shifting perceptions

After delivering mainstream financial literacy courses for the Commission for Financial Capability (CFFC) and a number of other organisations, former ACE Aotearoa Board member and independent board member Peter Jackson, has developed a financial literacy course that is designed specifically for Māori. He says that a lot of Māori don't believe that they can build a good life in Aotearoa so he tells them about their ancestors who bravely navigated their way across a vast ocean. They discuss the planning that went into this, and the things they would have had to do to survive, when they arrived. That sets the tone for a conversation about financial literacy. The goal, says Peter, is to create a situation where Māori can learn and understand how the world actually works. The programme is called Gaming Life. It is a programme that aligns traditional Māori values and behaviours with the 21st century world. It is making a difference.

AUTUMN 2022 NEWSLETTER

## Failoa Famili – using social capital to meet the skills and information gap

Three years ago, three Pasifika mums from the same wider family, found that every time they got together their conversation turned to the same topic – how to help Pasifika parents who they could see were so often struggling to support their young people to grow into successful and resilient adults. So they established an NGO. They called the community organisation *Failoa Famili – Just do it Family*. Their Life Skills programme takes a whole family or intergenerational approach.

A big part of the success of the workshops is the way they are delivered. They tap into their networks to find the people who have the skills and connections to deliver their programmes. They use a strengths-based approach based on Pasifika values. Once Failoa Famili understand the needs of a particular community they tailor a programme to meet their needs. It is a collaborative, empowerment, leadership model and is meeting the needs of an increasing number of communities – teaching the life skills and encouraging them into further education.



A Failoa Famili workshop in action.



Marilyn Goodwin, Federation Chairperson and Northern Regional Co-ordinator.

#### AUTUMN 2022 NEWSLETTER

## SeniorNet 25 years on

Volunteers working in SeniorNet centres have been teaching older people how to join the digital world and enjoy using technology for 25 years. There are about 54 centres, scattered throughout the country. They are membership organisations run by volunteers who are also over 50. Today SeniorNet has several hundred volunteers helping around 8,000 members. The courses teach people how to manage their files and folders, use devices and portable computers, use their cameras, how to stream videos, and music, online security, smart homes and importantly – how to confidently use online banking services. Anything to do with technology.

At the beginning of the pandemic the organisation provided an online meeting place, not just for members, but for any older person wanting to see other faces, have a chat and learn something new about technology – or in fact any subject. Socialising is important, but so is learning – either through presentations by members who want to share their experience and knowledge with others, or through SeniorNet’s partners, sponsors and representatives from government agencies who provide expert commentary on digital issues.

#### SPRING 2022 NEWSLETTER

## Central Plateau REAP’s Rangatahi and Whānau Programme

About twelve years ago Brian Griffin from Central Plateau REAP started mentoring the men whose partners and babies were being supported by Oranga Tamariki’s Family Start programme. So successful was the service that after a few years other agencies, such as Police and Probation began asking REAP to provide their clients with support – and as the community learned about the programme self-referrals also grew.

Today the REAP’s Rangatahi and Whānau programme has three parts: male mentoring – inspiring men to think differently; a rangatahi programme for 10–15-year-olds to help them re-engage with education and training; and a Transition to Adulthood Programme for 17–25-year-olds who are leaving care and youth justice and need support so they can thrive as healthy, independent young adults.

All of the programmes involve taking the men, the rangatahi (some of whom are girls or young women) and the whānau to wānanga in the natural world – where they feel comfortable, where they can open up and learn, where they can connect to tikanga and whakapapa.



Rangatahi experiencing a wānanga in the natural world.



Power Up graduates have been keen to promote the course.

#### SPRING 2022 NEWSLETTER

## Risingholme's Work Readiness for Women, in collaboration with Christchurch Dress for Success

Since the end of 2021 Risingholme, Christchurch's long established and TEC-funded ACE provider, has run three Work Readiness for Women Courses in collaboration with Dress for Success Christchurch. This is an international organisation which helps women become economically independent by providing clothes and skills for work readiness.

The Work Readiness courses help an often 'invisible' group of women in the community, such as stay-at-home mums or women who were under-employed, who are not represented in the statistics. Some of the women who came on the courses were between jobs, some were not happy with their jobs, and some were not working. All participants reported a huge lift in their confidence and their readiness to enter the job market. Through their connection with Dress for Success, they were helped to present appropriately for interviews and work. Within a short time many of the women were successful at getting interviews and moving on with their new career plans.

#### SPRING 2022 NEWSLETTER

## Auckland's Women's Entrepreneurship Centre: supporting 'an underutilised source of talent'

The Women's Entrepreneurship Centre was established by Dr Sangeeta Karmokar seven years ago and although Covid-19 claimed the best part of two years, the Centre has provided education workshops for over five years and supported over 90 start-ups. The large majority of participants are migrants or former refugees, who are, as the Centre's website says, 'an underutilised source of talent.' Women especially are underrepresented in entrepreneurial roles, but as many women want to start up a family business with their husbands, men are welcome on the programmes too.

The Centre offers four programmes: Live your Dream, Digital Boost for SMEs, Co-inspire; and a new Business Planning course for MSD clients.

Live your Dream is the most popular course. Participants may come along with an idea of what they want to do, in which case they are guided through an assessment and planning process, including market and customer validation, delivery options, and financial stability requirements. The course that was run in the first part of 2022 had 15 participants, eight of whom have started a small business.



Budding entrepreneurs keen to get tips on how to run a small business.

## Whānau learning together at Hagley College: supporting former refugee and migrant parents

Hagley Adult Literacy Centre provides opportunities for learners to develop their literacy, numeracy, communication and computer skills, helping adults learn English, gain qualifications, find a job and participate in the community. In 2022 they had 59 former refugee learners and 245 migrant learners enrolled in their programmes. Some of these adults have their children enrolled in Hagley's preschool.

In 2020 the preschool was funded by the Ministry of Education to run a Teacher-Led Innovation Project. It was during this time of reflection and learning that the Director and kaiako at the preschool became aware of the challenges that whānau face when settling into Ōtautahi/Aotearoa. Funding was found, from both a local group associated with Christchurch Resettlement Services and the Ministry of Education, and a six week course was delivered.

One of the college's translators says that the programme provided participants with important information about everything from what to put in their children's lunch boxes, to the importance of reading together with their children, punishment, and how to move away from being parents who do everything for their children. The result – parents are changing their behaviours and teachers now have a much stronger relationship with whānau.



Hagley course participants learning to navigate their new community in Aotearoa.



Ruatoria learners staying active.

## Ruatoria Learning Centre: an engine-room for sustainable living and development

Since 1983 Ruatoria has had a Learning Centre. Today the centre is funded by the Eastern Institute of Technology, which supports an ACE programme and a number of mostly free NZQA levels 2 and 3 certificate programmes in subjects like agriculture, carpentry, primary industries, computing and horticulture. Where there is a need, and if they can get the numbers, the course is on.

Ngaire Keelan, who is the coordinator at the Ruatoria Learning Centre says that a lot of great things have come out of ACE, which also provides employment for local people who are ACE tutors. "The big motivation for many people coming along to learn, is sustainability. Whether it's welding, growing food, or starting your own business. I can't imagine what the town would look like without ACE. It keeps everyone here active and it provides a positive injection offering our people the opportunity to fill our kete with more knowledge."

# Te Mana Rautaki- ā-Hapori Strategic Sector Leadership

*Funding Source: Crown*

## Outcomes

1. The contribution and impact of ACE provision to the broader tertiary education sector is better recognised and understood.
2. The impact of ACE provision is appropriately measured, communicated and leveraged across the tertiary education sector.

EVENT/PROJECT	KEY INDICATOR OF SUCCESS	KEY OUTCOME SOUGHT	PROGRESS
<b>Celebrate learner success</b>	<ul style="list-style-type: none"> <li>• Festival of Adult Learning/Ahurei Ākonga participation, diversity of activity and national reach</li> <li>• Learner success celebrated and promoted through a variety of communications channels.</li> </ul>	<p>Value of ACE to whānau, communities, society and economy recognised.</p>	<p>Recorded participants 2,643.</p> <p>No new event funding offered in 2022 due to postponements from 2021.</p>
<b>Provide services to support improving ACE learner outcomes</b>	<ul style="list-style-type: none"> <li>• Identification and clarification of issues to inform policy discussions, and/or address gaps in existing ACE service provision with a focus on improving ACE learner outcomes</li> <li>• Feedback from sector on the making of submissions or raising of issues</li> <li>• Issues identified, solutions proposed or trialed.</li> </ul>	<p>ACE learner access to fit for purpose services is facilitated.</p> <p>Proactive issue resolution with effective solutions.</p>	<p>Continued work with the ACE Sector Steering Group, the Ministry of Education and Tertiary Education Commission. Primarily focused on sector responsiveness to operating with ongoing Covid-19 impacts.</p> <p>Submitted response to Ministry of Education consultation on ACE funding variation. Supported provider submissions.</p> <p>Commissioned work with ImpactLab on tangible return on investment in community learning.</p>
<b>Provide an Aotearoa/ New Zealand voice at international forums</b>	<ul style="list-style-type: none"> <li>• Participation in ASPBAE, and other international forums</li> <li>• Create and foster international connections. Create diversification and international linkages for ACE Conferences.</li> </ul>	<p>Contribution to international initiatives on adult learning.</p>	<p>Relationships continue with the New Zealand Commission for UNESCO, ASPBAE, Adult Learning Australia and PIMA (Promoting, Interrogating and Mobilising Adult Learning and Education). Aotearoa was represented at Confintea VII.</p> <p>Capability Manager Tai Samaeli visited providers in London and Birmingham while in the United Kingdom.</p>

# Ngā Whāinga o te Rautaki Sector Capability Building

*Funding Source: Crown*

## Outcomes

- 2.1 Sector capability and capacity is strengthened and developed through the creation of collaborative and strategic opportunities to build and share resources that benefit the ACE sector.

EVENT/PROJECT	KEY INDICATOR OF SUCCESS	KEY OUTCOME SOUGHT	PROGRESS
<b>Hui Fono</b>	<ul style="list-style-type: none"> <li>Number of Māori participants</li> <li>Number of Pacific participants</li> <li>Participant evaluations</li> <li>Total participants attending regional events and zoom events.</li> </ul>	Improved ability to deliver effective services to Māori and Pacific ACE learners.	Due to the pandemic the February Hui Fono in Tairāwhiti was cancelled and the event planned in Whakatū later in the year was postponed due to flooding. A number of workshops were offered regionally.
<b>ACE Sector Conference</b>	<ul style="list-style-type: none"> <li>Increased diversity of participants</li> <li>Quality of keynote speakers</li> <li>Total participants attending.</li> </ul>	Provider services adapted/improved learner focus after learning from the conference.	The 2022 ACE Conference was well attended (over 118 participants) with excellent representation from youth, Tangata Whenua and the neurodiverse. Feedback was very positive.

### PROFESSIONAL DEVELOPMENT GRANTS

<b>Application Rounds</b>	<ul style="list-style-type: none"> <li>Number of applications</li> <li>Quality of applications.</li> </ul>	Effective targeting of available resource to high impact initiatives.	Applications over two rounds: 34 Quality on par with previous years.
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### PROFESSIONAL DEVELOPMENT SERVICES

<b>Workshops</b>	<ul style="list-style-type: none"> <li>Numbers of participants in workshops</li> <li>Range of topics and locations</li> <li>Feedback from participants.</li> </ul>	Increased educator capability resulting in improved learner outcomes.	Number of workshops: 37 Number of participants: 514 A significant increase from 2021.
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<b>NATIONAL PROJECTS</b>	<b>KEY INDICATOR OF SUCCESS</b>	<b>KEY OUTCOME SOUGHT</b>	<b>PROGRESS</b>
<b>ACE Learner Outcomes</b>	<ul style="list-style-type: none"> <li>Number of learners enrolled on/providers using the ACE Learner Outcomes Database.</li> </ul>	Value of ACE to society and economy being recognised.	6530 learners enrolled as of December 2022 with 55 providers recording data.
<b>ACE Sector Standards</b>	<ul style="list-style-type: none"> <li>Standards implemented.</li> </ul>	Consistent services available to ACE learners nation-wide.	<p>Sector Teaching Standards review underway.</p> <p>Successfully Teaching Adults workshops: 10</p> <p>Participants: 143.</p>
<b>Quality Assurance and External Evaluation and Review and ACE Capability</b>	<ul style="list-style-type: none"> <li>Developed and revised.</li> </ul>	Revised standards developed aligned with revised capability.	First stage review of ACE Quality Assurance tool. Inclusion of new descriptor re operating in a Covid-19 environment.
<b>Further development of Learner Pathways system</b>	<ul style="list-style-type: none"> <li>Formally link pathways to ACE PLACE, outcomes measure and QA/EER system.</li> </ul>	ACE Learners recognised as integral part of the tertiary sector.	Completed successful pilot, reported improved understanding of ACE Learner Pathways and its increased use across learning services relevant to learners' goals.
<b>Provide resources to support improving ACE learner outcomes</b>	<ul style="list-style-type: none"> <li>Create learner focused digital communication strategy (including website, Facebook, Twitter, Instagram, Enews and quarterly newsletter) with learner outcomes as the focus and where all adult learning services can be found easily.</li> </ul>	Ready access to reliable and accurate information on ACE matters.	<p>Website traffic average over year: 1742</p> <p>Twitter at December 2022: 622</p> <p>Facebook likes average: 1,750</p> <p>E News distribution at December 2022: 1,289</p> <p>Newsletter distribution at December 2022: 994</p>
<b>Appropriate and effective support to providers</b>	<ul style="list-style-type: none"> <li>Feedback from providers/applicants.</li> </ul>	Effective targeting of available resource to improve learner outcomes.	
<b>ACE Providers Map</b>	<ul style="list-style-type: none"> <li>Increasing number of providers registering on map.</li> </ul>	ACE learners are able to find local providers.	180 providers registered.

# Ngā Whakaritenga Coordination

*Funding Source: Other*

## Outcomes

3.1 The ACE sector is supported in meaningful ways to deliver learner success, maximising efficiency and effectiveness of the sector.

EVENT/PROJECT	KEY INDICATOR OF SUCCESS	KEY OUTCOME SOUGHT	PROGRESS
<b>Annual General Meeting</b>	<ul style="list-style-type: none"> <li>Participation by members.</li> </ul>	Mandate for ongoing work.	<b>AGM completed by Zoom. Members present: 26</b>
<b>Organisational Health</b>	<ul style="list-style-type: none"> <li>Independent verification of transparent accountabilities and robust financial and performance management systems</li> <li>Relevant, meaningful up-to-date constitution.</li> </ul>	Sustainable national body for ACE sector.	<p><b>Positive feedback from workshops.</b></p> <p><b>Four quarterly newsletters published.</b></p>
<b>Maintenance and management of ACE House</b>	<ul style="list-style-type: none"> <li>ACE House retains value and is available for sector and community use.</li> </ul>	ACE sector maintains key asset.	<b>ACE House retains building Warrant of Fitness with regular fire drills and monthly fire alarm and safety checks.</b>
<b>Effective stakeholder engagement</b>	<ul style="list-style-type: none"> <li>Constructive relationships with government, philanthropic and community leaders.</li> </ul>	Improved understanding of value of ACE.	<b>Frequent engagement with Ministry of Education and Tertiary Education Commission officials.</b>
<b>Membership services</b>	<ul style="list-style-type: none"> <li>Provision of specific membership updates to members as required.</li> </ul>	<p>Maintain the value proposition of membership.</p> <p>Deliver resources and tools that add value in services for ACE learners.</p>	<b>Positive feedback on key events (Hui Fono Regional Workshops, ACE Conference, Festival of Adult Learning, and other professional development).</b>

EVENT/PROJECT	KEY INDICATOR OF SUCCESS	KEY OUTCOME SOUGHT	PROGRESS
<b>Administration Services</b>	<ul style="list-style-type: none"> <li>Standard Operating Procedures updated and in place.</li> </ul>	Robust systems in place.	Systems working well.
<b>Board Support</b>	<ul style="list-style-type: none"> <li>Quality and timeliness of documentation, relationship between Board and Operations.</li> </ul>	Positive feedback from Board.	Board feedback to ACE team positive.
<b>Financial Management</b>	<ul style="list-style-type: none"> <li>Positive feedback from Auditors, accuracy of reports and timeliness of payments, positive feedback from Finance Audit and Risk sub-committee.</li> </ul>	Strong financial performance.	Clear audit opinion received.
<b>Technology Services</b>	<ul style="list-style-type: none"> <li>Electronic systems work well.</li> </ul>	Organisation performs without IT issues.	Cloud-based technology used for storage.



# ACE learning in the community

Adult learning in Aotearoa is delivered in a vast array of settings, often in response to a community need. It is therefore difficult to determine how many learners are actively engaged in learning at any one time.

In 2022 ACE Aotearoa surveyed adult and community education providers to gather data on learner numbers and programmes in their communities.

## Sample range of programmes offered

**111,300** learners

**10,260** programmes

Te Reo Māori

Literacy and Numeracy

Pre-employment Skills Course

Financial Literacy

Community Gardens

ESOL

Computers in Homes

E-business: Getting Started Workshop

How to Teach Adults

New Zealand Sign Language

Confidence in Public Speaking

Starting a Small Business

Beekeeping

Mixed-media Workshops

Health Literacy

Digital Literacy

Learner and Restricted Driver Licence

Parenting in Prison

Facilitation Skills for Hui

Website Design

Practical Tax

Self-defence for Women

Wills and Family Trusts

Nutrition and Exercise

Business and Computing

# ACE Sector Capability Steering Group

## Members:

- Helen Lomax, Ako Aotearoa
- James McCullogh, English Language Partners
- Bronwyn Yates, Literacy Aotearoa and Chair of ASSG
- Tracey Shepherd, REAP Aotearoa
- John Sullivan, Canterbury Workers Educational Association
- Arapine Walker, Te Runanga o Te Ataarangi
- Christine Lehmann, Tertiary Education Commission
- Kieran Forde, Ministry of Education

The ACE Sector Steering Group (ASSG) is a representative collective that provides a voice for the sector. The purpose of the group is to provide sector leadership through advice to government, and when sought, to provide input, insight and feedback on the outcomes of sector capability building and sector coordination. The Chair is Bronwyn Yates.

## The ACE Sector Leadership Outcomes are:

- The contribution and impact of ACE provision to the broader tertiary education sector is better recognised and understood
- The impact of ACE provision is appropriately measured, communicated and leveraged across the tertiary education sector.

During 2022 the ACE Sector Steering Group (ASSG) consulted with the Ministry of Education on a range of proposed funding variations and new funding determinations issued under section 419 of the Education and Training Act 2020 (the Act).

The proposed changes to ACE are: an updated funding rate; the use of National Student Numbers (NSN) which will be optional for 2023 and mandatory in 2024; and some minor editorial amendments that do not affect change to policy.

In their submission the ASSG suggested that community providers, PTEs and REAPs should be exempt from the use of NSN because of the cost involved. The reference group welcomed further discussion at a broader level, about a more fit for purpose funding model for ACE.

The ASSG and the ACE Aotearoa Board has commissioned the services of ImpactLab to provide research on the ACE return on investment by measuring the ACE interventions for learners, its true cost, and the difference being made. This will include contribution to broader outcomes outside of education, and lateral benefits to a learner's familial and community reach. It is intended that this research will provide evidenced information that can be used by ACE providers and Government to inform decisions on an improved investment model for the sector. The research methodology will map what the ACE sector does, document the theory of change, analyse existing quantitative data and literature, and use an algorithm that draws on both system level insights and grass roots knowledge to map the social value. This work began in September.



# Professional Development

## Workshops

The pandemic continued to affect work for all ACE providers and in the first half of the year we moved our workshops online to ensure accessibility and to continue to support those ACE providers.

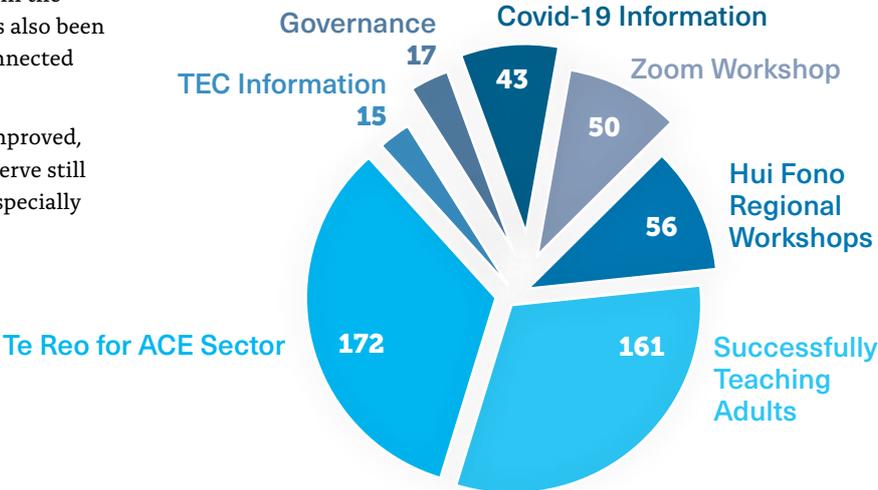
In the final six months of the year restrictions were lifted so we were able to resume our kanohi ki te kanohi workshops. The pandemic has fractured the sector and many ACE providers have focused on their community needs. The workshops have allowed educators to not only learn but to reconnect, feel refreshed and reinvigorated.

Te Reo for the ACE sector and Successfully Teaching Adults remain the most attended workshops. ACE Aotearoa continues its aim to provide professional development for educators that are in the “hard to reach” places. Auckland has also been a focus in 2022 as it has been disconnected due to extended lockdowns.

Whilst online delivery skills have improved, many communities that providers serve still prefer meeting in person – this is especially true in times of high need.



**Number of Attendees at ACE Aotearoa Workshops**

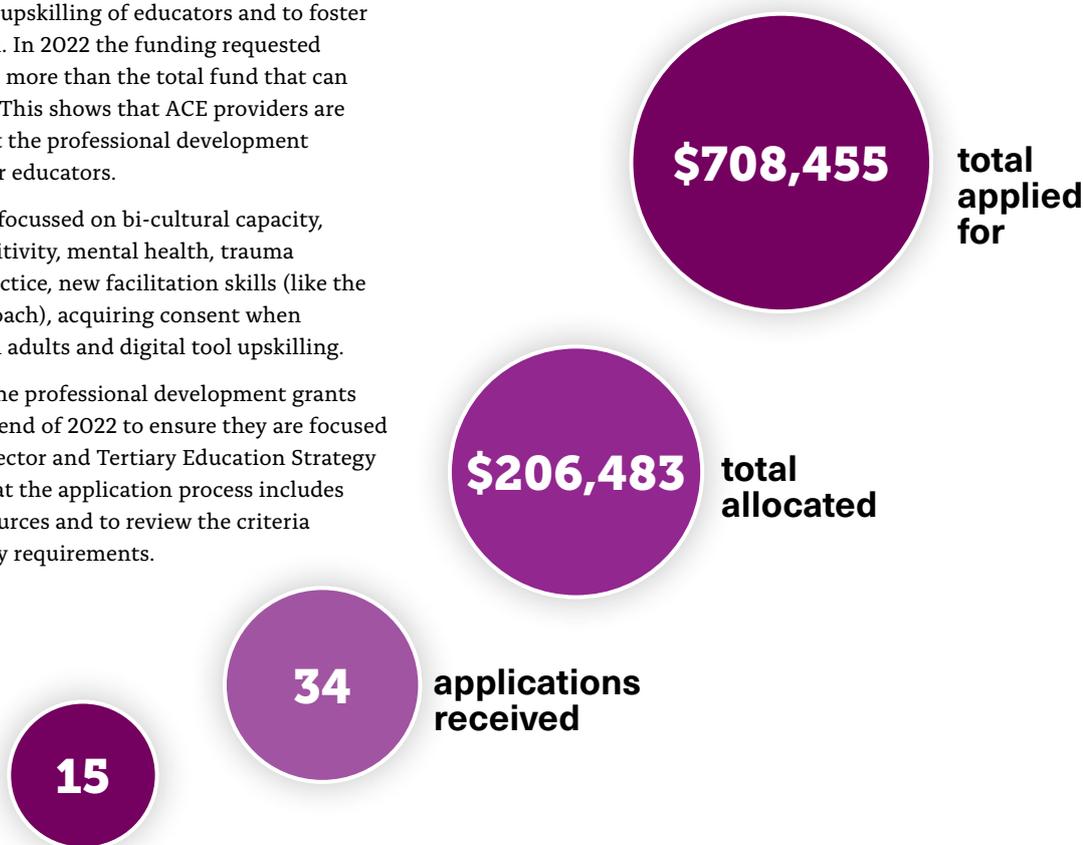


## Funding

The Professional Development Grant provides funding directly to providers to enable specific and targeted upskilling of educators and to foster collaboration. In 2022 the funding requested was 3.5 times more than the total fund that can be allocated. This shows that ACE providers are serious about the professional development needs of their educators.

The projects focussed on bi-cultural capacity, cultural sensitivity, mental health, trauma informed practice, new facilitation skills (like the Kodály Approach), acquiring consent when working with adults and digital tool upskilling.

A review of the professional development grants began at the end of 2022 to ensure they are focused on the ACE sector and Tertiary Education Strategy priorities, that the application process includes relevant resources and to review the criteria and eligibility requirements.



### grants awarded

- Golden Bay Workcentre Trust
- Te Matarau Education Trust
- Pacific Parents and Families Collective (Pacific Families Collective)
- Kauawhi project by Carry Kāpiti and Pēpi Penapena
- The Dust Palace Charitable Trust
- Kaha'uola-'I-Aotearoa Trust
- REAP Wairarapa
- Heretaunga Women's Centre
- Brotherhood Continues
- Muse
- Ako Tonu Aotearoa
- Playcentre Aotearoa
- Taikura Trust
- Te Ataarangī ki te Taihū o te Waka-a-Maui

## Māori and Pacific Professional Development

Due to the pandemic the Hui Fono Tairāwhiti (February) was cancelled. The Hui Fono remains an important event for Māori and Pacific educators as a time to come together in a safe space that is designed for and by Māori and Pacific.

During the year Tairāwhiti indicated that due to ongoing infrastructure issues from flooding and climate events they would prefer to host the Hui Fono in the future because their focus was on their communities right now.

Following the cancellation of Hui Fono Tairāwhiti, ACE Aotearoa made plans to hold Hui Fono in Whakatū (Nelson) in August. A climate event in the Nelson area caused flooding and road closures and this meant that Hui Fono Whakatū was also cancelled.

Once again, the intention will be to hold Hui Fono Whakatū in 2023.

## ACE Teaching Standards

A focus on the ACE Teaching Standards began by the formation of a Teaching Standards Reference group in November. This group will review the current standards and give feedback on the operational plan for the visibility and use of the standards within the sector.

Our Successfully Teaching Adults workshops remained the main vehicle in 2022 for highlighting the teaching standards and continue the ongoing process of personal development, education and learning for ACE educators.

## ACE Conference June 15–16



The 2022 ACE conference explored learning diversity through a strengths-based approach. Presenters and panels offered a range of world views and examined what good practice looks like when supporting the neurodiverse learner.

The conference was opened by Dr Diana Kopua (Ngati Porou) who has developed Mahi a Atua, a framework committed to developing indigenous systems for positive community outcomes. Dr Diana challenged participants to examine the impact of racism in Aotearoa on health and wellbeing amongst tangata whenua. A panel including Dr Karen Waldie, Principal Investigator with the Centre for Brain Research at the University of Auckland, Sara Williams, Principal Advisor in the Tertiary Education Commissions Learner Success Ōritetanga team and Naomi Saluni Tavau, social entrepreneur, educator and director, presented a range of perspectives on meeting the needs of the neurodiverse learner, and neurodiverse learners and parents shared wisdom and stories of personal triumph. The workshop programme provided practical learning and teaching approaches. Live illustrators and Big River videographers captured the content throughout the conference.

The ACE Aotearoa Annual Awards were presented at the conference dinner and to close the conference Dr Edmund Fehoko led a kava ceremony.

## Festival of Adult Learning Ahurei Ākongā

After the restrictions imposed by the Covid-19 Virus and the disappointment of cancelled events in 2021, many regions were ready to celebrate together once again.

Tararua REAP used the festival week to celebrate their 40th birthday and launch a custom-made mobile learning cabin which will take learning to learners in remote areas. The REAP team also brought local learning providers together at The Hub, in Dannevirke where the community got to experience a hands-on learning expo, kapa haka, food and entertainment. An exhibition of weaving, pounamu, bone carving, Oamaru stone and whakapapa quilts by local learners and tutors was also on display in the main street of Dannevirke all week.

Hagley College in Christchurch hosted a Fish and Chip event for local learning providers with Anton Matthews te reo champion and owner of Fush café while Far North REAP held a night market with stalls, games, food and interactive learning.

On Great Barrier Island the locals were treated to a presentation by the Prime Minister's Chief Science Adviser, Juliet Gerrard and all week Gonville Library in Whanganui ran workshops on topics such as accessing digital services and how to be scam savvy. Literacy Aotearoa Clusters focused on open days and community outreach.

The reach of this year's celebration included more than 2000 recorded participants at events, as well as participation on digital platforms, unfunded events and the many people who enjoyed displays and activities in malls, and other public spaces.



Tararua Expo – Mary Gavigan and Tai Samaeli (ACE Aotearoa team), Claire Chapman (Tararua REAP), Tracey Collis (Tararua Mayor)

# International Activities

International Activities continued throughout 2022, although Covid-19 disruption meant that most meetings and events continued to be conducted online.

The quarterly newsletter included contributions on Switzerland's Quality Assurance System and an update on Confintea VII which was held in Morocco in June. Sandy Morrison from Waikato University attended Confintea VII online and reported on the significance of the adoption of the Marrakesh Framework for Action by 140 UNESCO countries.

Capability Manager, Tai Samaeli visited a number of adult education providers in the United Kingdom while leading a group of young people who attended the Young Shakespeare Education Course at the Globe Theatre in London. Providers included City Lit, Sutton College and Morley College in London and Fircroft College in Birmingham. Some providers were celebrating over 100 years of adult education.



Tai Samaeli with Dipa Ganguli of Sutton College, London.

# AA Focus Ltd

ACE Aotearoa (AA) Focus Limited is the subsidiary charitable limited liability company of the organisation. It was established in 2015 to undertake commercial activities that would subsidise our charitable purposes that Government funding does not cover and to work towards a diversified funding model that supports a more sustainable future for the organisation.

In 2022, the primary income of the company continued to be generated from rental of the ACE House in Wellington. AA Focus Ltd took over guardianship as acting landlord. In keeping with our kaupapa our tenants are Social Services Providers Aotearoa, Multicultural New Zealand and the New Zealand Council of Christian Social Services, the umbrella organisation for another not-for-profit organisation, Kore Hiakai.

The meeting room, Te Ahumairangi, named after the hills behind the House, has continued to be a community meeting venue for hire. Despite the disruption caused by the Covid-19 situation and changing alert levels, the room has been hired regularly by community groups, and on occasion, by Government agencies.

This year the Board of AA Focus continued supporting the revitalisation of ACE programmes in Takaka, with the Golden Bay Workcentre Trust. Led by Alli Gardener, Coordinator of the Community House and Community Development Activities, the project successfully delivered a programme of courses through the year ranging from creative writing, to beginner level arts.

*Bringing the community together especially in the post Covid-19 era, has been one of the huge benefits of these classes.*

In consultation with the ACE Aotearoa Board we have set a goal of building reserves to \$500,000 within three years. This project commenced in late 2022 with the appointment of a part time Business Development role. The plan to achieve the funding goal will be developed in the first half of 2023.

In addition to the core team and service, ACE Aotearoa acts as a broker/link/referral/conduit, connecting groups to key services in the capability space. We have existing relationships with foundation North, DIA Charities Services and Community Operations, Inland Revenue, Auckland North Community and Development (ANCAD), Auckland Community Accounting, Auckland Council, and Statistics New Zealand.

# ACE Learner Outcomes Tool

The ACE Learner Outcomes project is a collaborative sector project measuring learner outcomes, to show that ACE learners are better off from participating in adult education. At the end of 2022 there were 50 organisations formally 'signed on' to the system. There are over 55 providers recording data as some of the organisations act as an 'umbrella' for multiple providers. The signed-on organisations cover, REAPs, High Schools, PTEs, Small Community Providers, Large Community Providers, Social Service Agencies and a Polytechnic.

A pilot project was undertaken with 200+ learners in 2013 and the learnings from this analysed with modifications made to several system aspects. The current system went live in 2014. There has been a steady increase each year except for the past three years when the Covid-19 epidemic severely disrupted adult education learning opportunities.

At the 31st of December 2022 there were 6530 learners who registered as having been sent their pre-course survey. There were 6521 learners registered into the system who have received their post course survey.

6398 learners have completed their pre-course survey and 5065 learners have completed their post course surveys. It is pleasing to have achieved a 78% return rate from learners. This is the first time in the history of Adult Education in Aotearoa that we now have a significant longitudinal evidence base of the positive impact Adult and Community Education has on the lives of our people.

In 2022 learners continued to consistently report a 1.0 median point gain (on an 8-point scale) in confidence to learn and a similar gain in confidence to use what they have learnt. This consistency continues with each year over 70% reporting they had achieved all or most of their learning goals and less than 5% reporting they had achieved none of their learning goals.

Every learner reported they had improved their chances of getting work with the largest gains continuing to come from those who achieved all or most of their learning goals. This direct correlation between learning goal achievement and belief in getting work has remained constant since the commencement of the project.

Year	NZ Māori	Pasifika	NZ European	Asian	Not Specified	Other
2015	54%	1%	33%	3%	3%	6%
2016	39%	8%	17%	11%	23%	2%
2017	42%	4%	41%	3%	4%	6%
2018	39%	23%	25%	5%	2%	6%
2019	24%	42%	17%	9%	5%	3%
2020	21%	49%	9%	9%	6%	6%
2021	11%	0%	53%	0%	0%	36%
2022	11%	0%	72%	0%	0%	17%

Over the span of the project the learners undertook the following courses:



\*including ESOL

# Our Stories

## Annual Awards Recipients 2022

EDUCATOR OF THE YEAR  
TANGATA WHENUA

### Charmaine Tukua



Recipient of the Educator of the Year Tangata Whenua, Charmaine Tukua with her proud Dad.

*Connections between people cannot be broken, unlike those of the canoe-rope.*

Charmaine Tukua is a great connector of people. Whether it is with prisoners learning te reo Māori, adult literacy tutors gaining a range of literacy and numeracy qualifications, students at Ara studying tikanga and te reo Māori or the wide range of colleagues that she has worked with and maintains contact with, Charmaine loves to connect with people. In particular, Charmaine has dedicated her time and skills to affect positive change for under-served communities.

Charmaine is kaitiaki of sector knowledge related to the development of adult literacy in Aotearoa, especially as it applies to Māori. She has worked as a National Tutor Trainer for Literacy Aotearoa, delivering blended programmes for national qualifications and as a National Assessor and Moderator. Charmaine's relaxed teaching style means that she is a perfect role model/mentor for trainee tutors. Her knowledge and experience in Adult Literacy and Education, Tertiary Education, Te Ao Māori and te Reo Māori has made her an integral member of the Literacy Aotearoa training team.

Charmaine has been an essential and long serving-member of Te Puna Wānaka at Ara Institute of Canterbury for over 25 years; as a student when Te Mātaraunga Māori was first opened; over 20 years as Kaiako, and then Programme Leader; and now Operations Coordinator. For the majority of that time Charmaine has taught on the te Reo Māori and Tikanga Māori Foundation Programmes with particular focus on Adult Education, Broadcasting and Engineering. A strong leader with wāhine Māori, she is often the first voice and face that people see at significant events at Ara.

Charmaine has also served for over twelve years on the Governance Board of Literacy Christchurch and has made a significant contribution by sharing her knowledge and supporting the Board, staff and learners.

Charmaine sets high professional standards, she works hard to create safe and effective learning relationships and environments for students and colleagues and has an incredibly strong sense of social justice which drives her passion and energy as an educator. She is a perfect model for the concepts of manaaki tangata, ako and lifelong learning.

*Tangata ako ana I te kāenga, te tūranga ki te marae, tau ana. A person nurtured in the community contributes strongly to society.*

EDUCATOR OF THE YEAR  
TANGATA TIRITI

**Heather Newell**  
– Executive Director,  
SeniorNet NZ

SeniorNet established in 1992 is a charitable organisation providing technology training to New Zealand seniors. It has 53 Learning Centres providing training on how to use PCs/laptops, phones and tablets, computer literacy and runs special interest technology workshops.



Recipient of the Educator of the Year Tangata Tiriti, Heather Newell with Board Members Te Ataahia Hurihanganui and Peter Jackson.

Heather Newell, Executive Director joined SeniorNet in 2020, the year that Covid-19 forced New Zealanders to socially isolate, making it impossible for seniors to attend training or socialise in any way. Alarming, many seniors lived in solitude, estranged from whānau, and close relationships. Many had not actively engaged online until the pandemic struck.

Concerned about the psychological ramifications of social isolation and the need for mental stimulation for vulnerable seniors, Heather revisited the SeniorNet training model. She envisaged a 'FREE' online, integrative learning platform and engaged project manager Vinay Karanam to develop Senior Hangouts. This would facilitate integrative online peer to peer learning and address some of the concerns about depression, loneliness and lack of mental stimulation.

Since its inception in 2020 over 13,000 seniors have participated in the programmes and the platform has hosted over 1000 sessions. Sessions are run daily at 10am with special interest group meetings held during the week. Participants can also review and consolidate their learning in their own time or retrieve missed sessions at any time free of charge.

## COMMUNITY PROGRAMME OF THE YEAR TANGATA WHENUA

### Kokiri Marae Youth Guarantee Programmes



Recipients of the Community Programme of the Year Tangata Whenua, Maria Meiklejohn and Pam Campbell from Kokiri Marae.

## COMMUNITY PROGRAMME OF THE YEAR TANGATA TIRITI

### SeniorNet Senior Hangouts – Vinay Karanam, Project Manager



Recipient of the Community Programme of the Year Tangata Tiriti, Vinay Karanam with Board members Te Ataahia Hurihanganui and Peter Jackson.

*Ka haere tonu nga Akoranga o rātou ma, mo ake tonu āke.  
The teachings of those that have gone, will go on forever.*

Kokiri Marae provides a comprehensive health and social service programme, a kohanga reo and continues the tradition of providing education and training for Māori who are failing to flourish in the mainstream system. It is funded by the TEC as a PTE and the programme includes literacy in te reo, numeracy, life skills, budgeting, computer skills and health and safety awareness in the workplace.

Learners come to the programme either through word of mouth, or because they have been referred from secondary schools. Local schools are keen to refer rangatahi to Kokiri Marae because they know they will stay. Most are boys. The few girls that come are usually just shy and lacking in confidence – often because of bullying. Some have high levels of anxiety and can be helped with that.

The programme is run as a whānau and everyone delivering the programme is known as auntie (or uncle). Many rangatahi come from difficult home lives and have had poor attendance at school so they need support. Health services, social workers, counsellors, anger management, stop smoking..... everything they need is available.

Senior Hangouts is an integrated online peer to peer learning platform designed to address issues arising from isolation experienced by seniors as a result of Covid-19. Prolonged lockdowns and anxiety about the Covid-19 virus have led to escalating concerns around depression and loneliness, low self-efficacy, as well as the lack of mental stimulation often experienced by isolated seniors.

The content on the platform which was developed by Project Manager, Vinay Karanam, is informed by participant suggestion and feedback with subjects catering for various learning styles and technical competencies. Examples of training sessions include special interest topics such as genealogy, photography, cyber security, online safety, password protection, health, and wellbeing, as well as more technical training such as application management. The programmes are facilitated and hosted by 'Hangout' buddies with a Senior Hangouts project manager online for support.

Since its inception in 2020 over 13,000 seniors have participated in the programmes and the platform has hosted over 1000 sessions. Sessions are run Monday to Friday at 10am with special interest group meetings held during the week. Participants can review and consolidate their learning in their own time or retrieve missed sessions at any time free of charge.

An evaluation encompassing a review of training videos, including individual and group interviews with Senior Hangout 'buddies' and participants has confirmed high levels of engagement with excellent retention rates. Equally significant, shifts were evident in individual self-efficacy, heightened levels of trust and personal confidence as well as improved social connectivity, increased technical competencies and a greater awareness of online safety and security.

MEMBER OF THE YEAR  
TANGATA TIRITI

## Tracey Shepherd



Recipient of the Member of the Year Tangata Tiriti Award, Tracey Shepherd.

Tracey joined the REAP movement in 2016 as the Education Manager at REAP Wairarapa. She remained in that role until July 2017, when she was seconded to REAP Aotearoa as the Director half-time. Tracey has since remained in this shared role and been recently appointed as the REAP Aotearoa Director full-time, starting in July 2022. Both positions have been focused on ensuring REAPs make the best possible difference in Adult and Community Education, reaching thousands of learners across rural Aotearoa.

Tracey's success in her regional and national roles are a testament to her vast knowledge and commitment to adult and community learning. Coming from an industry training background, Tracey's passion has always been on building positive futures for learners. She sees the value of learning opportunities to improve the life of our learners and has worked to ensure that all REAPs understand how best to support learners in our regions. From collaborative projects across sectors, to community volunteering and leveraging funding pools from government – all of Tracey's efforts have furthered learning in ACE.

Tracey has also played a critical role in the leadership of ACE Aotearoa, firstly as a board member and soon after as Tangata Tiriti Co-Chair. She held this role for some time, providing guidance to the Board and the organisation. Her quiet, self-deprecating manner and sense of humour helped get things done.

Tracey's focus on learner benefits and practice have helped to lift capability across the ACE sector. She appreciates the differences across the sector and that our learners have unique pathways. She has helped us to be better organisers and teachers and continues that commitment today.

MEMBER OF THE YEAR  
TANGATA TIRITI

## Hauiti Hakopa *Ngāti Tuwharetoa*



Member of the Year Tangata Whenua,  
Hauiti Hakopa.

Dr Hauiti Hakopa's deep understanding about the liberating power of education and the critical need for equitable access to learning and teaching has been an intrinsic part of his own life journey.

He has a deep interest in land and whakapapa, cartography and the mapping of Māori connection and relationship to ancestral landscapes. He specializes in collecting information about waahi tapu, waahi tipuna (sacred/cultural/heritage/ancestral sites), oral narratives (moteatea-traditional songs/chants, korero purakau- stories) whakapapa (genealogies) embedded in ancestral landscapes. He uses modern GIS mapping technology to enhance this process.

Hauiti has made a huge contribution to the ACE sector over many years. He has shared his knowledge and insights at Hui Fono, conferences and festival events and has consistently challenged the sector to consider the bigger picture of Mātauranga Māori and the broader understanding of cultural learning systems, values and processes.

Hauiti led the research project evaluating ten years of Hui Fono as an indigenous learning space and philosophy. He was instrumental in increasing university engagement with ACE and introduced an evaluator (a PhD student) to improve the process of Hui Fono evaluation.

As a Board member, Hauiti has brought a deep knowledge of tikanga to governance issues and provided exceptional support to ACE Aotearoa Directors, staff and Board colleagues. His advice has always been delivered with generosity, openness and a light touch.

# Ngā kaupapa

## Consolidated Performance Report for the year ended 31 December 2022

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# Independent Auditor's Report



## Independent Auditor's Report

Grant Thornton New Zealand Audit Limited  
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To the Board Members of Adult and Community Education Aotearoa Incorporated

### Report on the Audit of the Consolidated Performance Report

#### Opinion

We have audited the consolidated performance report of Adult and Community Education Aotearoa Incorporated and its subsidiary (together, the "Group") which comprise:

- a. the consolidated financial statements set out on pages 33 to 41, which comprise the consolidated statement of financial position as at 31 December 2022, and the consolidated statement of financial performance, and consolidated cash flow statement for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies; and
- b. the statement of service performance on pages 31 to 32

In our opinion, the accompanying consolidated performance report present fairly, in all material respects:

- a. the financial position of the Group as at 31 December 2022 and its financial performance and cash flows for the year then ended; and
- b. the service performance of the Group for the year ended 31 December 2022

in accordance with the Public Benefit Entity Simple Format Reporting – Accrual (Not-for-profit) issued by the New Zealand Accounting Standards Board.

#### Basis for Opinion

We conducted our audit of the consolidated financial statements in accordance with International Standards on Auditing (New Zealand) (ISAs (NZ)) and the audit of the service performance information in accordance the International Standard on Assurance Engagements (New Zealand) (ISAE (NZ)) 3000 (Revised) issued by the New Zealand Auditing and Assurance Standards Board (NZASB). Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Consolidated Performance Report* section of our report. We are independent of the Group in accordance with Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards)* (New Zealand) issued by the NZASB, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other than in our capacity as auditor we have no relationship with, or interest in, the Group.

#### Other Information other than the Consolidated Performance Report and Auditor's Report thereon

The Board Members are responsible for the other information. The other information obtained at the date of this auditor's report comprises of the Annual Report that accompanies the consolidated performance report and our auditor's report thereon.

Our opinion on the consolidated performance report does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the consolidated performance report, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the consolidated performance report or our knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

#### **Responsibilities of Board Members for the Consolidated Performance Report**

The Board Members are responsible on behalf of the Group for:

- (a) the preparation and fair presentation of the consolidated performance report in accordance with Public Benefit Entity Simple Format Reporting – Accrual (Not-for-profit) issued by the New Zealand Accounting Standards Board; and
- (b) such internal control as the Board Members determine is necessary to enable the preparation of the consolidated performance report that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated performance report, the Board Members on behalf of the Group are responsible for assessing the Group's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Board Members either intend to liquidate the Group or to cease operations, or have no realistic alternative but to do so.

#### **Auditor's responsibilities for the Audit of the Consolidated Performance Report**

Our objectives are to obtain reasonable assurance about whether the consolidated performance report as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs (NZ) and ISAE (NZ) 3000 (Revised) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the consolidated performance report.

A further description of the auditor's responsibilities for the audit of the consolidated performance report is located on the External Reporting Board's website at: <https://www.xrb.govt.nz/standards/assurance-standards/auditors-responsibilities/audit-report-13/>

#### **Restriction on use of our report**

This report is made solely to the Group's Board Members, as a body. Our audit work has been undertaken so that we might state to the Group's Board Members, as a body, those matters which we are required to state to them in our auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the Group and its Board Members, as a body, for our audit work, for this report or for the opinion we have formed.

**Grant Thornton New Zealand Audit Limited**



**Zirus Zuber**

**Director**

**Wellington**

**19 May 2023**

# Entity Information

## “Who are we?” and “Why do we exist?”

for the year ended 31 December 2022

LEGAL NAME OF PARENT ENTITY	Adult and Community Education (ACE) Aotearoa Incorporated
OTHER NAME OF ENTITY (IF ANY):	ACE Aotearoa
TYPE OF ENTITY AND LEGAL BASIS (IF ANY):	Incorporated Society and Registered Charity
REGISTRATION NUMBER:	CC31474

ENTITY'S PURPOSE OR MISSION:	We are the lead body for adult and community educators and a voice for adult learners.
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ENTITY STRUCTURE:	<p>The Board is the governing body of ACE Aotearoa and determines the organisation's strategic direction and policies.</p> <p>ACE Aotearoa currently has eight members on its Board. Its representatives are appointed for a three-year term at the organisation's Annual General Meeting by current financial members of ACE Aotearoa.</p>
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MAIN SOURCES OF THE ENTITY'S CASH AND RESOURCES:	ACE Aotearoa derives its main sources of income from two contracts with Tertiary Education Commission (TEC) – providing a Professional Development Programme and providing an ACE Pool Programme..
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LEGAL NAME OF SUBSIDIARY ENTITY:	ACE Aotearoa Focus 2017 Limited
OTHER NAME OF ENTITY (IF ANY):	ACE Focus
TYPE OF ENTITY AND LEGAL BASIS (IF ANY):	Company and Registered Charity
REGISTRATION NUMBER:	CC54796
REGISTRATION DATE:	4 July 2017

## Contact Details

PHYSICAL ADDRESS:	192 Tinakori Road, Wellington 6140, NZ
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EMAIL:	<a href="mailto:admin@aceaotearoa.org.nz">admin@aceaotearoa.org.nz</a>
FACEBOOK:	<a href="https://www.facebook.com/ACE.Aotearoa/">https://www.facebook.com/ACE.Aotearoa/</a>
TWITTER:	<a href="https://twitter.com/ace_aotearoa">https://twitter.com/ace_aotearoa</a>

# Consolidated Statement of Service Performance

## “What did we do?” and “When did we do it?”

for the year ended 31 December 2022

### DESCRIPTION OF THE ENTITY'S OUTCOMES:

Creating confident communities through investment of learning provision across Aotearoa to the Adult and Community Education Sector. This includes a wide range of providers including, but not limited to, school based, literacy focussed, English as a Second Language and rural education. This results in increased quality of training, quality of providers and improved outcomes for learners, for many of whom this is their first successful learning experience.

### OUTPUT CLASS: ADVICE, COMMUNICATION AND LIAISON:

DESCRIPTION AND QUANTIFICATION	ACTUAL 2022	ACTUAL 2021
Celebrate Learner Success – Festival of Adult Learning Ahurei Ākonga participation numbers. Approximately one third cancelled because of Covid-19 and others ran with reduced attendance	2,643	4,175
Provide resources to support improving ACE learner outcomes – Create learner focused digital communication strategy with learner outcomes as the focus and where all adult learning services can be found with easy automated navigation functionality:		
Website regular traffic	1,742	1,801
Twitter	622	612
Facebook	1,750	1,542
Enews distribution	1,289	1,210
Quarterly newsletters distribution	994	1,023

### OUTPUT CLASS: DEVELOPMENT AND ASSURANCE:

DESCRIPTION AND QUANTIFICATION	ACTUAL 2022	ACTUAL 2021
Hui Fono National Event – Total participants attending	Gisborne cancelled in Feb due to Covid-19. Rescheduled to Aug but this was cancelled due to flooding in Nelson.	Cancelled because of Covid-19 – registrations were confirmed at 200 people with a waiting list of 30 people.
ACE Sector Conference National Event – Total participants attending	118	131
ACE Learner Outcomes – Number of learners enrolled on/providers using the ACE Learner Outcomes database	6,530 learners and 52 providers	6,463 learners and 52 providers
ACE Learner Portal (ACE Place) – Number of learners/providers using system	336 providers and 518 users	335 providers and 507 users
Pasifika progress – what we achieved with Foundation North Pacific Capability project	January to September, funded by Lotteries Covid-19 wellbeing grant, 27 Pacific organisations received individual mentoring and training support. October to December, funded by Foundation North, a further 31 Pacific organisations received capability support services.	Note this project funded by Lottery Covid-19 Wellbeing grant. 10 organisations participated receiving individual mentoring and training support. No workshops were delivered because of Covid-19.
Workshops – Number of participants in workshops, note workshops held to July were online due to Covid-19 and lockdown	514 total participants (from 858 registered). 56 of these participants were for Hui Fono Workshops	580

**OUTPUT CLASS: FACILITATING COLLABORATION:**

DESCRIPTION AND QUANTIFICATION	ACTUAL 2022	ACTUAL 2021
Provide an Aotearoa/New Zealand voice at international forums:	Made connections in London with ACE providers including City Lit, Sutton College, Fircroft and Morley College. <a href="https://www.aceaotearoa.org.nz/news-and-resources/news/snapshot-adult-education-england">https://www.aceaotearoa.org.nz/news-and-resources/news/snapshot-adult-education-england</a>	No international forums attended due to Covid-19. Published international ACE stories in newsletter by DVV (Germany), EAEA (Europe), and the UK Learning and Work Institute.
Participation in ASPBAE, CONFITEA, and other international forums	Supported Aotearoa NZ youth representative, Alilia Parker, to attend ASPBAE Basic Leadership Development Course, 19-24 September, Hanoi, Vietnam. Also attended by Peter Foese, NZ youth representative and Course Director for ASPBAE Executive Council. Contributed country report particular focus on youth ACE programmes and impact, shared good practice models of citizenship and leadership.	Participated in ASPBAE Youth Engagement project and input to Country ACE report to General Assembly by region, via Zoom.

**OUTPUT CLASS: ORGANISATIONAL HEALTH AND ASSET MANAGEMENT:**

DESCRIPTION AND QUANTIFICATION	ACTUAL 2022	ACTUAL 2020
Organisational Health – Independent verification of transparent accountabilities and robust financial and performance management systems	Unqualified audit opinion by Grant Thornton	Unqualified audit opinion by Grant Thornton

# Consolidated Statement of Financial Performance

## "How was it funded?" and "What did it cost?"

for the year ended 31 December 2022

	NOTE	ACTUAL 2022 \$	ACTUAL 2021 \$
<b>Revenue</b>	1		
Donations, fundraising and other similar revenue		15,992	18,590
Fees, subscriptions and other revenue from members		20,791	14,596
Revenue from providing goods or services		1,496,047	1,122,917
Interest, dividends and other investment revenue		4,114	1,512
Other revenue		-	-
<b>Total Revenue</b>		<b>1,536,944</b>	<b>1,157,615</b>
<b>Expenses</b>	2		
Volunteer and employee related costs		337,006	294,154
Costs related to providing goods or services		886,729	710,712
Grants and donations made		205,381	203,036
Other expenses		22,076	22,608
<b>Total Expenses</b>		<b>1,451,192</b>	<b>1,230,510</b>
<b>Surplus/(Deficit) for the Year</b>		<b>85,752</b>	<b>(72,895)</b>
<b>Other Comprehensive Income</b>			
Gain on land and Buildings Revaluation		65,349	-
<b>Total Comprehensive Income</b>		<b>151,101</b>	<b>(72,895)</b>

The Consolidated Statement of Financial Performance should be read in conjunction with the Notes to the Consolidated Performance Report on pages 36-40

# Consolidated Statement of Financial Position

“What the entity owns?” and “What the entity owes?”

for the year ended 31 December 2022

	NOTE	ACTUAL 2022 \$	ACTUAL 2021 \$
<b>Assets</b>			
<b>Current Assets</b>	<b>3</b>		
Bank accounts and cash		627,151	283,178
Debtors and prepayments		58,169	468,570
Other current assets		162,755	159,904
<b>Total Current Assets</b>		<b>848,075</b>	<b>911,652</b>
<b>Non-Current Assets</b>	<b>4</b>		
Fixed Assets		2,441,136	2,393,869
<b>Total Non-Current Assets</b>		<b>2,441,136</b>	<b>2,393,869</b>
<b>Total Assets</b>		<b>3,289,211</b>	<b>3,305,521</b>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>	<b>3</b>		
Creditors and accrued expenses		272,843	445,351
Employee costs payable		34,135	29,037
<b>Total Current Liabilities</b>		<b>306,978</b>	<b>474,388</b>
<b>Total Liabilities</b>		<b>306,978</b>	<b>474,388</b>
<b>Total Assets less Total Liabilities (Net Assets)</b>		<b>2,982,234</b>	<b>2,831,133</b>
<b>Accumulated Funds</b>	<b>5</b>		
Accumulated surpluses or (deficits)		1,085,310	999,558
Reserves		1,896,924	1,831,575
<b>Total Accumulated Funds</b>		<b>2,982,234</b>	<b>2,831,133</b>

The Consolidated Statement of Financial Position should be read in conjunction with the Notes to the Consolidated Performance Report on pages 36-40

# Consolidated Statement of Cash Flows

## "How the entity has received and used cash"

for the year ended 31 December 2022

	ACTUAL 2022 \$	ACTUAL 2021 \$
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
<b>Cash was received from:</b>		
Donations, fundraising and other similar receipts	15,992	18,590
Fees, subscriptions and other receipts from members	20,791	14,596
Receipts from providing goods or services	1,697,451	1,191,548
Interest, dividends and other investment receipts	3,881	1,371
Other Revenue	-	-
<b>Cash was applied to:</b>		
Payments to suppliers and employees	1,117,951	993,650
Donations or grants paid	269,346	107,460
<b>Net Cash Flows from Operating Activities</b>	<b>350,818</b>	<b>124,995</b>
<b>CASH FLOWS FROM INVESTING AND FINANCING ACTIVITIES</b>		
<b>Cash was received from:</b>		
Receipts from the sale of investments		
<b>Cash was applied to:</b>		
Payments to acquire property, plant and equipment	3,994	7,084
Payments to purchase investments	2,851	1,295
<b>Net Cash Flows from Investing and Financing Activities</b>	<b>(6,845)</b>	<b>(8,379)</b>
<b>Net Increase / (Decrease) in Cash</b>	<b>343,973</b>	<b>116,616</b>
Opening Cash	283,178	166,562
Closing Cash	627,151	283,178
<b>This is represented by:</b>		
Bank Accounts and Cash	627,151	283,178

The Consolidated Statement of Financial Position should be read in conjunction with the Notes to the Consolidated Performance Report on pages 36-40

For and on behalf of the board



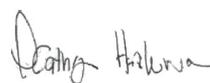
Director

Date: 19 May 2023



Co-chair

Date: 19 May 2023



Co-chair

Date: 19 May 2023

# Consolidated Statement of Accounting Policies

## “How did we do our accounting?”

for the year ended 31 December 2022

### Basis of Preparation

Adult and Community Education (ACE) Aotearoa has elected to apply PBE SFR-A (NFP) Public Benefit Entity Simple Format Reporting - Accrual (Not-For-Profit) on the basis that it does not have public accountability and has total annual expenses equal to or less than \$2,000,000. All transactions in the Performance Report are reported using the accrual basis of accounting. The Performance Report is prepared under the assumption that the entity will continue to operate in the foreseeable future. The Performance Report is prepared on a consolidated basis which consists of the parent entity ACE Aotearoa and the subsidiary entity ACE Aotearoa Focus 2017 Ltd.

### Basis of Consolidation

The Group has elected to apply PBE IPSAS 35 Consolidated Financial Statements.

The Group performance report consolidates the Parent, being ACE Aotearoa and its 100% owned subsidiary ACE Aotearoa Focus 2017 Ltd.

In preparing the Consolidated Financial Statements, all intercompany balances and transactions, and unrealised profits arising within the Group are eliminated in full.

### Measurement Base

These financial statements have been prepared on a historical cost basis unless otherwise stated.

### Revenue

TEC contract revenue is included in operating revenue when earned, based on either services performed or costs incurred. Where funds have been received but not yet earned, this will be recorded as a liability under Revenue Received in Advance.

### Grants and Donations

Grants and donations are recognised as revenue at the point when receipt is formally acknowledged where no conditions are attached.

### Debtors

Debtors are stated at their estimated realisable value. Bad Debts are written off through the Statement of Financial Performance when they are no longer considered recoverable.

### Fixed Assets and Depreciation

All fixed assets are initially recorded at cost. Land and buildings are subsequently revalued every three years to the net current value, as determined by an Independent Registered Valuer. Any revaluation surplus arising on the revaluation of land and buildings is transferred directly to the asset revaluation reserve which forms part of equity. Other fixed assets are recognised at cost less accumulated depreciation. Depreciation has been calculated using rates as set out below. Gains and losses on disposal of fixed assets are taken into account in determining the operating result for the year.

The rates of depreciation are as follows:

- Land	0%	Not Depreciated
- Buildings	2.5% - 4%	Straight Line
- Furniture and Fittings	10.5% - 20%	Diminishing Value
- Office Equipment	20% - 48%	Diminishing Value
- Computer Equipment	20% - 48%	Diminishing Value
- Intangible Assets	33.3%	Diminishing Value

### Goods and Services Tax (GST)

ACE Aotearoa is registered for GST. The financial statements have been prepared on a GST exclusive basis, except for debtors and creditors which are stated with GST included (where applicable).

### Income Tax

ACE Aotearoa and ACE Focus are both registered charities and accordingly are exempt from Income Tax under the provisions of the Income Tax Act 2007.

### Employee Entitlements Payable

Employee entitlements to salaries, wages and annual leave are recognised when they accrue to employees. The annual leave liability has been calculated on an actual leave entitlement basis at current rates of pay.

### Bank Accounts and Cash

Bank accounts and cash in the Statement of Cash Flows comprise cash balances and bank balances, excluding Term Deposits which are recognised as short-term deposits

### Provision for Grants

Grants are recognised when they are approved as a cost in the Statement of Financial Performance and as a provision in the Statement of Financial Position. Payments are recognised against this provision leaving the balance showing the entity's obligations that are payable once the recipient has complied with the conditions of the grant.

### Changes in Accounting Policies

There was no change in accounting policies during the financial year. (Prior year – none)

Comparative figures relating to term deposits in the Consolidated Statement of Financial Position and Consolidated Statement of Cash Flows have been reclassified for disclosure purposes.

### Changes in Accounting Estimates

There are no changes in accounting estimates during the financial year (Prior year – none).

# Notes to the Consolidated Performance Report

for the year ended 31 December 2022

## NOTE 1 : ANALYSIS OF REVENUE

REVENUE ITEM	ANALYSIS	2022 \$	2021 \$
Donations and other similar revenue	Donations	15,992	18,590
	<b>Total</b>	<b>15,992</b>	<b>18,590</b>
Fees, subscriptions and other revenue from members	Fees and subscriptions from members	3,522	3,152
	Revenue from sales to members	17,269	11,444
	<b>Total</b>	<b>20,791</b>	<b>14,596</b>
Revenue from providing goods or services	Revenue from grants or contracts for service with central government	1,409,335	1,067,069
	Revenue from commercial activities	31,747	-
	Lease or rental revenue	54,965	55,848
	<b>Total</b>	<b>1,496,047</b>	<b>1,122,917</b>
Interest, dividends and other investment revenue	Interest	4,114	1,512
	<b>Total</b>	<b>4,114</b>	<b>1,512</b>
Other revenue			
		<b>1,536,944</b>	<b>1,157,614</b>

# Notes to the Consolidated Performance Report (continued)

for the year ended 31 December 2022

## NOTE 2 : ANALYSIS OF EXPENSES

EXPENSE ITEM	ANALYSIS	2022 \$	2021 \$
Volunteer and employee related costs	Salaries and Wages	305,934	293,251
	ACC levies	508	590
	Staff training	375	313
	Meeting Fees and Honoraria	30,189	8,217
	<b>Total</b>	<b>337,006</b>	<b>302,371</b>
Costs related to providing goods or services	Direct costs relating to service delivery	696,751	555,782
	Administration and overhead costs	189,978	146,713
	<b>Total</b>	<b>886,729</b>	<b>702,495</b>
Grants and donations made	PD Grants made	205,381	161,158
	FoAL		41,878
	<b>Total</b>	<b>205,381</b>	<b>203,036</b>
Other expenses	Depreciation	19,454	18,675
	Amortisation	2,622	3,933
	<b>Total</b>	<b>22,076</b>	<b>22,608</b>

# Notes to the Consolidated Performance Report (continued)

for the year ended 31 December 2022

## NOTE 3 : ANALYSIS OF ASSETS AND LIABILITIES

EXPENSE ITEM	ANALYSIS	2022 \$	2021 \$
Bank accounts and cash	Cheque account balance	418,758	163,389
	Savings account balance	208,393	119,789
	<b>Total</b>	<b>627,151</b>	<b>283,178</b>
Debtors and prepayments	Accounts receivable	36,742	435,878
	Prepayments	20,887	11,943
	GST Receivable	-	20,442
	Other receivables	540	307
	<b>Total</b>	<b>58,169</b>	<b>468,570</b>
Other current assets	Short term deposits	162,755	159,904
	<b>Total</b>	<b>162,755</b>	<b>159,904</b>
Creditors and accrued expenses	Trade and other payables	90,388	4,849
	Accrued expenses	16,169	13,200
	GST Payable	18,913	-
	Income in Advance	261	96,211
	Provision for Grants	145,661	209,626
	Committed Grants Unspent		120,696
	Credit Cards	1,451	770
	<b>Total</b>	<b>272,843</b>	<b>445,352</b>
Employee costs payable	Wages and salaries earned but not yet paid	5,505	
	Holiday pay accrual	28,630	29,037
	<b>Total</b>	<b>34,135</b>	<b>29,037</b>

# Notes to the Consolidated Performance Report (continued)

for the year ended 31 December 2022

## NOTE 4: PROPERTY, PLANT AND EQUIPMENT

Asset class	2022					
	Opening Carrying Amount	Revaluation and Adjustments	Purchases	Sales / Disposals	Current Year Depreciation and Amortisation	Closing Carrying Amount
Land	1,700,000	150,000	-	-	-	1,850,000
Buildings	669,750	(84,651)	-	-	(15,100)	569,999
Furniture and fixtures	11,848	-	-	-	(1,815)	10,033
Office equipment	2,625	-	3,994	-	(553)	6,066
Computers (including software)	1,779	-	-	-	(1,986)	(207)
Intangibles - ACE Place Portal	7,867	-	-	-	(2,622)	5,245
<b>Total</b>	<b>2,393,869</b>	<b>65,349</b>	<b>3,994</b>	<b>0</b>	<b>(22,076)</b>	<b>2,441,136</b>

2021						
Asset class	Opening Carrying Amount	Revaluation and Adjustments	Purchases	Sales / Disposals	Current Year Depreciation and Amortisation	Closing Carrying Amount
Land	1,700,000	-	-	-	-	1,700,000
Buildings	684,867	-	-	-	(15,117)	669,750
Furniture and fixtures	10,318	-	3,522	-	(1,992)	11,848
Office equipment	1,695	-	1,444	-	(514)	2,625
Computers (including software)	713	-	2,118	-	(1,052)	1,779
Intangibles - ACE Place Portal	11,800	-	-	-	(3,933)	7,867
<b>Total</b>	<b>2,409,393</b>	<b>0</b>	<b>7,084</b>	<b>0</b>	<b>(22,608)</b>	<b>2,393,869</b>

Valuation was carried out by Quotable Value on the property at 192 Tinakori Road on a market basis using the sales comparison method. The value at 31 December 2019 was \$2,400,000.

## NOTE 5: ACCUMULATED FUNDS

Description	2022		
	Accumulated Surpluses or Deficits	Asset Revaluation Reserves	Total
<b>Opening Balance</b>	<b>999,558</b>	<b>1,831,575</b>	<b>2,831,133</b>
Surplus	85,752	-	85,752
Asset revaluation adjustment	-	65,349	65,349
<b>Closing Balance</b>	<b>1,085,310</b>	<b>1,896,924</b>	<b>2,982,234</b>

2021			
Description	Accumulated Surpluses or Deficits	Asset Revaluation Reserves	Total
<b>Opening Balance</b>	<b>1,072,453</b>	<b>1,831,575</b>	<b>2,904,028</b>
Surplus	(72,895)	-	(72,895)
Adjustments	-	-	-
<b>Closing Balance</b>	<b>999,558</b>	<b>1,831,575</b>	<b>2,831,133</b>

# Notes to the Consolidated Performance Report (continued)

for the year ended 31 December 2022

## NOTE 6: COMMITMENTS AND CONTINGENCIES

Commitment	Explanation and Timing	2022 \$	2021 \$
Commitments to lease or rent assets	Less than 1 Year	0	1,127
	Between 1 - 2 Years	0	0

## NOTE 7: RELATED PARTY DISCLOSURES

Description of Related Party Relationship	Description of the Transaction (whether in cash or amount in kind)	Value of Transactions	
		2022 \$	2021 \$
Board Members	Fees & Honoraria	10,200	14,000
Board members (Hui Fono Advisory Group)	Fees & Honoraria	500	500
Board members (Professional Development Steering Groups)	Fees & Honoraria	1,001	-
Board members (Contractual work)	Contracts	119,100	68,250

During the year, a number of grants were provided to organisations who are considered to be related parties to ACE Aotearoa. The grants are provided on an arms length basis and are subject to certain eligibility criteria. Professional Development Grants are approved by the Professional Development Selection Panel.

## NOTE 8: COVID-19 IMPACT

The outbreak of Covid-19 and the subsequent quarantine measures imposed by the New Zealand and other governments as well as the travel and trade restrictions imposed by New Zealand and other countries at various times during 2021 have caused disruption to businesses and economic activity.

The entity considers this to be a non-adjusting post balance sheet event and accordingly no potential financial effects of Covid-19 have been reflected in the entity's financial statements at 31 December 2021.

The Board consider that while the general economic and social impacts arising from Covid-19 have given rise to some challenges in the delivery of services, they have had minimal financial effect on ACE. Funding has been secured through to the end of 2023. Accordingly, ACE continues to adopt the going concern basis in preparing the financial statements.

## NOTE 9: EVENTS AFTER THE BALANCE DATE

No matter or circumstance has occurred subsequent to year end that has significantly affected, or may significantly affect, the operations of ACE.



