



Adult and Community Education (ACE) Environmental Scan 2025

Summary Report

Completed for ACE Aotearoa
by Fleur Chauvel, Independent Researcher and Evaluator

August 2026



Acknowledgements

It has been a privilege to complete this environmental scan of the Adult and Community Education (ACE) sector for ACE Aotearoa.

First I would like to thank the ACE providers who gave time to complete the ACE environmental scan survey. Your contribution has been essential to this work.

My thanks extend to the participants who typically gave an hour, and often more, to take part in an in-depth qualitative conversation. These discussions were central to understanding and reflecting on the survey findings and provided deeper insight about ACE in Aotearoa.

I also acknowledge and thank the Tertiary Education Commission (TEC), and particularly Christine Lehmann, for organising the provision of TEC's ACE data, responding to questions, and supporting this work. The data provided has been an invaluable source to understand ACE in Aotearoa.

Finally, I thank ACE Aotearoa for initiating this work. The scan reflects ACE Aotearoa's commitment to strengthening understanding of ACE in New Zealand, ensuring this understanding remains current, and includes knowledge of recent trends and challenges, and understanding about the reach and impact of ACE. I especially acknowledge Hannah Pia Baral, ACE Aotearoa's Kaiwhakahaere Matua Chief Executive Officer, for the considerable time, thought and leadership she has contributed to guide, support and inform this work.

Fleur Chauvel
Independent Researcher and Evaluator

Contents

Summary of findings	4
1. ACE Environmental Scan: Background and purpose	7
1.1 Approach	7
2. Overview of ACE in Aotearoa	8
2.1 Distinct features of ACE.....	8
2.2 Providers of ACE	10
2.3 ACE learners	11
3. Scope, scale and breadth of ACE provision	14
3.1 TEC ACE-funded provision	14
3.2 Breadth and nature of ACE provision	15
4. ACE workforce capacity and capability.....	18
4.1 Governance and management	18
4.2 ACE tutors	18
5. Impact and value of ACE: Learner outcomes	20
5.1 Significant and wide-ranging outcomes	20
5.2 Recognising contribution to wellbeing outcomes and social cohesion.....	21
5.3 Understanding outcomes and the value of ACE	21
5.4 Undervalued and not understood	22
6. Key recent challenges to ACE delivery	23
6.1 The challenge of funding	23
6.2 The challenge of time and space to raise awareness of ACE.....	25
7. Key recent trends.....	26
7.1 Learners with greater challenges and complex needs	26
7.2 Learners' circumstances and reasons for enrolling have changed	26
7.3 Decreased tutor availability	27
7.4 Key societal events impacting recent trends experienced	27
7.5 Impacts of rapid change	27
8. Future focus	28
8.1 Importance of online learning in future ACE provision	28
8.2 Importance of AI and technological developments in future provision	28
8.3 Funding and funding priorities	28
8.4 Understanding value-add and the outcomes of ACE	29
8.5 ACE Aotearoa.....	29
Appendices	30
Appendix A. Diverse main course provision by 2025 survey respondents	30
References	31

Tables

Table 1: Number of providers funded by TEC in 2024 by provider type 10

Table 2: Typical circumstances of ACE learners 11

Table 3: TEC-funded ACE learner enrolments by provider type 2018–2024 12

Table 4: TEC-funded learners by ethnicity by provider type, 2024 13

Table 5: ACE funding allocations by provider type and reporting year (2018-2024) 14

Table 6: 2024 learner numbers by TEC-funded provider type and primary priority provision..... 15

Table 7: Changes observed in learner numbers by primary priority provision, 2021-2024..... 16

Table 8: Main ACE provision by enrichment identified by 2025 survey respondents 17

Table 9: Comparison of main tutor and learner ethnicities by survey respondents 19

Figures

Figure 1: Distinct and valued features of ACE 9

Summary of findings

This is a summary report of the full Adult and Community Education (ACE) Environmental Scan 2025 report completed in August 2026.

In 2025, ACE Aotearoa commissioned an environmental scan of the Adult and Community Education sector. This follows an inaugural ACE Aotearoa environmental scan completed in 2019 and a second in 2021. It provides updated insights into the scope, scale and impact of ACE in Aotearoa and considers how key societal events have impacted ACE.

ACE provision is diverse and wide reaching

ACE provision is significantly diverse. ACE meets a vast array of needs and interests. There is some form of ACE provided in all territorial authorities of New Zealand.

Distinct features of ACE key to learner engagement and ongoing learning

The scan identified the following distinctive features of ACE that are core to learner participation in ACE and which support lifelong learning, positive pathways and outcomes:

- diverse courses and providers that meet multiple needs and interests
- wide geographical reach
- provision that caters for all and is easily accessible
- expertise in foundation learning
- quick adaptability to respond to need and demand
- non-threatening, highly supportive learning environments
- providers that are representative of and embedded in their communities
- an ethos of non-competitive delivery.

ACE enriches lives

ACE providers responding to the 2025 scan survey identified that their ACE provision enriches people's lives by building foundation and life skills; supporting health and wellbeing; strengthening cultural identity; building knowledge, skills and competencies; and fostering understanding of societal issues, active citizenship and social cohesion.

Characteristics of the ACE tutor workforce

ACE providers identified that their tutor workforce is more predominantly female than male and mature (over 40 years). For each of the three ACE environmental scan surveys (2019, 2021, 2025), about 65% of providers consistently reported that all their tutors were paid and about 12% indicated all or most volunteer.

There is variance in whether tutors are paid just for teaching time, or for all of their work, such as lesson planning and professional development.

ACE learners are diverse in demographics and circumstances

The total number of ACE learners in Aotearoa is unknown. Information available points to an annual number of more than 90,000 learners, though this number is likely far greater.

Learners come to ACE with different backgrounds and for different reasons. More than half (56%) of 2025 survey respondents identified that their learners come to ACE with no or low previous qualifications. Respondents identify strong participation from learners who may be retired or semi-retired, in employment, a long time out of education and employment or new to New Zealand. More than 40% identified that their learners are typically upskilling.

Learners are demographically diverse. New Zealand European and Māori learners are strongly represented in ACE. Overall, there appears to be greater female than male participation in ACE. There is strong participation by learners aged 45 years and over.

ACE contributes to improved wellbeing as well as educational outcomes

Across all three ACE environmental scans (2019, 2021, 2025) there are core learner outcomes that are consistently reported by providers. These are:

- improved confidence and self-belief
- greater social connection and participation
- improved skills, knowledge and cognitive abilities
- contributing skills and knowledge to communities
- improved health and wellbeing
- enhanced cultural knowledge and identity
- improved literacy, numeracy and language
- progression to further study or training
- employment.

This scan has highlighted the importance of not just understanding and valuing the educational-, employment- and economic-related outcomes of ACE, but also the significant wellbeing and quality-of-life-related outcomes reported, and the contribution of ACE to government and societal priorities, and to social cohesion.

There is no systematic evidencing of ACE learner outcomes at a national level.

ACE lacks a national profile and is under-recognised and undervalued

All providers spoken with for the scan considered that outside the sector, there is a lack of understanding of ACE and its impact and value, and that this profile needs to be raised.

Funding challenges and learners with greater needs

Funding is the most pressing challenge for ACE providers. Decreased funding is a key trend most identified, as are learners presenting with increasingly complex needs, and learners' circumstances and reasons for enrolling having changed. These trends are linked to cost-of-living pressures, government policy changes, COVID-19 and increased unemployment.

The future and important place of ACE in times of rapid change

ACE's distinctive features, such as accessibility, flexibility, responsiveness and community connection, are highlighted by the UNESCO Institute of Lifelong Learning as important to build the competencies needed to adapt and thrive in times of rapid change and uncertainty, including experiences of extreme climate events and technological change (UIL, 2024).

Three key areas of focus emerge as important for ACE in Aotearoa looking forward: strengthening ACE's visibility, more appropriate funding, and building wider understanding and recognition of the valued outcomes that ACE contributes to.



1. ACE Environmental Scan: Background and purpose

In 2025, ACE Aotearoa¹ commissioned an environmental scan of the adult and community education (ACE) sector to provide current insights into the scope, scale and impact of ACE in Aotearoa, and to include consideration of the impact on ACE of significant events in recent years such as the COVID-19 pandemic, extreme weather and economic pressures.

The scan builds on the 2019 inaugural ACE environmental scan and the 2021 ACE environmental scan reports.

1.1 Approach

The scan research involved a review of published material about ACE, an online survey completed by 110 ACE providers, analysis of Tertiary Education Commission data and conversations with a representative cross-section of 10 ACE providers.

Key insights for the scan have come primarily from the perspective of diverse providers across Aotearoa who provide ACE in its many different forms. The scan did not include direct engagement with learners or tutors. This is a limitation of the scan (as is the absence of any national learner or tutor voice research).

This summary report and the full ACE environmental scan report bring together the findings from all components of the research to highlight the picture of ACE in Aotearoa today.

¹ ACE Aotearoa is an ACE membership organisation and the lead organisation for the ACE sector. It receives government funding from the Tertiary Education Commission to perform strategic sector leadership, capability building, and coordination.

2. Overview of ACE in Aotearoa

ACE is a part of the tertiary education sector in Aotearoa. It is distinct for its less formal provision of lifelong learning, and encompasses significantly diverse providers, courses and learners from across life stages. Learning occurs in many different settings – for example, in a classroom, community centre, the outdoors, or on a marae. It is delivered in settings natural to the people who take part and the learnings that take place.

Courses span a continuum of provision from personal interest courses to programmes that lead to lower-level qualifications. In between the diversity is significant, including wellbeing-focused courses, knowledge-building courses in areas such as active citizenship and sustainability, and cultural identity and language, and foundation courses that build literacy, numeracy and language, and core skills. As described by English and Tanioka (2023):

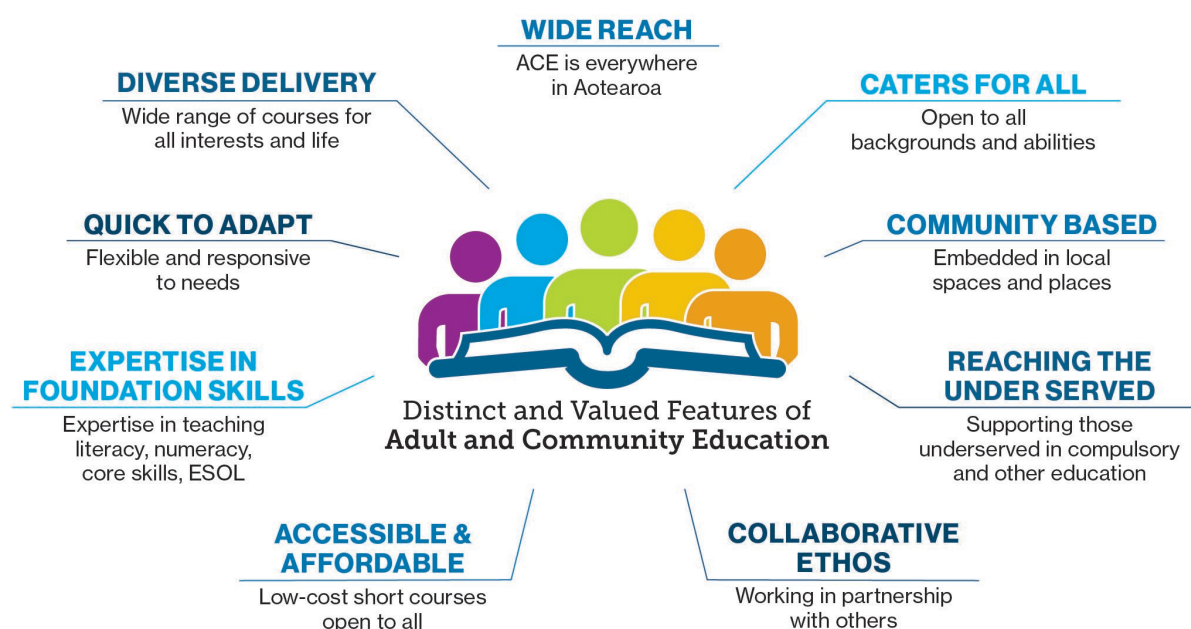
“Adult and Community Education (ACE) is a process whereby adults choose to engage in a range of educational activities within the community. The practice fosters individual and group learning which promotes empowerment, equity, active citizenship, critical and social awareness and sustainable development. ACE occurs alongside the formal education system and is therefore accessible to all. It promotes a culture of lifelong learning. It happens in a wide range of contexts in both structured and spontaneous forms, all of which have their own value” (slide 3).

2.1 Distinct features of ACE

“ACE is accessible, inclusive and tends to be relatively inexpensive, which reduces barriers to participation and provides pathways to employment and further education and training” (Hipkins, 2020).

The ACE sector is unique in its ability to reach and engage adult learners at any stage in their learning journey, no matter their backgrounds or past learning outcomes, and cater to significantly different interests and needs. The scan has identified distinct and valued features of ACE central to this, and which are depicted in the diagram below.

Figure 1: Distinct and valued features of ACE²



As shown, the distinct and valued features of ACE are:

- Diverse delivery – across wide ranging needs, interests and life stages.
- Wide geographical reach – ACE is delivered in every territorial authority in Aotearoa.
- Caters for all – serving all backgrounds and abilities, learning and life stages.
- Reaches the underserved – re-engaging people underserved by mainstream education.
- Expertise in foundation learning.
- Quick to adapt – courses can be developed quickly in response to need and demand. There is much flexibility in learning design and provision to meet individual needs.
- Highly accessible – courses that are short, of no or little cost,³ and are open entry.
- Non-threatening – learning environments are informal, supportive, caring, safe, inclusive and community-focused. Typically there is no assessment, removing stress from learning.
- Representative of communities – providing spaces where people can learn with others from the same backgrounds and cultures.
- Embedded in local communities – such as community centres, libraries, marae.
- Ethos of non-competitive delivery – ACE providers often work in partnership with others to best meet the needs of their communities and learners.

These features are important facilitators that encourage learners to give learning a go and contribute to learner success. They support positive outcomes and progression to positive pathways as learners grow personally, experience enjoyment and success in their learning, and see other opportunities available to them. They are defining characteristics of ACE that are important to recognise, value and sustain.

² The diagram is AI generated but was created solely based on the information conveyed by the author from the scan findings. Post-creation, the diagram was revised to ensure it accurately represented the findings. Aside from this diagram, no AI tools were used to prepare this report.

³ About 70% of the 2025 survey respondents indicated that their courses were either free or less than \$50.

2.2 Providers of ACE

Providers of ACE are diverse, including individuals with a particular passion and skill, private businesses wishing to give back to their communities, community organisations or groups, or tertiary education providers. They are also representative of diverse communities.

ACE delivery in New Zealand is a mix of government and non-government funded provision. Funded provision is from a variety of different sources such as government and community funding. Organisations also receive grants and donations, fundraise, may be self-funded and charge fees (usually low level) and/or run on a volunteer basis.

Much ACE provision is not funded by government including that delivered by universities, some Workers' Educational Association (WEA), Men's Sheds, women's centres, libraries, and many culturally defined and community groups and organisations.

It is impossible to know the number of non-funded, and total overall number of providers who deliver ACE. There is no national register of all providers or self-reporting of provision. The 2019 scan identified a minimum of 600 organisations, but stated that the real number would be much higher (Chauvel, 2019).

The Tertiary Education Commission (TEC) is the government agency that allocates, administers and reviews government funding specifically for ACE. The TEC funds the following types of providers: Schools⁴ who deliver ACE; Government Training Establishments (GTEs) for search and rescue and emergency management provision; and Community Education Providers (CEPs), Private Training Establishments (PTEs), Rural Education Activities Programmes (REAP), Wānanga, and Te Pūkenga subsidiaries.⁵

In 2024,⁶ the TEC funded a total of 77 providers to the value of \$33.5 million. Table 1 shows the number of ACE providers funded by these provider categories.

Table 1: Number of providers funded by TEC in 2024 by provider type

Provider type	Number funded by TEC in 2024
PTE	23
Community Education Provider	22
School	14
Te Pūkenga subsidiary	12
Wānanga	2
GTE	2
REAP	2
Total	77

Source: Tertiary Education Commission data

⁴ State, state integrated or charter schools.

⁵ As they were called prior to 2026, and previously known as Institutes of Technology and Polytechnics.

⁶ The latest year for which data has been provided by the TEC.

2.3 ACE learners

ACE learners come from diverse backgrounds and circumstances. More than half of the ACE providers responding to the 2025 scan survey reported that their learners come to ACE with no or low qualifications. ACE learners include retirees, people in part-time or full-time employment, or long-time unemployed, newcomers to New Zealand and people upskilling.

Table 2 shows the typical circumstances of ACE learners indicated by about 40% or more of the survey respondents.

Table 2: Typical circumstances of ACE learners

Typical learner circumstances	% indicating these circumstances
Low or no qualifications	56%
Retired or semi-retired	47%
Part-time employed	46%
Upskilling	44%
Long-time out of education or employment	44%
New to New Zealand	44%
Full-time employed	42%
Learning difficulty or disability	40%
Negative prior learning experience	39%

Source: ACE Environmental Scan 2025

2.3.1 ACE learner numbers

It is impossible to know the true total number of learners participating in ACE in Aotearoa. There is no register or self-reporting tool to nationally collect this information. Government data is only for TEC-funded ACE learners.⁷ Yet there is extensive non-funded ACE provision. ACE Aotearoa is only able to regularly collect this information from its members.

Based on annual information reported by the TEC and ACE Aotearoa, at best, it can be said that there were more than 90,000 learners enrolled in ACE in 2024. However, this is a highly underestimated and incomplete number.

Numbers also vary significantly by provider. For example, survey findings show that some organisations may enrol more than 7,000 or even 10,000 learners a year. Others enrol fewer than 50 annually. Overall, 52% reported that they had fewer than 250 learners enrol each year.

Trends in TEC learner numbers

Total TEC learner numbers dropped significantly in 2020 with the onset of COVID-19 and lockdowns. Numbers increased sharply in 2021 and by 2024, were back to, and above, pre-COVID levels. These trends are shown in Table 3.

⁷ There is also variance in ACE data reported by the TEC and by the Ministry of Education.

Table 3: TEC-funded ACE learner enrolments by provider type 2018–2024

Provider type	Learner Enrolments ⁸						
	2018	2019	2020	2021	2022	2023	2024
CEP ⁹	4,900	5,840	6,625	6,935	7,290	8,065	8,625
GTE	-	4,550	4,475	5,265	5,640	7,065	6,820
Te Pūkenga	26,640	22,360	16,890	18,910	16,520	14,640	15,040
PTE	25,725	20,225	17,240	21,350	23,835	25,300	23,695
REAP	8,795	8,580	6,965	7,635	9,280	10,065	10,980
School	19,880	19,510	15,820	23,595	21,355	21,235	20,485
Wānanga	3,070	2,440	815	1,020	2,805	3,740	3,550
University	205	330	395	360	225	155	290
Total	89,215	83,835	69,220	85,070	86,955	90,255	89,490

Source: Tertiary Education Commission data

Over this period, there was a notable shift in learner numbers by provider type. For example, enrolments with community education providers have increased and enrolments with Te Pūkenga subsidiaries reduced significantly. Wānanga ACE enrolments dropped, but in 2023 and 2024 were higher than they were pre-COVID.

In the main, providers participating in the scan identified high demand for ACE today.

2.3.2 Learner demographics

Gender

Tertiary Education Commission data for funded ACE since 2018 consistently shows higher female than male participation in ACE each year – for 2021–2024 the average female to male ratio is 70:30. The 2025 scan survey also shows a predominance of female learners.

Participation by gender will vary depending on the organisation in which ACE learners enrol, as is naturally the case where organisations are specifically for men, such as Men's Sheds, or for women, such as women's centres. Course type also influences gendered participation.

Age

TEC ACE enrolment numbers between 2018 and 2023 show that learners aged 60+ were the highest age group participating in ACE. The high participation of learners aged 40 years and over, and particularly those aged 60+, was also a finding of the 2019 scan report.

However, for 2024, Tertiary Education Commission data shows that enrolments for the 60+ age group decreased markedly. There is no reported analysis or information to understand these 2024 trends and it will be useful to compare subsequent trends once 2025 data is available.

In contrast to the Tertiary Education Commission data, respondents to all three ACE environmental scan surveys, 2019, 2021 and 2025, (funded and non-funded) have consistently reported that the main age range of their learners has been in the 26–44 and 45–64 age groups. The three surveys also consistently show participation in ACE across all life stages.

⁸ The TEC has rounded learner enrolment numbers to the nearest 5. Due to rounding, the underlying values may not add up exactly to total values. Values between one and four were withheld for privacy.

⁹ Community Education Provider.

Ethnicity

Table 4 shows 2024 TEC learner numbers by ethnicity for each of the ACE provider types.

Highest participation of learners by ethnic group were: European (37%), Māori (25%) and Asian (22%) learners. Just 5% of learners identified as Pacific people and 5.9% MELAA (Middle Eastern, Latin American, African).

Table 4: TEC-funded learners by ethnicity by provider type, 2024

2024	European	Māori	Pacific People	Asian	MELAA	Other	Unknown
School (n=18,110)	43%	13%	9%	24%	2%	8%	0.3%
PTE (n=22,305)	15%	11%	4%	51%	15%	4%	0.07%
REAP (n=6,900)	55%	42%	0%	0.7%	0.7%	1%	0.4%
CEP¹⁰ (n=7,635)	33%	40%	10%	9%	3%	3%	0.07%
Te Pūkenga (n=13,720)	47%	40%	2%	6%	4%	2%	0
University (n=240)	21% (50) ¹¹	13% (30)	56% (135)	10% (25)	0	0	0
Wānanga (n=3,220)	8%	88%	3%	1%	0.2%	0.5%	0
EM/SAR¹² (n=5,435)	84%	7%	0.3%	1.4%	0.1%	5%	1.7%

Source: Tertiary Education Commission data

Enrolments are divergent depending on the provider type. For example, Māori made up about 40% of learners enrolled with REAP, CEP and Te Pūkenga subsidiaries in 2024, whereas more than half of PTE ACE-funded enrolments were Asian learners (reflecting English language provision). TEC numbers for ACE university learners in 2024 are small, but over half were Pacific people.

For the 2025 survey, which included both funded and non-funded ACE providers, 40% of respondents identified that their learners are mainly New Zealand European, 19% mainly Māori, 10% Pacific people, and 7% Asian learners.

¹⁰ Community Education Providers.

¹¹ Number of learners are also shown given enrolments are small.

¹² Emergency Management/Search and Rescue.

3. Scope, scale and breadth of ACE provision

The majority of the 2025 survey respondents (78%) receive some form of government funding for their ACE delivery, while 22% do not.

3.1 TEC ACE-funded provision

Table 5 shows total amounts of TEC ACE funding each year for 2018–2024 and by the different provider types that were funded.

Table 5: ACE funding allocations by provider type and reporting year (2018-2024)¹³

Provider type	Allocation by reporting year						
	2018	2019	2020	2021	2022	2023	2024
CEP ¹⁴	\$2,062,623.00	\$3,230,917.00	\$4,183,038.09	\$5,175,855.37	\$5,291,604.05	\$5,462,022.83	\$5,594,970.96
GTE	-	\$2,644,000.00	\$2,691,591.99	\$2,734,656.50	\$2,767,472.38	\$2,843,577.90	\$2,985,756.79
PTE	\$7,716,090.00	\$7,462,847.00	\$8,011,866.25	\$9,126,191.35	\$9,089,605.96	\$10,143,974.57	\$10,524,860.45
REAP	\$2,467,830.00	\$2,514,825.00	\$2,822,692.85	\$2,929,575.94	\$2,964,730.85	\$3,584,415.30	\$3,677,489.28
School	\$3,082,802.00	\$2,859,517.00	\$2,742,388.20	\$3,654,012.38	\$4,498,468.15	\$4,348,438.00	\$4,055,806.08
Te Pūkenga	\$5,939,777.00	\$4,763,195.00	\$5,000,616.54	\$4,975,444.43	\$4,387,136.52	\$4,505,142.77	\$4,494,119.91
Wānanga	\$1,983,878.00	\$1,983,878.00	\$2,018,352.64	\$1,809,600.69	\$1,531,315.90	\$1,914,946.09	\$2,010,693.39
Total ACE Allocation	\$23,253,000.00	\$25,459,170.00	\$27,470,546.56	\$30,405,336.66	\$30,530,333.81	\$32,802,517.46	\$33,343,696.86

Source: Tertiary Education Commission data

CEPs and PTEs appear to have had the biggest increase in funding over this time.

Overall there was an increase of about \$10 million in ACE funding over the seven years from 2018, though year to year increases in 2022 and 2024 were modest.

In 2020, the government allocated an additional \$16 million to the sector over four years, intended to provide about 11,000 more learners the opportunity to learn and to “*expand courses to better support people displaced from work and facing barriers to entering the labour market, and people experiencing social isolation*” (Hipkins, 2020).

While the increased \$16 million is not seen in the funding figures in Table 5, total TEC-funded learner enrolments increased from 69,220 in 2020 to 85,070, and were 89,490, in 2024, showing an increase in learner numbers over this time.

TEC allocates funding each year based on set government funding priorities.

¹³ The data provided by the TEC identified this as the final approved allocation for the respective year. The dollar figure does not take into account any recoveries or amendments, therefore the value may not be reflective of a provider's value of delivery.

¹⁴ Community Education Provider.

3.1.1 TEC funding priorities

Each year, the TEC identifies how ACE funding should be prioritised. Since 2021, these priorities have focused on learners with the highest needs, learners traditionally underserved, the learning of foundation skills, re-engagement of learners whose previous learning was not successful, and the progression of learners into formal education.

3.1.2 TEC programme eligibility

TEC funding is tagged to specific programme provision and has been influenced over time by different government priorities and budgets.

Before 2021, funded provision was more narrowly targeted to courses supporting literacy, numeracy and digital learning, and te reo Māori. Post-2021, funding was extended to include courses focused on employability (life skills and taster courses), that promote social and cultural inclusion and participation, and improve health and wellbeing. These priorities were informed by the 2020-2025 Tertiary Education Strategy which specifically recognised the role of ACE in contributing to the development of foundation skills for adult learners and to barrier-free access and education that is available to all.

3.2 Breadth and nature of ACE provision

Table 6 shows learner numbers by TEC primary priority funded provision across different ACE provider types in 2024. This shows the breadth of courses delivered through TEC ACE funding and the number of learners engaged across courses aimed at growing people's personal, cultural, foundation and core skills, and health and wellbeing.¹⁵

English language courses (including ESOL) had highest learner numbers and were primarily delivered by PTEs. Health and wellbeing provision had the second highest enrolments.

Table 6: 2024 learner numbers by TEC-funded provider type and primary priority provision

Provider type & provision	Te Reo Māori	English Language	NZ Sign Language	Employability Skills	Digital Inclusion	Health & Wellbeing	Other Language	Foundation Skills	Total Learners	TEC ACE \$ Allocation 2024
School	3,105	3,080	605	3,580	240	6,370	1,250	2,065	20,295	\$4,055,806
PTE	780	15,530	995	1,960	1,740	580	100	1,730	23,415	\$10,524,860
REAP	2,145	45	150	2,610	460	2,480	105	1,750	9,745	\$3,677,489
CEP ¹⁶	1,770	670	35	1,195	2,225	1,355	10	1,240	8,500	\$5,594,971
Total learners	7,800	19,325	1,785	9,345	4,665	10,785	1,465	6,785	61,955	

Source: Tertiary Education Commission data

¹⁵ Data provided by the TEC does not report provision for Wānanga and Te Pūkenga subsidiaries in this way and therefore is not included in Table 6.

¹⁶ Community Education Provider.

3.2.1 Differing trends in priority provision enrolments

Analysis of Tertiary Education Commission data in recent years (2021–2024) shows some potentially noteworthy changes in learner numbers by priority provision as summarised in Table 7, and particularly in 2024. For example, decreases in te reo Māori, foundation, and New Zealand Sign Language courses, and increases in English language and health and wellbeing courses.

Table 7: Changes observed in learner numbers by primary priority provision, 2021-2024

Changes in learner numbers by primary priority provision		2021	2022	2023	2024
Te reo Māori	Decrease in 2024	10,275	9,730	9,055	7,800
English language	Increased in 2023 and 2024	15,235	15,305	18,180	19,325
Foundation	Fluctuations and decrease in 2024	6,470	8,895	8,835	6,785
Health and Wellbeing	Increasing year-to-year	7,345	8,365	9,075	10,785
Digital inclusion	Decrease in 2024	4,625	4,895	5,355	4,605
NZ Sign Language	Fluctuations and decrease in 2024	2,170	1,940	2,360	1,785

Source: Tertiary Education Commission data

3.2.2 Diversity and breadth of survey respondents' ACE provision

The significant diversity of courses delivered by the ACE providers that responded to the 2025 scan survey can be seen in the table appended to this report. The following six main areas of course delivery featured prominently (each identified by 40% or more of respondents):

- digital literacy
- employment preparation, upskilling, professional development
- literacy and numeracy
- life or core skills
- health and wellbeing, quality of life, fitness and exercise
- te reo Māori, mātauranga Māori.

3.2.3 Main areas of enrichment through course provision

As shown in Table 8, more than half of survey respondents identified that their main ACE provision contributes to learners:

- personal enrichment
- cultural enrichment
- foundation learning and skills
- health and wellbeing
- life skills.

Table 8: Main ACE provision by enrichment identified by 2025 survey respondents

Main areas of enrichment by ACE provision	% of survey respondents
Foundation learning and skills (literacy and numeracy, digital literacy)	55%
Health and wellbeing	55%
Life skills	54%
Cultural enrichment (language, cultural learning)	51%
Personal enrichment (interests learning, personal knowledge and skills)	51%
Community development, building and enrichment	34%
English language teaching	31%
Professional enrichment and vocational education (workplace learning)	23%
Environmental and sustainability education	21%
Youth development and leadership	17%
Civic education	11%

Source: ACE Environmental Scan 2025

These findings show the predominant focus of ACE delivery in developing, growing and enriching learners in areas of personal and core knowledge and skills, cultural understanding and connection and health and wellbeing.



4. ACE workforce capacity and capability

4.1 Governance and management

The 2025 survey findings show that most ACE providers have some form of governance and management structure – for 21% this is one person.

Where there is no governance and management (12% of respondents), this reflects that providers were new or still establishing, they operate under a broader organisational governance arrangement, or they may be individuals providing ACE services at low or no cost as part of giving back – motivated to share their expertise and encourage engagement in learning in their areas of passion – and not as of part of a business operation.

4.2 ACE tutors

Just over half (56%) of the 2025 ACE survey providers have 10 or fewer ACE tutors. Some ACE organisations have fewer than five tutors; others have 60 or more. This will depend on the size and scale of provision.

4.2.1 Employment arrangements

Providers reported that their tutors were all or mostly paid (84%). Across each of the three scan surveys, about 65% indicated that all were paid. Tutors may be paid for all of their time, or just for their in-class teaching time.

There is a reliance on volunteer tutors to varying degrees. All three surveys consistently show that for about 12% of organisations, all or most of their tutors volunteered. Other organisations indicated that they had a mix of paid and volunteer tutors.

Average tutor hourly rates vary. This likely depends on a tutor's qualifications and experience, but also on what organisations are able to pay.

4.2.2 Tutor selection

Predominantly, tutors are selected and valued for their subject knowledge. Teaching experience and qualifications may also be a key requirement depending on the courses delivered.

4.2.3 Tutor demographics

ACE providers reported that mostly their tutors were female or they had an even mix of female and male tutors. Few identified that the main gender of their tutors was male. Their tutor workforce was mature – half or more said that the main age group of their tutors was in the 41–65 age range.

There is broad alignment between the ethnicities of tutors to students – except for European and Asian tutors and learners. Table 9 provides a comparison of the main learner and tutor ethnicities identified by 2025 survey respondents.

Table 9: Comparison of main tutor and learner ethnicities by survey respondents

Ethnicity	Tutors	Learners
NZ European	36%	40%
Māori	21%	18%
European	18%	3%
Pacific people	10%	10%
Asian	0%	7%
Indian	1%	1%
MELAA ¹⁷	1%	1%

Source: ACE Environmental Scan 2025

4.2.4 Professional development

Most ACE providers surveyed said they were able to access professional development to some extent. Nearly a quarter (23%) said there were barriers to attending – mostly barriers were cost and having time to attend. Cost issues included that providers did not have funding available for tutor professional development and were not able to pay tutors to attend. For 14%, there were gaps in the availability of professional development most needed.

Qualitative conversations with ACE providers identified an unmet need for professional development that is targeted to support directors, managers and coordinators in areas such as effective management, role delegation, marketing, fundraising and to effectively strategise and seek funding.

¹⁷ Middle Eastern, Latin American, African.

5. Impact and value of ACE: Learner outcomes

ACE providers in Aotearoa deliver significant, wide ranging outcomes for learners. Importantly, these outcomes are not limited to educational and employment progression, but also to wellbeing and social outcomes.

5.1 Significant and wide-ranging outcomes

Across the 2019, 2021 and 2025 ACE environmental scan surveys providers have consistently reported the same core learner outcomes and value-add that ACE contributes to. As with the previous surveys, the following outcomes were those most identified in the 2025 survey:

- 82%:** improved confidence and self-belief
- 75%:** improved societal interaction, participation, connectivity
- 68%:** contributing skills and knowledge to communities
- 66%:** improved health and wellbeing
- 65%:** improved skills, knowledge, cognitive abilities
- 62%:** improved cultural knowledge and identity
- 58%** improved literacy, numeracy, language
- 49%** progress to further study or training.

Providers spoken with for the scan discussed how ACE, through relevant and diverse courses (for example, civic learning, Te Tiriti o Waitangi, cultures and languages, Artificial Intelligence, food security, sustainability) broadens peoples' understanding of society and the world and how they participate in community and everyday life.

Participants also talked about how ACE helps people to navigate changes at different and later stages of life. Some shared stories where participation in ACE had been a lifeline, lifechanging, and in some cases, lifesaving.

Through ACE, people discover that despite past experiences, they are capable of learning, that learning can be enjoyable, and that there are multiple areas of learning that can be explored. Providers described this as a key trigger to embarking on a learning journey and lifelong learning. However, there is no national tracking of ACE learner pathways. Therefore, it is not possible to understand the full extent of these outcomes in Aotearoa.

5.2 Recognising contribution to wellbeing outcomes and social cohesion

ACE providers spoke about how ACE outcomes, such as people connectedness, sense of belonging, social inclusion and collective participation, and sense of achievement and purpose, are contributing to mental and social wellness, as well as social cohesion.

This is significant given increasing concerns reported about the potential erosion of social cohesion in times of rapid change and the recognised importance of social cohesion to wellbeing.¹⁸

Internationally, the contribution of ACE to the achievement of wellbeing and social outcomes – in addition to learning, employability and economic outcomes – is recognised as significant. The outcomes identified in the international literature¹⁹ align closely with those that ACE providers in Aotearoa have identified through the environmental scans.

For example, a recent survey by WEA UK completed by 1,690 of its learners enrolled in 2023/24, found all had improved confidence and self-belief, wellbeing had improved for four out of five learners with a pre-existing mental health condition, and 75–80% of learners reported improvements to wellbeing. The WEA report concluded that: *“Against a backdrop of rising social isolation and increasing division, community adult learning offers a beacon of hope in fostering connectedness, togetherness and collective resilience”* (WEA, 2025, p. 4).

A profile of adult learning and education in Ireland recognises that while community education provides learning focused on objectives of employment, upskilling and progression to higher education and training, *“community education providers also offer valuable non-formal learning opportunities that lead to a range of positive personal and social outcomes and in many cases act as a bridge to formal learning”* (Cobain, 2021, p. 90).²⁰

However, like New Zealand, the profile identifies that Ireland is without a tool to measure the social and wellbeing outcomes of ACE.

5.3 Understanding outcomes and the value of ACE

There is no systematic national collection of ACE learner outcomes in New Zealand, including contributions to wellbeing and social cohesion, the tracking of learner pathways (including to formal education), and to comprehensively understand the extent to which ACE contributes to government-funded priority areas.

TEC's funding requirements and priorities tag funding to specific programme delivery and recognise the role of ACE in raising foundations skills, enhancing social and cultural cohesion, improving employability and health and wellbeing. Yet there is no associated reporting on ACE providers' contribution to these aspects, other than funding and enrolments in programmes associated with these domains.

A further notable gap that persists in understanding the outcomes and value of ACE, and reported in the 2019 scan, is the absence of a national survey, data, or research on learners' experiences and perspectives of ACE in Aotearoa and the outcomes they achieve (beyond insights captured at an individual provider level). Therefore, providers' perspectives play a crucial role in understanding ACE's value.

Systematically collecting data to understand the outcomes of ACE at a national level, including the social impact of ACE, is a longstanding challenge in New Zealand (identified in the 2019 environmental scan report), and experienced internationally.

¹⁸ For example, The Helen Clark Foundation (2025), Gluckman et al. (2021).

¹⁹ Lucardie (2019), WEA (2025), Cobain (2021).

An Australian report by Cloutman (2021) observed that:

“there has been little data produced, systematically and over the longer term, that maps how students themselves feel, in detail, about the impact of non-accredited courses on their mental health and overall wellbeing, separate from their educational achievement... Nor has there been a concerted effort to map out the social impact of these types of courses” (p. 39).

A key recommendation of the Cloutman report was for more robust evaluation of the impact of ACE on learner wellbeing taking a broader return on investment approach (Devlin & Wu, 2022, p. 36).

Small-scale social return on investment studies in New Zealand show notable benefit. An ImpactLab study commissioned by ACE Aotearoa’s Sector Steering Group in 2021, looked at four ACE providers and found a return of \$2.70 for every \$1 spent (ACE Aotearoa, 2023, p. 11). In 2024, an impact study of just one provider – Eastbay REAP – reported a return of \$4.90 for every \$1 invested, representing more than a \$3 million social return in a single year by one REAP (ACE Aotearoa, 2023, p11).

Possibly, the focus of the new Tertiary Education Strategy 2025–2030 on measures to understand ‘distance travelled’ and ‘value added’²⁰ provides opportunity for the government to support and grow understanding of the important outcomes and extent of these achieved through ACE. In turn, increased evidence of ACE outcomes could contribute to lifting the profile of the sector, how it is valued and the funding that it receives.

5.4 Undervalued and not understood

“Outside of the sector, ACE is probably just seen as a feel good thing but without knowing of the huge contribution it makes – to language learning, social connectivity, how it provides a safe way for people to keep up with what’s going on in society – whether digital learning, te reo, supporting older people to keep-up, and getting started on a learning journey...” (Environmental scan participant)

All 10 participants spoken with for the scan considered that ACE was not valued or understood by those outside of the sector, and that there was a key need to lift the profile of ACE – potentially starting with a national campaign.

²⁰ Priority 1 of that Strategy.

6. Key recent challenges to ACE delivery

As with the 2019 and 2021 environmental scan surveys, funding remains the most dominant challenge for ACE providers, identified by 64% of 2025 survey respondents.

The next two key challenges identified by about 30% of respondents were: 'Responding to diverse learner needs and interests' (29%) and having 'Time and space to raise awareness of ACE courses, offerings and services' (31%). Other key challenges identified by about a quarter or more of respondents were:

- sufficient resourcing and infrastructure (i.e. venue) (27%)
- attracting learners (27%)
- measuring, demonstrating value (26%)
- upskilling and developing tutors (25%)
- recruiting quality tutors (23%)

6.1 The challenge of funding

Providers shared insights about the challenge of funding through qualitative feedback provided as part of the 2025 scan. This was valuable to understand key reasons underlying this prominent challenge.

6.1.1 The amount of funding is limited and insufficient

"The system just does not have enough money for funding in it. Funding is not sufficient for what we do. Higher needs have come through the door. We are seeing providers no longer delivering as there is not enough funding to be able to meet needs." (ACE provider)

Insufficient funding requires providers to limit the breadth of their course provision. Further, providers report that the level of support required by their learners is not matched by the funding available. This is particularly the case in the foundation learning context where providers say that learners are requiring more intensive support in recent times and that they are delivering a significant number of hours unfunded.

Funding is not available for key, time-intensive administrative tasks (such as student enrolment), nor for course development, preparation and planning, quality assurance and staff development.

6.1.2 No or minimal funding increases in recent years

Some providers observed that there had been little increase in funding in recent years while operational costs had increased. The impacts of this have included having to increase fees and tutor retention challenges.

6.1.3 The funding model lacks flexibility and hinders responsiveness

Several participants described the funding system as not supporting truly responsive, flexible delivery – drivers that are a hallmark of ACE. A shift in recent years to ‘mix of provision’ funding is said to have contributed to inflexibility and the TEC now requiring granular detail when providers apply for and report on funding. Providers find it difficult to specify the detail required for intended course delivery when this information is required months in advance.

“Now it’s line-by-line. Very detailed. Numbers, hours, budget. But this is all hard to predict seven months out. It’s very confining but I do my best to work in and around it. Before it was more flexible and open-ended, though under bulk-funding it was more complicated. Flexibility is not so easy. We are stuck. So we have to charge at our own cost and use organisation resources and find other means to pay for staff and meet their delivery hours.” (ACE provider)

There is inconsistent understanding about how TEC funding may be applied when courses need to change. This may be constraining responsiveness or leading to unfunded delivery, and was a similar finding in the 2019 scan.

For example, one large provider considered that once TEC funding was allocated for specific courses, it could not be applied to other ACE courses if a new demand or need arose. Another large provider understood that existing funding could be applied to different courses, provided this was reported to the TEC.

A couple of providers specifically discussed a preference for a funding model based on high-trust, high-accountability and demonstrated performance.

6.1.4 The funding model is geared to the formal tertiary sector and larger organisations

Providers discussed challenges associated with a funding model they considered was more suited to larger organisations and tertiary education institutes rather than community education organisations.

Funding applications and enrolment and reporting requirements were considered to be over-complex. Contestable funding was seen to favour larger, well-resourced organisations to the detriment of smaller niche organisations well able to meet their community needs.

Some providers felt that they were only being seen by their numbers, inputs and outputs, rather than by their contribution and the impact of what they do.

6.1.5 Unable to access funding

Providers are finding that both government and non-government funding is over-prescribed, leaving some ACE providers unable to access it.

6.2 The challenge of time and space to raise awareness of ACE

Providers described having little additional time and few resources available to raise the profile of ACE locally, including marketing and raising awareness of ACE courses, offerings and services. Non-funded and volunteer organisations in particular may also lack the capability needed for marketing and profile-raising activities. This was an area where it was identified that volunteers and coordinators would benefit from targeted training and support.

Potentially, this key challenge contributes to the strong concern identified through the scan that ACE has a low profile and is not well valued and understood outside of the sector.

Feedback on the key challenge of responding to learners' diverse needs and interests was largely provided to the survey question about recent trends – specifically the trend of learners presenting with greater and more complex needs, and changes to learner demographics. Therefore, this is reported on in the next section.



7. Key recent trends

“Funding cuts have required service adjustments and stronger partnerships to sustain delivery. Learner needs have become more complex due to rising cost-of-living pressures, employment instability, and mental wellbeing challenges. This has changed demographics and reasons for enrolment...” (Survey respondent)

More than 40% of respondents to the 2025 survey identified the following as key trends experienced in recent years:

- learners presenting with more challenges or complex needs (46%)
- decreased funding..... (45%)
- learner circumstances or reasons for enrolling having changed..... (43%)

About one third (31%) of the survey respondents also identified decreased tutor availability as a recent trend.

The challenge of decreased funding is considered earlier in Section 6. The following summary reports on the comments provided by survey respondents about the specific factors they indicated as contributing to the three other trends most identified.

7.1 Learners with greater challenges and complex needs

Providers identified different factors contributing to the trend of learners presenting with more challenges or complex needs (and changes in learner demographics). This included rising cost-of-living pressures, employment instability, mental wellbeing challenges, learners with diverse literacy levels, accessibility needs, disabilities, and more people identifying with neurodiversity.

A large provider of foundation education described working with new cohorts of disengaged learners with far greater and complex needs and, unlike before, were referred through care and protection and youth justice referral pathways. This followed closure or reduced local social services provision. These learners require more intensive and one-to-one learning engagement and support.

7.2 Learners’ circumstances and reasons for enrolling have changed

Learners’ reasons for enrolling in ACE have changed over recent years. Respondents related different reasons for this trend including: the cost of living crisis, COVID, change of government and/or government policies, higher unemployment and people upskilling to change careers and employment, and people seeking courses for social connection.

7.3 Decreased tutor availability

“Our tutors are not as available as they once were as they are likely to have other jobs, so we need to work classes around this. To do this we run some courses in the evenings and in the weekends.” (Survey respondent)

Different reasons identified for the trend of decreased tutor availability included increased competing demands on tutors’ time and the low level of pay that could be offered.

7.4 Key societal events impacting recent trends experienced

The following events were identified by more than 60% of respondents as impacting recent trends:

- increased cost of living:..... 72% of respondents
- change in government, government policies: 68% of respondents
- COVID-19..... 62% of respondents.

Redundancies and increased unemployment were identified by 40% of respondents.

7.5 Impacts of rapid change

The crucial place of ACE in times of rapid change, disruption and adverse events is discussed by the UNESCO Institute of Lifelong Learning (UIL) in a sixth global report working paper (UIL, 2024).

The UIL reports that in such times, where people feel overwhelmed, uncertain and helpless, adult learning and education becomes essential. Adult learning and education can empower adults to actively and positively transform their circumstances, their lives and communities. In such times, it is important to continuously update knowledge and skills, participate in civic life and understand surfacing issues. Whereas traditional education systems can be slow to adapt, adult learning and education *“provides flexible, accessible and responsive learning opportunities that enable adults to build the competencies needed to thrive in an era of constant change”* (UIL, 2024, p. 2).

The UIL refers to the ability of adult learning and education to help people – especially those unable to access formal education – to navigate economic transitions and an uncertain employment landscape through flexible learning pathways to upskill and reskill.

ACE is recognised as having an important role in developing critical skills people need to safely and confidently navigate technological shifts and keep up with the growing role of digital technologies in everyday life.

8. Future focus

Despite the key challenges identified and reported in Section 6, ACE providers responding to the survey indicated confidence that their organisations are well positioned to meet the needs of learners and communities going forward.

8.1 Importance of online learning in future ACE provision

Providers engaged for the scan recognise online learning as having an important place in future ACE provision.

This reflects that online learning supports access and participation, including for learners in rural or remote locations, in response to access challenges due to increased costs of living and travel costs, and by meeting the needs of learners who prefer or require this flexibility. Online learning also becomes critical when communities are physically cut off due to road closures, transport challenges and communications' failures during severe weather events (as experienced across parts of New Zealand in recent years).

Therefore, it is positive that the TEC has removed a 2025 funding condition restricting online learning only to exceptional circumstances,

8.2 Importance of AI and technological developments in future provision

Survey respondents considered that Artificial Intelligence (AI) and technological developments have an important place in future ACE provision.

The ACE sector is proactively responding to grow knowledge and understanding of AI. This is through course delivery, as well as ACE Aotearoa's thought leadership to foster the safe, as well as positive and transformative use of AI, including within the context of ancestral knowledge – a theme of ACE Aotearoa's 2025 and 2026 national conferences.

8.3 Funding and funding priorities

The significant funding challenges identified through this scan show this is an important area of continued focus.

New Zealand's latest Tertiary Education Strategy 2025-2030 (Ministry of Education, 2025), will guide sector funding and priorities over the next five years. While this Strategy, unlike its predecessor, lacks any specific reference to ACE, the objectives of the Strategy are ones that the ACE sector is a proven and strong contributor to. This includes helping underserved communities realise aspirations, supporting people to develop knowledge and skills, contributing to the economy and improving peoples' quality of life.

Access and participation in training and education for all is another of the Strategy's priorities (Priority 3). It is well recognised that a hallmark of ACE is its ability to attract and engage people in successful learning who have disengaged from formal education settings.

This priority specifically refers to ensuring foundation education programmes meet the needs of young people with limited work experience and educational achievement, and supporting adults with low or no qualifications to re-engage in education – both of which are at the core of ACE. Information on learner participation shows strong participation of underserved learners in ACE.

“The ACE sector has strong expertise in delivering basic adult education programs (e.g. language, literacy, numeracy and digital) that offer pathways into further learning and work, as well as essential life skills. Many ACE providers also provide or partner with social and community services to support learners through life challenges or barriers to learning” (Devlin & Wu, 2022, p. 46).

As seen through this scan, and recognised by the UIL, ACE has a key place in being able to help people, especially those who have been unable to access formal education, navigate economic transitions and an uncertain employment landscape by engaging in flexible learning pathways to upskill and reskill (UIL, 2024). The breadth of ACE courses, including the vast array that focus on skills development, upskilling, entrepreneurship, and financial literacy and subsistence, are important to this.

8.4 Understanding value-add and the outcomes of ACE

As this and the 2019 ACE Environmental Scan show, there remains a gap in national tools or reporting on the value-add and outcomes being achieved by ACE. This remains as a future focus for the sector.

One significant gap is the absence of any national process or research to gather ACE learner voices from across the diverse parts of the sector to understand learning experiences and how ACE adds value and changes lives.

The new Tertiary Education Strategy 2025-2030 has a specific focus on improving understanding of learner pathways, distance travelled and the value of outcomes. This provides an opportunity for improvement in this area.

8.5 ACE Aotearoa

Respondents to the 2025 survey provided several spontaneous comments about how much they valued the work of ACE Aotearoa. Most comments were about the relevance, impact and quality of professional development.

8.5.1 Broadening and increasing professional development

Provider feedback about professional development has indicated that there is opportunity for ACE Aotearoa to consider potential need for professional development provision for directors, managers and coordinators in areas such as funding, fundraising, strategising and marketing.

8.5.2 Increasing the profile and understanding of the value of ACE

A common key theme that has emerged from this scan is the need to raise the profile of ACE outside the sector, to increase understanding of what ACE is, and the significant individual, whānau, community, societal and economic value it contributes.

This need is multidimensional, reflecting the diverse reach and impact that ACE has. On one hand, the significant work of ACE in supporting foundation, disengaged and underserved learners – their positive engagement, aspirations and success – needs to be better understood and valued. On the other hand, the profile of ACE as not just ‘foundation-focused’ or for the underserved needs to be clearly seen. The contribution of ACE to skills and knowledge development across many areas – the pursuit of further education, better employment opportunities and entrepreneurship, civic participation, environmental sustainability, and the enrichment of lives, social cohesion and wellbeing – deserves to be well showcased, understood and furthered.

Appendices

Appendix A. Diverse main course provision by 2025 survey respondents

Main course category	% of survey respondents
Digital literacy	46%
Employment preparation, up-skilling, professional development	46%
Literacy and numeracy	46%
Life skills / core skills (e.g. communication, self-management)	45%
Health and wellbeing, quality of life, fitness and exercise	41%
Te reo, tikanga, mātauranga Māori	40%
English language	34%
Art, craft photography	33%
Budgeting / financial literacy	29%
Home and gardening	27%
Languages and culture	26%
Sustainable living, community gardening	26%
Driver licensing	21%
AI (Artificial Intelligence) literacy	20%
Family and whānau safety, resilience, development	20%
New Zealand Sign Language	20%
Leadership training and skills	19%
Performing arts, dance, drama, music, song	18%
Te Tiriti education	18%
Parenting	16%
Food and wine	14%
Business management (running a business)	13%
Civic education	13%
First aid, health and safety	9%
Technical (e.g. furniture)	8%
Science, philosophy, literature, the arts	8%
Preparation for tertiary study	7%
Trades (e.g. construction, electrical engineering)	7%
NCEA	6%
Media and design	5%

Source: ACE Environmental Scan 2025

References

- ACE Aotearoa. (2023). *He Pūrongo mahi mo te Tau, Annual Report 2023*.
<https://www.aceaotearoa.org.nz/sites/default/files/Adult%20and%20Community%20Education%20%28ACE%29%20Aotearoa%20Annual%20Report%202023.pdf>
- Chauvel, F. (2019). *Adult and community education in aotearoa environmental scan*. ACE Aotearoa.
<https://www.aceaotearoa.org.nz/sites/default/files/ACE%20Environmental%20Scan%20Research%202019%20report.pdf>
- Cloutman, J. (2021). *Supporting Pathways in learning and life: Non-accredited training within the New South Wales Adult and Community Education (ACE) program*. NSW Department of Education.
- Cobain, E. (2021). A profile of community education in Ireland. In Duke et al. (Eds.). (2021). *Public Financing of Popular Adult Learning and Education (ALE): Experience, lessons and recommendations from 14 countries and case studies* (pp. 86 – 95). DVV International. https://www.dvv-international.de/fileadmin/files/Inhalte_Bilder_und_Dokumente/Materialien/Analysis/DVV_International_Analysis_Financing_Popular_ALE_Web2.pdf
- Devlin, C., & Wu, L. (2022). *Australian adult community education (ACE) environmental scan*. Adult Learning Australia.
- English, M., & Tanioka, M. (2023). *The power of data in decision and leadership*. ImpactLab, [PowerPoint slides]
<https://www.aceaotearoa.org.nz/sites/default/files/ACE%20Conference%202023%20The%20Power%20of%20Data%20in%20Decision%20Making%20and%20Leadership.pdf>
- Gluckman, P., Bardsley, A., Spoonley, P., Royal, C., Simon-Kumar, N., Chen, A. (2021) *Sustaining Aotearoa New Zealand as a Cohesive Society*. Kōi Tū: The Centre for Informed Futures. <https://informedfutures.org/wp-content/uploads/pdf/Sustaining-Aotearoa-New-Zealand-as-a-cohesive-society.pdf>
- Hipkins, C. (2020, May 15). *A modern approach to night classes*. [Press release].
<https://www.beehive.govt.nz/release/modern-approach-night-classes>
- Lucardie, D. (2021). Public financing of popular adult learning and education – a case study of Australia. In Duke et al. (Eds.). *Public Financing of Popular Adult Learning and Education (ALE): Experiences, Lessons and Recommendations from 14 countries* (pp. 117-131). DVV International.
https://www.dvvinternational.de/fileadmin/files/Inhalte_Bilder_und_Dokumente/Materialien/Analysis/DVV_International_Analysis_Financing_Popular_ALE_Web2.pdf
- Ministry of Education. (2025). *Tertiary Education Strategy 2025-2030*. Ministry of Education.
- The Helen Clark Foundation. (2025). *Social Cohesion in New Zealand*. The Helen Clark Foundation.
- UNESCO Institute for Lifelong Learning. (2024, October 15). *Sixth Global Report on Adult Learning and Education (GRALE 6): Concept Note*. (GRALE 6 working paper 1: ALE in times of rapid change: Weathering the storm or changing the weather?).
- WEA. (2025). *Beyond Skills. Healthy Minds and Connected Lives. Executive Summary Impact Report*. WEA.