

Adult & Community Education Newsletter



Auckland Adult Learner awards recipients

Festival of Adult Learning Ahurei Ākonga 2018

The launch

This year the Festival of Adult Learning Ahurei Ākonga (formerly Adult Learners' Week He Tangata Mātauranga) was launched on Saturday, September 1 at Rutherford College, West Auckland. The launch marked the beginning of a week of events across the country.

West Auckland, as Pale Sauni the MC for the launch pointed out, is one of the communities in Aotearoa New Zealand where ACE continues to really thrive. And the day proved his point. There is still a strong ACE network in this community, dating back to 1974 when Rutherford College, along with three other secondary schools, was selected to provide adult learning classes for their communities. That was the beginning of school-delivered ACE. Today Rutherford is one of just a small group of schools receiving TEC funding to provide adult education classes, maintaining a community culture of lifelong learning.

In the school's hall, where the launch was held, a large and beautifully presented display of photographs illustrated the breadth of the courses currently on offer. Last year Andrea Cameron and her team at Community Education organised over 160 courses which were attended by over 2500 students.

The Week was launched by Charissa Waerea, ACE Aoteroa's Tangata Whenua Chair. She reminded those present that the Festival of Adult Learning Ahurei Ākonga is a UNESCO sponsored event held

in more than 40 countries. It is a celebration which reminds us that we are global citizens and part of a global movement working to empower adults to take their rightful place in their communities, countries and the world.

Gary Moore from Rutherford College welcomed everyone on behalf of the college and the college kapa haka group provided entertainment.

The importance of ACE to this community was reflected in the high number of MPs present. The Hon Phil Twyford, Deborah Russell, and Alfred Ngaro all spoke positively about the value of adult and community education. It is a sector that provides not only second chance learning, but opportunities for social inclusion and increased participation.

As usual, the highlight of the event was hearing adult learners' stories.

Following the launch, participants were able to attend the ACE Expo at Te Atatu library and community centre where locals were browsing the stalls of over 35 local ACE organisations. They also could take part in the awards ceremony at which the nominations and the winners of four awards were announced: the Outstanding Adult Learner Award; the Exceptional Adult Educator Award; the Innovative Provider Award and the Lifelong Adult Learner Award: many proud, successful adult learners.



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The learner stories

Kanku Lufuluabo

I am originally from the Congo and have been living in New Zealand for 4 years. When I first came to New Zealand I couldn't speak and understand English and that was really hard for me and it used to make me sad. But then I got connected with government organisations in the community which provided assistance, such as interpreters for migrants. I also started learning English for ESOL beginners' level at what was once WEA in Waitakere. And that's where my study journey began. I managed to complete level 1 to level 4 English at different learning institutions such as the Salvation Army Education and Employment Centre and Unitec. These ESOL classes in Auckland really made a difference to my life. While studying I noticed that my vocabulary was improving, and I could understand and make small conversations in English. This gave me the confidence and motivation to pursue further studies. I wanted to do a course that would allow me to give back to the New Zealand community... so



I chose a mental health course. I started with a Community Skills course... I have recently finished my Mental Health and Addiction course and am actively looking for employment. I thank the New Zealand Government and all my teachers. I wouldn't have made it this far without your help.

James Halliday

High school and I did not agree with each other with the result that I ended up being expelled at the age of 14 and went on to do alternative education. While there, I did very well... [but] I never managed to achieve any NCEA credits, as they were not offered in the courses I did. When I decided that I wanted to start looking for work my mum thought it would benefit me to get my NCEA level 1 and 2 in English and maths. I was very reluctant to do this as I thought I would not do well... With the support of my family and partner, I enrolled in Rutherford night school courses... I turned up for every class and actually thoroughly enjoyed myself



Around the country

Festival of Adult Learning Ahurei Ākonga events were held throughout the country. We have space here to mention just a few centres but you can see the rest on our website.

In Blenheim there was a week packed full of activities organised by Marlborough REAP. People could take part in about 30 taster learning opportunities such as getting tips about money management, how to drive safely as an older person, how to cook wild food, how to get the best out of your cell phone, conscious parenting, te reo for mums and babes, basic mechanics to help maintain your car and tips for running a small business.

Christchurch activities included sessions held at libraries where people could get help with writing a CV, using email, searching the internet, using the library catalogue, using electronic resources and getting answers to any other general computer related queries. Risingholme Community Centre collaborated with Hagley College Adult Literacy for a well-attended awards ceremony, Literacy Christchurch had an awards ceremony, the Canterbury WEA marked the week and some environment groups got together to run a sustainability festival where people could learn about urban pest control, composting, recycling and making houses warmer.

This year the Whanganui Learning Centre celebrated the Festival of Adult Learning with over 18 different community workshops and an exhibition, Ngā Hekenga, Journeying. The exhibition was the culmination of a community wide activity, with a focus on oral language that connected the community through stories of migration. The Festival programme and exhibition attracted over 1000 participants celebrating the themes of cultural connections, sustainability and connecting education across the community.

Whakatauki:

*Ko tōku reo
tōku ohooho,
ko tōku reo tōku
mapihi maurea.*

*My language
is my awakening,
my language is the
window to my soul.*

and what surprised me the most is that I actually liked learning. I found the teachers very nice, understanding, knowledgeable, supportive and felt like they actually wanted to help me in my goal...

From doing these night classes I have boosted my self-confidence, self-esteem and I have learned skills that have helped me to get a good full time job which I really enjoy and I am doing really well at. I would just like to thank all the people that help make adult and community education programmes possible and to all the people who have supported me throughout my journey.

Ioane Ikenasio

Coming to Literacy Waitākere to study English has helped me a lot. When I joined the Pasifika group, I found the wonderful people there

very supportive. We were like a family and we shared our knowledge with each other. I've been in my group for nearly a year now. And I'm so proud to say it's amazing. I can spell big words by breaking them into



syllables now. I learn more than ten new words a week. We read newspaper articles. All these activities are followed by a very tough part of our learning – we stand up in front of the class and explain something about the story that we've read. But now, I'm so happy to say to you all, I have the confidence to use my second language to stand in front of my church choir and teach them to sing English songs.

Today I have to say a huge thank you to all the friendly tutors at Literacy Waitākere New Lynn for their wonderful work. My big and my nonstop thanks to our beautiful tutor Mrs Anne Chen... It is not an easy job for the teacher to lead us right from the bottom to the top. It's like building the Sky City. The bottom should be built firmly with a powerful structure. Thank you once again, Mrs Anne Chen, for your love, your patience, not only that but you are a good mother to us. Every day I go home with my bag of knowledge because of you.

Elaine Waters

Ten years ago I suddenly lost my eyesight to a rare disease. Devastated and homebound I knew I needed a hand to get up and running again. My first outing from my house was at a Rutherford Adult Education

Pottery class...

Wow!! This opportunity gave me so much more than learning a new skill. Over the 6 week course, my self-esteem and self-confidence reached a new height. Life changing for me really. I felt reconnected to my community and made new friends along the way. Don't get me wrong I was a nervous wreck on my first night. I didn't know whether to laugh or cry! With a bit of guidance from my tutor Raewyn, I ended up looking forward to my Wednesday nights. In fact, I ended up feeling rather proud of myself...

I'm also very happy to share with you all that since my pottery classes I've had two successful exhibitions... None of this would've been possible without Raewyn and Andrea's support. I would also like to take this opportunity to thank them for their ongoing support and thank them for everything they have done for me on this road to recovery.



Learning about geology on Great Barrier Island



Learning about composting in South Canterbury

Seeding community-based learning in Petone HNZ flats



Five years ago a small youth organisation, Whakaoho, started a process that has led to laying down strong foundations for a community education hub in a block of HNZ flats in Petone, Lower Hutt.

Whakaoho had grown out of a programme which was established by Peter Foases Clinton at Wilford Primary School. The principal had asked Peter to help stem the drift to anti-social behaviour he could see happening to many of his young pupils. Peter could see that if the children were to change the parents had to as well. So with the enthusiastic support of a core group of the mothers they started Whakaoho.

Hine Chase was one of the young mothers who met one evening a week at the community hall at the flats. They prepared food to share while the young people had fun. Their goal was to be good role models. That included a commitment to education and getting a job.

Supported by peers Hine gave up factory work and enrolled in the Nursing Foundation course at Whitireia. She is now a registered nurse and one of the two women facilitating the establishment of the community education hub at the flats.

The other coordinator is Maki Parker, a qualified social worker who belongs to Te Huinga o te Whānau, a people's project established 25 years ago to support the communities of Petone and Moera.

Whakaoho's activities showed that there could be an education pathway for the residents.

So, with the help of a professional development (PD) grant from ACE Aotearoa, this is what the two organisations are now working to do.

The goal of the PD grant is to develop the capability of leaders in the Jackson Street flats so they can develop a community hub that will provide resources and programmes that will empower the residents.

The following is the organisation's slightly shortened formative evaluation report provided on the progress they have made in just 6 months.

Report on progress

We are working to build the capability of our core group – the board of Te Huinga/Whakaoho (we have now formed one board), youth workers, volunteers, staff and our rangatahi leadership team. There are about 20 people who have been taking part in the activities we have provided in 2018.

We began our PD process with a full day community tour and workshop visiting five community education organisations in our wider community. Following the tour, we discussed the spaces we visited and what we would like to see/have/do within our space. Ko wai au: We identified the types of and places of gathering we grew up with and how they impacted on our lives.

A group of seven adults and five rangatahi are participating in indigenous training provided by Te Korowai Aroha. The adults are participating in Mauri Ora wānanga: workforce development based on cultural imperatives proven effective when working with whānau.

Mauri ora is made up of nine three day wānanga. Four of nine noho have been attended so far which consist of:

- Whānaungatanga – learning to integrate key tenets of whānaungatanga into practice, build whānau identity and strengths,
- Whakawatea – learning about liberating whānau from the burden of cultural suppression, colonisation and family violence,
- Whakariterite – learning how to resolve whānau conflicts using Māori frameworks,
- Te pa harakeke – learning the cultural imperatives that work for whānau whānui.

We still have five noho to complete the Mauri ora programme.

Rangatahi are participating in Mahuri Totara wānanga which focuses on growing tomorrow's leaders today. It is made up of four one week and two three day wānanga.

These noho are giving our leaders knowledge and skills of self-discovery that are already making them role models in our community. We are working towards delivering some of this training to our community.

Annalise Robertson, the PD and Networks Manager at ACE

Aotearoa, has held a workshop for our board members on governance training. We covered regulatory framework essentials, role of the board, culture and ethics, board composition, protocols, meetings and papers, board and management relationships and succession planning. This helped our team to know and understand our roles and responsibilities and for us all to get on the same page and work together as a stronger team in terms of what our role is.



The process has also helped us establish our priorities starting with our policies.

Our vision is to positively engage our community to be the creators and empowerers of ourselves, our whānau, our community.

Our Mission: “Noku te rourou, nou te rourou, ka ora ai te iwi”. This refers to co-operation and the combination of resources and skills to get ahead.

We have established a community hub. The name of our whare is Te Huinga O Te Whānau. We have re-ignited a community-owned building that was not being utilised that is now our hub/marae. We converted the old broom cupboard into an office. Rotary and the Salvation Army have given us 10 computers, 7 of which are set up so the flat residents can come and use them. We have Wi-Fi that the community is able to access both inside and outside of the hub with students and adults coming and using the computers. We plan to have a teacher/tutor come and support rangatahi with homework. We are also wanting to offer some computer education.

Te Huinga has always had free food (bread and produce) delivered from local supermarkets (through St Vincent de Paul). We distribute it to all who show up keeping a little so we can cook a lunch for residents one day a week – we call it kai@451. Initially, we were doing the cooking ourselves, now more people are joining in and helping with setting up, cooking and cleaning. We also receive food from Kaibosh for Whakaoho on Thursday evenings and for the community on Friday's to help them through the weekend. Every day we have new faces at the community hub – and they are people of all different ethnicities. We are breaking down barriers and helping people to come out of isolation by providing a place for people to come along and join in.

We were part of a pilot diabetes support project in collaboration

with our local health services and the Pomare community house. The aim is to help people with diabetes improve their health. We have a qualified nurse running a weekly exercise class at our hub and providing nutritional advice. The pilot programme has been going for about two months, with around nine participants. Numbers have been slowly growing. We are planning to extend this into a general wellness programme, empowering each person so they can take control of their health and wellbeing.

Te reo classes have started on Wednesday evenings with about 10–12 participants. During the week we have karakia before kai and before any food distribution that we receive from St Vinnie's, Kaibosh and Brezelmania.

We have just started working with Whānau Learning Support to train financial mentors to offer financial assistance within the community. The Petone and Pomare community houses are also involved in this programme. Seven of our team are involved in this training. We have plans for someone from our community to complete the literacy training.

Five of our youth leaders are attending Te Korowai Aroha's Mahuri Totara programme. This indigenous youth development programme has four noho. They have now attended two of these. Our youth group is also planning to have facilitation training.

We have started addressing our parenting programme needs. The two organisers (Maki Parker and Hine Chase) have attended the Mana Ririki parenting course. Hine is already being a great role model with her own toddler and for others she is around. She is also attending Te Ara Tuatahi – Te Reo Māori o Te Kohanga Reo, learning how to teach tamariki babies te reo. Maki is doing noho based paearahi training to become a Mauri Ora kaiako with Te Korowai Aroha.

We have collaborated with the Pomare community on several projects including financial mentor training, mana ririki, mauri ora, toiora, and our community tour.

We are making a dream come true – walking the talk. We believe that change starts from the inside and we are working with the community of our flats to find their passion and make steps towards achieving them. There are over 300 people who are immediate residents of the complex, all of whom struggle in one way or another. Drugs and alcohol are often abused within our community. At the hub, we accept everyone as they are, with no judgement. We will engage with our community wherever they are at and will give guidance towards positive transformation if the opportunity arises.

One of our next challenges is to provide activities that will address the needs of the many people facing mental health and addictions living in the community, particularly as HNZ seem to be placing more single males with mental health issues and fewer families into the flats.

We are very aware that we will soon need to apply for funding to make sure our learning hub is sustainable. We already have some advice on where to apply.

There are no challenges that we do not feel we can deal with.

Send in your news

We want your contributions and ideas for articles.

If you have a story to tell please contact the editor, Jo Lynch: jolynch@extra.co.nz

If you want to change your address or be taken off or put on our distribution list please contact: admin@aceaotearoa.org.nz

People First New Zealand Ngā Tāngata Tuatahi: A co-designed and co-facilitated financial literacy programme

People First New Zealand Ngā Tāngata Tuatahi is a self-advocacy organisation that is led and directed by people with learning (intellectual) disability. It is part of an international movement speaking up for the rights and inclusion of all people with learning disability. People First also has a contract with the Ministry of Health to provide a disability information and advisory service specialising in information for people with learning disability.

At a conference twenty-five years ago People First members told IHC that they wanted their own organisation run by a national committee where they set the path and did the work. Until 2003 the organisation was supported by IHC. Then that year IHC funded a steering group to set the path to independence.

Over the years the national committee has established six national strategic goals. Two of the committee's national strategic goals for 2015–2018 are to keep developing leaders and to grow their adult education programme, Learn with Us.

The first training programme was a course called Speaking Up – a 10 part module designed to teach people about human rights, speaking up and where in their local community they can get support and advice. The course was co-designed and co-delivered by people with and without learning disability.

The organisation's newest course – Money Smarts Made Easy – was first offered in 2015 when the organisation became aware of a member who feared, incorrectly, that all her money had been stolen from her account. The national committee decided that a course on money was needed. They wanted to target three groups: people in residential care – where their money is managed for them and for whom money has been largely invisible; people in supported living – who usually have some control over their finances; and people living independently – where they have control over their own money.

Money Smarts Made Easy

Janet Doughty was the project manager responsible for the development of this course. With 23 years of service in the sector, she was already working with IHC when People First was set up. She has become a passionate advocate for co-design and co-facilitation.

Usually, People First's design of a training programme starts with a blank sheet of paper and listening to the learning needs of their membership. That way no assumptions can creep in about what the real need is and the voice of people with a learning disability is heard at the outset. In the case of Money Smarts Made Easy, the process was a little different because there was already a national mainstream programme and national expertise to draw on.

Janet: "I worked alongside Massey University's Westpac Massey Financial Education Centre Director, Dr Pushpa Wood, and re-wrote the course into four Easy Read modules. To get the needs of people with learning disability into the programme we first ran a national

survey, asking members what they thought the needs were. Then, to get feedback on content and accessibility, we ran a trial of the course with six people with learning disability.

"We ended up with four modules: *What do you know about money? Where does your money come from and where does it go? Saving for a money smart goal, and Keeping your money safe.*

"Our Money Smarts Made Easy workbook is presented to look the same as the versions already in existence. We thought it was important for people with learning disability to be represented on the cover as it is important to have role models everywhere. Inside the workbook, all the content is written in Easy Read.

"The programme is designed to be delivered in four sessions lasting from 2 to 2.5 hours – with a short break in the middle.

"The next step was to train the lead facilitators – these are people without learning disability. For our co-facilitators who have learning disability, we approach the preparation for delivering the course a little differently and build on best practice from years of experience in working alongside people with learning disability and assisting people to develop leadership skills. We have found that it does not really work if we train our co-facilitators and then ask them to apply these skills and concepts in a different environment. So the training for our co-facilitators always takes place locally, with a person who is interested in leadership. We meet with them over several sessions, prepare them for the facilitation role and work out how we are going to deliver the programme together.

"At Dr Wood's three-day training programme for lead facilitators, we had twelve people who wanted to learn the co-facilitation skills. She showed us how to work collaboratively right at the beginning of the process. The training session with Dr Wood had a big impact on all of us, and it was a very good reminder for us all in the approach to our work – making sure that no assumptions were brought to the table. Also for us to learn the skills of facilitation.

"Then we started to roll the course out across the country.

"While the lead facilitator is the person without learning disability, it is always the person with learning disability who opens the course and speaks first. That sets the tone. We make it as interactive as possible. For example, between modules participants are asked to go away and think about basic issues like finding out how their bills are paid, or how much money they think they could save a week. Every participant goes away with Money Smart goals and planning and money management tools.

"People love it – we have had really good feedback. They enjoy seeing their peers in a leadership role and the co-facilitator always makes sure that we are delivering the programme at the right pace.

"We are always making small changes to the programme, but Dr Wood helped us develop a great product and train skilled facilitators to deliver the programme. In the evaluations we do at the end of

each course, participants all say that they have learned a lot.

“We can only run the course when we get funding. The IHC Foundation funded the development of the programme and has supported the delivery in Auckland, Hamilton, Hawera, Nelson, Christchurch, and Dunedin. The Rata Foundation and Christchurch City Council supported our Christchurch programme.

“The UN Convention on the Rights of Persons with Disabilities Article 24 is about education and says ‘disabled people have a right to education’. New Zealand is a signatory to that convention and we believe that our co-design and co-facilitation is best practice. We are committed to it and it contributes to us continuing to get better at what we do.”



Shane McInroe is the People First Mid-South Regional President and on People First NZ’s National Committee

I was invited to become a co-facilitator and I agreed because I feel that I have a lot to contribute: I have my own mortgage which means that I have to budget carefully. Also, I can understand where the students are coming from, which is helpful. Being a co-facilitator is an opportunity for me to learn more about money as well as helping other people.

The most challenging thing? People living in residential services find it very hard to find out about their money. They think the service provider gives them pocket money when it is really their own. Sometimes we have to guess what money is available to save.

Money Mates: Peer financial capability support for Pasifika

Fonua Ola is an Auckland social service organisation for Pacific by Pacific funded by the Ministry of Justice, the Ministry of Social Development (MSD), Oranga Tamariki, and Pasifika Futures. They provide free social work services, youth work services, counselling support, family violence prevention, parenting and whānau ora programmes – and a newly designed MSD building financial capability (BFC) programme, Money Mates, which offers one to one mentoring, an 8-week training course and peer-support for people experiencing financial hardship.

Brenda Simmons is the Financial Mentoring and Whānau Ora Team Leader and is responsible for the BFC programme which is offered in both South and Central Auckland:

“It has evolved from our earlier budgeting programme,” she says, “to provide a strengths-based approach. It’s mostly the mums who come to us first, and the dads come along later. When our mentors start working with families we look for the strengths that they might have. It might be that they know they have a strong extended family that can support them, or that they have a solid community of people who can converse in their own language. If they have come to us from some of our other services they may have a family plan of action in place so our mentors can work with them to develop their financial plan of action as well. Then the families can set goals for themselves about what they want to do with their finances.

“We have three mentors in the two communities where we are offering the service. They work one-to-one with the families until they are ready to go into our Money Mates programme which helps them embed what they have learned.

“It is a very interactive programme that covers everything from debt costs, credit contracts, SMART goals, spending diaries, how credit rating is affected by default, distinguishing between their ‘wants’ and their ‘needs’ – to their rights, savings, tax rebates and resources they can access in the future.

“We work so that the families support each other to achieve their goals. It works well for Pacific people who have English as a second language and who enjoy working in a group. They are able to share stories and find solutions themselves.

“Most are referred to the programme through our own social services, CABs, housing providers or government departments. They may need crisis management support to begin with – if they are facing eviction or have serious debt problems – but the group sessions help them to get a better understanding of the financial environment in New Zealand. If they grew up in the Pacific they have never learned about these things. Often they have never been discussed before.



Money Mates Graduates (back row) Annie Tetonga, Manase Daniels & Isabell Tiarua, (front row) Kolini Kumar with Money Mates facilitator, Rakanui Tangi.

“We are also running the programme in some workplaces. Employers get in touch with us when they realise their staff are having financial problems and we then go along and run programmes on their premises. Currently, we also run a programme at a Work and Income office.

“Recently we have noticed more grandparents and retired people coming in. They often are having problems with high rents and need to find solutions. We are also getting young unmarried people coming too. Our approach is not only to provide the information and skills that they need, but to destigmatise financial hardship.”

Manase Daniels has attended the Money Mates programme: “For me, the biggest changes have been only buying what I need, not what I want, and saving. And I talk with a Cook Island friend of mine, Isabell Tiarua, who did the course with me, and we talk about managing our money, how we are getting on, and what is happening to you. Also, I talk with my daughter about what we have learned. Things are still good.”

Rakanui Tangi who is the course facilitator and a mentor says that while many of the families are ongoing clients of Fonua Ola, none have ever had to come back on the Money Mates programme: “They are more skilled and more confident. And we encourage them to keep on supporting each other.”

Fiu Anae Wesley Tala’imanu is the Executive Director of Fonua Ola. He says that the vision of the organisation is to journey with Pacific families on their voyage to sustainable futures:

“The Money Mates programme is still being trialled. At the moment the outcomes that we see are short-term ones, like having families really work on their ‘needs’ and their ‘wants’ or getting their power bill down. But our goal is for long-term change including employment and education so that our families not only know how to manage money but they also have the money they need to live.”

YOUth Inspire: Getting a \$12.00 return on every dollar spent



Over the last four years a Lower Hutt organisation, YOUth Inspire, has supported over 400 young people into employment and over 200 into training or voluntary work.

And they've told their funders, the Todd Foundation, Ministry of Social Development and Hutt City Council, that their return on investment is \$12.00 for every dollar spent.

YOUth Inspire is a community-led organisation established in 2014 by a group of people who met over a cup of coffee to talk about what could be done to help with youth unemployment in Wainuiomata.

They'd heard about Mayor Dale William's programme in Otorohanga, went up there to find out more and came home and set up YOUth Inspire – at first working entirely on a voluntary basis.

It was Todd Foundation funding that got them off the ground and helped them find a way to address the problem.

The foundation funded a group from YOUth Inspire to go to Auckland and see how the COMET programme Licence to Work was operating at a local school. Then, when the YOUth Inspire team said that's what they wanted, the foundation funded four Pathway Coordinators to attend the COMET training.

Ali Black is the Manager of YOUth Inspire. She says that while it was obvious that the Youth Employability Programme, Licence to Work was exactly what they needed they had to think about how they could deliver this programme to rangatahi who are 18–24 years old, rather than through a high school programme.

Community-based

"Clearly we could not run the course over a year, like they do in schools," she says, "but we did think it would work as a 13-week programme, with two half days in the classroom and 2 days' work experience. So that's what we do and it works well. I think we are the only NEETS organisation delivering Licence to Work. The other programmes are all run within schools."

Like all Licence to Work programmes the course builds on developing seven core soft skill competencies: positive attitude, communication, teamwork, self-management, willingness to learn, thinking skills (problem-solving and decision making) and resilience.

There are seven staff at YOUth Inspire: a manager; four coordinators who run the 13-week programme and work one-to-one with the young people; a support person, who does everything from running the young people around to administration; and a business relationship coordinator.

YOUth Inspire only works with young people aged 18–24 who are not in employment education or training, because, says Ali, they want young people to remain at school. "Some of them come to us through word of mouth or they might be referred by organisations such as Work and Income. This year we are working much more closely with our secondary schools – asking them to identify young people who might need our support when they leave school."

While the programme started in

Wainuiomata, it now has opened another office in Naenae, which covers the northeastern areas of Lower Hutt.

In the last twelve months, about 250 young people enrolled with YOUth Inspire, and 30–40 have been actively engaged in the Licence to Work programme.

"They enrol with us by filling out an application form," says Ali, "and that gives us an idea of their literacy and comprehension, then they have a one-to-one discussion with one of our Pathway Coordinators looking at what work they might be interested in and finding out what's going on in their lives. Before they start the programme we have two weeks with them, building relationships and getting them engaged. The few that do drop out usually do so because there are other things happening in their lives.

"The whole programme is all about building trust and letting our young people know that we care about them, that we're not there to judge them, we are there to support them. A lot of the young people have many complex barriers to employment, so it is important that we work with other organisations who can provide expert support for these young people. Whatever is required, we find a solution."

"Sometimes they are not ready to work with us, and that is OK. We always leave the door open.

"If the young person agrees, we work with whānau. It is very valuable if the young person is getting support at home."

Employment

YOUth Inspire now has connections with over 200 businesses and organisations throughout the Hutt Valley. They find employers are keen to join.

Phil Dobbin from the Clarksons Electrical office in Petone is one of the employers who is supporting YOUth Inspire. The decision to join was partly, Phil says, to increase the company's public profile. He talked with Ali, let her know what they wanted and employed 23-year-old Clayton Tipene as a labourer laying cables. Soon his supervisors were suggesting the company took him on as an electrical apprentice. As Clayton had no NZQA credits, that seemed a big jump, so Phil talked with the head of department at Weltec who said – if he wants it enough, we'll get him through. And that was two years ago.

Clayton's pleased: "They got me several interviews and this is the one that I was interested in. They really helped me find what I really wanted."

Phil's pretty happy too and so is the company. They have had all the media coverage they had hoped for. The research on the return on investment certainly helped.

Ali says that as well as getting good publicity and confirming that they are meeting international best practice, the research provided them with useful suggestions.

"The reviewers noted areas where we could make improvements, such as providing more opportunities for young people to get driver licences. Not being able to drive can be a massive barrier to employment. We were doing it, but not well enough, so once again with the support of the Todd Foundation we visited the Puketapapa Community Driving School in Auckland and we are now establishing a similar programme."

Courtney White (Te Atiawa) is one of the four Youth Pathway Coordinators. As well as helping to facilitate the 13-week programme she has 20–30 young people that she contacts every day. "You have to keep them engaged," she says, "or they may slip through the cracks." She knows: "I was one of them once. I have walked in their shoes."

Letitia Mokomoko (Whakatohea) who went into the programme in June has just started a job she enjoys in a Queensgate shoe shop. As well as giving her all the tools to get a job (CV, interview skills, knowing what clothes to wear) Letitia says that the programme has given her confidence, the ability to talk with different people and a willingness to ask for help if she needs it.

The kaitiaki of YOUth Inspire is Lower Hutt Mayor, Ray Wallace: "I am very proud to be the kaitiaki of YOUth Inspire. Our young people are our future leaders and role models, so it's important to help young people into the workforce as well as supporting them to develop the skills and experiences they need to be successful. I'm so proud of the work YOUth Inspire does with our young people – the programme is making a real difference here in Lower Hutt."



Letitia Mokomoko

Clayton and Phil

Soft skills and education success: Preliminary results from the Matapuna Training Centre

A grant from Ako Aotearoa has made it possible for Jodie Cook and her team of tutors at Gisborne's Matapuna Training Centre to complete the work they had started three years ago but not been able to fully implement – developing key soft skill competencies and learning progressions.

The pressure of work had prevented the team from taking their initial work to the next level – implementing the soft skill programme across all Youth Guarantee classes, gathering all the data and completing the process of review. With the support of Ako Aotearoa, they are now able to refine the competencies, implement the competencies across all classes, and provide hard data on the outcomes.

Their preliminary findings are – that if young adults develop their soft skills, their educational outcomes are far better than those who don't.

Jodie Cook, the CEO, says that the decision to work on identifying the soft skills that their Youth Guarantee students often lacked came as a result of the PTE's failure to meet the TEC's educational performance indicators. Matapuna was clearly underperforming. Why? The conclusion the group of seven tutors and Jodie came to was – young adults often experience significant barriers to achievement because they lack the necessary soft skills. Two obvious soft skills that young people need are being reliable and turning up with a positive attitude. But what were the others and how could they be brought into the teaching curriculum and measured?

Jodie Cook explains their process and what they have achieved:

Process

"We started by developing a graduate profile of what we wanted our learners to be like when they left us, then we worked out what we needed to teach them so that they could graduate successfully.

"The graduate profile enabled us to identify what has become five key soft-skill competencies: managing self; relating to others; thinking; participating and contributing; and language text and symbols. These link to the Ministry of Education and the Tertiary Education Commission's vocational pathways key competencies. Each of the five competencies has a set of descriptors – each with benchmarks that describe beginning, developing, and advanced levels.

“For example, the draft managing self-competency has four descriptors: reliable and responsible; positive attitude/willingness to learn; personal care and expectations; and resilience. And relating to others has: communications and interactions; leadership; respect; and teamwork.

“We are still refining some of the competencies – they are a work in progress.

“To work out the descriptors we developed a tool which helped us work through the levels of competencies in a systematic way. There was a lot of discussion and we worked on descriptors over a period of time, always going back to the competencies and descriptors that students were struggling with. We are now at version 4 and we know what changes we still want to make.

“Then we worked out what we had to do to teach them these skills.

“Because they are young adults and capable of reflecting on their own behaviour, we decided to produce a key competencies booklet that each student would work through. Tutors work with students to identify learning needs, set their own goals, work out what they need to do – and what tutors need to do to support them. For example, for one student being able to get to class on time might always mean that we need to pick them up each day. Before we had this process we might not have known that he had no means of transport.

“Then we help them assess their progress, using specific evidence, such as attendance being between 85 percent or 100 percent – which is our advanced measure for this descriptor.

“So far we have had about fifty learners engaged in this process, a mixture of young men and young women, all enrolled in our Youth Guarantee courses – Sports and Wellness; and NCEA Level 2 Vocational Pathways, Foundation Skills Level 1.

“Although we have not yet statistically demonstrated the link between soft skill development and academic success (this data will come at the end of 2018), we can see that those learners who do complete all the competencies and work through the progressions have indeed completed the course successfully, while the others have not.

“We are looking to evidence this link and should have all the data for this by the end of the year. Our report will be published on the Ako Aotearoa website. It will include our templates so that other organisations can work on developing the competencies, descriptors, and progressions for their own learners. Each community is likely to be different.

Organisational culture

“As well as facilitating educational success for our learners, teaching soft skills has contributed to a change in the overall culture of the organisation. Everyone is much more focused on the individual student, working out what their needs are – not in terms of a deficit or what they can’t do, but how we can support them to be more successful. Tutors now look more for solutions, rather than problems.”

Karina Terekia (Te Aitanga a Māhaki/Ngāti Porou) is one of the tutors at the centre. She says that the soft skills focus has changed the way she teaches and the way the organisation works as a whole:

“The students are taking responsibility for their own learning – tracking their own progress, managing their timetables and asking for help now. As a tutor, I find that I have a more supportive role in

the classroom rather than telling them what to do and pushing them all the time.

“We have a whānau environment which means that we work together to get things done. Students have cleaning duties to perform daily encouraging reliability, responsibility, and teamwork. Then there are the centre-wide activities, as well as their voluntary work and community projects where they can learn leadership and communication skills. Our students find the staff to be approachable and because they know our individual strengths they always know who to go to if they need some help.

“The whānau learning environment also means that our students know that it is a safe place to be. Those who have gang affiliations or outside issues that may affect learning know that they leave all of that at the door. If a problem does arise we use restorative practices to help find a solution.

“I think that what we are doing is making monumental changes in their approach to life, and not just in terms of moving into further education or employment, which most do. It works for us. We get quite excited about it.”

Debbie Hongara (Ngāti Porou) is currently a student at the training centre. She says that they spend some time every day working on the key competencies, both in English and te reo, and it’s helped:

“Most definitely it’s helped. I think I have changed a lot since I have been here. I have a different outlook on things. I am more open-minded and respectful. Before I was quite disrespectful. Giving respect has made me realise that you have to earn someone else’s respect and how you act, and what you say has an impact on what people think of you.

“I stay with my grandmother and she loves how I have come back from the course. I interact more with my family, with my nieces and nephews. She says that I have a good influence on them.”

So, even while we wait for the final ‘proof’, the evidence already suggests that Matapuna Training Centre’s approach to soft skills provides a good model for other providers to follow.

The experience has not only helped lift their organisational outcomes, but it has also raised questions for Jodie and her tutors about how the system as a whole is delivered:

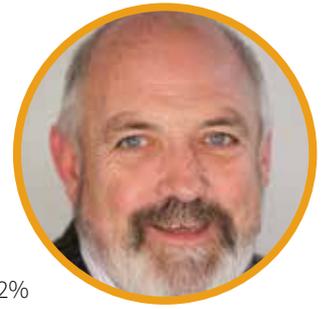
“What we have done,” says Jodie, “is to focus on the inputs and it has worked. I’d like to see this reflected in a funding system – that is a shift from measuring outputs, to looking at the inputs provided to support learner success.”



Debbie and Karina going over key competencies

Digital inclusion: The 20/20 Trust

By Laurence Millar



On 3 July 2018, the government announced a contestable fund for providers to promote digital skills in homes. This was an interim funding arrangement consistent with the Labour and New Zealand First Coalition Agreement which commits to restoring funding for Computers in Homes programmes.

The 20/20 Trust has been a pioneer in the promotion of digital skills since it was established in 1998.

ACE Aotearoa asked Laurence Millar, longtime chair of the 20/20 Trust board and currently the acting CEO, about their work today and the importance of digital inclusion.

What does the 20/20 Trust do?

Our flagship programme has been Computers in Homes, which has helped more than 19,000 families become digitally connected since it started in 2001. In 2016, the government asked us to modernise the programme – technology has changed a lot in the last 15 years! We looked at the key components – digital device, internet connection, skills, and motivation – and developed a new set of modules which can be assembled to meet the demands of different environments.

For some people, a smartphone is the right device, but for homework and job applications a laptop may be more suitable; a desktop with a larger screen may be best for use by the whole family, but is not right for people in emergency housing.

Motivation is critical to effective learning; we find that people do not want to learn Word or Excel, they want to be able to create a resume or apply for a job, or keep a record of their recipes or exercise programme. We developed the concept of DigiMe – what do I want from technology – which we use to develop an individual learning path for each learner.

We currently offer three programmes: Family Connect, Northland Connect, and Refugee Connect. Each uses a different combination of modules/components to respond to the needs of the funder and the community that is being served.

Family Connect, which was profiled in your winter newsletter, is funded by TEC and supports 450 learners each year in the Auckland region. Northland Connect is a pilot programme for 50 learners in Dargaville and is funded by Foundation North. Refugee Connect is funded by the Ministry of Education and works with the Red Cross to support 130 families a year.

How big is the challenge of digital inclusion in New Zealand?

That is a very difficult question to answer. A recent AUT survey on how people used the internet, was based on an online questionnaire and landline phone survey, which excludes a large proportion of the digitally excluded. We have historically used the Census as a robust source of data, but this year, there was a significant reduction in participation (from 94.5% to 90%) which some attribute to the “digital first” approach adopted by Statistics NZ.

Based on a range of data sources, we estimate that between 10% and 12% of the population are digitally excluded; that is about 500,000 New Zealanders – a big number.

There is a cost of being digitally excluded – you need to travel to visit offices, rather than completing actions online, you do not get access to discounts, and you are increasingly shut out of the job market. A UK study in 2009 estimated the average annual cost to UK consumers of not being able to shop and pay bills online was £560 – around \$1,000. So if people are able to be connected, they can expect to get some savings in the family budget.

What are the barriers to getting everyone digitally included?

The barriers are primarily financial – that’s number one for most people. Second is a combination of confidence and motivation. People think – ‘it’s not for me, I don’t trust it.’ We have developed our programmes to build confidence when online.

Computers in Homes was exclusively for families with school-aged children and has made a difference in connecting this group – the number of school-aged children without internet access at home was 250,000 in 2006, 170,000 in 2013, and we estimate it is now less than 100,000. But that is still a large number of school-aged children that are disadvantaged in an education system that is increasingly digital.

There are also other digitally excluded groups, for example, people with disabilities, Māori & Pasifika youth, offenders and ex-offenders, and seniors.

Working with digitally disadvantaged groups needs to involve the related communities. We are currently running a pilot programme

The Digital Inclusion Alliance Aotearoa

Following the government announcement, 20/20 Trust made a strategic shift in their approach, with a focus on direct delivery of digital inclusion programmes.

The Digital Inclusion Alliance Aotearoa (DIAA) has been established as a new umbrella organisation, with some staff and programmes such as Stepping UP, Spark Jump and DORA transferring from 20/20 Trust.

DIAA is tasked with promoting digital inclusion and working with and supporting organisations already involved in the delivery of social and community services. These include libraries, CABs, front-line WINZ staff, church groups, Family Start home visitors, social housing providers, whānau ora navigators and many others.

Capability development: ACE Aotearoa a translator and skill developer

By Analiese Robertson, ACE Aotearoa PD and Networks Manager

in partnership with the Department of Corrections developing digital skills of offenders in three women's prisons. For other groups, there are organisations better placed than 20/20 Trust to connect with them. We are primarily focused on families and others in low socio-economic communities.

Why are you involved with 20/20 Trust?

I have been working in the technology sector for more than 40 years, and have seen how it has changed the way we live our lives; it is important that everybody has the opportunity to benefit from it. The internet offers great opportunities for people to learn and to participate. People can start in a classroom and continue to learn online. It's great to see people using tools to build their skills and create things – technology offers everyone the chance to be creative rather than simply be passive consumers of entertainment.

I was New Zealand's first Government Chief Information Officer (GCIO), working to improve how government agencies use technology, building common systems and platforms that every department or ministry can use. I was involved in many exciting projects such as the government portal and the RealMe. That job was about implementing better digital services for government.

The 20/20 Trust vision is that all New Zealanders are able to fully participate in the digital world and that no one is left behind. We are encouraged by the current government's commitment to closing the digital divide. Achieving the vision will require combined, joined-up efforts from multiple parties – government, the private sector and not for profits. Digital inclusion for all is essential for our future as a digital nation.

ACE Aotearoa has long had a focus on building the sector capability to better deliver quality learning to learners. And we have been doing it one educator, organisation and community at a time.

We define capability as being whatever is needed to take an organisation to the next level of maturity so that they are effective now and in the future. Google says it's the power or ability to do something. Wikipedia defines it as the ability to perform or achieve certain actions or outcomes. The key words are – the ability to do.

In a capability building approach, we are helping organisations move from focusing on compliance, or what their contract requires them to do, to development, or what the organisation needs to do to improve learner outcomes.

Because many of our community learning organisations are small, run by people with a passion and with varying experience in governance and management, we often find our role is to translate and develop skills.

There are two parts to our approach: the resources and workshops we provide for the sector, and a special Foundation North-funded project working to build the capability of Pasifika organisations in Auckland and Northland. And as we look to the future we will be making sure that our approach aligns with the Tertiary Education Commission's (TEC) new capability framework.

Building capability in the sector

We have worked with our providers and communities to develop a number of resources including the ACE quality assurance toolkit and our teaching standards resource. We also offer workshops on topics like governance and developing a social media strategy, as well as the usual annual PD opportunities at our Hui Fono and ACE Sector Conference.

We know that our resources and events have filled a gap for many smaller groups which had little or nothing in terms of written processes about how to run an organisation – from policies for the board, to lesson plan templates and everything in between.

Everything we do is about helping the sector to improve what we do, using an assess-to-assist approach. It's all about aspiration with an attitude of continuous improvement.

Pacific organisations in Auckland and Northland

ACE Aotearoa has a contract with Foundation North to deliver a three-year Pacific Capacity Partnership for 20 Pacific organisations in Auckland and Northland. Pale Sauni is the Lead Facilitator and I am the Project Manager.

Many of the groups' members have day jobs and are juggling work, family and social obligations whilst coordinating a community group voluntarily on the side. Others have inherited the responsibility, and are now required to meet governance, management, and financial accountability requirements overnight. Most have landed in positions with good intentions and passion, but not always with the necessary skills, experience, prior training or relevant qualifications behind them.

Originally the project responded to a need to support groups with the pre-application stage of applying for funding. Whilst this is still a key motivator for the groups involved, it has become apparent that the greater demand is for building the groups' collective skills and knowledge, so that they can be better positioned in the future to not only apply for funding, but also be able to run the whole organisation more successfully.

We are committed to a Pacific for Pacific model. We have placed the Foundation North Pacific values at the centre, focused on good relationships with the groups, and applied a culturally responsive approach, helping organisations understand what is required to run a

not-for-profit service that is always improving.

This project has given these groups an opportunity to access tailored professional development, starting with a self-assessment of their organisation's strengths and identifying areas for capability building. They then work with ACE Aotearoa to co-design a plan to tackle each priority, addressed through a series of workshops and individual mentoring. The most frequently needed workshops have been on refining the vision, mission and strategic planning, governance, and establishing their legal status so they can apply for funding. It has put them into a new development phase.

One of the biggest barriers has been language: understanding funding terminology is a challenge so our workshops and mentoring often focus on helping providers understand the language and what is required.

We are not the only ones working in this space. The Department of Internal Affairs (DIA) Charities Services and Community Operations teams have been focused on capability building for charities too. That's why ACE Aotearoa now has a Memorandum of Understanding with DIA Charities Services so we can work intentionally together. As a result, we also have a relationship with Inland Revenue, and the Ministry for Pacific Peoples Auckland office [see box below for some details].

It has been through these partnerships that we have been able to connect communities and organisations directly to the people who can help. At our first workshop together, 70 groups registered in a week of promotion, and we ran out of space in the carpark

and room! We have seen an attitudinal change from the agencies and groups we work with, moving away from negative to better understanding the challenges and creating ways to help.

TEC's capability framework

The TEC's capability framework, which they have presented in investment planning workshops this year, is the Government's new tool for building the capability of the tertiary system.

The Ministerial objective for TEC is: supporting a self-improving, self-correcting tertiary system that responds and adapts to the changing needs of learners and employers. The focus is on development, not compliance.

So our next task is to review the ACE quality assurance toolkit to make sure it aligns with the TEC capability framework and other quality management systems, be they internal or externally required. We still want a generic professional tool that works and offers the fundamental tools and resources needed to run an organisation. It should be built with the small provider or community in mind but credible enough to be scaled up and used in a fit for purpose way. Working smarter not harder. The focus will always be about getting good information to inform change so that our learners, whānau, and communities are better off.

In the summer issue of the ACE newsletter, Associate Professor Stephen Marshall from Victoria University of Wellington explains what the Capability Framework means for community educators.

Helping Pasifika charities and communities in Auckland: A great example of working together

There are 578 Pacific charities in Aotearoa. 60% of those charities are in Auckland. 70% of all Pacific charities are churches.

When ACE Aotearoa delivered two capability building workshops in Auckland this year they worked with the Department of Internal Affairs (DIA), Inland Revenue (IRD) and the Ministry for Pacific Peoples (MPP) Auckland office.

The first workshop (in May) was all about good governance and the second (in August) focused on all the legal and money stuff (registration, legal entities, reporting) organisations or aspiring organisations need to know about running a charity.

For most of those attending, the priority was getting access to information and people who can help.

The collaboration is a win-win. With ACE Aotearoa leading the facilitation, staff from the government agencies are on hand to hear from the Pacific charities and groups. The workshop includes a panel where participants get to ask all the questions they have about running a charity, directly to the agencies. They also get a tailored version of their questions with answers after the workshop, where a lot of care is taken to make sure the answers are written in easy to understand language with some quick links to main websites for more information. And they get contact details of the key agency staff who attend so they can get in touch after if they need to.

The biggest lesson here for ACE Aotearoa and the government agencies is that language is the key to

understanding. There is so much information across websites related to running a charity. Our top tips: keep the language simple, answer the question asked (no more), and be available for help. Over 100 people have attended the workshops which are funded by a Foundation North grant.

Some useful website links:

About community organisations and the law:

www.communitylaw.org.nz

About registration and reporting:

www.charities.govt.nz

About legal entities (starting, running, ending, restoring a Trust, Incorporated Society, filing financial statements):

www.societies.govt.nz

About tax obligations for charities:

www.ird.govt.nz/charitable-organisations

About Foundation North funding:

www.foundationnorth.org.nz/funding

Resources for your charity available online:

<https://community.net.nz>

International: Professor Sir Alan Tuckett on UK adult education



If you look hard and are resourceful you can find places for adults to learn in Britain today. But you do have to search them out. Yet the need for a fresh commitment to easily accessible lifelong learning has never been greater. For fifteen years outside of higher education, policies have concentrated more and more resource on schools, and on the immediate learning needs of 16–18s. The impact on adult learning has been stark. Two million fewer adults (among them the poorest and least skilled) get access to publicly supported further education than in 2003. In what John Benseman called the Fourth Sector, community-based adult education, the impact has been stark. Meanwhile, over the last five years, more than half of all mature students have disappeared from universities, as prohibitive fees put part-time study out of the reach of many, and public policy focuses remorselessly on full-time young undergraduates. As a result, the Open University is in crisis – despite the fact that overall university budgets have risen by a quarter over the last five years, as further education (TAFE and AE) have fallen by a quarter. And employers in the UK, alone among our European partners, invest less in training staff than they did before the 2008 financial crisis, in part because public policy has taught too many employers that the state pays for training.

Contrast that with the need for learning opportunities at work and in the community. The World Economic Forum calculates that Artificial Intelligence and robotics combined will cut a swathe through white collar jobs in the way that expansion of global trade wiped out so many manual manufacturing jobs a generation ago. Adapting to the challenges and opportunities created will require flexible and creative work, backed by opportunities for adults to learn new ways of working and to master new skills. Every significant new technology developed brings with it the need for imaginative new forms of learning, and technological changes proliferate rapidly.

At the same time, we are a rapidly ageing society, one where the date of retirement disappears steadily over the horizon, where people need the opportunities to downscale in work, but also need opportunities for learning in life after the labour market. For the educationally confident, the University of the Third Age branches have done much to make up for the loss of public provision, but for the less educationally confident there is little on offer. Creative innovations, like the work of Learning for the Fourth Age, which

take volunteer tutors to work one to one with residents of care homes demonstrate the case for learning right through to the latest stages of life. Indeed, at a care home in Derbyshire, when a range of classes were introduced, including exercise, the home saw a fall of 75% in the use of incontinence pads in the daytime, and a 50% reduction in the use of daytime painkillers.

As the UN Sustainable Development Goals made clear, adult learning touches a wide range of the policy agendas that touch our lives. There is in the UK an exponential rise in poor mental health, which is a major cause for days lost at work, as well as a source of private distress. Adult education, of course, offers a safe space to rebuild relationships for people recovering from mental illness, quite apart from its role in preventing the onset of depression in the first place. With a National Health Service bursting at the seams and struggling to balance budgets, you would have thought the modest cost of investment involved in expanding the small scale existing Prescriptions for Learning initiatives would attract policymakers. But policy-making silos, particularly at a national level, inhibit such decisions.

That is one of the reasons that the Learning City movement is gathering pace again in the UK. An earlier generation of initiatives petered out just after the turn of the millennium, just as neo-liberal policies focused more and more on a narrow utilitarianism. But the new initiatives, led by city mayors, working in tandem with education initiatives, businesses and voluntary and community sector bodies have a great deal of energy. The Belfast learning city, for example, links closely with local health services and uses learning festivals to take the concept to the communities it serves. A key characteristic of learning cities is their willingness to embrace the range of formal, non-formal and informal learning.

On top of all these developments, we have the fresh challenge that Brexit – leaving the European Union – will mean for the lives of British people. It is clear that all the options under discussion about how we leave will lead to a weaker economy and people will be significantly worse off. Yet the result of the referendum stands, at least in part, as evidence of our failure as adult educators to engage in effective education for democracy, since none of the emerging data was made accessible to voters at the time.

The current crisis is, however, recognised, at least in principle. The OECD's PIAAC study

on adult skills showed that England was alone amongst developed country respondents in its 16-year-olds having no better literacy skills than those of people leaving the labour force in their mid-60s. Its England country study recommended a shift of investment from higher to further education. PIAAC found more widely that after initial training, the greatest impact of learning on productivity came where people learned something they were passionate about – a conclusion borne out over thirty years by Ford UK's Employee Development Scheme. The House of Lords Economic Committee has also been concerned that policy should recognise the more than half of young people who don't go to university, and argue that this needed proper funding, as does the needs of adults who missed out the first time around. Finally, the Government has established a review of post 18 funding, to which adult educators have given robust evidence, and received a sympathetic ear. Whether any positive outcome survives the narrow, short-term focus of Treasury thinking is, however, a less sympathetic prospect.

Despite all this, the annual Festival for Learning (renamed by the Learning and Work Institute, formerly NIACE, in 2015 except in Wales and Scotland where the Adult Learners' Week name survives) shows every year the resilience of the movement, its continued capacity in straitened circumstances to transform lives, and to inspire others to join in. Whilst there is only the tiniest cause for optimism that things will change in a hurry, there is a long history of evidence that adult learning is like the weed ground elder. You can try and kill it, but it bounces back reinvigorated, despite the vagaries of public policy. However, it remains true that it is easier to organise new initiatives in resilient communities, or with confident and experienced learners. To achieve the UN mantra, 'no one left behind', needs serious public investment. So the need to make the case for adult learning – soberly in committee rooms, and with flair in public places has never been greater.

Professor Sir Alan Tuckett OBE is Professor of Education at the University of Wolverhampton, and Honorary Fellow of UNESCO's Institute of Lifelong Learning. He was for 23 years Director and CEO of NIACE, the National Institute of Adult Continuing Education

ACE Aotearoa Board

The ACE Aotearoa Board met on August 22 and 23. The main item on the agenda was strategic planning for 2019. The five areas that were focused on were:

- research and policy to inform Government,
- regional and national forums of learners,
- tools for providers to engage and support,
- intergenerational sharing of knowledge,
- and a robust and sustainable leadership focused organisation.

The Director has been tasked to develop a work plan to support these strategic objectives and bring this to the November meeting of the Board.

The Board also received an update from Andrew Donohue from the Building and Construction Industry Training Organisation on micro-credentials and took the opportunity to provide feedback on the AGM and Conference.

Charissa Waerea was re-appointed Co-chair Tangata Whenua and Tracey Shepherd was re-appointed Co-Chair Tangata Tiriti.

Strategic Alliance Update

The Strategic Alliance met on July 24 and received updates from Kathryn Hazelwood from TEC who focused on the new capability framework and John Brooker from the Ministry of Education who outlined his role in the formation of ACE policy. Dr Stephen Marshall, Associate Professor, Centre for Academic Development, Victoria University presented an in-depth overview of the capability framework.

Become a member of ACE Aotearoa

ACE Aotearoa is the lead body for adult and community educators. It is a voice for the sector keeping you up to date with policy, innovative tools, and good practice through a range of communication channels – the website, quarterly newsletter, Enews, conference, Hui Fono and professional development opportunities. As a member, you can select ACE Aotearoa Board members and influence the direction of the organisation.

Professional Development Workshops

From pretty dodgy to better-gogy – improving the teaching quality in the ACE sector

Regional workshops have been scheduled to deliver a practical and interactive session on teaching in the ACE sector

Palmerston North, Friday 28th September, 10am – 3pm

Alexandra, Monday 1st October, 10am – 3pm

Invercargill, Friday 12th October, 10am – 3pm

You can register at

<https://www.aceaotearoa.org.nz/events/workshops>

For more information about a workshop near you, contact our Professional Development and Networks Manager, Analiese Robertson by email analiese.robertson@aceaotearoa.org.nz

Māori and Pasifika Professional Development Hui Fono:

Wellington, 13 – 15 February 2019

The theme for Hui Fono 2019 is **Islands in the S.T.R.E.A.M.**

It's cheesy and many from that era will know the lyrics to that famous Dolly Parton and Kenny Rogers song which means we'll have fun exploring the STREAM theme too.

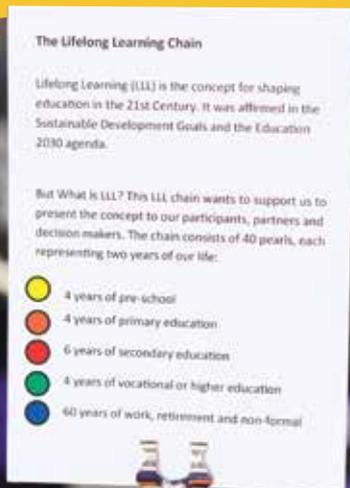
We are pleased to confirm Dr Palatasa Havea, Tongan Scientist from Fonterra, and Cook Islands mother and daughter leading mathematicians, Dr Bobbie and Dr Jodie Hunter will be speaking.

At the Hui Fono, we will explore the areas of science, technology, relationships, engineering, arts, and mathematics through Māori and Pasifika epistemologies and pedagogies. Sounds flash! – It is. More information coming soon.

The Hui Fono is a unique space that brings together Māori and Pasifika working in adult and community education.

The purpose of Hui Fono is to provide a space for professional learning, for and by Māori and Pasifika.

Registration is open – on our website
<https://www.aceaotearoa.org.nz/events/hui-fono>



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