

# Adult & Community Education Newsletter



*Gardening together at Rongopai House.*

## Rongopai House: support for the long haul

Prominent on the Rongopai House website are some grim statistics for the Far North: 49 percent of their community is living in poverty; 45 percent of their households earn less than \$30,000 a year; and 23 percent of their families have just one parent looking after the children.

It's these statistics, along with Director Dino Houtas's personal experience, that drives the way the small team at Rongopai House works.

Dino, who is the vicar of the Anglican Church in Kaitaia, has had his own dark times including drugs, alcohol, sexual abuse and homelessness and he knows that there is no quick fix for people for whom life's circumstances have all too often extinguished hope, allowing drugs and alcohol to easily seep in.

With the support of a passionate and dedicated team Dino established the Rongopai House Community Trust in 2013 and over the last six years it's mainly the women – so far – who have turned their lives around.

Twice a week, with their children, they come up the hill in Kaitaia to Rongopai House. On a Monday it is for Tamariki Time – a dance and music session for children, and a chance for everyone to get to know each other and for the tamariki to have some really positive experience in their formative years. On a Tuesday they come for a programme called Feed My Lambs.

Both sessions run throughout the school year. Both sessions provide a safe space,

away from the environment the women live in, and warm in winter. Of course there is always kai. Those who don't have transport can be picked up and dropped off after their lunch. Most of the workers and nearly all the women and children who attend are Māori so tikanga and te reo is an integral part of each day.

When Rongopai House first started Feed My Lambs six years ago the aim was to make sure that these families had food, including infant formula if they needed it. Then the sessions developed into finding other ways that these struggling families could be supported.

Lucy Houtas, who facilitates and coordinates the sessions and Rongopai programmes, says that they now cover a wide range of subjects from practical things like cooking and crafts to a lot of discussion around communication, self-image and relationships. Speakers come in and talk



about issues or services – whatever the women say they need to learn. Then there are the treats like make-up days with photos to keep.

The organisation also employs two social workers who attend the sessions, so the women get the advocacy they need to address some of their urgent problems such as housing, medical help, or legal services to help prevent them losing their children. If they need it, there is one-to-one mentoring.

"These people are usually programmed out," says Dino. "They have had to attend so many courses through WINZ or other requirements. With us, the focus is on building a foundation on which people can begin to see a brighter future. We partner with all the relevant organisations in the community because we all need to work together – the problems are too big for one agency to solve. And it is better for our families. When they see us working with other agencies they have greater confidence in us. It is a place without judgement. There are no expectations. We build up a relationship with each one of them and let them know that we will always be there for them. We build trust over the years. We are in it for the long haul."

Not surprisingly the women and their children rarely miss a session. The programme can take a maximum of 22 women, and there are always more wanting to come. Those few who do stop coming before they are ready to move on with their lives, know that the door is

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Whakatauki:

## He waka eke noa

*A canoe which we are all in with no exception*



### Haley Fryer

I have a son who is three and a daughter who is 18 months and I started going to the sessions when my daughter was born. I just needed to get out of the house. And they helped with nappies, formula and wipes.

Feed My Lambs is a sort of a family. You walk in there and you feel at home.

Last year was a hard one for us. I went to jail and they supported my family in every

always open and they can come back any time.

In this informal environment a great deal is achieved. They may need to get a driver licence, or prepare a cv. Many need help with literacy and some of this help starts in the safe environment of Rongopai House, before they are referred on to literacy services. The same goes for budget advice.

*It is at the point, where the women have taken control over their own lives that some of the men want to change too.*

“We’ve seen so much change in so many of the women,” says Dino. “Getting their own houses, being able to manage domestic violence, being able to speak up and defend their children when they are threatened by child abuse, getting involved in the children’s education, or moving on to an education programme or a job.

“And many go on to another of our programmes, Building Awesome Whānau, which is a Parenting Place Programme for both men and women where they can explore how they can change their parenting. At the moment we don’t have many men ready for this programme.

“We can see that with us the women grow in confidence, not only to survive, but to start to flourish. It is at the point, where the women have taken control over their own lives that some of the men want to change too. They see their wives moving ahead and making positive changes and they don’t want to be left behind.”

Rongopai House has always had a programme for men – Men’s Mahi – but Dino says that marginalised men are notoriously difficult to engage. Māori men especially are over-represented in the Far North’s worst statistics, including imprisonment rates, drugs and alcohol abuse and suicide. Many have suffered sexual abuse in childhood.

So Rongopai House, in collaboration with Kaitaia Salvation Army, is now working with Corrections and Probation to deliver a new programme, Building Awesome Matua, a six week course for fathers with a history of violence. Again, it is a programme developed by Parenting Place, where it is more often called Breakthrough. Both Misikone Vemoa from the Kaitaia Salvation Army and Dino have completed the facilitator training. Before the course began the two facilitators met individually, with a small group of men who said that they were ready to make a commitment to change. The basis of the course is anger management and self-awareness, helping the men become better partners and fathers to their children. It is about helping them work out, say Dino – How can I be the man/father I want to be?

So this small NGO operating on a shoe string budget is successfully working on some of the major social issues in their community – and hoping to make a dent in the grim statistics.

Dino worries that Rongopai House’s fragile funding (just cobbled together from a number of small short term grants) might result in their valued professional social workers looking for more secure jobs. Sustainability is one of his main concerns: “It seems to us that it is easier for the larger organisations to get longer term funding,” he says. “We’ve seen some great outcomes here, so the hope is that we can raise enough money so we can keep on working... “

way they could and when I got out I walked straight back into the programme. There was no judgement. Everyone was happy to see us.

Now I have started working with them doing the food prep for lunch and packing up the nappies in sizes. I do it voluntarily. It gives me something to do and a sense of belonging.

It’s been good for the kids too. They love it.

We’ve had a lot of workshops – on things like parenting, budgeting, and knowing what our options are in terms of housing. As I have been in jail it has been a struggle to find a rental property.

Without Feed My Lambs I think my future could be quite different. It was my Feed My Lambs family that helped me get through the

time when I got involved with drugs. I am now 14 months drug-free and I know that I would not have been able to do that without my support system... I just know.

I’ve got friends outside Feed My Lambs now. Being part of Feed My Lambs has helped me build healthy relationships – mostly people that I would not normally meet. I’ve got away from my old lifestyle.

I know that if I do need their support, I only have to ask. Issues are easier to deal with when you don’t feel alone.

Now I’m looking at doing the Health and Wellbeing course at NorthTec next year. Doing the course will enable me to work as a support worker in community-based jobs.

# Festival of Adult Learning

## Ahurei Ākonga 2019

The Festival of Adult Learning, Ahurei Ākonga (formerly Adult Learners' Week He Tangata Mātauranga) is a UNESCO initiative supported by the TEC and the NZ Commission for UNESCO.

The week, celebrated during the first week of September, gives ACE providers a great opportunity to let their communities know about the programmes they offer, provide free public events – from short taster courses to fun activities – and promote lifelong learning.

This year's launch was hosted by Westland REAP at Hokitika's historic Seaview Hall. Guests were welcomed by Hokitika's lead kapa haka group and treated to delicious street food while viewing spectacular displays of greenstone carving, rusty relics from Westland Industrial Heritage Park, art work from the local Art4Me programme (see next story) and information from local ACE providers.

While formally opening the festival week, Minister Damien O'Connor acknowledged the role of ACE in providing connections for people in small rural communities such as those in his West Coast electorate. He also endorsed the role of ACE in meeting the needs of individuals whose needs have not been met in the compulsory education sector.

A number of Innovative Provider Awards were presented to local organisations including Hokitika Libraries, Westland REAP and Westland Industrial Heritage Park. Local butcher, Brian West received an Exceptional Educator Award for his outstanding service mentoring and supporting more than 12 apprentices including those with learning difficulties; and Quyen Nguyen received an Outstanding Learner Award.



Brian West receiving his Exceptional Educator award from Tracey Shepherd, ACE Aotearoa's Tangata Tiriti Co-chair.



Quyen Nguyen; Outstanding Learner receiving her award



At the launch: Helen Lomax, National Director, Ako Aotearoa; Cheryl Smeaton, West REAP; Colin McGregor, Director, ACE Aotearoa; Analiese Robertson, PD and Networks Manager ACE Aotearoa; and Minister Damien O'Connor.

## Festival of Adult Learning – around the country

More than 200 events involving thousands of participants took place during the Festival of Adult Learning. Barbershop choirs and workshops on photography, writing, gardening, active citizenship and digital skills took place in parks, malls, libraries, museums and rest homes. The Let's Get Learning! call to action invited people to think about the benefits of lifelong learning and what they would like to learn.



There were 30 stalls at the ACE Expo at Te Atatu – and over 400 people came along to find out about learning opportunities.



ACE Expo at Te Atatu.



English Language Partners ESOL Intensive class lent their voices to the waiata practice group at the Palmerston North City Library.



Tauranga Library's law series included Estate Planning and Wills.



In Marlborough there were over 30 events and How To make Chinese Dumplings was one of them. Mandi Li with some of the delicious dumplings.



English Language Partners in Palmerston North partnered with Sport Manawatu with activities supporting the New Kiwis Health and Wellbeing series.



Educator Dr. Nelson Lebo runs a gardening workshop at the Whanganui Learning Centre during the Festival of Adult Learning.



Literacy Aotearoa with Westport Mayor presenting certificates to learners as part of FOAL celebrations.



## Art4Me at West REAP

West REAP has long provided adult community education programmes that help people gain the confidence and skills they need to move ahead with their lives. Their programmes include literacy and numeracy, driver licence, preparing cvs and getting job ready, computer and digital skills, support to get basic NCEA qualifications, sign language and te reo.

And this year they have also been partnering with Development West Coast to provide Co-Starters, which, their website says, is a programme that “helps aspiring entrepreneurs with the insights, relationships and tools needed to turn ideas into action and turn a passion into a sustainable and thriving endeavour.” Economic development on the West Coast is a big issue as the old extractive industries disappear and REAP is actively supporting new opportunities.

But for years many people have been asking the REAP to provide art classes: It was hard for the organisation to see how they could make art align with their funding requirements.

Then four years ago Cheryl Smeaton, the ACE coordinator at West REAP, heard about a local art tutor, Kate Buckley, who she knew would be able to provide art classes and creativity in a way that opens a door to lifelong learning: “Kate has worked as an art teacher for adult and community education in her home country, Ireland”, says Cheryl, “and she knows how to use art and creativity to engage people who have had a poor experience of education. So we decided to offer art as a way of encouraging learners to come into a learning environment and find out more about their interests.”

The class was first established in Hokitika in 2015 and has maintained around 25-30 learners with about 12 there at any one session. A Greymouth group was started in 2017 and has grown to

include up to 50 learners with about 30 attending each week in a day long session.

Kate says rather than focusing on the art (for example learning how to use water colours which in the end may not be what the learner is interested in), they have turned the process on its head, put the learner at the centre and provided a space for self-directed learning. Materials are free, the fees are low, people can come and go as they wish for their two hours and Kate is there to facilitate each learner’s chosen art form.

Kate: “If you can work with the individual and allow that person to be what they want to be, there is a whole personal development thing that comes with it, and after that a community development thing. And the changes are quite remarkable for many people. If you can have a positive experience in terms of artwork, it spills out from there into the rest of your life.

“The social and mental health value is very obvious too. We have found that the core group has become very welcoming and supportive. People who had difficulty fitting in with the group are now key members, and they are bringing other people along.”

Cheryl says that the end of year evaluations are without exception, positive. Apart from the wellbeing, confidence and social support some have gone on to study art, and some have found employment in other areas: “We have certainly found that art as a tool for personal development does work. It gives people an opportunity to explore their identity, get skills, find if they have talent, and take their new confidence wherever they go. At the launch of the Festival of Adult Learning this year we have put creativity at the heart of ACE. That is what we are celebrating.”



Members of the Taeaomanino Trust's RED programme.

## Taeaomanino Trust's RED programme: learning to change

The Taeaomanino Trust is a Porirua-based Pacific social service and health provider.

In 2016 the Trust decided that they needed to find a way of engaging hard to reach people who had been in trouble with the law because of domestic violence. So, in partnership with Department of Corrections Community Probation, they put together a programme designed to help offenders **R**estore their mana, **E**mpower themselves by gaining tools for change, and **D**efend their families and their mana. The RED programme.

Now the 5-week programme, with financial support from MSD, runs twice a year, attracting 30-40 people who have been in prison or who are on probation.

On a Tuesday morning the participants arrive at a community hall in Porirua East by van: the course is part of their community service. There are men as well as women. The team from the Trust has been there for a while, preparing the venue and getting ready for a warm welcome.

Thomas Isaako, the Team Manager Counselling & Addiction Services at the Trust, describes the programme:

"Pasifika culture plays a huge part from the start. We always begin with a tatalo (prayer) and then we spend 10 to 15 minutes on culturally appropriate icebreakers, so by the time we introduce our first speaker everyone is relaxed and in a learning state of mind. It also sets the tone for how each person will behave towards each other. Respect is an important element for RED goals. The importance of

this front-end ground setting cannot be underestimated.

"We use the circle-seating arrangement because it encourages face-to-face, eye-to-eye engagement, and offers a more inclusive approach. The icebreaker activities also give us an opportunity to recall important lessons from previous sessions. This helps new participants to understand the space they have walked into. We use this quote: 'When you are in the room, this is your whare, this is your fale, this is your home for the next two hours.'

"Over the weeks guest speakers come from a variety of organisations including the It's Not Okay Campaign, Te Roopu Awhina, Atamu Services and the NZ Police. All of the speakers have personal experience with family violence. That's important for our people. Having a programme run by our staff talking about violence or group therapy doesn't work for them, but when they hear real experiences from real people, the barrier comes down and they begin listening. They resonate with the stories that are told.

***We say, no one can change your life but yourself. The choice is yours.***

"For example, we recently had a female guest speaker who recalled her childhood and upbringing, all her unsafe experiences as a kid. She related her experience as a victim of child abuse, violence and addictions, and how she turned her life

around. The female participants could relate to her story, it resonated with them on a deep and personal level. We emphasise that change can happen. It's also really important that we have a strong woman's voice – someone who can say how it is to have their power taken away from them through domestic violence.

"There is resistance from some to begin with. Each person is coming in with varying degree of exposure to violence and harm.

"When the guest speaker has finished their story, we have time for questions, which is where the session truly becomes interactive. People share how they feel and talk about ways of making changes, coping strategies to manage anger and regulate emotions, looking at the development of empathy, becoming more self-aware. Four to five of our staff or probation officers attend, and they help to answer questions where they can. They also identify people who might need individual help. We have already referred over 10 people to individual counselling, while other participants refer themselves.

"The counsellors are not there to 'fix' things. They walk alongside participants and plant seeds for change. The engagement and change are on the participant's terms.

"The whole process is about helping people rebuild themselves: Restoring their mana and dignity.

"The tools that we provide are designed to empower them. We say, no one can change your life but yourself. The choice is

yours. You can bring back your self-control. You may have to remove yourself from bad influences. If the will is strong enough, you can do anything.

“We tell them, they need to not only defend themselves, they need to defend their families. Some of them have hurt their families due to various reasons, but one thing never changes – the effect this destructive behaviour has on individual families. When participants listen to real experiences from real victims of domestic violence, they are further pushed to realise the negative impact it has on the quality of their relationships; they see how their actions are possibly affecting their spouses, children, parents and others. This type of ‘real talk’ is a major contributor to help domestic violence perpetrators come to a self-lead conclusion, which in the cases of many, has driven them to make changes and therefore restore their familial relationships to a better state.

“We have people attending consistently, and that is a measure of our success. The Probation Service says that on the day we hold the session, the number of people doing community work increases. They are motivated to attend. Probation also says that in the days after a session, participants discuss what they have learned – they talk about what was good and not so good about the session, they provide constructive feedback to us. This communication helps with our planning process and ensures that the sessions are as impactful as possible.

“While the programme was originally tied to family violence it has now grown to cover other issues like addictions and problem gambling – social issues. These people often get caught up in family violence.

“Helping people make life changes in just five weeks is a difficult thing to achieve so we rely on the follow-up that we do after each session – finding out what is going on for each person and letting them know that we are there to provide continuous support. We aim to provide wrap-around support and follow-up to maintain the positive changes that people are making. That might include other issues, like helping the homeless get housed or getting people into a rehabilitation programme.

“Our RED programme is our contribution to the White Ribbon month. But for us it is an ongoing programme that plants the seeds of positive change and provides the support that helps to sustain those changes.”

## Business ACE at Wellington High CEC



By Nigel Sutton, Director, Wellington High School Community Education Centre

Wellington High School Community Education Centre (“CEC” for short) is New Zealand’s largest in-school provider of adult community education. We have over 7,000 enrolments and we offer over 800 courses annually. CEC provides a hugely diverse range of courses: languages, cooking, art, crafts, workshop, recreation, dance, writing, personal and professional development, business and more. While we are well known for offering a wide range of courses we think that some people might be surprised to learn that we have a dozen different business courses and around the same number of computing courses.

We have a selection of very popular offerings. Our *Accounting – The Basics* course (\$175 for 8 weeks of 2 hour classes) is one that consistently attracts strong enrolments because of the perennial need for these skills. A newer offering that has seen strong demand has been our *E-Commerce: Starting an Online Business* course. This course is tutored by 27 year old, Felix Page. Leaving university with a science degree Felix found no employment, so he taught himself how to use social media marketing for business success. Then he taught others to do the same. Felix now trains people in how to start successful online businesses while running his own drop shipping company in the USA and social media company here in New Zealand. He also tutors both this course and our *Social Media for Small Business* course.

***We stay tuned to trends and student needs and demands so that we can reflect the learning needs of our community.***

Andrea is a successful business woman in her late 50’s and is one of Felix’s students. She keenly feels the changing world around her and she feels jaded by the ever increasing compliance and the complexities of the Internet world we live in. The changed health and safety legislation is another cause for concern, she says. She feels businesses are being suffocated by rules and regulations. Now that Andrea is towards the end of her career, she is looking for what she will do next and preferably without the growing regulatory burdens she feels surround her currently. So she took our *E-commerce: Starting an Online Business* (\$80 for 3 hours) course with a view to finding a new way to earn income, as she moves away from full time work. She seeks employment that will be less burdened with compliance and which she can do more flexibly from anywhere in the world. Andrea is realistic after the course – “there’s still a lot of work to do in order to have an online business, but yes I got a really good head start on how to do it and how to get going.”

Another popular business course CEC offers is *Starting a Small Business* (\$110 – 4 weeks of 2 hours) with tutor Sam Allison who owns a successful café and a separate sushi business. Sam brings his expertise from running businesses to provide a thoughtful and practical course for students. One such student is late-30’s Wendy, who currently works in a food business and dreams of running her own eatery. She has run the food business for her boss for four years and feels she has the skills to be the boss, not the employee. She sees courses such as this as her knowledge bridge to opening her own business. For Wendy courses like this fill the gaps, she has the



Felix Page tutoring the E-Commerce: Starting an Online Business course at CEC.

practical food preparation and handling skills, but seeks to deepen her understanding of the financial and regulatory sides of running a business.

Another student doing this course is Hunter McDonald, a 28 year old who has previously completed a te reo Māori course with CEC. When I asked Hunter what had motivated him to do our Starting a Small Business course he answered, “There’s just areas I don’t really have any experience in, I mean there are sort of subjects like location, start-up geography like what works best, I knew that who was taking this course had experience in hospitality” and so he enrolled to get answers to these issues.

Hunter felt that the course was well worthwhile, “I learned some unexpected things, like the tutor has a branded car permanently parked in the public car park of his business – as a form of advertising – I wouldn’t have thought of things like that.”

In her late 50’s Julie works as a government adviser and has a background in social work. Her interest is in setting up a business of her own and helping her partner with his swimming pool business. She has completed both our *Accounting – The Basics* and our *Social Media for Small Business* courses. Julie says she that while she doesn’t have a business background she does have some business skills, “I do some bits myself, I set up spreadsheets and things, but when it comes to looking at other stuff, like writing a business plan, well what is that? And how do I find out?” So she decided to try our *Starting a Small Business* course, “I thought I’d come along here and find out a bit more.” When I asked her if she felt our eight hour course would give her the information she needed she replied, “I don’t think it’ll answer everything but it will give me a few pointers on which to build. I think it’ll give me some ideas for starting.” She found the course very worthwhile and feels more confident that she understands business basics now.

CEC also offers several computing skills courses and these are popular both with small business owners who want to be able to use various computer software packages, such as Xero, and with professionals looking to up-skill for their jobs. Our Microsoft Excel courses have increased in popularity after dwindling about three years ago. It seems that the Excel software programme continues to be heavily used in many workplaces and businesses. We also find our Adobe suite of courses: Adobe Photoshop, Adobe Illustrator, Adobe InDesign and Adobe Lightroom are all popular options for

business owners and professional up-skilling.

The thing about CEC is we really do try to offer something for everyone. While many know us for art, craft, language, cooking and hobby-style courses, we also have numerous professional development and business courses. We offer the very best quality courses as affordably as we can. We stay tuned to trends and student needs and demands so that we can reflect the learning needs of our community. We pride ourselves on offering the very best courses with superb tutors for affordable prices. It’s not easy trying to be both the best and the most accessible but it is a challenge we willingly take on for our learners.



Hunter & Julie both studying Starting a Small Business.

**Check out our website [www.cecwellington.ac.nz](http://www.cecwellington.ac.nz) and join us, or another CLASS programme, for a course.**

## WEST: where a social enterprise is drawing in new learners

WEST – *West Auckland Enterprise, Skills and Training* – is an independent, not for profit organisation with a long history of providing adult education in the West Auckland community. Although still a WEA, its main focus today is to support economic wellbeing. For a number of years WEST has been doing this through courses that increase income, save money and increase people's access to employment – such as driver education, a work ready course, a forklift course, and workshops to support small and home-based businesses.

Becoming Financially Fit, workshops on managing money, including making more, saving more and reducing debt, is a relatively new programme that was started in August last year.

WEST also collaborates with other local

networks and coordinates the Housing Call to Action – a network of social housing providers, those working in the housing sector and those supporting people with a homelessness or housing need.

The big problem, as is true for many community organisations, is getting the funding so they can run the low cost or free programmes that struggling people in the community need.

Then last year, an opportunity opened up.

Lee Hickey, WEST's Business Development Manager, explains:

"We were listening to a lot of conversations about how clothing swaps that were being run in the community didn't cater for larger sizes, so we decided to run a plus-sized clothing swap ourselves. Lots of people turned up with lots of clothes, more

than were swapped that day and that's how we started our plus-sized clothing op shop that we run out of our premises. It's called WEST Dressed. We've had amazing support from the community, loads of donations and lots of people coming shopping. Everything is \$4.00 or less – even if they are well-known labels. Most of the clothes are just \$2.00.

"Having the income now allows us to pay for the tutors that run the free workshops that are often generated from ideas that come from Becoming Financially Fit. We find that people often want to learn the skills that their mothers and grandmothers had but they missed out on learning.

"So we offer a Sewing for Beginners course, which is about both learning how to sew and how to mend clothes. For some

*Having the income now allows us to pay for the tutors that run the free workshops that are often generated from ideas that come from Becoming Financially Fit.*



### Carolyn Slade

I found out about WEST on Facebook. I decided that at 66 there must be new things to learn out there, I didn't know what, but I decided to go along and see. So I went to the slow cooking class. Now I teach the class.

I have a daughter who has had really bad post-natal depression which has lasted 11 years, and it is a way of getting her out as well – and knowing that what I could cook was going to feed us and my grandchildren too.

I have absolutely learned that I can use the things in my cupboard to a far greater extent than I thought, and put really nutritious food on the table. They have introduced me to things like lentils and split peas, things that are really good for you and makes a much better meal that goes a lot further.

I do use WEST Dress, and I've been to their recycling sewing class so we never have to buy things, I just totally redo them. I can get a size 16 pair of jeans and put inserts in to make them fit my daughter who is a size 22.

And I've been to the beeswax class and the class on Māori medicine. I now teach the Jams and Preserves class... I don't think there is a class that I haven't been to.

Mentally getting involved with WEST has been good for me. I have adopted a special needs little girl. She is now 20 and it is my time out from repetitive conversations with her. It has given me my life back. I can use my skills to teach others and it gives me adult conversation.

When you are on the pension you don't have a lot left. After the rent has been paid the two of us have \$200 for two weeks, and that includes the bit I get from WEST. So the courses have helped our budgeting too.

women with larger families being able to mend school uniforms is a huge saving. And as the class is run by a talented Pasifika tutor who is able to make bespoke patterns for people, she can overcome the problem of people not being able to buy commercial patterns in larger sizes.

“Our Slow Cooking programme is a six week class where people borrow a slow cooker from our kitchen appliance library. They keep it for the duration of the course, and on the last day they bring a meal they have cooked – to share.

“Having the income from WEST Dressed also helps us be a bit riskier in what we offer. For example, our receptionist, Gaylene Thompson, has chatted with people highlighting the cost of basic medicines: not proper medicine, but things like ointments to stop itching, or things that will help if you feel that you are going down with a cold. So we ran a rongoa course – Māori herbal remedies using native plants. And it has been a success.

“Our other free courses include Jam and Preserves Making, Beeswax Food Wraps and Cloth Food Bag Making, Cheese Making and Starting a Small Home Based Business. We have people who are unable to work full time but who would like to increase their income and start a business working from home. Many of them have skills in certain areas, like cooking, and they are interested in opening a stall at the market. They can come to our programme and explore ideas and get started on a one-page business plan. If they are ready, we can refer them onto Auckland Council’s two-week intensive Pop-up Business School or the Kitchen Project, which is another Council programme supporting people starting a food related business. So people come to courses here to explore ideas, get the confidence they need and an understanding of what’s involved and then more on to other courses.

“Our budgeting and money management course, which we run in partnership with Westpac, is also for people starting a small home-based business.

“Since we started WEST Dressed and the free skills courses we have opened a door for a completely different group of learners, not people who have traditionally engaged with community education. There is a huge mix of ethnicities, with many Māori, Pasifika and a range of people who have emigrated to New Zealand from other countries. We also have more older women, those aged from 40-65 years. Our overall demographic has changed. We have broken down the old silos and there has been a huge increase in our overall participation.

“The other positive outcome is that some of our learners, probably about seven, have gone on to be tutors and as we can now pay our tutors providing the free courses, that means income for them. We believe in supporting the local economy, which means paying our tutors fairly, and the experience they gain here means they can go on to teach classes at other organisations as well.”

## Ngāti Kuia: building whānau skills

Ngāti Kuia is one of the oldest iwi in Te Taihū, the top of the South Island. About 40 percent of their registered members live in the region. Their main marae is at Te Hora Pa in Canvastown.

In 2016 the iwi began a planned process of building whānau skills and commercial capacity, starting with a beekeeping business.

Dave Johnston is the General Manager at Te Runanga:

“Most of our iwi land is in whānau ownership and many whānau have said that they now want to get the skills they need to move back onto their land and make a living. So the beekeeping course is the first of a number of programmes that we will be offering, helping whānau do this.

“The Rūnanga has established a Bee Husbandry course and training apiary at Titiraukawa, near the Pelorus Bridge. The first nine-month training programme started in August 2017.

“This August our third cohort of whānau started their internationally recognised Bee Husbandry Level 3 Certificate in Apiculture. The second whānau group graduated about the same time. Initially the course was offered by the Taratahi Training Centre. Now that has closed our provider is Land Based Training.

### *We find that whānau are now helping each other and not just with their beekeeping.*

“During the programme each of the participants build their own hives, and are given protective clothing and a queen bee.

“Each of the courses has 12 participants (that seems to be the golden number) and we have a good mix of students. For example, in this cohort we have a young man and his grandfather completing this course together. The ages of our student vary with most of our students being 30 years or older.

“Bee keeping takes discipline and the bees are like glue, bringing people together. We find that whānau are now helping each other and not just with their beekeeping. We are learning from working with



## Lee Mason, assistant tutor

I'm a qualified builder, with a young family, but I wanted to get out of the industry, so I did the first course, two years ago. Now my time is divided between providing support to people currently doing the NCEA course (they can email me with pictures or questions); helping at the apiary (currently I'm checking the hives and starting to get ready to raise this year's queen bees); and looking after the 30 hives that we have at our home in Wairangi Bay.

We have whānau land in the Marlborough Sounds where we are planning to plant 7000 kanuka then another 500-600 a year after that. We'll set up a native nursery and planting will be done on the moon cycles – marama taka. We want to go back to traditional practices and build a sustainable life for our whānau. Plenty vegetables too.

At the moment the iwi is involved in getting organic and grading certification for kanuka honey which has high medicinal qualities – not the same as manuka but in many ways better. We think that the kanuka tea and kanuka oil are superior to the manuka as well.

Last year we produced 110 kilos of honey from our hives at home, and we've just got an off-shore buyer for some of it.

My eldest daughter eight-year-old, Sophie, is interested in the bees. She already making lip balm and selling it.

I'm totally involved in the iwi's business development plans to set up a Māori business network. That's the future for many in our iwi.

## Wills Gould, past graduate

I did the first course. Nigel was amazing the way he spoke about things. We would start with the practical side, looking at the hives, then coming back in to do the theory, so it all made sense.

I'm a chef, so I'm not going into the commercial side but if they need any help, to support the business development, like clearing bush, planting or harvesting honey, I'll definitely be there to help.

We just have one hive at home, and this year we got 9 kilos from that. Plenty for us, with some to give away.

the bees: things like collaboration, importance of being close to Papatūānuku and caring for the environment.

"This year we produced 400 kilos of honey at the apiary. The rūnanga sold a barrel of honey to a commercial honey exporter: our first sale from the apiary and the proceeds were reinvested back into the training. The remaining honey is used as a koha for whānau.

"We are producing prize winning honey! Last year we won Nelson's best rural honey award as judged by local bee keepers. We have a wonderful bee tutor, Nigel Costly, so he was rapt.

"We are now starting to look at how some of our whānau can get apprenticeships and gain experience with some of the big honey producers until we can do that ourselves. It takes time to build experience. It's all part of a bigger plan.

"At the same time, we are working on providing education that will support other sustainable commercial enterprises. For example, we are looking at setting up a native nursery which will include training via the local polytechnic.

"And then there is stone tool making. Ngāti Kuia are referred to as Te Iwi Pakohe, the argillite tribe, because of our history and association to argillite, a metasomatized mudstone. At Titiraukawa we hold wānanga to learn traditional stone tool making. Our tipuna traded Pakohe throughout New Zealand and Pakohe tools can be found at some of the earliest settlement sites. Pakohe is still worked by Ngāti Kuia today.

"Ngāti Kuia also continue our waka traditions with our new waka Te Hoiere, which will join the Tuia 250 Celebrations. Parts of the waka were built at Titiraukawa.

"As part of our goal to create increased commercial activity for our whānau, we supported the trial of a new Māori night market in Nelson – that's where whānau can sell their honey and test the market for other things that they make.

"We are also involved in helping to set up a Māori business network for the top of the South so whānau can give and receive practical help with their business development, in a culturally appropriate way."



# ACE Learner Outcomes Tool: the 20/20 Trust experience



By Sue West, Auckland Area Manager, 2020 Trust

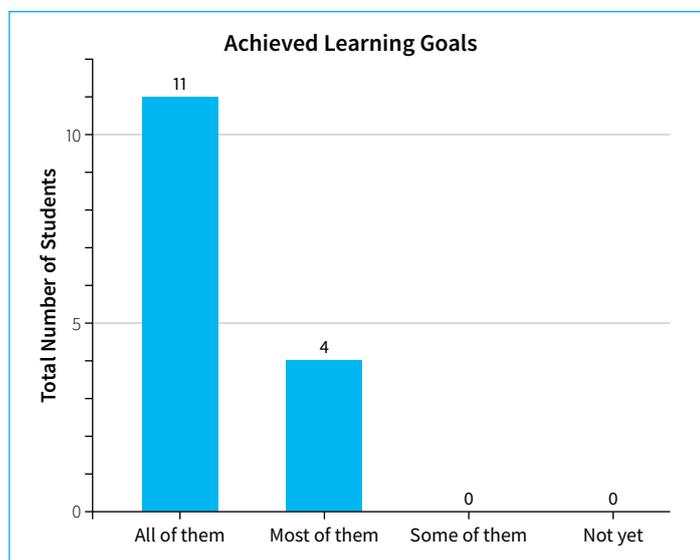
20/20 Trust has been using the web-based, ACE Learner Outcomes Tool since 2017 to track learner outcomes. We wanted a learner-centred tool to measure the impact of our programmes on the lives of our learners, enabling us to demonstrate beyond anecdotal evidence, learner achievement outcomes. We can now share outcomes with individual learners, learner referral agencies and funders. We can also analyse the reports and learner comments to see if facilitators are achieving the expected results. This is useful for facilitator training and programme review as part of our quality assurance practice.

In 2017 staff attended the free training and trialled the ACE Learner Outcomes Tool with our first group of ACE learners. The trial was a success. During the review process, we identified the need to bulk-upload learners. We worked together with the developers to create an efficient system for bulk-uploading learner details from our registration spreadsheet to the tool. Learners register for our programmes in class through our online system. We did not want valuable learning time eroded by asking learners to complete another online registration with much of the same data. The bulk upload system solved this problem.

The next step was to formally embed the ACE Learner Outcomes Tool in our teaching and learning resources to ensure the completion of both pre-course and post-course surveys. We saw this as a 'teachable moment', whereby facilitators explicitly teach learners how to login to an online survey tool, use radio buttons and type comments in a comments box. These are essential skills in an increasingly, digital world.

## Using Data for Teaching

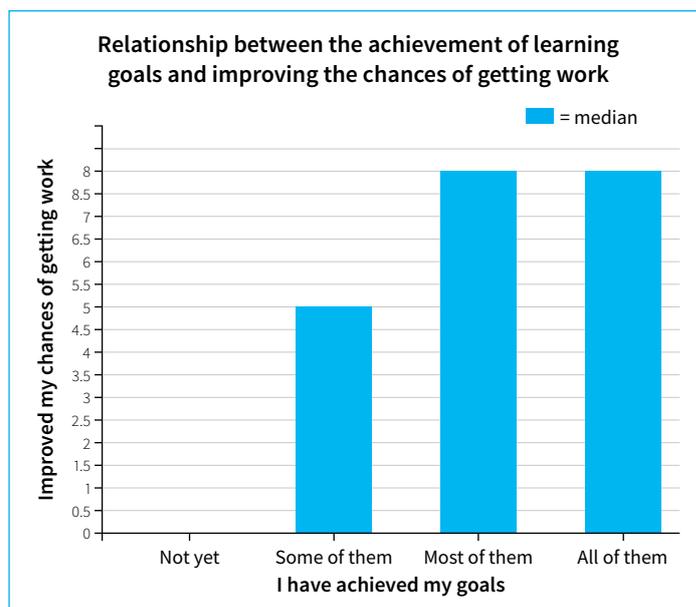
The following graph shows the achievement of learning goals from one cohort of 15 learners at one training site. In this instance, the facilitator used the graph as a learning tool by showing the learners and asking them to interpret the results – another in-class,



'teachable moment' and useful for the facilitator to reflect on their own teaching based on evidence of learner outcomes.

## Interpretation of Data for Programme Development

Being able to interpret the graphs has enabled our coordinators and managers to analyse results and fine-tune our programmes to improve learner outcomes. Here is an example of a report with the explanatory narrative.



Answer	Median	Learners Count	Survey Count
Not Yet		0	0
Some of them	5	10	10
Most of them	8	27	32
All of them	8	64	70

In terms of overall hope for getting work those learners who achieved some, most or all of their learning goals reported identical results to the national median for all 3800 learners in the Outcomes Project. This correlation between learning goal achievement and belief of improved hope for work has remained consistent throughout the five years the national data has been collected. However, the national percentage of learners who achieved none of their learning goals is 4% compared to this particular cohort of learners shown in the graph, having scored 0%.

So at 20/20 Trust the ACE Learner Outcomes Tool has enabled us to measure learner outcomes and equip learners with an essential digital literacy skill – enabling them to complete online forms and surveys, interact with government services online, explore job opportunities, engage with their children's school, participate in everyday online transactions such as shopping and banking, manage health and connect beyond geographical boundaries with whānau and friends.

# Community Research: the What Works website

By Aneta Cram, M.Eval, (Ngāti Kahungunu/Ngāti Pahauwera)



Are you working for a not for profit organization, a small community programme or are you a community member that wants to be engaged and involved in research and the mahi around you? Are you currently grappling with funding applications and are unsure of how to present on the effectiveness of your programme or organization? These are some of the challenges and questions that Community Research can help you with. Our What Works website <https://whatworks.org.nz/> provides a platform for sharing ideas and resources on evaluation.

Community Research is an NGO working to support a healthy, thriving and dynamic Tangata Whenua and community and voluntary sector in Aotearoa. We collaborate with people throughout Aotearoa who contribute to its kete of research expertise, te ao Māori approaches and community sector learnings. You can get free access to resources, webinars, reports and tools to support your work as well as sharing back examples of research within your community or tools that have worked well.

We have two other websites: <http://www.communityresearch.org.nz> and <http://whanauoraresearch.co.nz/> focusing on specific research areas.

The What Works website provides resources that can support service providers, community members, researchers and evaluators. The website draws together tools and resources from sites and contributors both locally and internationally. It aims to help people gather robust data and information to tell a real story about what they are doing and the difference it makes.

In 2013 Community Research surveyed Tangata Whenua and the community and voluntary sector and found that organisations are experiencing significant pressure to evidence their effectiveness and impact. This led to the first stages in the development of the What Works website. In 2015 it launched and has since proved a useful tool for supporting the evaluation a research work conducted in Aotearoa.

What is evaluation? Maria Gajewski, Changing River Consulting, sums it up.

*“Evaluation is a field that applies systematic inquiry to help improve programs and personnel as well as the human actions*

*associated with them.”*

The What Works site takes you on a journey through an introduction to evaluation – providing the basics on why, where and how evaluation is conducted. Depending on what you are looking for, the site holds resources for individuals who are new to evaluation as well as individuals who have been involved in past evaluation and or research projects.

It is now common for providers to carry out an evaluation before they get further funding. Not only are evaluations useful as a way of reporting back to the funder on the effectiveness of the programme but they also can serve as an opportunity for the provider to improve their programme and understand what works and what doesn't for the participants.

Evaluations can be conducted at any stage of a programme's development. For instance, if you are in the pilot phase of your

## *a journey through an introduction to evaluation, providing the basics on why, where and how evaluation is conducted*

programme and you want to make sure that you are doing the best you can to achieve your intended outcomes, then you might commission an evaluation that involves an external evaluator walking alongside you and supporting you to understand what works and how best to improve. This type of evaluation is called a formative approach.

The What Works website has pages and tools to help you understand what you need to commission and what good quality evaluation looks like. Some of the pages include:

- What is evaluation?
- How to Amaze your Funders – a free webinar recording of Kate McKeeg and Rachel Trotman (evaluation consultants and experts on evaluation) who go into detail about the resources on the What Works website, and
- Getting Help – this page provides details on when you might need to get outside help from an external evaluator or other expert.

It includes tips for commissioning high quality evaluation.

On the other hand, if you have been running a programme for three or more years, and you have an idea of what outcomes are being achieved for people who use or experience your programme, but you are not sure how to convey those outcomes to a funder or the wider community, then you might use some of the tools shared on the site and look to the page on presenting findings.

Some of the pages that might be of use include:

- Logic Models and Theory of Change – this page introduces the reader to these concepts.
- Be a Learning Organisation – this page details the importance of reflection, learning as you go and how evaluation can support learning.

Further into the site, once you have an understanding of evaluation and evaluation tools and methods, the site provides stories of communities and programs and how evaluation or a specific tool has been of benefit to them.

One example is the story of, Dad and Me: Strengthening the Bond between Father and Child. This story highlights how Presbyterian Support East Coast (PSEC) has used Results Based Accountability throughout its organisation and how this has proved useful and effective for them as an organisation.

In short, the What Works website is packed with resources for someone who needs to commission evaluation, evaluators, programme providers who would like to know more about evaluation and community members. Community Research and the What Works site are always interested in hearing stories about how specific tools, frameworks or evaluation approaches have worked with a programme or community, so please feel free to email us on [communications@communityresearch.org.nz](mailto:communications@communityresearch.org.nz) if you believe that others could benefit from learning from your experiences. Also, if there is something, a tool or an approach, that you would like to see on the website please feel free to contact us, as we are continuing to develop and improve our websites to be useful to the people of Aotearoa.

# International: Lifelong Learning in Japan: Progress or retreat?



By Makiko Kondo, Development Education Association and Resource Centre (DEAR), Japan.

What is education for? This is a universal question that has been asked for many years: Is it for the learner or to build society? We say – Of course, it is for the learner but both of them are important purposes of education. And we, in Japan, have to remember that education historically has always been a strong tool for building a nationalistic society or developing human resources needed for a ‘strong nation’.

In Japan we target adults and youth. One is Social Education and the other is Lifelong Learning. Social education is basic adult and youth education. It has been promoted to support a democratic society through the learner’s self-education.

After World War 2 we had to change from militarism to democracy and build a democratic society. During the war the government used local community groups to mobilize the nation for war: it was called the total war system. Educational administrators, reflecting on that experience, decided that small education groups must be independent of the general administration – so local Education Boards were established by an electoral system, independent from the general administration and managed by a social education department.<sup>1</sup>

In 1948 the Social Education Act was passed with the strong intention of forming a democratic society. It defined social education as all organised educational activities except school education. It also encouraged local government to foster the education environment, for example through establishing community learning centres (KOMINKAN) and assigning specialised staff. Staff were required to provide the activities that citizens want to do. Article 9-3 says: Social educators provide specialised technical advice and guidance to those who are engaged in social education activities. However, they do not order and oversee. The principle is to satisfy requests from the learner or

groups. Local governments are responsible for arranging the learning environment but should not intervene in educational content.

KOMINKAN, public libraries and museums are called public social education, and are independent from the administration. The law stipulates the establishment of a KOMINKAN administration council, consisting of experts and citizens in the community who monitor the activities in KOMINKAN.

Recently, the KOMINKAN system has been attracting attention from international adult education Civil Society Organizations for their publically funded establishment and community administration. When we had the UNESCO World Conference on Education for Sustainable Development in Japan in 2014, a Global Regional Centres of Expertise (RCE)<sup>2</sup> conference was held in Okayama at the same time. International participants showed strong interest in the KOMINKAN system and activities in Okayama.<sup>3</sup>

However, individualisation and consumerism has changed the world. As the result of privatization there has now been a change from Social Education to a Lifelong Learning policy and in 1988 the Lifelong Learning Bureau was established in place of the Social Education Bureau. The administration’s slogan was – emphasize the vitality of the private sector. Now we have the Lifelong Learning Promotion Division, the Social Education Division, the Learning Information Division, the Women’s Education Division, and the Youth Education Division.

The Lifelong Learning Promotion Act was passed in 1990. The main contents of the law is the establishment of the prefectural system for promoting lifelong learning and the establishment of the country’s standards accordingly, and the establishment of a new lifelong learning council. It emphasizes the role of the prefecture as a policy agent, the

involvement of the Ministry of Trade and Industry in lifelong learning measures, and the utilization of the private enterprise’s capabilities.

The act promotes the provision of learning in nursery, after school, and elderly facilities and social education facilities, including KOMINKAN, libraries, and museums. The system – public construction and private ownership – has been advanced and non-regular job titles have increased in those operations. Private enterprise and non profit organisation cooperation is responsible for the operation of public facilities, so, for example, you could find a company name on a public library counter.

We cannot tell if there is merit for people by this transformation. There are many corporations that respond to the local needs by, for example, starting new projects. But some libraries that are run by large companies have also had the problem of preferentially placing best-selling books or practical books without educational and public perspectives in the local community. Sometimes local groups have organised an opposition movement.

If based on the concept of lifelong learning in the world, Japan should have taken a plus-alpha approach to traditional social education policies, but it has not.

In 2018, Ministry of Education, Culture Sports Science and Technology has made organizational changes at the national level – and these are gradually being implemented by local government. They are:

- 1 Abolish the Lifelong Learning Policy Bureau and reorganize it into a General Education Policy Bureau.
- 2 Abolish and integrate the Social Education Division and Youth Education Division of the Lifelong Learning Policy Bureau, and reorganize it into the Regional Education Promotion Division, General Education Policy Bureau.
- 3 Abolish lifelong learning policy station

## ACE News

### ACE Aotearoa Board

The first meeting of the new ACE Aotearoa Board was held 21 and 22 August 2019. The Board welcomed two new members – Kathryn Hazelwood and Te Ataahia Hurihanganui.

The August Board meeting is used as a chance to refresh the ACE Aotearoa Strategy. Discussion centred around a vision for 2040. The ideas raised will be further discussed at the November Board Meeting and a strategy confirmed at this stage.

The Board also looked at the operating model for ACE Aotearoa and had an in-depth discussion on how it had evolved. Further discussion will be held at the November Board meeting.

There was a brief review of the Christchurch ACE Conference. A more detailed review will be provided in November. Initial indications are that the revamped programme (site visits, panels and fewer workshops) worked very well.

John Brooker, Senior Manager – Kaiwhakahaere Kaupapa, Tertiary Education Access and Participation Policy, addressed the Board on the work being undertaken on ACE Policy, development of the Tertiary Education Strategy and Review of Vocational Education. His team have been working closely with the sector on ACE Policy and the Tertiary Education Strategy team have also engaged with the sector.

### ACE Strategic Alliance and Capability Steering Group update

The Strategic Alliance met on 26 August. The focus of the meeting was on potential research activities that the Strategic Alliance might want to focus on.

Kieran Forde, Chief Policy Analyst, Tertiary Education Policy from the Ministry of Education participated in a lively discussion with the group. He commented positively on the recently completed Environmental Scan as a good piece of research backed up with evidence. He noted the importance on researching the effectiveness of programmes. Eventually the National Student Number that each learner will have could be a way of investigating programme effectiveness, along with IRD numbers. He also noted the role of the Living Standards framework in current thinking and the Wellbeing policy.

Strategic Alliance members are thinking about potential research items for discussion at the next meeting.

The meeting also looked at the thinking and marketing behind the proposed Year of Lifelong Learning 2020. Good feedback was provided to the developers of the marketing collateral. More information on this activity will be forth coming.

The final session looked at the policy work that the Ministry of Education has underway in collaboration with the ACE sector. The Ministry has had a couple of workshops looking at the ACE sector with sector representatives. Further consultation is due to happen shortly.

gender equality learning section, integrate with international education section of primary and secondary education station, health education, food education section and reorganize to general education policy station symbiosis society learning promotion section.

Weakening social education administration will progress. Local governments have already been transferred from the Education Board in the Lifelong Learning Bureau to the head office. If education administration ceases to be an independent specialised administration, we could say that it is getting away from the political philosophy of increasing the expertise of adult and community learning, and building a society by learning.

And we must not forget that the education gap is now widening in Japan.

Statistics show that 15% of 9th graders do not understand the first phase of sentence comprehension, such as not knowing the subject, and about half did not fully understand reasoning and differences between the two sentences<sup>4</sup>. 9th grades become adults in a few years. The issue of securing education for children and adults of foreign roots has also been fixed.

Adult and youth education should be a separate, specialised sector, not part of Municipal General Administration. Adult and youth education needs to be about individual development.

We have to question whether our current policy is really helping us develop a learning society.

- 1 Education committee has been appointed by the chief with the consent of the parliament since 1956. The term of the committee is 4 years.
- 2 RCE stands for Regional Centres of Expertise on ESD which is regional base for ESD
- 3 [http://www.city.okayama.jp/esd/esd\\_00036.html](http://www.city.okayama.jp/esd/esd_00036.html)
- 4 Conducted for approximately 25,000 middle and high school students by National Institute of Informatics April in 2016 to July 2017.

# Our people:

## June Te Raumange Jackson

June Te Raumange Jackson has died.



*E te pou kuia, kei te tangi te ngākau  
i tōu wehenga.*

*Haere atu rā koe ki te taha wairua,  
e kore e hōki mai.*

*E rārau koe ki tō moenga roa i  
rūnga anō i te aroha.*

*E kore tātou e warewaretia i a koe.*

Whaea June Jackson – wife of the late Sam Jackson, for many years ACE Aotearoa Kaumatua, and father of our current Kaumatua and Board member, Peter Jackson – has died. Whaea June has long served as kuia alongside Sam, and more recently Peter, at events held by many large Wellington organisations, including the DHB, the City Council and Te Papa. The Dom Post reported that at June's Tangi at Pipitea marae, many of those who gathered to farewell June wore a plume of white Raukura feathers, a symbol amongst June's native Taranaki of iwi harmony and unity, and often worn to remember peaceful efforts to elevate and unify the mana of the Māori people. June's warm and graceful presence at our ACE Aotearoa events will be sadly missed.

# Noticeboard

## Hui Fono 2020

**26-27 Hui-tanguru (February)  
2020**

The Hui Fono will be held at Arahura Marae in Hokitika, 26-27 Hui-tanguru (February) 2020. The theme, **Te Tatau Pounamu, The Pounamu Door, The Doorway of Peace**, will be a learning journey guided by mana whenua (the people of the land), underpinned by the history of Te Wai Pounamu (South Island) and the significance of pounamu.

The programme will feature key speakers Jerry Pu of Ngāti waewae, and demonstrate his teaching of mau rākau, the traditional art of Māori weaponry by their women. Our Pasifika speaker is Steven Gwaliasi, of Solomon Islands descent living 30 years in Hokitika, a pounamu carver and educator. Registrations are now open. Travel subsidy applications need to be sent in by 31 October 2019.

*For more information and details of the programme visit our website:  
[www.aceaotearoa.org.nz/events/hui-fono](http://www.aceaotearoa.org.nz/events/hui-fono)*



## Professional development workshops

*Whakatauhia te reo Māori ki te wāhi mahi me te hapori: Make te reo  
welcome at work and in the community.*

We are excited to let you know that we are now able to offer a Te Reo for ACE workshop.

This workshop will be held this year in Auckland, Taupō, Wellington, Blenheim and Invercargill, but please let us know if you have local interest in your area.

This workshop is an opportunity for all staff and volunteers in the ACE sector to attend a reo Māori workshop designed as a beginner level introduction to learning basic Te Reo Māori – first steps to ensuring that we can learn and be comfortable using some level of reo Māori correctly with our colleagues, learners, communities, networks, and, over time, that we increase the use of reo Māori in our everyday work, teaching practices and programmes.

The workshop presenter, Te Ataahia Hurihanganui (Te Arawa, Ngāti Porou, Ngāti Ira, Ngāti Kahungunu, Rangitāne), will help you learn about pronunciation strategies and techniques; common greetings; simple introductions (of self); well-known dialects; a common karakia; a waiata relevant to the sector; as well as Te Reo terms and concepts used in education.

*Go to <https://www.aceaotearoa.org.nz/events-workshops/te-reo-workshop> to register. I hope you are able to join us for this workshop.*

*Analiase Robertson, Professional Development  
and Networks Manager*

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