

Adult & Community Education Newsletter



The Ashburton Learning Centre: “Everybody Matters”

The Ashburton Learning Centre (ALC) has evolved from a small organisation established in 1979 providing a highly confidential literacy service to a few people in their own homes, to a very visible learning centre, proactively meeting a wide range of individual and community learning needs. Last year about 400 people used their services.

“We are still confidential,” says Mary Philip, the manager of the centre, “but we want to be visible, we want to be a place where people call in off the street if they need help.”

In 2008, in response to the funding cuts to the ACE sector, the learning centre became a PTE so they could access funding in their own right. They are also supported by local community funders, Advance Ashburton, Mackenzie Charitable Foundation (a local

trust), Community Trust of Mid & South Canterbury, Lotteries and the Ashburton Trust (Lions).

The underpinning philosophy, the attitude that drives the organisation, is Everybody Matters. The ALC provides a wrap-around service that actively supports each student through and often beyond their time at the centre, and a whole-community approach that embraces not only adults, but children too.

Wrap around support

Currently their website lists five courses each offered for beginners, intermediate and advanced learners. There is: English for newcomers (and IELTS preparation); apprentice support; reading writing and maths support; computing classes/digital literacy; driver’s licence support; te reo; and

foundation learning (open wānanga).

These courses are not generic programmes because each student is working on their own individual learning plan designed around the context of their lives, their learning styles and their learning goals. Each plan is regularly monitored and evaluated.

Nearly all the literacy and numeracy tuition is one to one, as is the support provided to people with specific learning needs such as dyslexia, dyspraxia, ADHD or Irlen syndrome.

“No one is turned away,” says Mary. “For some people it is the first time that their problem has been identified and addressed. It may take us some time because we provide very intensive and in depth support.”

Counselling is often provided to the



IELTS Review Class. Preparing our students for residency and employment skills.

Contents

- 1 Ashburton Learning Centre: “Everybody Matters”
- 3 Whānau education in Horowhenua /Manawatu
- 5 Three refugee settlement organisations implement their tikanga policy
- 7 Te Hā o Mātauranga: developing a learning culture in Kaikoura
- 9 Building confidence and skills for learners with a disability
- 10 Ranui Action Project: progressing in unity
- 11 Tongan parents explore ako
- 12 Digital literacy and digital inclusion
- 14 *International*: Our participation in CONFINTEA VI
- 16 *Noticeboard*
- 16 *ACE News*

Quotation:

Adult education can help change lives and transform societies – it is a human right and common good.

European Adult Education Manifesto for the 21st Century.

whole family or whānau to support the learner, and facilitate learning opportunities for other family members.

All learners get practical support if they need it. This might involve collecting people each morning, taking them to the doctor, taking them to a job interview, organising access to immigration specialists, getting a hearing aid or special glasses for the Irlen syndrome, or helping learners access ongoing funding.

When people leave the centre they are usually on their way to a job or another training programme, but that’s not where the support ends. Tutors arm their students (as appropriate) with apps for their phones, so that when they are at work they can just talk into their phone and get immediate support for spelling. If the learners have gone onto other training programmes their progress is tracked.

It goes without saying that such an intensive and wrap-around approach is driven by a skilled and committed group of tutors. Mary Philip has a degree in education and extensive management experience. The centre employs 18 tutors, some working on paid contracted hours alongside their volunteering. All are well qualified in foundation learning and adult education, with specialists in the different types of learning difficulties.

The ALC takes professional development for its staff seriously. There are weekly PD sessions as well as supported external training. Tutors work together to ensure any problems are shared and managed professionally. Every tutor will go the extra mile for their students.

“We’ve made the organisation fit in with our students’ lives, and that’s not easy to do,” says Mary. “You have to have people willing to do that, to have a real passion for it – and they do.”

Whole community approach

The programme has changed a lot over the last 5-8 years in response to the changing demographics of the area. One of the major changes has been the influx of migrants, many of whom live in rural areas. Today migrants make up about 38 percent of the total number of students. The centre’s ESOL classes not only provide them with English language tuition, but a caring and hospitable place to meet with others in the same position. Where necessary groups are facilitated in rural areas. The ALC is now in the process of establishing a migrant hub.

Because the programme is so learner-driven courses change each year. For example some years, when the demand is there, the ALC works with a local marae, providing raranga programmes. Participants often then move into literacy support. The Pasifika community has also been engaged through a church.

A few years ago a local accountant set up a foundation, Advance Ashburton. It is a relatively wealthy community and the foundation has quite quickly attracted substantial donations. One generous benefactor donated a large sum of money for child literacy. A project called BOOST was developed and the Mackenzie Foundation came on board as a co-funder.

“No other group could pick it up so we established another arm at the learning centre – for child literacy,” says Mary. “We are targeting 7-8 year olds who are falling behind. We’re using the same computer-based Three Steps to Literacy programme that we use with adults at the ALC.

Children on the programme receive tuition twice a week, for a 30 week period.

The programme is currently used in 10 Mid-Canterbury schools, delivering lessons to 120 children. “Our aim is to be in all Mid-Canterbury schools by 2019,” says Mary. “We have had magnificent feedback. The BOOST children they call them.”

In the past the ALC also supported young adults, under 16 who had dropped out of school. They worked with ALC tutors who made sure they passed their literacy and numeracy credits.

Outcomes

Like most ACE providers the ALC staff are not short of stories about how lives have been changed by their services.

Recently the ACC referred a local farm worker who had a bad back and was in need of re-training. This man could not read and write at all when he came to them. “He was told at school that he would amount to nothing – that he was really stupid,” says Mary. “After two year’s work he is now a confident reader and well on his way through his heavy vehicle licensing. He has a wife and three beautiful children. He has definitely amounted to something!”

Then there is a Māori man who had just come out of prison. He had very low levels of literacy/numeracy and absolutely no confidence. After working with his tutor at the centre he felt confident enough to go over to the West Coast and take on a year-long course as a digger driver. The tutor organised his enrolment, student loan and accommodation. “He came back to see us when he was three-quarters of the way through and his whole life had changed for the better. He loved his course and was really achieving for the first time in his life.”

Another story: A woman from an abusive relationship came to the centre with severe learning difficulties. She had never had a diagnosis and did not know why she could not read. After two years of intensive remedial intervention by a trained SLD tutor she can read, use the computer and stand up to her husband. Her understanding of her own learning difficulties allowed her to recognise that both her son and daughter have the same difficulty. Intervention has now been provided to the children, hopefully breaking the cycle.

It can sometimes be tempting to wonder why so many people fail to learn to read and write at school.

Mary, who is a trained teacher, points out that

Whānau education in Horowhenua Manawatu

The Iwi Raukawa te au ki te Tonga now have their services delivered from their limited liability company, Raukawa Whānau Ora. The organisation is based in Levin and provides services from Otaki to the north of Feilding. They also offer services in Palmerston North.

Raukawa Whānau Ora has an extensive Hau Ora Health service which works alongside Toiora Whānau/He Hikinga Manawa, the social service sector. Together they deliver services to well over 1500-2000 families each year. Toiora Whānau/He Hikinga Manawa empowers whānau through child-based whānau support services and education programmes.

The organisation kakano or seed started within a vision of the kuia and kaumatua in 1975. Initially their focus was on language revitalisation and community services. A name change to Raukawa Whānau Ora in 2015 signalled increased investment in working with whānau.

George Davis is the Manager of Toiora Whānau/He Hikinga Manawa. He talked to us about the organisation’s kaupapa and the education programmes they offer.

for every class of about 30 (or more) there are usually about five pupils who just can’t learn in the mainstream approach. Under the current system it’s impossible for just one teacher to meet their individual needs.

But it can take just one relatively small community organisation with dedicated and skilled staff – especially one that works with both adults and children – to find a solution to every learning problem in that community.

The ALC is due for their next NZQA Report of External Evaluation and Review. They had their last one in 2014. The conclusion then reached by the evaluators was that the ALC demonstrated that their ‘everybody matters’ approach was definitely finding a ‘solution to every problem’. NZQA marked the PTE ‘excellent’ on all counts.



Te ao Māori

“We are guided by our kaupapa tuku iho.

These are the foundations and principals our organisation which are imbedded, throughout the mission, vision, policy, procedures and practice. There are ten of them.

“Our funding comes from a number of Ministries – Health, Education, MSD and Justice. We are not able to source Whānau Ora funding directly, because further discussion is needed about who the Whānau Ora provider is in the Horowhenua. The commissioning agency allows for only one.

“Ideally we would like all our contracts to be part of one big pool because the basis of our practice is holistic, embedded in te ao Māori, founded in Kaupapa tuku iho. However, that is not the way the system works, and we are still stuck in silos, where individual Ministries are still struggling with the concept. The other problem with the funding system is that it is so time-bound. Whanaungatanga or building relationships, one of the kaupapa takes time, but we are always bound by short term outcomes. We

are juggling, managing and proactively advocating with this environment every day.

“When we became Raukawa Whānau Ora we made some big changes to make us into a more transformational organisation. Everything is being done in consultation with iwi, hapu and whānau. We now have a new Manakura or leader, Dr Betty Lou Iwikau at the helm and she is changing the shape of Raukawa Whānau Ora. The vision is that we will eventually have a one-stop-shop where all services are in the same building, from mirimiri practitioners to doctors, mentors and volunteers.

“So, education is not sitting on its own. Our Manakura is all about education. She is right into identifying the opportunities for our families in terms of education pathways. She also wants education pathways for our workers. If you have a degree she wants you to do a masters. If you have a masters she wants you to do a doctorate. She sees education as the pathway for our people to get out of the not so good areas that they are in. Education runs through everything that we do. She is a positive advocate in this space and really pushes this thinking.

The programmes

“Toiora whānau/He Hikinga Manawa provides home based whānau support, social workers in schools, appropriate care placements of tamariki and mokopuna, information and advice, counselling, advocacy with other departments, drug awareness and education awareness programmes.

“The education programmes are: Whakapakari Whānau (Positive Parenting); Home Management; Whānau Development; Rangatahi Programmes; Tane/Wahine Atawhai Programmes; and Abuse – sexual, physical and psychological.

“All the education programmes focus on empowering whānau and whānau wellbeing.

“Our positive parenting programme works to change the mind-sets of parents. We aim to create a paradigm shift in people’s thinking, helping them the use strength-based words, to look for the light within the darkness. We work one-to-one on this programme. If we are aware of a need, someone goes out and works with that family, always keeping in touch once the intensive work is finished.

“Our home management programme, which includes financial literacy, advocacy and support, works in the same way.

“We work for whānau development in the wider context – the extended whānau and building goals for the future, including health, housing, and education.

“Some of our whānau have literacy issues, and so we refer them to Arohamai Literacy Horowhenua. We also refer people to Supergrans and other community services. I manage Birthright Levin, which is for single parents. They lease a space in our office. It is a good positive relationship where we are helping each other out in terms of the services. Sadly many people can get pushed around from service to service, not meeting specific criteria. By working together with local organisations we can help these people get the services they need.

“Our rangatahi programme is school-based. We work with



The tane programme.

the two colleges in Levin, identifying rangatahi who are struggling with level 2 credits prior to leaving in year 11. We say to them: This is your future. You tell us where you want to be and we will help you get there! And we go in and work with them on the subjects where they need support. They have a mentor who helps them develop a WEAP (Whānau Education Action Plan). It is almost like an IEP or Individual Education Plan the schools do, but it is

more driven from the family perspective, so whānau can see how they can support their young people. When the young people leave school they have a plan in place. We have made sure that they have the subjects that they need to get into their chosen course of study at university, the wānanga, or a PTE, or into employment if this is possible.

“This work is not just about getting our rangatahi up to speed with their subjects, it is also about addressing some of the negative impacts of their schooling. Too often teachers use a deficit model in their relationships with rangatahi. Some teachers are not aware of what they are saying and how derogatory comments can affect young people. We feel that it is our obligation to change this.

“The tane and wahine programmes are generally focused on family violence. We have a 12 week programme for wahine, run for 4-5 hours every Thursday during the day. We are building up the resilience of our women. Once women go through the first course they want to come back and contribute so we are offering a part 2 course which is helping them think about the future – jobs, education, and career paths. Often getting a driver licence is a first step – so they can keep appointments, and we help them with that.

“The tane course uses more of a one-to-one approach to begin with. To start with every man has a facilitator who spends up to 25 hours with him. We have introduced this because a lot of our men came back to us and said, ‘well I have done the programme but I still have my own stuff’. So we work with them individually so they can address their own history and work through how they got to be that angry. One man who came to us when he was 58 had never had the opportunity to talk about his own stuff. He cried a lot, and said how good it was to get his own experience of family violence off his chest... He brought his brother along. He wanted him to have the opportunity too. Now word of mouth has got around and people just walk through our door saying – can you pick me up? We are not paid for this work, but we make it happen. It’s an obligation we have for our iwi and the community.

“We know that our programmes are making a difference, we are on the way to positivity. We regularly evaluate the services with our whānau and we get great feedback. We are just overhauling our surveys at the moment and next month we will have a whānau consortium, a reference group whānau, who will be able to tell us what needs to be changed – the issues that they are facing that we are not aware of.”

In this holistic model, everything is on the table. As their website says, the Raukawa Whānau Ora journey aims to reinstate rangatiratanga and move whānau to a position where they are living healthier, happier and culturally rewarding lives.

Three refugee settlement organisations implement their tikanga policy

MCLaSS (Multi-Cultural Learning and Support Services), Red Cross and Changemakers Refugee Forum are three Wellington refugee and migrant settlement organisations.

Red Cross Wellington is the largest settlement region for quota refugees, Changemakers Refugee Forum focus is working with former refugees to help them participate fully in New Zealand life, and MCLaSS provides adult ESOL education and employment support.

All have some similar objectives including their learners or clients having an understanding of the history, bicultural character, and qualities of Aotearoa New Zealand. These objectives have been included in the three organisation's strategic plans for some time, but up until last year no specific steps had been taken.

Debbie Player, the project manager associated with MCLaSS, says that some people in the organisation were aware of this short-coming. Many of the teachers have not been schooled in New Zealand and have not received even basic education in tikanga and te reo. They asked for more professional development, including a visit to a marae.

So Debbie got in touch with the other two settlement organisations located close to MCLaSS and found that they were keen to take action too. The three agencies made a joint application to the ACE Aotearoa Professional Development fund. It was successful – and so began a year-long professional development process for their staff, and an education programme for their clients/learners.

Debbie explains the carefully considered process.

Developing a plan and a curriculum

“We were very fortunate that consultation with local iwi through the Tenth's Trust led us to Ben Ngaia who became our key mentor, guide and provider for our



Ben Ngaia, tells the story behind this famous statue now relocated from its historic home in the Wellington Railway Station to the waterfront.

What was amazing was the extent to which our clients and learners were able to connect with tikanga Māori. Over and over again we heard – ‘This is the same as our culture – we do this too! These are our values!’



Ben again enthralled staff of Red Cross, MCLaSS and Changemakers with the stories and legends of Te Whanganui a Tara (Wellington Harbour).

professional development plan. Ben, at the time we first met him, was Pou Arahi or cultural leader and educator, employed by Te Wharewaka o Poneke Enterprises which is sponsored by the Wellington Tenth's Trust and other iwi organisations.

“With Ben's support we developed a plan for November 2016 – November 2017. There were three objectives: provide a cultural experience and engagement for staff and clients/learners in the three areas where former refugees are settling (Wellington South, Porirua, Hutt City); provide professional development for staff of all three organisations; and develop an appropriate curriculum for MCLaSS learners.

“We knew there would be a lot of interest in the final outcome so from the very beginning we engaged Mary-Jane Rivers as project evaluator. Mary-Jane has practical experience in undertaking participatory evaluation in local and international community settings and is familiar with carrying out an evaluation process where people have limited communication outside their own culture and language.

“We worked with Ben on developing our curriculum for our tikanga Māori programme. It has specific objectives for each level. For example, by the end of level 2 each learner will have been exposed to: 15 key words in te reo; pronunciation of te reo Māori (vowels and consonants); 4-5 waiata (including the national anthem); a local history and significant geographical sites; relationship with local iwi; and a traditional Māori story (Maui and the Giant Fish). This level of detail is provided for in levels 1a and 1b – and there is a curriculum for workplace learning. An appendix to the curriculum document contains information on the Treaty, local history and Māori songs and stories, as well as a glossary of Māori words.

The programme

“The programme was launched at Takapuwhia marae last December. Ngati



At a professional development workshop.

Outcomes

“One tangible learning outcome achieved immediately after the trip to Takapuwhahia was evident in

the results from the Tertiary Education Commission’s Starting Points assessment tool. The word list that is used contains a few key Māori words like *whare* and *marae*. In the past, students have not known what these words meant. Many of the students who were assessed after the *marae* visit in December 2016 were far more successful with the Māori words in the assessment. We are building on that progress.

“A survey of participants and a focus group captured the feedback on the two workshops days. It was unanimously positive and strongly enthusiastic.

“One of the most significant gains to date has been the building of connection with local *iwi*. Our relationship is important and we value it highly. The curriculum will be monitored every year and will be regularly updated with local *iwi*.

“Red Cross and Changemakers Refugee Forum staff mentioned to me that they see enormous value in the visits to local *marae*, and the local relationship building that this brings. They think it is helpful for families with refugee backgrounds settling into a new housing and school area to learn about the community social, education, and health programmes, so ably carried out by Māori providers based at *marae* such as Waiwhetu, rather than solely basing their perceptions of Te Ao Māori on the second-hand views of others.”

Toa kaumatua, Taku Parai, made sure that our very large group of 130 people received a warm welcome, including a big *hanga*. We had all learned a *waiata* and during the visit, with the help of many translators, our group learned about the history and rise and fall of *tikanga* Māori over the last 150 years.

“What was amazing was the extent to which our clients and learners were able to connect with *tikanga* Māori. Over and over again we heard – ‘This is the same as our culture – we do this too! These are our values!’ They also understood the experience of colonisation and the damaging effect on culture and land boundaries. So they were heartened by what they saw as a good news story, the way that Māoridom has risen up through the settlement process, with some land given back and some compensation paid.

“There were members of our staff and board too, who found the experience quite new – even many of our New Zealand-born staff and board members. Unless they had a teaching background, many had never been on a *marae* before.

“The next part of the programme was professional development for 35 staff from our three organisations. We held two workshops. The first day covered:

awareness of the Treaty of Waitangi and how our values give expression to the Treaty, pronunciation of *te reo*, and some *tikanga* Māori, including learning another *waiata*. The second day was held on Wellington’s waterfront at various sites, in the *Wharewaka Te Raukura* and on the top of Mt Victoria. It was history-based and we discovered that Ben was an amazing story teller and historian too. By the end of the workshops all the tutors were familiar with all aspects of the curriculum and with the rest of the programme for the year.

“From February to June we held a mixture of classroom activities and teacher professional development. There were learning milestones for both teachers and learners for each semester. In August we held a second professional development workshop and in November will be running a governance workshop for our boards/ councils. Because we have such a robust evaluation process we were able to capture all the emerging learning needs as we progressed.

“Finally, a key goal is to connect our ESOL learners to local *iwi* in the area they live. We have a planned visit to Waiwhetu *Marae* (Hutt City) and *Te Wharewaka o Pōneke* in Wellington City taking place shortly.”

Te Hā o Mātauranga: developing a learning culture in Kaikōura

Te Hā o Mātauranga, the Breath of Knowledge, opened in Kaikōura in March this year. The strap line for the organisation is Learning in Kaikōura.

The NGO operates from two venues, the Old Museum in Kaikōura and the Kaikōura District Council's scout hall.

The goal is to create a culture of learning in Kaikōura.

The vision is that through having a culture of learning in the district, all Kaikōura families are confident and optimistic and have the skills and ability to make choices to live the life they want. And their dream, as their website says, is to create a 'go to' place for Kaikōura residents who want to learn: A place that will promote opportunities, promote conversation around education and allow space for families to explore together how best to support their aspirations.

After only eight months the organisation has already established partnerships, is well integrated into local education networks, and has organised a number of initiatives. A plan for the next steps is being completed.

Getting started

Sarah Beardmore is the person who helped get Te Hā off the ground. Once a probation officer, Sarah was frequently frustrated because of the lack of training opportunities in the town: She often wanted to refer clients who were

keen to upskill themselves and make changes in their lives – but there was little available.

So when the Kaikōura District Council established a Community Facilitator position in 2015 she applied and was successful.

In 2014 there was a Community Response Forum in Kaikōura, organised by the Ministry for Social Development. The forum produced a Results Based Assessment Action Plan for the community. The planned outcomes included children and young people thriving and engaged – and a healthy, connected, vibrant and prosperous community.

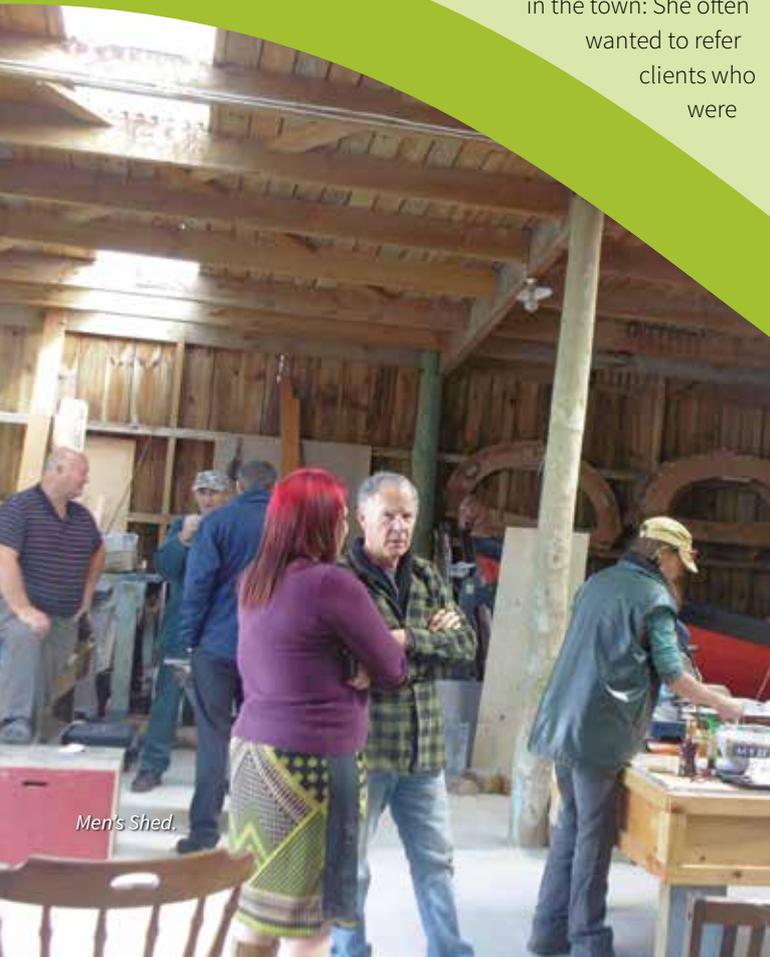
"It was a good process," says Sarah, "but pretty much top down and nothing much happened as a result. So when I started the community facilitator role I began networking and listening to what people in the community had to say. The main thing that they wanted was more learning opportunities – and they wanted a community hub, a space where things could happen. Some good things were happening in the community, but there was not a connected, whole community approach."

The Kaikōura Education Trust had been established in 2008. It hadn't been very active, but it was the ideal organisation under which Te Hā could apply for funding.

First up they applied to the JR McKenzie Trust which agreed to provide a three-month scoping grant.

It was on the day of the Kaikōura earthquake, November 14 2016 that Sarah was due to fly to Wellington and present the JR McKenzie Trust with the results of the scoping exercise and a plan. Because of that enforced delay it wasn't until mid-January this year that the decision was made: Te Hā received funding for three years under the JR McKenzie Trust's Connecting Education and Communities programme. The money pays for Sarah and a part time administrator.

In the meantime Te Hā has been able to access grants from the Lotteries Earthquake fund, and Creative



Men's Shed.



Project recycle and create – led by Patricia Branco, this was an eight week craft programme using recycled materials.

Communities and has contracted with the Ministry of Business, Innovation and Employment to provide a participatory science programme with Kaikōura youth. Another contract with Oranga Tamariki provides some funding to support whānau of 0-5's with positive parenting support in post-quake Kaikōura.

Partnerships, programmes and plans

“Our aim,” says Sarah, “is to be an enabler, a broker, an encourager – not to provide the education itself because we don’t have the capacity to do that. We want to work with the wider education community to create a culture of learning.

“Our first partnership to be established was with He Toki, the Ngāi Tahu Trades Training support organisation. They came up here and ran a three week Work Ready course providing training for 14 people, preparing them for road reconstruction work. Subjects included first aid and Construct Safe, and together we helped them get their driver licenses. The tutors have provided follow-up support and they are coming back to work with us again. We see it as an ongoing partnership.

“We have also worked with the Ara Institute of Canterbury which is providing a level 3 Business Administration Certificate. We had quite a lot of enrolments to start with but some of the young mums underestimated the time that study would take, and we have ended up with nine on the programme. Understanding the time needed to study is a bit of a learning curve for some people. We are planning to offer more programmes. I have had three appointments with staff from Ara to discuss possibilities, but each time we have been unable to meet because of road closures.”

Other small initiatives include: having a retired teacher organise a special reading afternoon at the library and organising group bookings, transport and support for people wanting to sit the driver licence test in Rangiora (three hours away).

It’s all about responding to immediate needs, getting people to come together and building up good relationships with all the agencies that could be involved in developing a learning culture.

For example there are four schools in Kaikōura and Sarah, for many years a member of one of the Boards of Trustees and involved with the establishment of the local community of learning, has recently met with the community’s lead principal. It’s the start of conversations with the school sector about building a culture of learning. “We want everyone to value learning,” says Sarah, “so we want learning brought into our homes, we want whole families to be thinking about learning opportunities, we want our mentors to be mentoring better, and we want people moving into positions where

they can teach others. The next thing we are working on is a time bank. We already have the software, and now we are working out how to do the registration and we are looking for some funding.”

One gap that is crying out to be filled is in the provision of adult literacy and numeracy training. With all the post-earthquake reconstruction there are many new jobs being created in the town, including clerical positions.

“With the earthquake, people are geared up for change,” says Sarah, “and we need to find ways of accessing some funding for literacy and numeracy, so that people can take advantage of the new opportunities.”

Susi Haberstock, once the ACE coordinator at Kaikōura High School is now the Community Services Manager at the Kaikōura District Council. She says that while the council isn’t able to financially support Te Hā, they are providing practical support, not only through making premises available rent free, but also in taking responsibility for managing the HR work: The council pays the Te Hā staff and contributes to their Kiwi Saver accounts. Susi is also supporting Sarah in their search for funding to support adult literacy and numeracy training.

With such a huge goal there needs to be a systematic approach. When we spoke with Sarah in early October she was in the process of refining their original plan and getting clear on the next steps. Te Hā has a Theory of Change which is guiding the process (see below).

“I like our theory of change,” says Sarah, “because it helps you break down your work into lots of small steps. To create a culture of learning you have to have a multi-pronged approach, not a linear pathway, and our theory of change helps us plan for that.”



Reflexology workshop.

Change Theory

The main purpose of Change Theory is to help people articulate the changed state of the world that they see. Change Theory is just a tool, one of many to help organisations focus on the results they wish to achieve. Within McKenzie’s Connecting Education and Communities (CEC) this is typically improved educational outcomes for whānau within a community. The education outcomes are defined by the community.

When the JR McKenzie Trusts funds a community organisation (usually for 3 years), they provide support to help the organisation plot the chain of events needed to get the results that they want. This will include finding out what is already happening in the

community, who might their project partners be, what resources they need and how to make sure the project is sustainable after the funding has ended.

The JR McKenzie Trust contracts Jim Matheson and Nadine Metzger (from Point Research) to provide this support.

Jim Matheson says: “Often people have a really clear idea of what they need to do but over time the activities needed to reach the end result can get a bit lost. Also changes can occur over that period, they may have a change of governance or changes in key personnel. We work with the organisations intensively to begin with and then regularly over the contract period to help them achieve their goals.”

Building confidence and skills for learners with learning disabilities



‘Queen Street’ is a vocational IDEA services centre (under the umbrella of IHC) in Masterton, meeting the needs of twenty young adults (mostly in their 20s) with a learning disability. They offer programmes funded by the MSD, based on the interests of their service users. It’s a very active programme with classes such as zumba, swimming futsal, touch rugby, taekwondo, and cooking.

Over the last two years Queen Street has been working in partnership with Wairarapa REAP to provide more learning opportunities for their service users.

To begin with REAP organised basic literacy and numeracy programmes, living skills courses and classes in basic Te Reo Māori such as greetings. The staff came along to the Māori language course too. And for service users who were ready for more advanced literacy and numeracy, a second level programme was organised.

Melanie Deacon is a support worker at Queen Street. She says that REAP has been very supportive of their work. “They come to us with ideas and respond to our ideas and we sit down and they discuss how they can help us.”

Recently REAP has helped deliver two new programmes; music and kapa haka.

Music

Six people belong to the music group and they meet once a fortnight. Pernille Booth, another of the support workers, says that everyone has shown an interest in studying music and has set their own goals for what they want to achieve. Instruments in the group include a harmonica, guitar, drums and piano. Singing, dancing and writing lyrics are part of the programme. And there are some really great voices. “There is always a high spirit amongst them as the walk to and back from music [classes], says Pernille. “Lots of smiles.”

Music tutor Stephan Brown is a school music teacher who has also trained in music therapy so he understands how major or minor keys, different melodies or music that is based on a lot of chords can affect people, helping them to express emotions and move forward into resolution.

“Music is a universal language,” he says, “and for the people I am working with, music has an instant effect. It is phenomenal. I see them want to participate and be a part of things, expressing themselves – their inner self. At an emotional level. It is wonderful to see this happen.”

Stephan uses music in association with other activities. For example, he has provided them with paints and paper and played different kinds of music. “Colour has a frequency as well as sound,” he explains, “and it was amazing to see that they were using similar colours for certain musical patterns. We were quite blown away by that.

“We also do games like using different types of hats – cowboy, jester, Christmas, boater, baseball ... We played different types of music and they had to choose a hat that had a correlation with the music. Eighty to ninety percent of the time they got it right. So we took it a bit further and asked them to listen to a bit of music and make a character out of it.

“Music transcends language, and when people have difficulty in expressing themselves in other ways, the medium has an instant effect. They can be understood. They are also proud of what they achieve. You can see they are enjoying it. No one is ever left out.”

Pernille says that while the group hasn’t performed yet, they are all showing that, in time, they will be willing to give it a go.

Kapa haka

Tama Biddle is the kapa haka tutor and this group, Te Roopu Manaaki, has performed often, and they love it.

Te Roopu Manaaki started out as a Te Reo class where the service users were learning waiata. Then they decided they wanted to form their own kapa haka group. Once again REAP found the tutor, pays for his services and has funded special events like a noho at the local marae.

Unlike the music lessons, the kapa haka group’s service users come from several IDEA Services centres in the Wairarapa, so there are about twenty-five in the group, four of whom are from Queen Street.

“When we started, even being on stage was a challenge, now

they love to perform,” says Melanie. “We perform at rest homes, schools and at day services for programmes for other people with a disability. We also performed at the annual REAP Aotearoa conference earlier this year and next year we plan to compete at the two day IDEAS Services kapa haka festival in Rotorua.”

Tama says that he has taught the group the most popular waita for kapa haka. That means that they know most of the songs that other people know and they feel very much part of a community. With a bit of time, they learn all the words and all the movements,

a challenge for any group. Their achievement, passion and obvious enjoyment is so evident that their audiences are always incredibly enthusiastic. So it is not surprising that being in the kapa haka group has increased the wellbeing and confidence of these young people.

“At the noho marae,” says Tama, “the parents and family who were there talked to me about how happy everyone was about being in the group and how they bring the confidence they feel on stage into their everyday lives.”

Ranui Action Project: progressing in unity

Ranui Action Project (RAP) is guided by the whakataurangi *Me puāwai tātou katoa i roto i te kotahitanga o Rānui – In Rānui, we progress in unity*. The whakataurangi was gifted by the respected leader and kaumatua Matua Dennis Hansen.

RAP Inc. was founded in 2000 as a vehicle for local community-led development. It sits on one corner of the main intersection in Ranui.

The other corners are occupied by the Ranui Community Centre (which offers a number of classes for both adults and children), a stunning new library, and a medical centre. All of these services work together in response to the needs of an ethnically diverse community of nearly 13,000 residents. Māori and Pasifika make up 51% of the population; 27% are under the age of 15 years.

RAP is run by a small team of 1.25 full time equivalent staff. There is a manager Carol Glamuzina; a house coordinator Sandra Hickey; and three part time contractors – Edith Amituanai (youth empowerment), Pania Taka-Brown (kaitakawaenga – Māori led development) and Hinemoa Key (kaitakawaenga – migrant refugee women and their families).

The projects

The Māori led development projects apply Māori tikanga to a community development philosophy.

Annual Matariki events with the library, local businesses, community gardens and social enterprise Café Kōrero, focus on bringing the community together to share food and reflect on the previous year. A sit down hangi meal with families living in the caravan park is a collaboration with the Waitemata District Health Board, Te Whānau o Waipareira Trust, Monte Cecilia Housing Trust, and the Ranui Baptist Church.

Local leader and migrant Lema Shamamba works with Hinemoa to reduce the isolation that refugee migrant families often experience.

Lema has established a migrant women’s support group called Women of Hope, Wake up and Help Ourselves. The group’s activities include a Swahili language playgroup, indigenous food plots at the community gardens, local craft workshops, cultural events and celebrations.

“Lema came to RAP with amazing skills,” says Hinemoa. “She

is a teacher, a gardener, a crafts woman and a film maker. She has paved the way for other women by producing handicrafts which sell at local markets. And as a result of her last visit to the Congo she has produced three films on her work with the Armani orphanage in the Congo and other community development work she has been involved in. One of the films has just had its first showing. Lema sends the money that she earns from crocheting flowers back to the orphanage. It takes just \$20.00 to support a child’s education for a year, and now many people in our community have decided they want to support the orphanage too.”

Connecting Community and Education is one of six national projects spear headed by the JR Mc Kenzie Trust.

Five months into the implementation phase at RAP the project team is involved with six local women and their families. The group of women range from 19 to 35 years of age, and are of Samoan, Māori, Nuiean, Congolese, Cook Island and Pākehā whakapapa. Through individualised coaching using an indigenous framework, each of the women identifies their aspirations and develops a plan to make it happen. The women are also supported by a multi-skilled team – a writer, photographer, social worker, literacy tutor, cooking tutor and Hinemoa Key, the coach and project manager.

The influence of each woman’s achievements creates a ripple effect for their families and communities, bringing about generational success.

Edith Amituanai the youth empowerment coordinator works with local young people to create projects that meet their needs.

She also provides mentoring and has frequently helped young people achieve their dreams by helping them find opportunities within their own community. One has become an actor, another a professional athlete – and she has helped others to enrol in university.

Recently Ranui celebrated the launch of Realize, a platform designed for young people to create, collect and share stories. Annual events include the Christmas in the Car Park event and Ranui Youth Week. All events have been delivered in close collaboration with Zee and Rob Luisi from Ranui 135. Ranui 135 is a youth development organisation that shares a space at RAP house.

A Man Up programme meets during the evening and a recent

learner drivers' licence programme attracted 17 people within two days of the programme being promoted.

As well as all these specific programmes, RAP performs an important community role in bringing groups together. They facilitate the Ranui Network, a bi-monthly meeting for residents and organisations, the Ranui Accord which is a place-based collaboration, and the Western Park Village Hub Steering Group which was set up for the wellbeing of residents of the local caravan park.

And RAP provides a community voice on other forums such as the Employability Working Group, Ranui Advisory Panel and the Social Cohesion Project initiated by Internal Affairs in partnership with Auckland Council.

Another important collaboration is with the local branch of the Māori Women's Welfare League. This group meets at the house each month. "These older women hold a lot of the family history of our community," says Hinemoa, "and in a transient community that is a really important role. They provide cultural leadership."

Process and funding

RAP provides a home base for accessible services such as lab tests, legal and career advice clinics and a community policing team drop in service. These bring people into the building.

"Community led development in Ranui," says Carol, "means building relationships with individuals and organisations to support self-determined aspirations. We use Theory of Change as a basis for measuring success. The four identified key pathways to success include knowledge and skills, relationships and connections, contribution and cultural identity pathways.

"As an organisation that receives no direct central government, RAP is reliant on successful relationships with funders who understand the organic nature of community development. That means we need to build and maintain our relationship with funders, submitting proposals and reflecting back successful project outcomes.

"We are grateful for the support we receive from the Henderson Massey Local Board (Auckland Council), Lottery Communities, JR Mc Kenzie Trust, Foundation North, Tindall Foundation, The Trusts Community Foundation, Community Organisation Grants Scheme and Sky City. "

Tongan parents explore ako

In Tongan epistemology, ako has a broader meaning – where the relationship of mind body and soul, individual and collective provides complex notions of how one sees the world. It does, as in Māori, refer to the teaching and learning relationship, but it also embraces the process of the collective sharing of knowledge, skills, wisdom and reciprocity.

Earlier this year, funded by a small ACE Aotearoa professional development grant, a group of Tongan organisations worked on building confidence and talanoa around the opportunities that might be available for them in their South Auckland community. The groups were a Akoteu Kato Kakala, the Arise and Shine Lotofale'ia group, and teachers and parents of some of the Tongan language preschools.

Jeanne Teisina is the manager of Akoteu Kato Kakala. She is also a Tongan language tutor at the Pacific Education Centre at MIT, and a doctorate student in her second year at AUT University. Her master's thesis is about langa ngāue: how to build success for Tongan peoples in Aotearoa.

For a number of years, Jeanne says, parents at the Akoteu Kato Kakala centre had been supported and encouraged, as individuals, to get into study and build success stories within their families. What she and the other tutors now wanted to do was to open up the process to all the parents and care givers. "We wanted to inspire people to become who they want to be – and know that it is never too late to pursue a career. We also wanted our parents and caregivers to grow as productive citizens. It is not just about getting into education, it is also about using their skills and capabilities to get a job. We want to empower them so they can look at all possibilities and opportunities."

Three workshops were offered. The

first, Talanoa Ako, was to bring people together, talk about ako Aotearoa, and give them the confidence to find out more. They heard from inspirational speakers, what is available at tertiary institutions and successful Tongan New Zealanders. "They learned," says Jeanne, "that it is possible to achieve your dream.

"At the second workshop the focus was on getting parents and teachers to come together to understand how to put what we talked about in the first workshop into practice. We were able to talanoa and explore the fact that ako is also building on existing knowledge, skill and capacities that the parents have already have when they migrated from the islands. They learn to think that they are capable."

"The final workshop was on holistic ako and aimed at helping participants build up their own success stories so they can move forward in the community.

"There were 50-80 people that we were able to reach during these three workshops. Some came with aunts and extended family members. Most were women, but there were some men too.

"Feedback was all positive. People did feel empowered and inspired. A few have already gone onto enrol in a programme others are now talking to the tutors at the ECE centres about what they might do.

"Our people work better collectively. It is about building and growing together as a community."

Looking ahead Jeanne says that she is aware that they need more mentors. They also need to be able to provide people with practical support, such as how to fill in an application form. And they need more talanoa: "In future we will be extending the work that we are doing to reach more people so we can influence them and help them onto a pathway. We want to build a stronger foundation of what ako Aotearoa might mean for them and their families."



Digital literacy and digital inclusion

By Sue West, 20/20 Trust

Most people agree that nowadays personal digital literacy/computer competence is essential for success: the 2017 International Literacy Day's focus was 'Literacy in a digital world': government wants 80% of transactions completed online by 2021; 50% of employees want better digital skills for job security; and the Industry Training Federation and Mayors' Taskforce for Jobs want better employee digital skills.

The new government gives digital inclusion high priority. The Hon. Clare Curran, Minister for Broadcasting, Communications and Digital Media recently said "... one in every five use the internet sparingly or not at all... We ... can't afford to exclude anyone from the benefits of digital connectivity. ... New Zealanders must have access to technology as a right, regardless of income or geography.

"The Ardern Coalition Government has specifically stated our aim to close the digital divide by 2020."

Laurence Millar, Chair of 20/20 Trust, says "Digital exclusion affects all ages and many groups. For example, up to 120,000 school-children in year 4 and above are without home internet, while 63% of principals say their students' lack of home internet access is a problem. This drives a huge wedge into New Zealand society.

"For adults, finding a job without a digital connection and resume is increasingly rare, and digital skills are essential in most jobs." Whau ACE recently reported that 'digital skills' was in the top three programmes wanted by Māori, Pasifika and Asian adult learners.

Overseas studies show the cost of being offline is NZ\$1,000 per year. And as internet-enabled services become the norm, economic and social gaps become wider. NZ research shows people without internet are typically high users of government and social services and relatively isolated.

So what have we learnt in 21 years of working towards our vision that all New Zealand citizens fully participate in the digital world, and how does 20/20 work with ACE organisations?

What we have learned

Building digital inclusion is complex. Digital skills alone are not enough – people need a suitable device; affordable broadband access; motivation and confidence. If you have a poorly paid or no job, few qualifications and pressures like poor credit rating, inadequate housing, health or family problems, it's very, very hard to do this without help.

One size does not fit all. Programmes need to be adaptable and flexible, delivered by local partner organisations in ways that meet local needs. Training is hands-on and practical, in a safe and comfortable learning environment, led by empathetic and trusted training partners.

When all enablers are accessible culturally and socially, the results are often truly transformational for individuals and families. Our research shows that digital skills provide a stepping stone to escape from poverty. They increase confidence, improve employment and earning capacity and reduce daily costs. We are proud that, in 2016-17, 21% of participants in one of our programmes secured a job within 12 months, and 25% went on to further learning.

How we do it

We partner with national and local organisations to deliver our programmes: we have worked with Literacy Aotearoa Poupou and REAP organisations for many years and welcome the opportunity to expand these relationships. The digital divide can only be closed if those working in the education and social services sectors integrate digital into their programmes and grow their client's digital

Joint goal at Panama Road School

At this small decile-1 school, three adult learners decided their common Family Connect goal was gaining their driving licence, to assist with family driving runs and for work.

Programme Coordinator Maria Green used Road Code units to build learner confidence and competency with online systems. Working together, the learners helped each other to reduce individual knowledge gaps. In their last session, Community Police Officer Peter Veukiso

discussed how the licence test is completed, with tips on passing the computerised learner licence test. Everyone in the group has now booked to take their learner licence test.

We asked learner Shane, why he had decided to take his licence test: he said he 'finally felt he could'. Confidence and

skills from completing the Family Connect workshops has helped him and the group with solving their problems.



Tania Sneddon, Te Ahu Kaitaia

I am a solo mother of two children, living in Ahipara, west of Kaitaia. I enrolled on a Computer in Homes course, found in my daughter's school newsletter. I thoroughly enjoyed the course, and I feel I gained a huge amount of computer knowledge. My tutor, (Deb Cloete) was absolutely fabulous. I graduated on 26 June 2015 with 40 other people, and took my new computer and all its bits home. I felt this was quite an accomplishment!

Nearly a year later, my children have used the computer for so many things – music, games, research for school projects. I started out slowly. First with email; then I got on to internet banking and studied Introductory Budgeting on-line, which involved downloading information, using Microsoft Word, researching data and

sending e-mails with attachments plus scanning, storing, retrieving and re-sending information.

I finished my studies and received a 98% pass. I started voluntary work at Kaitaia Family Budgeting Service and soon I was offered a full-time position as a budgeting officer. It all happened so fast – it was a bit overwhelming to begin with. I think the greatest feeling was going to Work & Income to sign off the benefit, what an awesome moment!

Now when I go to Work & Income, I go as an advocate for my clients and that is a



great feeling. I've been here for five months and look forward to work every day. Things are not such a financial struggle now and my children and I are looking forward to a fabulous Christmas.

Thank you for making this all possible for me!

capability. We can help with developing tutors' digital skills, access to refurbished computers, affordable broadband, digital skills courses, course booking systems and more.

Our programmes show something of the range and flexibility:

Computers in Homes was piloted at a decile one school in 2001, helping 35 families become digitally-literate. After 20 hours of parent training, we equipped them with refurbished computers, subsidised home broadband, and supported them through their first year online. Research showed real, diverse and continuing benefit for the families.

With government funding, we took the programme nationwide. Last year we helped 1,674 families through 563 schools and 125 training partners, and 130 refugee families. Successful pilot programmes reached young solo mothers and women prisoners.

Funding ended in June this year, after 18,695 families, but is being restored by the new government.

Family Connect is 20/20's newest programme. It is funded by TEC and delivered in partnership with social service organisations.

Nearly 700 Auckland adults with low or no education qualifications are being supported on a year-long digital learning journey, combining training, device, and broadband with an individual goal-focussed approach. Learners complete 10 hours of digital literacy workshops, followed by 20 hours of individual or small group coaching based on Individual Learning Plans.

Broadband: As well as best-priced broadband from 2 Degrees, we offer Spark Jump – no-contract, no installation cost, prepay wireless broadband. Broadband is offered to all families with children but without home internet.

Stepping UP's 32 two-hour training modules cover from basic digital literacy to life-skills, work and hobbies. It is offered free by 65 libraries and community centres, supported by a national coordinator, course materials and booking system.

KiwiSkills/ICDL covers basic work-ready and more advanced workplace digital skills. Twenty self-paced, tested and certificated online modules are offered through 58 ACE partners, often as the digital component in their own programmes.

Chair Laurence Millar says: "I am grateful for the support of our training partners, who share our view that all New Zealanders should have affordable access to the internet and the skills and confidence to use digital technologies for learning, for work and for life.

"We continue to seek funding and partners for programmes that increase digital inclusion."

To discuss how the 20/20 Trust could work with you to include digital literacy in your programmes, please contact Laurence Zwimpfer, National Operations & Development Manager 027 430 6737 Laurence.zwimpfer@2020.org.nz www.2020.org.nz

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@xtra.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

International: Our participation at CONFINTEA VI

By Colin McGregor, Director, ACE Aotearoa

In late October Tracey Shepherd (ACE Aotearoa Co-Chair) and I, with the support of UNESCO New Zealand, travelled to Suwon in South Korea to attend the mid-term review of the Sixth International Conference on Adult Learning and Education (CONFINTEA VI).

As well as the conference itself we attended a pre-conference forum organised by the International Council for Adult Education (ICAE).

ICAE forum

The ICAE forum was attended by 88 people from about 30 countries. The programme covered regional reports and positioning for the future.

A key note address by Katarina Popovic, the ICAE Secretary General, provided a challenging message to the conference. She noted that the world has gone backwards with growing inequality, growth of neo liberalism, climate change, nationalism, and racism. Her view is that ACE has been marginalised and neglected.

Each of five regions met in groups: Africa, Arab, Asia Pacific, Europe and North America and South and Central America. Each group met to look at five areas and look at progress, enabling factors and future directions.

The future directions agreed on were:

- For policy we agreed we need to embed lifelong learning in policy documents
- For participation we need continued support for access
- For quality we need investment or levers to support quality
- For finances we need research on the impact of ACE on people (health, social economic)
- For governance we need more investment.

The report back of the five groups showed there was broad agreement on these future directions.

This preparatory day was a useful way to work through the issues of CONFINTEA.

CONFINTEA VI

The purpose of the first day was to provide the participants with a world view of progress since the Belem agreement of 2009. This was based on surveys sent out around the world. In most cases these surveys were completed by government agencies with no input from any civil society group and were self-reports with no independent verification of the data. The positive news is that: 89% of countries agree that ACE contributes a great deal to personal worth and well-being; just over 50% agree that ACE has a positive effect on employment; and 66% think that ACE helps build community solidarity. Whilst some progress has been made there needs to be a focus on: information and access to learning opportunities; balancing the education spending across the life course; recognition of the holistic nature of sustainable development; development of strong partnerships amongst all the stakeholders; and including ACE as part of the data revolution.

Prior to the afternoon session I attended a special additional session on Adult Education Centres that was organised by DWV International. DWV International is a German based organisation that supports Adult Learning across the world.

The afternoon sessions were focussed on effective practices and lessons learned.

The plenary sessions on day two covered Sustainable Development Goal 4 (SDG 4) on adult learning and education and related to the 2015 Recommendation on Adult Learning and Education (RALE). New Zealand has signed up to the SDGs but reporting has been limited to date.

In the afternoon I attended two of the break-out workshops – one on vocational education and training (VET) and the other on policy development. The purpose of these workshops was to develop key recommendations for CONFINTEA.

For the VET session there were representatives from Jordan, Japan, Peru, Bolivia, Spain, Columbia and Canada. It was humbling to hear the issues of some countries – for example Jordan has the problem of thousands of refugees from Syria. Many of the South American countries suffer from high levels of unemployment so although training is provided there are no jobs. The two recommendations coming out of the group referred to the need for the provision of soft skills (team work, working with others), the need to resource vocational education and training.

The second session on policy demonstrated that ACE policy is very different around the world. Malaysia has a Blueprint for Adult Education and all relevant agencies are required to align themselves with policy. But in many countries there is little policy, or what they have is under-developed. The focus was that policies on adult education need to be embedded across ministries. Policies need to be comprehensive, inclusive and integrated.

Tracey Shepherd attended the workshops on civic society and governance. The civic society workshop focussed on the role communities play in setting the agenda for adult learning and education (ALE). Participants included representatives from Indonesia, Japan, South Africa, Canada, South Korea, Brazil,



“The concept of adult education is rapidly changing from an optional or voluntary leisure pursuit to an essential requirement supporting changing patterns of society – healthy living, sustainability and economic regeneration.”

– Kabir Shaikh, Director a.i. of UIL

Book review: Adult Education in Neoliberal times Policies, Philosophies and Professionalism by Marion Bowl

By Jennifer Leahy

This book is a revision of Marion Bowl's *Adult Education in Changing Times Policies, philosophies and professionalism*, which was published in 2014. In both books, Marion questions the demise of publicly funded adult education as well as the loss of experienced adult educators.

The introductory chapters cover the historical and political contexts for adult education in both New Zealand and England and the changing global landscape of adult education and lifelong learning. One of the questions that Marion poses is – why, when lifelong learning has been a policy priority for the past 40 years, does publicly funded adult education appear to be fighting for its life? (Bowl, 2017, P. 3). In response, Marion discusses the power of neoliberalism to dominate liberal/humanist and radical ideas as well as the disappearance of funding and policy support for adult education in favour of individual responsibility.

The second section responds to the question – why do so many qualified, skilled and experienced adult educators find themselves in an educational landscape that does not recognise or value their contribution? (2017, P. 3). To answer this question Marion interviewed sixty-two English and New Zealand adult educators. I confess to particularly enjoying this section of Marion's book as it is so refreshing to hear the voices of New Zealand practitioners, which have often been absent in the literature. I enjoyed reading about educators who speak of their ability to view adult education as a channel for furthering and maintaining social justice and democracy as well as discussing their career paths, personal philosophies, changes in practice and the challenges and opportunities they saw for their future. In particular, it was a special thrill to read of recent ACE events in NZ and to see the work of Robert Tobias, Maryke Fordyce, ACE Aotearoa, Sandy Morrison and Timoti Vaoletti mentioned.

In comparison to their English counterparts, NZ adult educators emphasised more of a community and socially oriented perspective which was not underpinned by theory but informed by professional and personal experience.

Generally, educators spoke of their need to manage the contradictions between their beliefs and the expectations placed on them by policy. Marion argues that the space for practitioner agency is limited and that adult educators need to challenge the ways in which the ideologies, policies and the language which circulates around adult education and training operate against democracy, equality and social justice.

Marion ends her book by offering lessons for neoliberal times (Bowl, 2017, P. 155). She claims that the fate of adult education is inextricably bound up with the global economic and political order and suggests the need to engage in debate about the purposes of education. Notably, Marion moves beyond a critique of neoliberalism and offers strategies to encourage adult educators to “link with wider campaigns for equality, social justice and democracy – and to advocate for education's role in advancing these ideals” (Bowl, 2017, P. 4).

I thoroughly recommend this book and know like me you'll enjoy reading about adult education in New Zealand as well as trying to recognise the various adult educators that Marion interviewed. The opportunity that Marion Bowl had to work here has indeed been a koha to the academic literature on ACE and adult educators in New Zealand.

Singapore and Colombia. Both Canada and NZ spoke about the role of ALE for indigenous peoples and how it is important that engagement with their culture needs to underpin and inform any education programmes. South Korea spoke about the constant threat of war – the increased tensions between North Korea and the USA are impacting on South Korea and people are living in fear that war could break out at any moment. Japan spoke about how ALE could be used to curb individualism. Singapore talked about how policies are targeted at young people and that there is a valuable role older people play in society and the risk that this group could be all but forgotten and not catered for in a lifelong learning framework.

The workshop on Governance was attended by people from South Africa, Indonesia, Afghanistan, Slovenia, Japan, Italy, Canada, Pakistan and South Korea. There was a lot of discussion about different models throughout the world – Canada's is completely decentralised whereas Slovenia is centralised. The group acknowledged that population will dictate the most appropriate model(s) but regardless of the model in place, the learner voice must be present when determining policy.

The third day started with a very informative session on measurement and measurement challenges for adult literacy in particular. A number of measures are used but inconsistently across the world. Work is being done to improve measurement and develop common understanding of terms such as functional literacy and what is 'proficiency'.

The second session looked at progress in implementing the SDGs. Progress was mixed. For example in Namibia there are high literacy rates (89%) but also high school dropout rates. Indonesia plans to set measurement targets to SDG goals. In Bolivia a need was expressed to understand the past and the present in order to prepare for the future and in Italy the focus was on the importance of ACE to support a culture of mutual understanding. The saddest commentary was from the Arab states where \$2.2 trillion has been spent on war.

Both Tracey and I found the attendance at the mid-term review very useful. Valuable contacts were made and we have a greater insight on the role ACE plays internationally, where New Zealand fits in and what needs to be focussed on in the future. We are grateful to UNESCO for supporting our attendance.

Noticeboard

Hui Fono 2018

21 – 23 February 2018, Korou Kore marae, Ahipara, Te Taitokerau

The theme is Te Ao Mātauranga, Our World, Our Wisdom – inviting participants on a learning journey with hosts in Te Taitokerau to explore effective learning spaces and consider how they have changed. Increasingly, learning spaces are flexible and networked, bringing together formal and informal activities in a seamless environment that acknowledges that learning can occur any place, at any time. Our learning journey will take us to Te Oneroa a Tōhe (90 Mile Beach) and Te Rerenga Wairua (Cape Reinga) where participants will experience community learning practice through exchange. This will involve applying the principle of ako and a strong learner-centric philosophy beginning with mutual respect, and emphasising interchangeable roles, shared learning and embedded literacy. Hui Fono 2018 will explore how every environment is a learning space of significance. We will also explore the notion that design is a process, not a product, involving all stakeholders – particularly learners. This is an exclusive event for Māori and Pasifika working in ACE.

ACE Conference 2018

Save the date: 12 – 14 June, Te Wharewaka o Aotearoa, Wellington

Theme: **Kia mau, tāmaua te aka matua – Becoming Global Citizens.**

New Zealand National Commission for UNESCO Award in Global Citizenship Education

Are you encouraging New Zealanders from all walks of life and of all ages to become responsible and active global citizens? Tell us about your global citizenship education project or develop a new one between now and March 2018 and be in to win cash prizes.

Award categories are:

Education sector – \$3000 / Community – \$3000 / Innovation – \$1000

The Award is guided by Sustainable Development Goal 4.7.

The Award is open for submissions from Wednesday 4 October 2017 to Monday 19 March 2018. Applicants are required to fill out a written application form. Winners will be announced in April 2018. *For more information email UNESCO.NZ@education.govt.nz*

Australian Journal of Adult Learning

The Australian Journal of Adult Learning (AJAL) is an official publication of Adult Learning Australia (ALA) and is published three times each year. It is concerned with promoting critical thinking and research in the field of adult learning as well as the theory, research and practice of adult and community education. *For more information and to subscribe go to <https://www.ajal.net.au/>*

THRIVE conference:

Building sustainable futures through lifelong learning

6 – 8 March 2018, Gisborne (Dunedin – virtual)

The aim of this event is to foster a network of regions, cities, and towns across New Zealand where lifelong learning is the integrating focus for sustainable community advancement. *For more information and to register please go to <http://www.core-ed.org/events/thrive/>*

ACE news

ACE Aotearoa Board

The final Board meeting for the year was held on November 29th. As well as the usual administrative items the Board heard presentations from Anthony Naganathan, Senior Policy Analyst, NZQA on the micro-credentialing pilots underway and from Nick Billowes, Principal Consultant from CORE Education on their conference to be held in March next year which will focus on Learning Cities. The refurbished meeting room was also named. Our kaumatua Peter Jackson officiated. The name is Ahumairangi, the original name of Tinakori Hill. The meeting room looks up to the hill so the name is apt. The Board signed off the Business Plan for 2018 and the budget for 2018, but noted that the current contract with the Tertiary Education Commission expires in July 2018 so requested updates on progress with new negotiations. The Board were updated with feedback on the proposed Constitution changes and were pleased to hear that consultation meetings had occurred in Christchurch, Wellington and Auckland.

ACE Sector Strategic Alliance

The Strategic Alliance met on October 9. The meeting was addressed by Graham Smith, Kathryn Hazelwood and Analiese Roberson on the teacher standards work being undertaken across the sector. Graeme Smith gave a brief summary of his professional experience delivering NZCALNE in its various forms and his recent work with English Language Partners and ESOL tutors. This has resulted in a delivery model being developed which will be used to feed into the of the capability framework. An update was provided by David Do from TEC on developments in literacy. The government is supportive of improving literacy and numeracy and TEC has a mandate for developing new tools and PD. Feedback from the sector has been and will be used to fine-tune the three basic elements embedded in literacy and numeracy concept: creating learning opportunities, lifting sector capability and building educational infrastructure. Marie Wilson and Gabriel Joseph from Ministry of Education updated the Alliance on their current work. A brief update on the Minister's response to the Productivity Report on Tertiary Education was discussed. Ronja Ivers, newly appointed External Relations Manager from Hui E! also addressed the meeting to update the Alliance on the United Nations Sustainable Development Goals and a proposed process to build greater understanding of the goals. It was agreed that the Strategic Alliance send a briefing to the incoming government and request a meeting to outline the Strategic Alliance Strategy for the sector.

Professional Development Professional Development Grants

Applications for the next round of the ACE Professional Development grants are open. Networks, groups and providers involved in adult and community education are eligible to apply. The next funding round closes 30 March 2018. **You can download the grants application form and guidelines from our website.**

Ako Aotearoa update

We are pleased to share our latest publication – *Building capability and connection* – how Ako Aotearoa is adding value to tertiary education in Aotearoa New Zealand. In addition to showcasing our new initiatives and vision for the future, we feature stories of impact within our varied initiatives and a timeline of significant milestones throughout our ten years of service.

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