

# Adult & Community Education Newsletter



## Te Toki Voyaging Trust: creating motivated, strong, independent learners and leaders

Being on a waka hourua out in the middle of Te Moana-nui-a-Kiwa in a storm, and having no fear of a wave taller than the mast of your waka, because you know that you are part of a crew bound by aroha – as well as the values of whānaungatanga, manaakitanga and kaitiakitanga: That's how it is for the sailors trained by Te Toki Voyaging Trust.

John Reid-Willison, who captained various waka hourua in blue sea voyages when he was just in his early 20's, says that the feeling of complete safety also comes from the knowledge that you are part of a one thousand-year-old tried-and-true method of transport. "But it is dangerous crossing the ocean in any vessel, so you need good leadership with all those on board living the foundation values to help get you through."

Te Toki Voyaging Trust waka hourua have sailed around the Pacific to Hawaii, Tahiti, Mexico and many other Pacific islands as well as many coastal voyages around their own whenua of Aotearoa.

These double-hulled voyaging canoes, Haunui, Hinemoana and Aotearoa One, carry a crew varying between 10 and 20. Many on board are from the Pacific, but not all. The kaupapa is inclusive: all people are welcome and there is a mix of nationalities, both men and women, and all ages.

Te Toki Voyaging Trust, which is working to revitalise and preserve the knowledge and skills of the celestial oceanic navigators, was established in the Waikato over 30 years ago. It was set up through the vision and leadership of waka expert, Hoturoa Barclay-Kerr, who was this year honoured with a Companion of the New Zealand Order of Merit, for services to Māori and heritage commemoration. Working alongside Hoturoa has been fellow trustees Kim Barclay-Kerr and Pare Rata.

The Trust's aim is to provide lifelong learning opportunities and youth development – teaching navigation, astronomy, marine and environmental science, traditional seafaring technology and innovation.



R to L: Hoturoa Barclay-Kerr (Trustee), Kim Barclay-Kerr (Trustee), John Reid Willison, Darren Yates and Nohorua Ropātā on board Aotearoa One after a sail in Waitematā Harbour.

# Contents

- 1 Te Toki Voyaging Trust: creating motivated, strong, independent learners and leaders
- 3 Thrive Wanganui: skills for social enterprise (and a more inclusive economy)
- 5 Future Living Skills: increasingly popular in a fast-changing world
- 7 Shama: connected, confident and protected ethnic women
- 8 The NZ 'P' Pull movement: supported by Wesley Community Action
- 10 iQ Talanoa: pathways and poetry
- 12 Hutt Valley Tokelau community: confidence and inspiration
- 12 *International: Adult Learning in Scotland 2020*
- 14 *ACE Aotearoa News: The International Scene Civics Education in Communities Community Research and ACE*
- 16 *ACE Noticeboard*

*Whakataukī*

*Ehara taku toa i te toa takitahi, engari kē he toa takitini.*

*My success should not be bestowed onto me alone, it was not individual success but the success of a collective.*



*John Reid-Willison*



*Faumuina Tafunai*

The crew on a waka hourua learn through mentorship: once you have learned something from your teacher, it is your responsibility to teach others. This, the trust says, cultivates young people who are prepared to stand up and take the lead. It also provides a pathway for succession.

Along with the voyaging waka hourua, the Trust has a long tradition in competitive waka ama and has one of the largest waka ama clubs in Aotearoa. Over the last 30 years, thousands of paddlers, from pre-schoolers to senior masters, have donned the blue and white colours of Te Toki. Many have competed in the annual national competitions, as well as competed and won medals at the world competitions. Te Toki Waka Ama is headed by Hoturoa's son Turanga, who has grown up with a paddle in his hand. Turanga has overseen the coaching and managing of paddlers and maintained a fleet of single outriggers as well as six-man canoes.

Faumuina Tafunai, who lives in Christchurch, has been crewing as a sailor for over 10 years. She says that when they are looking for rangatahi who might be ready for blue water sailing the leaders look for those who are already demonstrating some of the underpinning values of generosity and helpfulness; someone, for example, who sees that the dishes need to be done, and quietly gets on with the job.

For those who grew up on a marae, like John, many of these values have already been learned:

"For us the waka hourua is just a floating marae so it is easy to slip into the waka world where the number one priority is to look after waka. The second priority is to look after the person next to you. If you look after them, you don't have to look after yourself. You are part of a seamlessly operating crew and vessel. Everyone understands those values.

"And they are values that help in everyday life. In the workplace if you think workplace first and me second it definitely helps. The same with whānau life. Everything is so much easier if you think that way."

Because many rangatahi in the Waikato live in more remote areas the trust takes the kaupapa to rural schools and to marae in small coastal communities.

The challenge to rangatahi is to follow their ancestors.

"We talk about STEM," says John. "We tell them, if you look at waka kaupapa, it is one of the first sciences of navigation. The multi-hull is being replicated nowadays. Our ancestors spent thousands of years developing the hull and transforming the sails. They were very advanced.

"We tell rangatahi – you have a tradition to follow. So many rangatahi are at school and bucking the system. They are saying, why are you making me learn all of this stuff?"

"We can change their mindset by telling them – your ancestors were one of the greatest voyaging navigators, scientists, and engineers in the world. They led the great migration through the Pacific. Study STEM. This is you – your ancestors! Then they start wanting to study these subjects. They start to think – of course I can do it. Then when they join a crew, they start taking responsibility for small things.

"The first wayfaring is a baptism of fire almost. When you first come to sail a waka, you are met with the real truth – it is not easy. You have to step up and bring what you can to the group as a whole. For some, it is not for them. For others who find a passion for it, you see them move heaven and earth to be their best, even in small things. To be part of that family – to help the waka first; the person next to you second; and yourself third. You see them really eat and breathe these values.

"I am lucky because I go and visit the families when they come back. It is a time of reflection. They often say, I sent my boy to you, but I don't know this man who is returning. It



*Marama Togiaheulu delivering education programme*

has done wonders for him. He has come back with a purpose in life.”

As well as instilling values, the waka hourua experience changes the way rangatahi see themselves.

Faumuina Tafunai says that for her the experience was transformational:

“When you are on a waka hourua, you know who you are – and you have that reflected back to you. Normal classrooms don’t often reflect a Pasifika or Māori identity, but when you are on a waka, on a wooden deck lashed by sennit, you feel closer to your ancestors, to who you are. You are surrounded by knowledge and systems that come down from your ancestors. When I was sailing on a waka from Samoa to Tonga, I had a real sense that my ancestors sailed here. I was 38-years-old and for me, it changed my life.”

Faumuina now runs Flying Geese Pro, where she has transposed wayfinding and voyaging principles into a strategic framework that is used to assist businesses and strengthen mental resilience among young people. Her work in this area earned her an Edmund Hillary Fellowship in 2018.

Many businesses, both Māori and Pākeha now are keen to learn how wayfinding skills can improve their business. Currently Te Toki and Flying Geese Pro are running a Wayfinding for Business programme in Te Waipounamu, the South Island, supported by Te Pūtahitanga.

The waka experience also provides an education about our world, and our place in it.

Marama Togiaheulu was just 19 when she first got involved with Te Toki and was so drawn into the whole experience that she then went on to four years full-time with the waka – much of it helping with the STEM programme and listening to the Māori scientists brought in to explain the natural world to children and communities. She too, said that Te Toki has changed her life:

“It made me aware of just how connected we are in the Pacific – we are all related – all connected by the ocean. As a direct result I married a Niuean. Before I would have felt we were too different!

“And at a deeper level there is the connection to the environment and our role as humans on this Earth to protect the wellbeing of the environment, on sea and on land. Being on the waka really deepened my commitment to being someone who has a small environmental footprint so I can do my part to look after this Earth and hopefully (although it is getting more difficult) to leave it better for the next generation. That is what our ancestors were doing. Doing things with future generations in mind.”

*The TedX talk on Wayfinding Leadership is available at:  
<https://www.youtube.com/watch?reload=9&v=d1-gmU04jhs>*

## Thrive Wanganui: skills for social enterprise (and a more inclusive economy)

Covid-19 has recently given new charitable trust, Thrive Whanganui, access to another pool of funding so they can increase their work – building social enterprise capability in the wider Whanganui region. The government’s Regional Business Partner Network (managed by MBIE) has a Covid-19 response fund, which includes support for social enterprises. For Thrive Whanganui, a lean organisation with four passionate staff all working part-time and supporting themselves through other jobs, the Covid-19 funding is boosting their ability to achieve their goal – a more inclusive economy that delivers wellbeing benefits through new ways to do business and getting better outcomes for communities and the planet.

Thrive Whanganui was launched in February 2018 at the Thrive Expo that attracted over 200 people.

Nicola Patrick who is the Programme Director and a Trustee says that the two-day event demonstrated that the time has come for social enterprise: “On day one we had a key-note speaker, Julia Milne from Common Unity in Lower Hutt, and she was inspiring. On day two it was more practical with some workshops and mentoring sessions. It was fantastic, and people loved it.”

After this high energy start Thrive was lucky to be selected as part of a pilot for The Generator, a MSD-funded programme helping people to grow financial independence. “Not everyone has to aim for a social enterprise,” says Nicola, “It could be a micro-enterprise. It’s about helping people get started in their own business.”

### Thrive’s own programme includes:

- **Know How** – information sessions, resources and mentoring;
- **Inspire** – story telling, events, and guest speakers;
- **Connect** – networks, introductions and co-working; and
- **Kickstart** – workshops, coaching and wrap around teams.

Some of the Kickstart workshops include: an introduction to social enterprise; a Thrive-developed social enterprise warrant of fitness; sessions on social lean canvas (providing a structure that allows people to break ideas down into their key parts and evaluate the risks and assumptions and develop a one page business plan); and assessing their impact – the positive outcomes for people and the planet.

Nicola says that because they are still in start-up mode,



The Rau Whenua package will come with a compostable box with a muka tie for tying the umbilical cord, a prayer card, and a brochure explaining the whenua burial process.



Petrina Clark and Adrian Campbell, Awhi Mai.



Te Miringa (far right) receiving the runner-up award for her rau whenua social enterprise, Ūkaipō, at the University of Auckland's recent Velocity \$100k business competition, winning \$5000 and an incubator programme worth \$20,000.

they tailor workshops and events to meet specific requests, rather than have a set schedule of courses. The week we talked with them, they were off to Ohakune and Waverley to deliver workshops in partnership with Te Pae Tata and South Taranaki District Council, respectively.

“Workshops with others are good, because people can bounce ideas off each other,” says Nicola, “but there’s big value in working one-to-one. After the workshops we provide ongoing support for those who are ready to make a start. Our workshops average around 15 participants. Our hope is that three go away and do something – and that is often the case, although sometimes it takes people a while. We stay in touch with the people who have come on our programmes. We certainly don’t take any credit – we are just helpers for them as they get underway.

“A high number of those asking for support are women and Māori. Our work seems to resonate with people on lower

incomes, too, and with people of all ages. It really is a diverse mix, and we have just started working with CCS Disability Action.”

There is a low fee for their workshops, but sometimes start-up small businesses agree to a Pay-It-Forward blended payment model. Small grants from COGS, the Whanganui District Council, the Whanganui Community Foundation, and the Mentoring Foundation help to fill the gap in Thrive’s accounts.

Petrina Clark and Adrian Campbell, who live in Whanganui, say that their brand-new social enterprise, Awhi Mai, is definitely going to pay it forward. Petrina had an idea, early on in the lockdown, about the need for te reo Māori greeting cards:

“When we needed a card for a koro, there was nothing available. We were kind of shocked that we couldn’t easily access a suitable card. So a group of us got together and it became our goal to provide the market with a product that best reflects whānau. We now have five cards in three

different cities, and on our website.

“After completing the initial workshop Thrive has helped to identify two parts of our business that we should focus on – marketing and impact. Our impact is to normalise te reo Māori. Our concept is not new, but it is still lacking in a commercial sense. We want to provide a card that helps whānau celebrate each other in our reo.

“We plan to catch up with the Thrive team again. In the meantime, we participate in their events such as Thrive Presents: Managing Money. Ideally, we want to learn as much as we can. Networking is also an important aspect and Thrive provides this in bucket loads.”

Thrive partners with the Mentoring Foundation to deliver training for both mentors and mentees. Tess Dwyer, who has international experience in business and mentoring, is Thrive’s Mentoring Coordinator: “I manage the mentors and mentees – matching them and making sure that the partnership is right and that the mentor is delivering on commitments. It is a six-month programme, and we have training sessions for both the mentors and the mentees. The training for mentors is more intensive. They need to understand their role is not to do the work or solve problems. We have 20 mentors, and they were selected with those qualities in mind. They are all people within the community who have business and leadership roles themselves.”

Not everyone chooses to have a mentor, and there is a small fee of \$150, but for Te Miringa Parkes, a 20-year old who was successful in getting \$5000 seed funding from The Generator to develop an idea (her mum’s) for a rau whenua (placenta) package, her mentor has made all the difference:

“Andra is awesome, we are really, really good partners. I started on the idea back in March and by November I hope to launch the package. The mentoring process really helped me shape the vision from the start.”

“I also went on one of Thrive’s workshops where I met with other mentors and mentees. It was good meeting everyone and hearing about their journey, reflecting on where we are at and learning from each other.”

Te Miringa was in Whanganui with her family during Covid alert level 3 and was able to meet with Andra. Now she is back in Auckland where she is at university – and keeping another business going (an events business, styling events and providing props for hire), so she is in regular contact with her mentor by phone or email.

“Their support has been really invaluable. They gave me the confidence to give it a go and actually take the idea somewhere. Thrive and the seed funding from The Generator have been pivotal to where we are today.”

Nicola says that in some ways social enterprise is the original business model:

“It is really an ancient way of doing business. Only in recent times has there been a focus on extreme profit, in the hands of a few – rather than trading goods and services to build healthy strong communities. In some ways we want to go back to those original ideas and amplify a values-base and fair-trade approach. That is what we champion and encourage.”

Thrive is connected to the Build Back Better movement, which is a recovery framework developed by Rebecca Mills, in collaboration with others. The chair of Thrive, Sharon Bryant, helped to fund this piece of work because, she says, the framework champions systems change:

“At Thrive, we embed all of the seven principles that are part of the build back better framework into our work, in particular measuring impact beyond financials (#6) and building collective impact (#5). At the heart we are working to create a fairer and regenerative world where we not only do no harm but where we create positive impact through enterprise.”

*You can download a copy of the framework at the website:  
[www.theleverroom.com](http://www.theleverroom.com)*



## Future Living Skills: increasingly popular in a fast-changing world

A classroom-based or online programme of eight learning guides on Future Living Skills is becoming more popular and will soon include a new module, the local economy.

The community-driven programme began over 15 years ago – when it was called Sustainable Households. It was started by Annie McDonald, an education officer at the Marlborough District Council, who began it working in collaboration with several other councils until the project was transferred to a new charitable trust.

The Sustainable Living Education Trust continues to use a team approach, with strong local body involvement: the current chair of the Trust is Tony Moore, Christchurch City Council’s Sustainability Advisor.

There are 14 member Councils, and Rhys Taylor, the national coordinator, says that they are in discussion with several more: “Councils are interested in the programme because they are keen for people to do much more about waste management. We recruit and train facilitators, including ACE tutors working in schools, and we give distance support. There are now 40 facilitators working in member-council areas. These tutors can also download additional materials from our website, such as group activities and visual aids.”

The growth in demand by communities is, Rhys says, triggered by several things: “There is a huge interest by the public in climate issues. New Zealanders are taking climate change more seriously. Also, people are more concerned about minimising waste, especially plastics and want to know how to manage that. And this year, Covid-19. It has made people want to change their life-style – growing more of their own food and thinking about community resilience. They sense a fast-changing world and want to learn new skills that seem relevant to them.

“Recently we have been given money from the government’s Waste Management Fund, to make access to all the education materials free, so now anybody anywhere

## *“If everyone decided it is possible, we could do what we need to do. We have to be motivated and optimistic so we believe we can make a difference.”*

in New Zealand can go onto our site and download the basic education materials. Many thousands of people are doing just that.”

Rhys became involved with the trust early on. A journalist, with a post graduate degree in Adult and Community Education from Sheffield University in the UK and experience in Aotearoa, working with Canterbury WEA and the Ministry for the Environment, he had the knowledge and skills needed to help write the learning guides and develop the adult community education resources.

The learning guides, which are all designed to be used by groups, are on:

- energy efficiency to cut your power bill;
- eco building – solar design and insulation;
- water use and river protection;
- organic veges and growing crops at home;
- waste minimising in your consumer choices;
- food – healthy choices, shopping and processing;
- travel options and their carbon impacts;
- community reliance – which links with emergency preparedness.

They are written in plain English and the electronic format (PDF) includes a reading guide and links, to research topics that people are interested in. “So it is a hybrid course, with provided group resources and support for personal study,” says Rhys. “The benefit of having the links to other Internet sites is that it means that people are not led into the commercial world, where the intention is to sell you something. Our guides are independent and based on science.”

Currently, in response to requests, the Trust’s team is writing the new local economy learning guide. It includes information on different methods of collaboration in the community – projects that help people get access to goods without relying on the cash economy. These include timebanks, skills exchanges, farmers’ markets, repair cafes or workshops and local savings pools. There are references and links to existing projects.

Recently Rhys travelled to Palmerston North to train a group of facilitators for the newly signed-up Palmerston North City Council.

Nelson Lebo, who has a PdD in Science and Sustainability Education, works for the Palmerston North City Council as their Eco Design Advisor. He trained as a facilitator and will manage the city’s Future Living Skills hub:

“What I like about this programme is that it creates a dialogue rather than providing expert information. Everyone can come and bring their own level of expertise with them and make connections with others in their community who are interested in sustainability. You get a lot of experience in one room. Face-to-face learning is so much better than online learning – you can ask questions.

“We gave our community just two weeks’ notice about Rhys’s facilitator training and we had 16 people there. I think that post Covid there is a lot more interest in resilience and sustainability.”

Debbie Eddington, who is currently co-facilitating a course with Rhys in Timaru is also an Enviro Schools Coordinator. A trained primary school teacher, she was a little cautious about working with a group of adults: “But as a facilitator, you are not expected to be the expert. There is a lot of knowledge in the room, and you just have to encourage the sharing of that knowledge. The on-line resources for facilitators are great, with PowerPoint presentations and activities.”

Long-time sustainability educator and psychologist, Maureen Howard, who now writes about sustainability for the Otago Daily Times, started providing the Sustainable Households courses in Dunedin back in 2006. Over the nine years she was involved (other facilitators run the programme now) more than 800 people completed the programme and many went on to making changes in their community:

“A lot of the value of the course is bringing people together. They get to know each other through meeting over the eight weeks and that provides a context that say a lecture doesn’t provide. People see each other making an effort to walk or cycle instead of getting into their cars, or composting – and they decide to make changes themselves. It is empowering to be with other people. That feeling is hard to get if you are on your own.

“When people do a course, they become highly motivated and enthused. Some of the people from our courses started Transition Valley 473, and they went on to plant community orchards, do home energy audits, bike fix-it workshops and various other things. Some have become embedded in the community and taken over by other groups.

“Someone once said to me that Dunedin is a hotbed of sustainability, and I think the course helped to bring that about. People are a lot more well connected now.

“I think that Niki Harré’s book, Psychology for a better world, Working with people to save the planet, provides a lot of excellent principles, many of them common to the programme. One is that we create a very solutions-focused environment. We try not to frighten people. When people are frightened, they are defensive and not open to change. I think people find the Sustainable Living course fun and doing it helps them see themselves as a sustainability advocate, an environmentalist. It becomes part of their identity and they might start lobbying the local council for change so that we can transform our society into one where the natural world flourishes and we can stay within our 1.5-degree Celsius rise threshold.

“Optimism, as another person told me, can become a moral choice. If everyone decided it is possible, we could do what we need to do. We have to be motivated and optimistic so we believe we can make a difference.”

Maureen says that now is the time to act: “We have the resources that future generations won’t have as they struggle to deal with crisis after crisis. We are responsible for the next generation. We must do much more than adapt. Many solutions happen at a community level. Every place is different and local people can, with support and resources, find ways to transform how we live.”





## Shama: supporting connected, confident and protected ethnic women

Shama Ethnic Women's Trust, which was established in 2002, is a community hub for ethnic families in and around Hamilton. It provides social services and an education programme for those living in the region, as well as a national resource for women who have experienced sexual violence and an education programme for mainstream providers. In the coming months Shama plans to roll out a second programme to some regions, this time on cross-cultural parenting.

Their life skills programme for women living locally includes 2-3-hour sessions on sewing, English (facilitated by English Language Partners), English language support, computer support, cooking and conversation, and vegetable gardening.

Maria (Maki) Rodriquez, the manager at Shama, says that women of all ages and from all continents come to the classes. Often the main reason is to be with other women:

"Many of the women know how to sew, or cook, but the programme provides them with the opportunity to get to know other women and make friends. For women, connection is so important. When they come, they feel more confident, more connected and that helps to avoid isolation and depression and maintain their mental health. Feeling that they belong makes a big difference. We can see that in participants."

A new programme, SuperSHero, provides tools and techniques for women to boost their confidence. This free course is, says Maria, "for women to remember just how amazing we are and to learn techniques for us to release our female SuperSHero."

The sessions run from 10.30 until 3.00 pm and include lunch and a guest speaker. Jennifer Wit, who is the facilitator, says that the women who come are from all walks of life and with difference experiences. They are mostly ethnic women, but there were Māori and Pasifika too. The first sessions have covered self-esteem and self-worth: The feedback is generally very positive, with most women saying that they are going away to practice some of the tools that they have learned.

As well as these personal development programmes Shama helps women to find work by referring women to agencies where they can get help to write a cv or learn about job opportunities.

And last year Zola Rose ran an eight-month programme supporting ethnic women to create and grow a micro enterprise

business. It was run in collaboration with the Women's Entrepreneurship Centre in Auckland.

Then there are parenting tools. Many refugees and migrants come from cultures where parenting may be quite different from the way we parent in Aotearoa.

Zola Rose who runs the cross-cultural parenting programme says that the classes that she has been developing and running, in collaboration with the Red Cross (which send different groups for training), help people to decide both what they want to retain from their own culture and what new parenting skills they will embrace.

"The programme has two parts. The first establishes their own reality – how they were parented, the things about their parenting that they want to keep, and what they want to leave behind. The second part is about positive discipline, and what is allowed in New Zealand – as well as children's rights.

"I also talk about what parents need to do to feel grounded enough to parent well, so I include things like mindfulness and self-care.

"This is a five-hour session (with a break for lunch) with follow up sessions on parenting for children under 12, and those who are older.

"We've had really great feedback, not just on the day, but from Red Cross. They have asked for more courses.

"I think this cross-cultural approach helps our people feel seen, heard and understood. They also are often excited to learn new things. The Congolese group, for example, was excited to learn about other ways of managing their children, which do not involve physical punishment. And the use of appreciation and positive praise was new to the Afghani group. That was a big learning for them."

Shama is about to roll out this cross-cultural parenting programme out nationally, partnering with providers in three areas of high refugee and migrant settlement.

This will be the second service that Shama has extended to other regions. Sexual violence education and services is the other.

Traditionally sexual violence has not been addressed in ethnic minority communities so finding ways to make the topic part of the conversation throughout the country and ensure that those affected can get help has become an important part of Shama's work.

All the Hamilton region programmes, including English language, provide participants with information about the laws and services around domestic violence.

And in addition, Shama runs legal and domestic violence education when the Ministry of Justice refers a woman with a protection order.

It also coordinates a national response for sexual harm and provides a resource, Let's Talk, which is a series of nine videos with women talking about sexual violence in 13 different languages.

Shama plans to develop more videos in more than 20 different languages.

The videos include referral information, legal information and examples developed from practice and knowledge of sexual violence in culturally specific situations.

"We know too that hearing a message or watching a video in your first language has a different connection in your brain," says Maki. "First language messages are more effective. This is even more true in a country where sometimes people do not hear their first language very often."

Shama also provides support to mainstream organisations dealing with sexual harm or sexual violence, either through training sessions and cross cultural advice, or through offering an alternative process for those seeking help so that conversations, skills and knowledge can be discussion within their cultural contexts.

With such visibility within the refugee and migrant community Shama is also playing an important role in terms of providing information about the pandemic, answering frequently answered questions for example from Muslim communities wanting to understand how lockdowns and restrictions affect Ramadan and other cultural and religious practices.



*"I think this cross-cultural approach helps our people feel seen, heard and understood. They also are often excited to learn new things."*



## NZ 'P' Pull: a peer-led national movement supported by Wesley Community Action

The NZ 'P' Pull movement began four years ago when a 24-year-old mother walked into Wesley Community Action in Waitangirua, Porirua, experiencing a meth-induced psychotic episode. She needed help. None was available. So manager, Lizzie McMillan-Makalio, realised there needed to be accessible help. This was the catalyst for the first NZ 'P' Pull sessions. These walk-ins, as they are called, are run by volunteers, all with a lived experience of methamphetamine.

NZ 'P' Pull is now in 14 locations across Aotearoa. The vision is to empower individuals, whānau and communities to better understand and respond to issues related to use of methamphetamine and 'P' Pull.

A MoU between the community-based organisation and Wesley Community Action provides the movement with support. Management is provided by a committee. Most are leaders in the Porirua network with some coming from other networks around the country. The committee provides operational and social support for all networks.

If it is available, each network has a local health practitioner who can provide medical services.

There are now 20 facilitators: some are users, others are whānau, and some are in recovery. All have received training in Auckland at M.E.S.S (Meth Education and Solution Services) run by Peter Thorburn, who is himself a recovered addict.

Christine Remuera, who is the National Coordinator, says that the network of free walk-in meetings is growing all the time:

"Anyone affected can come and talk about what they are going through. It works because they are listened to and we don't judge people. We provide users and whānau with the tools, they need. We use Te Whare Tapa Wha, so we work on spiritual, physical, mental and whānau well-being."



Christine Remuera.

Whānau are taught communication skills such as how to listen, and how to speak using language that de-escalates arguments and calms people down.

They learn how to stop enabling users – to set boundaries. Many of Christine's whānau have been users, and she says that for her the process was tough: "When you set down rules for loved ones, especially if they are your children, it is hard. You are having to go against all your instincts. Enabling is about getting whānau to stop

giving money, even though they are crying for it for food. Setting boundaries is about creating a safe space for everyone – for the whānau in their own homes.”

They learn how to give people the space to come up with their own solutions – and then support them to make and achieve their recovery plan.

Workshops and training seminars provide facilitators with an understanding of the different kinds of trauma that usually lead to addiction. Most of those coming to walk-ins, says Christine, have experienced trauma such as domestic violence and sexual or physical abuse. As a result, they are often depressed or anxious. Gambling may have become an issue. So the plan is likely to involve referrals to other agencies that have the skills and knowledge to support their recovery.

Because many rangatahi who have grown up in households affected by meth are at risk of suicide, all facilitators attend workshops on suicide prevention.

As well as learning new skills, those who come to the walk ins are given help with practical matters like getting onto a sickness benefit or into housing. Māori plant-based medicine is available to those who want it.

A closed interactive Facebook page with 8000 members (and growing) is another way people can come to understand addiction, share experiences and learn together. The online support is a good option for those who find the use of methamphetamine is stigmatizing and for those living in isolated areas. It is even more popular with those in recovery, who regularly celebrate their clean milestones.

NZ ‘P’ Pull also has a hugely popular book, *Methy Business*, which is updated every two years. It has stories about what people have been through, their solutions, and their road to recovery.

Tuta Ngarimu is a facilitator for NZ ‘P’ Pull in four locations in Tairāwhiti, and he says that the single most important thing that the walk-ins do is put whānau in touch with each other:

“At one walk-in three nannies, women in their 70s and 80s came. They didn’t know each other, but their stories were exactly the same. They were so grateful to talk with one another – it takes away a lot of the loneliness of dealing with it.

“Over the years we have managed to put people into residential care, so we have built a pathway for them to make that happen. You know there are a lot of barriers out there for whānau when reaching out for help. The Police can get involved. Oranga Tamariki can take their children away. And another barrier for people in Gisborne is that they have to travel out of the area to get residential care. Tairāwhiti has one of the highest rates of meth addiction in the country. Māori are the most affected here in Tairāwhiti. We desperately need a residential care unit here that reflects that – one with a strong tikanga Māori component. I get sick of telling the media about our methamphetamine problems. Nothing ever happens. NZ ‘P’ Pull is the community response and it definitely helps, but we need a government response too.”

There is in fact evidence that the community response is highly valued. A July 2019 evaluation of NZ ‘P’ Pull by Matua Raki, National Addiction Workforce Development, found that Porirua walk-in sessions were rated 9.6 out of 10. The evaluation also found that the movement has helped to normalise talk about problematic methamphetamine use. It has opened-up conversation across the city.

Wesley Community Action’s Centre of Innovation Te Hiko has



Tuta Ngarimu.

*“There’s a whole lot of capability in the community and we need to be able to support these initiatives.”*

recently employed a person skilled in social impact assessment to measure what has changed as a result of community-led movements. The move is part of the organisation’s national advocacy for a better funding system.

David Hanna, Wesley Community Action’s Director says that rather than relying on Wellington-formulated policy to address social issues, we need to recognise that some powerful solutions bubble up from the community:

“There’s a whole lot of capability in the community and we need to be able to support these initiatives. ‘P’ Pull is a tremendously powerful and effective movement, yet it only recently received funding via the Ministry for Justice, Proceeds of Crime fund. We got three years of decent funding so the movement could have a paid national coordinator – Christine. There is a need for a lot more recognition of the role of local flax roots community initiatives rather than trying to force everything into a professionalised service delivery slot.

“Covid is magnifying inequality. Most of our work at Wesley Community Action is dealing with people at the hard end of the inequality reality. People are facing multiple challenges and stresses. We need to be more intentional in providing the right infrastructure and support that will allow these locally-led initiatives to develop and grow.”



## iQ Talanoa: pathways and poetry

There's a Facebook page, iQ Talanoa. It's closed. What is it about, we wondered? Sounds as if it could have something to do with adult and community education. Several attempts to find out failed, then we emailed Labour MP Anahila Kanongataá-Suisuiki, who had a Facebook entry that showed up in a search: It was about hosting a visit by iQ Talanoa to parliament. Anahila kindly passed the message onto Maureen Fepuleai. So we got in touch with Maureen and asked her, what is iQ Talanoa? This is what she told us:

"When I was about 40, I returned to the Manukau Institute of Technology as a mature student. I hadn't done so well at school, so it was terrifying. I didn't feel I could ask for help outside of the classroom, and also, I was so busy – a single mum of five, the eldest in a Samoan family, busy with church and community commitments, so I had other responsibilities, as well as having to work. But there were other mature students there, and we supported each other.

"I enrolled in a Certificate in Communication because I thought it was about social work. I completed this and moved onto the Diploma in Communication, but it wasn't anything to do with Social Work, so I left and later returned to do a Certificate in Social Science. I loved this! I completed the certificate and promptly enrolled into the Diploma of Counselling (Children & Young People). After completing this the Applied Social Science (Counselling) arrived at M.I.T and I completed this as well, alongside many of the other mature students that I had started the certificate with.

"In my final year of the degree, a supervisor asked me why I was limiting myself to a career where it would only be 1-1 contact, where

with my talents, she said I should aim for 1-many contacts. I left the supervision session thinking that my supervisor didn't think I would make a good counsellor. Later, reflecting on her words, I realised what she was really saying and, in that moment, there came a huge shift in my thinking. I graduated and landed a job with the (then) Blind Foundation of New Zealand, in the Pacific Services Team.

"During my second year with the Blind Foundation, the opportunity to study for a Masters of Indigenous Knowledge with Te Wananga o Aotearoa came up. I was accepted, and for two years, travelled to Hamilton (from Auckland) every 9 weeks for 5-day noho wananga. The rest of the study time in those two years was long-distance. I was the only Samoan in my cohort and studying at TWoA was like nothing I had ever experienced before, or since. It was like studying with my family, in a safe and glorious space of alofa (love), fealofani (unity), fa'amalosi (empowerment) and blessed knowledge gifting and sharing.

"I graduated and sadly left this campus and my He Waka Hiringa family that had been my happy place for two years. The opportunity then presented itself for a PhD with the University of Waikato. This is where I am currently attempting to navigate the doctoral pathway with the Faculty of Māori & Indigenous Studies.

"Being here made me think about my own journey. Me? Doing a PhD? No way! I remembered being told years before, that I was stupid, I was ugly, I was useless, and that nothing I would do would ever amount to anything. And yet, here I was on a PhD journey.

"I was talking with my girls about it. I have always brought them up to be strong and courageous, and they said to me, Mum!

Why don't you start a group or something? You've been there! So I thought, why not? Church groups had already been asking to come and talk about careers, education and self-empowerment, so I looked around to see where we could meet. When the Manukau Public Library heard that it was about education, they said it was free. So I posted ads on Facebook and about 15 women turned up. It became a monthly meeting, a safe space where women told their stories. That was in 2018.

"Then one day, I was doing a presentation, and I wrote IQ, Intelligent Quotient, on the board. One woman was very angry. She said it was a western construct and brings our people down. I said, absolutely! Why don't we take ownership of it, and give it a different name? So that's when we came up with Indigenous Queens. It rolls off the tongue!

"One of our earliest story-sharers was MP Anahila Kanongataá-Suisuiki who generously gave us time out of her weekend to share her amazing story. She invited iQ Talanoa to visit her at the Beehive, and we jumped on this invitation and started fund-raising to get to Wellington and take her up on this fabulous offer. This trip to the Beehive was empowering. Anahila and Sandra treated us like iQueens! The messages we received from Anahila during our visit to the Beehive in November 2019 were: You have every right to be in the Beehive. The sky is the limit for our Pasifika Women.

"When Covid-19 hit Aotearoa New Zealand, the lockdowns put a stop to our regular iQ Talanoa monthly sessions. My daughters talked about video conferencing as a way to stay in touch with our iQueens, so I applied to the Manukau City Covid-19 community grant and they sent me the money to pay for a Zoom subscription and Zoom iQ Talanoa 2020 was initiated, yay! This expanded our iQueens attendance from Auckland to Wellington and Tauranga, Melbourne, Brisbane, Sydney and Tauranga!

"What I see emerging in iQ Talanoa, is that this safe space creates a bridge for each person upon which they can safely navigate their way to a learning pathway and that we will be with them on their journey. Some of our iQueens have started degree studies including Masters and PhDs.

"The other big issue is unresolved issues with family violence."

"One of the things that got me through when I was experiencing family violence as a young mother was writing poems. I would stay awake all night to make sure that the children were safe as they slept. And I would write poetry, songs, and short stories. So I told our group, we are going to have a poetry writing night next Monday. A lot of them said, but I am not a poet! I said, you don't have to be, the space is there. You can just click in and not say anything.

"That turned into a fascinating space. We found that we all have poems to share. So on Queen's Birthday Weekend our Indigenous Queens ran a poetry share. Everybody wrote something.

"These poems – they have made me cry, they have made me mad, they have made me so excited! We decided that they had to be published.

"To access funding to help us with this, we had to be a registered entity. After a lot of headache causing paper-work etc, we are now a registered charitable trust. We were blessed with a grant from the Ministry for Women Aotearoa New Zealand to help us publish our collection of poems and to set up a space for us on Planet FM (still working on this part) so we can have another platform to share our stories, poems and educational journey

"I am hoping the poetry book will be ready to sell for Christmas. It will provide ongoing funding for iQ Talanoa. It is an acknowledgement of these amazing, courageous women: Man! That's my mum! That's my daughter! I just want them celebrated in their communities. Indigenous Queens."



## Niava Pili-Tavita

**Niava wrote from Melbourne:**

iQ Talanoa has made me consider deeply what it really means to seek further education. There has been thought provoking conversations I hold dear to my heart. For example, the roadmap to being able to sit at the decision-making tables where you can be a good influence for your people and community.

It has been great to meet other iQueens from all walks of life and learn from them too. Here is a safe space where we can also share our thoughts and feelings. Here, I trust wholeheartedly the websites or services shared. I do forward them onwards to family and friends I know who might need them or can benefit from them. The most recent being the scholarship opportunities.

Maureen has been very inspirational, insightful and at the same time very strategic, steering iQ Talanoa to reach out, in ways that may be minute and insignificant but have influenced each one of us iQueens (I'm sure), leaving a lasting imprint, as we continue to navigate, to empower and uplift one another. I hope iQ Talanoa continues to grow to achieve its hopes and aspirations.



*Niava Pili-Tavita, with her grandson, Lucan.*

# Hutt Valley Tokelauan community: confidence and inspiration

*Ko te maopopo te lima malohi  
Ke te tauamoga o te atu fenua  
Our strength is in the collaboration of our people  
For binding together we will uplift the nation.*

In October last year the Hutt Valley Tokelauan community (the second largest in Aotearoa) started planning their cultural capability and digital skills training workshops, funded by an ACE Aotearoa professional development grant.

Ime Telea, a member of the committee overseeing the implementation of the grant, explained the need for the training:

“As we are an oral culture our traditional knowledge is preserved through the elders and in Tokelau song and dance. These are the carriers of Tokelau history. They are the only repositories of knowledge, the only way our generation can be linked to the past.”

So strengthening culture, language and cultural identity is the first goal in their 10 year strategic plan. The second is to increase access to education, skills and training opportunities in all aspects of life-long learning.

Ime: “We wanted to educate our Tokelauan community through workshops led by our elders, and to digitally record the process for future generations. We also wanted to involve the members of our community who are working in digitally-based work, such as graphic designers and communications – so they can pass on their experience of these occupations to Tokelau people and their families.

The workshops covered six areas of learning: oratory, dance, cultural attire, hua (the welcoming ceremony); the pa ceremony (learning the ceremonial and cultural significance of the traditional pa, the key parts of the mother of pearl shell which is traditionally gifted to young women), and workshops led by members of the community working in digitally-based occupations.

“Seventy percent of our people are New Zealand born,” says Ime, “and Tokelauan is one of the most at risk languages. Many of our young people are not motivated to learn the language, but they are willing to engage with our elders, who migrated to New Zealand, and learn their culture first-hand from them – rather than from books. Heritage knowledge is sacred, and through our stories which are embedded in song and dance they can learn the values and beliefs about a world view that is very much Tokelauan. They get a sense of pride in how rich their culture is. They become more confident. Parents may have told them stories in the home environment, but in a group like ours they are exposed to a wider community that has so many layers of generations.”

The group started delivering workshops in October last year meeting three times a week (except for the school holidays) until the end of March. Some sessions had more than 300 people attending – none had less than 100. They learned choreography, drumming and how to compose songs using the traditional structure. This

year, alongside these workshops a group, armed with fresh pandana from Tokelau, worked together learning how to make the pipi or traditional dance consumes. It was an opportunity to share the learning, make over 100 pipi for both women and men (for the planned festival in July) and document the process on video. During the whole process social media kept the community in touch with the programme’s timetable and progress.

When the lockdown came many of the group switched to working collaboratively with other organisations and delivering care packs to members of their community who were in need. The connections made during the PD process made this all the more achievable.

The festival has now been put on hold: “We always hold our festival at Easter. Having this goal provided us with a purpose and a framework for all our workshops”, says Ime, “and although we couldn’t hold it, we have, as a community greatly benefited from the deep learning that our workshops provided. It has grown the cultural capability of a generation that does not speak the language. It has given them a sense of connection and belonging. And when we have completed the digital package there will be a resource for future generations.

“We are so grateful for the PD grant. The only way we can educate our community is through voluntary effort of the adult and community education sector.”



# International: Adult Learning in Scotland in 2020

By Jackie Howie, CEO, Learning Link Scotland



Learning Link Scotland is a national intermediary for third sector adult learning in Scotland. We were established for, and by, third sector adult learning organisations; our vision is that people will have access and equal opportunity to strong, independent, and vibrant third sector adult education, and that organisations work in partnership with others to fulfil lifelong learning, social inclusion, and democratic aspirations.

Prior to March 2020, the Strategic Forum for Adult Learning, a national, cross-sector forum supported by the Scottish Government, were in the process of developing a Strategy for Adult Learning for Scotland. The sector supported the development of the strategy which was based on our Statement of Ambition for Adult Learning which has three guiding principles stating: that learning should be lifelong, life-wide learning and learner centred.

The global coronavirus pandemic began to be felt in Scotland early in 2020 and in March of that year, the UK Government implemented a national lockdown. We were asked to work from home, schools, colleges and universities were closed and adult learning organisations suspended face-to-face delivery. In addition, the work of developing the Strategy for Adult Learning was suspended.

Learning Link Scotland carried out a consultation with providers and found that during this period, they were working hard to sustain contact with their learners, using phones, virtual meetings and social media. Unsurprisingly, we found that adult learning organisations were providing a real lifeline for a lot of people, especially the most vulnerable and isolated learners.

We asked providers about their challenges and their support needs. The main challenges were around funding, staffing levels and digital resources. For example, many learners had no access to digital technology or use of the internet. To compensate, organisations provided paper-based activities and learning packs for delivery to learners. Later, funding was made available to support learners to access digital devices and, to enable connectivity. Most organisations have had challenges in gaining access to digital devices or mobile phones for learners and staff and across Scotland, rural areas often have poor connectivity. Indeed, even in cities, internet

systems set up for home use were not always able to support home working, especially if there was more than one home worker or children are using the wifi to study. Cyber security and confidentiality became an issue as staff and learners were often using personal digital technology, email addresses and mobile numbers.

In response to providers support needs, the Scottish Government, alongside national intermediaries like Learning Link Scotland, worked together to support the sector. Funding was available for digital technology and upskilling of staff through our national intermediary Scottish Council for Voluntary Organisations, under the hashtag of #NeverMoreNeeded. Weekly webinars were run to support third sector organisations manage the crisis and cross-sectoral partnerships developed, for example, Colleges Development Scotland offered free digital training to third sector and local government workers. Organisers and practitioners travelled along a steep learning curve, developing online learning for their learners – the response was phenomenal. To take just one example, Lead Scotland, a charity supporting disabled people and carers by providing personalised learning, befriending, advice and information services, recognised their learners had challenges going digital and so they developed a free course: Everyday computer skills: a beginner's guide to computers, tablets, mobile phones and accessibility. In East Renfrewshire, a course on Exploring Wellbeing that started delivery in the community was adapted and moved online by the tutors as they recognised the subject matter was more important than ever as lockdown progressed. In West Lothian, learners are being asked to contribute their thoughts on 2020 for a time capsule, the discussion will take place on Zoom and illustrated by an artist who will upload the results to YouTube.

While the response of the sector has been incredible, it has to be seen within the context of years of underfunding and some projects have furloughed workers and/or had to make staff redundant. Other services have been cut altogether. In addition, the nature of online delivery and endless virtual meetings are exhausting, staff and organisers are worn out by the new way of working and constantly having to problem solve in order

to create effective ways of delivering learning. As noted earlier, adult learning services can be a lifeline for adults often excluded from society. However, it is these adults who are most likely to lack the skills to engage digitally and to suffer from poor mental health. These adults really need the opportunity to return to their adult learning classes.

Like most countries, our journey through the crisis has not been consistent. In the first few months, we had hoped to return to face-to-face delivery by October 2020, however, it now looks very unlikely that large scale face-to-face delivery will be taking place before March 2021.

Throughout the period, new partnerships have emerged. In Scotland, adult learning sits under the umbrella of Community Learning and Development (CLD) and one new grouping of CLD Leaders was established to meet some of the challenges presented by the current crisis. That CLD Leaders group subsequently collaborated on the development of Coronavirus (Covid-19): guidance for the community learning and development sector to support the CLD sector in planning a return to face-to-face delivery. A set of guidelines focussing on the adult learning sector will also soon be available and a series of national webinars supporting workers to make well-informed decisions about whether or not they can carry out face to face delivery are due to take place very soon.

As we move forward, strategic policy developments, including the Adult Learning Strategy, are again underway. In the recent Programme for Government, the Scottish First Minister made a commitment to developing a Lifelong Learning Framework, drawing together Adult Learning Strategy alongside other strategies such as the Youth Work Strategy. All being well, we will have elections for the Scottish parliament in Spring 2021; it is hoped the momentum behind the new Lifelong Learning Framework and Adult Learning Strategy can highlight the vital role adult learning will play in the recovery from the pandemic and in doing so garner support and funding to take that work forward.

## The International Scene

By Colin Mc Gregor, Director, ACE Aotearoa.

ACE Aotearoa has links to a number of international organisations. In particular Asia South Pacific Basic and Adult Education (ASPBAE), International Council for Adult Education (ICAE) and the UNESCO Institute for Lifelong Learning. In addition, ongoing links have been established with Education Scotland, the Scottish Government and a number of Scottish NGOs, especially Learning Link Scotland and Adult Learning Australia who are celebrating their 60th anniversary this year.

I am also on the executive for PIMA (Promoting, Interrogating, Mobilising Adult Learning and Education).

Robbie Guervara, based in Australia, is the newly elected President of ICAE and was formally President of ASPBAE. New Zealand has been well represented in both organisations with Sandy Morrison from Waikato University being a past president of ICAE and Peter Foese from Wellington being the South Pacific representative on ASPBAE.

ASPBAE and ICAE have had a number of joint webinars this year focussing on preparation for CONFINTEA VII (International Conference on Adult Education organised by UNESCO) in 2022. This conference will have a focus on the need for a new generation of learning policies for adult education. There was also a focus on more pressing local issues including funding for Adult and Community Education. UNESCO has been coordinating the Global Report on Adult Learning and Education (GRALE) which feeds into CONFINTEA VII.

During the webinars concerns have been raised across a number of areas – a shift in focus for the Sustainable Development Goal 4 (Quality Education) to a narrower focus on schools rather than adult education, a lack of involving NGOs in country GRALE reports (note ACE Aotearoa was involved in the New Zealand Report), the need for NGO representation at CONFINTEA (even just as observers) and a need to promote studies on Adult Education and how to identify countries that have been successful in ALE and learn from them. To this end New Zealand was mentioned as an example of success.

The key message is the role of advocacy. Organisations need to be clear on what they are advocating for. Also important is the role of members in pushing for change.

ACE Aotearoa will maintain close links with ASPBAE and ICAE as we build up to 2022.

## Civics Education in Communities

Back in 2011, ACE Aotearoa responded to a request from the Electoral Commission to develop a resource for educators to use with adult learners, with the intention of building civics education into community learning.

As a result, the Commission's Your Voice, Your Choice Learning Units were for an adult learning environment. The focus was on connecting the voting system to learners' own lives to deepen their understanding about how New Zealand's system of government operates.

The resource encourages learners to consider how they themselves can participate in the system, through critical thinking around individual and community issues. You can read this resource at <https://elections.nz/assets/Community-learning/your-voice-your-choice-learning-units.pdf>

Your Voice Your Choice supports learners to be active members of their family, whānau and community and consider how they can contribute to the well-being of their local communities, through critical thinking about social issues – and participating in our political system.

The resource supports the principles of:

- Community engagement – Learners will engage with their community to identify significant issues
- Learning to learn – Learners will be supported to reflect on and monitor their conceptual understanding
- Future focus – Learners will look to the future to determine how voting in the election will improve their community for future generations
- Te Tiriti o Waitangi – Learners can explore ideas of representation and participation in different forms of governance.

This year ACE Aotearoa teamed up with the Electoral Commission again and offered an online opportunity to connect ACE providers and educators, to learn more about the resources available to help inform learners and learning communities about the 2020 Elections, and the referendums.

We were also privileged to be invited by Concrete Konvo, to participate in a podcast hosted out of the Marist Rugby League Club in Auckland.

Analiese Robertson, ACE Aotearoa's Professional Development and Networks Manager, joined the panel alongside community advocates Peter Foese and Melissa Lama, to talk about civics education in communities.

The first panel discussion was hosted live on Facebook and received close to 4,000 views. Many ACE providers around the country also delivered a number of election topical learning sessions for their communities to connect to local candidates and support enrolment and election participation.

2020 has been a catalyst for ACE Aotearoa to revisit our own civics education approach.

This year online activity has seen possibly the highest engagement of discussions via the Facebook live platform, with a diverse representation of spokespeople weighing in on the elections, candidates, policies and the referendums.

We have appreciated the role of educators who have demonstrated an impartial facilitation and leveraging the “teachable moment” with learners – while allowing learners the space to be informed and identify the issues that matter to them. This encourages participation in the voting system.

ACE Aotearoa will continue to encourage civics education as core business, and its delivery in communities – not just during an election year, but every day and every year.

*Civics education is the study of the theoretical, political and practical aspects of citizenship, as well as its rights and duties.*

## Community Research and ACE

By Analiese Robertson, ACE Aotearoa Professional Development and Networks Manager, and member of the Community Research Board

What is research? What is evaluation? What is community research? How do we know if what we are doing is any good? How do we know what we could be doing better? How do we validate the good work that happens in ACE? What difference are we making? Where can I find a good researcher or evaluator? Who has authority to approve a body of knowledge, in communities, for Māori and Pasifika? These are key questions that we as a sector are confronted with. They are good questions and help keep us accountable, to do better and be smarter and better positioned for the argument.

ACE Aotearoa is a member of Community Research an online place to find webinars, research and resources for tangata whenua and the community and voluntary sector. Community Research connects and explores community expressions of knowledge and celebrates examples of effective practice throughout Aotearoa.

Building on our relationship, ACE Aotearoa has worked intentionally to connect our sector, to research, aligned to our shared objective of capability building and collaboration. The ACE sector has for many years been challenged to demonstrate its value in the tertiary education space and contribution to the achievement of the broader national goals and priorities, specifically for indigenous communities and in health, corrections and justice, social development, and wellbeing.

In November, we teamed up with Community Research to support Te Auahatia: Community Research and Evaluation Social Network Wānanga and Talanoa 2020. The wananga talanoa were in Christchurch, Auckland and Wellington.

It was an opportunity to explore the definition of community research and share experiences and work that demonstrated how research is or can be used to make a difference in our communities.

ACE Aotearoa hosted the Wellington event which was attended by over 30 people and facilitated by Dr Edmond Fehoko. The guest speaker was Ronji Tanielu, a Social Policy Analyst for the Salvation Army.

The key theme at each of the workshops was that community research should be for, by, with communities.

The Auckland event referenced the importance of relationships as being key to engagement between researchers and evaluators, and community. It also encouraged all research and evaluation efforts to be respectful of knowledge generation and ownership whilst being focused on achieving optimal education and development outcomes.

In Wellington, guest speaker Ronji Tanielu pitched his key message on disruptive advocacy – pushing research documents from the knowledge gathering to document creation stage into application.

At all events, there was interest on how Community Research could be the independent repository of knowledge for the sector and host a directory of researchers that are aligned and attested to work with community.

It was clear from the three events that were well attended by ACE and the broader tertiary sector, that research is important to help inform the work we are doing in education and ACE policies, and ACE practice. It was very clear that the common aspiration was to ensure that community are included, leading, cared for and respected in the process.

We look forward to building research into the ACE space from 2021 and working collaboratively with Community Research and our sector.



*The wananga talanoa group in Wellington.*

## Strategic Alliance and Capability Steering Group

In 2019 and 2020 ACE Aotearoa combined the groups for a number of meetings due to the nature of the policy work with the Ministry of Education. Combining the groups worked well – albeit it was not planned as such. In addition, with the budget announcement of ongoing confirmed funding for ACE Aotearoa the relationship with TEC will change. There will no longer be the short term contracting that we have had to focus on.

As a result, ACE Aotearoa reached out to the members of both groups to see what the appetite was for creating a new group – called the ACE Steering Group, which would combine functions and representation from both groups. There was strong support for this and the new group has been established with a draft term of reference. The first meeting of the new group will be before the end of the year and will ratify the terms of reference. The proposed purpose of the group is to:

- provide strategic oversight of ACE Aotearoa from a sector and stakeholder perspective;
- to provide assurance, accountability, support collaboration, and increase the visibility of the work;
- provide leadership to the ACE sector;
- serve as an authoritative commentator on emerging ACE issues;
- promote public awareness and understanding of ACE;
- foster collaboration at national and regional levels;
- encourage research and policy development on ACE issues and its effective dissemination.
- engage with key stakeholders, including political spokespeople.

The proposed membership is:

- ACE sector representatives:
  - Community Learning Association through Schools (CLASS)
  - English Language Partners New Zealand (ELPNZ)
  - Federation of Workers' Education Associations (FWEA)
  - Literacy Aotearoa
  - Rural Education Activities Programmes (REAP Aotearoa)
  - Te Runanga o Te Ataarangi
  - Pasifika Representative
  - ACE Aotearoa (representing small providers)
  - Plus one other representative.
- Ako Aotearoa
- Ministry of Education
- Tertiary Education Commission.

ACE Aotearoa will keep you updated on group activities.

## ACE Aotearoa Board

The Board had a two day meeting in September and hosted the AGM via zoom in October.

The first day of the meeting was focused on strategic planning. The Board has been undertaking a strategic planning exercise over a number of months. They have been able to develop a longer term vision for ACE Aotearoa because of committed funding.

The second day focused on business as usual in terms of reports to the Board but with an added discussion on preparation for the AGM. For the first time ever the ACE Aotearoa AGM was held by Zoom. The AGM is usually held in June with the conference but this year, due to cancellation of the conference, the AGM was delayed till October. The Zoom meeting went very well and special thanks are due to Viv Reti for ensuring the technical aspects worked a hundred percent. The key remit that was agreed was to confirm the extension of terms for some sitting Board members till the next AGM, planned for June 2021.

It was also agreed to change auditors from Deloitte to Grant Thornton. Deloitte have been auditors for eight years and it was thought that it was useful to change.

The final Board meeting for the year will be held late November.

## ACE Noticeboard

### Hui Fono 2021

**Te Tairāwhiti (Gisborne), 16–19 February**

Tēnā koutou katoa, Talofa lava, Kia orana, Mālo e lelei, Fakalofa lahi atu, Namaste, Taloha ni, Halo ola keta, Mauri and warm Pasifika greetings to you all.

The Hui Fono is a unique space that brings together Māori and Pasifika working in adult and community education. The purpose of Hui Fono is to provide a space for professional learning, for and by Māori and Pasifika.

The 14th hosted event will be in Te Tairāwhiti, Gisborne and Tokomaru Bay. Our local hosts are Tairāwhiti REAP and Tautua Village.

See our website for more information:

[www.aceaotearoa.org.nz/events/hui-fono](http://www.aceaotearoa.org.nz/events/hui-fono)

### ACE Conference 2021

**Kei te Pohewa Anotia –  
Re-imagining ACE**

**Wellington, 15–16 June**

Planning has begun for our 2021 Conference at Te Wharewaka o Pōneke, Wellington.

Put the dates in your diary now!

This newsletter is produced and distributed by:



[aceaotearoa.org.nz](http://aceaotearoa.org.nz)