

Adult & Community Education Newsletter



20/20 Communications Trust delivering Seniors CONNECT, page 8

Te Hā o Mātauranga

Kaikōura is well known for its amazing scenery, dolphins and Whale Watch, Nin's Bin (the kōura/crayfish caravan on the side of the coastal road) and as a halfway stop on the road trip from Ōtautahi to Picton. Now there is another reason to take note of this small South Island east coast community. Te Hā o Mātauranga, Learning in Kaikōura is designed to foster and encourage learning in the Kaikōura community. Their stated dream 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.

Te Hā o Mātauranga started in March 2017. Sarah Beardmore, Te Hā o Mātauranga Education Coordinator, was instrumental in getting operations off the ground.

She was working as a community facilitator within Kaikōura District Council, funded by the Community Response Fund that was managed by the Ministry of Social Development (MSD). "Through my work it became quite clear that there was a need for a community learning hub and so we

applied for funding from the J R McKenzie Trust to help us get the concept off the ground. The trust was amazing and has been a true supporter. Initially they employed me for three months to scope out the concept of a hub. Then in the middle of our mahi, the 2016 Kaikōura earthquake struck and everything went on hold until 2017. At that point the Trust gave us \$100,000 for a three-year trial project. They also provided significant mentorship and support and encouraged us to think about what our community really needed."



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Whakataukī

*Mā mua ka kite a muri,
mā muri ka ora a mua.*

*Those who lead give
sight to those who
follow, those who
follow give life to
those who lead.*



The operations of Te Hā o Mātauranga are based around two core values: Strength and Transparency.

Sarah says that these two values underpin all conversations and work, and Te Hā o Mātauranga deliberately focusses on these two principles.

“Whoever walks through our door is a taonga and they bring their mana with them. They bring richness with them and we enable them to explore and understand that richness. We are not helpers, but we are supporters and enablers who see people as sources of strength. Often learners or volunteers who come to us end up being part of our mahi.”

Since 2020, Te Hā o Mātauranga has more than doubled the number of people it connects with, from 950 to nearly 2,500.

One of the key areas of learning support has been the provision of driver learner-licence training which is funded through MSD and the Kaikōura Mayor’s Task Force.

“Gaining a drivers licence is an important achievement for people and often leads to the next step of employment,” says Sarah.

Te Hā o Mātauranga also has a partnership with the Marlborough REAP and they provide a range of short courses through the partnership, including fermenting, first aid and woodwork.

“Our woodwork tutor came to us

and volunteered his time and now he’s running a six-week course for 10 learners. The course was oversubscribed and we already have a waiting list for the next one. People in Kaikōura want to learn new skills and we are delighted that Te Hā o Mātauranga can meet that need.”

The woodwork courses are run out of the Kaikōura community shed, which is like MENZSHED, and is also part of the Te Hā o Mātauranga operations.

In addition, Te Hā o Mātauranga has several learners enrolled with Te Kura (Correspondence School) and supports them in their studies. As well as completing distance learning, the students get practical experience that builds great skills for potential next steps for potential next steps. Kara is one of those students and while completing her studies she also assists with the Kaikōura Youth Council and writes the fortnightly newsletter.

Sarah says Te Hā o Mātauranga has been very successful and is continuing to grow its course offering and partnerships. “We have become a core part of our local community and the growth in the number of our connections is a testament to the work of our volunteers, learners, staff and tutors.”

From Learning to Read to Writing a Book

Admitting to literacy issues and then seeking assistance can be hard for learners, with many uncomfortable about sharing their learning difficulties.

People with literacy issues do not seek help for many reasons, including embarrassment, and sometimes being unwilling to tell people about their problem. That's why it was great to see Jay Blades, presenter of TV's *The Repair Shop*, recently go public with his reading difficulties. Jay left school with no qualifications and he's not alone in facing this issue. A research report published by The Education Hub in 2022 revealed that by the age of 15, 35.4 percent of teenagers struggled to read and write, and since the late 2000s, the performance of New Zealand students in international standardised tests measuring numeracy, literacy and science performance has steadily declined. Jay chose to share his learning journey on a BBC documentary where he started to learn to read, working with a charity that organises volunteer coaches to work one-to-one with readers.

Jay's journey and public announcement were mirrored by stories in our media about Michael King Potiki from Invercargill.

Michael, an Invercargill council worker, says a desire to read to his grandchildren inspired him to put his hand up, admit he could not read and begin his learning journey in his late 50s. Three years after starting that journey, the former farm manager has written a book – *A Journey Towards Literacy*.

Michael chose to work with the Rural Youth and Adult Literacy Trust (previously the Adult Literacy Rural Trust), a non-profit organisation that assists adults and teenagers living in rural areas with literacy and numeracy. Tuition is free through the Trust and tutors coach over the phone or Skype. Learners and tutors work together, usually five days a week for up to 30 minutes a time.

Like many adults who struggle with literacy, Michael had a range of tricks to hide the fact he could not read. "I used to tell a lot of white lies to people. I would say I didn't have time to read something, or I didn't have my glasses with me." Meanwhile, Michael's wife Margaret did the farm paperwork. And it was Margaret's actions that finally pushed Michael to learn to read.

"After watching my grandchildren getting read to by my wife, I thought, 'I want to be able to do that,'" Michael says.

He started working with Linda Davies, a volunteer with the Rural Youth and Adult Literacy Trust. With Linda living in Tinopai on the Kaipara Harbour and Michael in Invercargill, you couldn't find two people who live further apart, but Linda says



Linda and Michael on a long distance learning session.

using Google's Classroom, Messenger and Meet, the two managed to not only make the relationship work, they made it thrive.

"I have been coaching and tutoring with the Rural Youth and Adult Literacy Trust for six years now and I have to say that Michael is my most committed learner. He initiated all the calls and learning sessions four times a week, usually at 7.00am. Michael just worked and worked and worked. He learned through sheer determination."

Michael was tongue tied and stuttered when he was younger, which made his pronunciation difficult, and that subsequently made him nervous about

reading and writing. When he finally received therapy to relieve his tongue-tie at age 12, he started to re-engage with learning. At that point he was told by his teachers that it was too late to learn.

Linda says they started the learning with basic sign words and then she would add in additional words that were relevant to Michael's business and life.

"I largely used online school journals for reading, with a focus on the non-fiction stories that were more appropriate for an adult learner. Michael is now working at a level four or five reading stage, which shows how far he has come."

Michael can't speak highly enough of Linda. He says at all times she treated him like an adult and there was a great deal of trust between them.

Since sharing his story, Michael says it's been a real eye-opener to realise that his reading and writing issues, which had been so shameful to him, are not a problem for anyone else.

"This was only my problem. People from all over the world have contacted me to let me know how much they love my story. It has been an honour and I feel very humbled by the feedback. It did take courage to come out and say that I can't read and write, but if my story helps one other person overcome their embarrassment and ask for help, then it has been well worth it."

As for Michael's self-published picture book, copies are in hot demand. He wrote it to share with his family and it covers growing up in the deep south, his relationship with his father and what he got up to as a teenager, as well as his literacy journey.

We only printed a small number of books, Linda says, so the Rural Youth and Adult Literacy Trust is investigating to see if it can raise money for a reprint.

Linda and Michael are continuing their learning journey with twice weekly lessons.

Food Security – growing and preparing kai

Waitara, a small community of about 7,000 people in north Taranaki, is home to a growing movement focussed on food security and resilience, partially delivered through education about growing kai and then preparing and cooking that produce.

A Food Security and Resilience Research Report completed by Waitara Foodbank – Pātaka Kai and Sustainable Taranaki, resulted in the development of a Food Secure Communities Plan for Taranaki, raising awareness about food security and food resilience.

The World Health Organisation defines food security as “when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life”. This exists when there is a reliable supply and access for people to healthy foods that are culturally acceptable, nutritiously adequate, affordable, and safe. The definition of food security is also moving towards inclusion of sustainable production methods.

The inspiration for the report came from the impacts of COVID-19 on the community and the cost-of-living crisis impacting Aotearoa. The groups involved wanted to work collectively, empower whānau, bring sovereignty back to whānau by reducing reliance on foodbank services and outside sources, and create a community that was self-sufficient.

The report highlighted whānau from all walks of life were needing help with food and identified multiple barriers for whānau to access nutritious food. A major barrier identified was affordable produce, with fresh produce being the first food eliminated from a grocery list. At the same time, local growers approached Waitara Foodbank – Pātaka Kai offering to grow food for them and asking for a group of volunteers to help maintain the land and look after the crops.

These findings have resulted in several community-based initiatives in Taranaki dedicated to providing solutions to the food security issue. Waitara Foodbank – Pātaka Kai and Sustainable Taranaki realised that food security and sustainability needed to be considered together when responding to food insecurity, with environmental, social and economic factors also considered during solution-seeking within a community.



The report also identified a vision for the future of the project that included, among other things, taking a te ao Māori perspective, building self-reliance, taking a collaborative approach, and incorporating education as part of the solution. This includes understanding where food comes from and knowing the processes to get food to the table; learning about healthy food and how to use it, understanding seasonal produce and incorporating sustainable methods like composting and seed-saving.

Pātaka Kai and Sustainable Taranaki haven't wasted any time putting the report recommendations into action with Amy Olsen, Manager of Waitara Foodbank – Pātaka Kai and a chef by trade, starting cooking lessons for foodbank clients.

“We've worked very hard at Pātaka Kai to be welcoming and transparent, and more recently we have seen an enhanced need for the foodbank. Clients started asking us for help with cooking the fresh produce we offered, so we started with a nine-week introductory course to cooking.”

Dishes they've been sharing include how to cook a quiche, a risotto, chop suey and kofta. “We always include fresh vegetables and a dessert,” Amy says.

Funding for the initial course was from the New Plymouth District Council and Toi Foundation. “And additional community funding has meant we have subsequently been able to extend the course to twelve weeks. This has enabled us to add in three weeks of Indian cooking classes.”

Since the cooking classes started, Pātaka Kai has also secured funding to run two courses next year.

“Our community has been amazing,” Amy says. “We've had 16 people attending free weekly cooking classes at Waitara High School. During this time friendships have been made and recipes shared. The experience has exceeded expectations.”

Amy says it's easy to think that everyone can cook simple dishes from scratch, but they've learnt that's not the case.

"We had a request to teach how to poach an egg. As a chef that's a simple request, but for many people on the course learning how to cook the perfect poached egg was a new experience. We've also been teaching people about using the whole vegetable, such as the stalk of the broccoli. In one class we showed how to chop and dice the stalks and then cook them as an additional vegetable. People didn't know that you could do this." They also teach their learners standard basic techniques, like how to make a basic crumble that can then be turned into a scone mixture or dough.

"The success of this learning project has come down to a supportive and collaborative community approach and one of the things that has been particularly positive is the link with Sustainable Taranaki and Kōia," Amy says. "We are all part of a strong movement in the Taranaki region to achieve food security through community and education."

The second arm of the food security journey is Kōia – mana kai, mana tangata (Gardening for wellbeing) – a holistic, gardening-based health initiative that's the brainchild of local doctors Kiyomi Kitagawa and Yu-Ching Yu.

Kōia builds on the existing national Green Prescription and encourages participation in community gardening to boost physical, spiritual, emotional/mental and family/social well-being, by embedding positive behaviour change.

According to project manager Steve Francis, Kōia not only supports hauora of individuals and communities, but also supports food resilience, self-determination, the environment/te taiao, community and social cohesion.

"Kōia provides people with access and support to adopt a regular gardening practice for well-being. The Kōia project is in its co-design and trial stage until mid-2024, with operational roll-out following that. The longer-term ambition is to make Kōia available across Aotearoa".



Sunpix Pacific Peoples' Awards

The work and commitment of Analiese Robertson (ACE Aotearoa) was recognised at the annual Sunpix Pacific Peoples' Awards at a ceremony held at the Due Drop Event Centre in Auckland on Friday 10 November.

Analiese (ACE Aotearoa) was one of two winners of the Pacific Service Excellence Award sponsored by Te Pātaka Whaioranga – Pharmac. This award celebrates an organisation that has made an important contribution to Pacific communities in their work. This category recognises programmes, projects, or initiatives that benefit Pacific families and communities. Nominees in this category are government agencies, and private sector not-for-profit organisations with outstanding programmes and services specifically tailored and designed for Pacific communities in New Zealand.

Analiese is the Executive Officer Business Development (AA Focus Ltd), a subsidiary company of ACE Aotearoa.



Papali'i Pale Sauni

In addition, Papali'i Pale Sauni was one of two winners of the Pacific Health and Well Being Award, awarded to people in the community who strive to improve the health and wellbeing of Pacific people. Pale is a leading figure within the Pasifika community and the ACE sector. He is a consultant in community engagement and co-design with Pasifika and Māori communities and financial resilience building for communities and Pasifika business. He is a member of the ACE Aotearoa Hui Fono Steering Group, the ACE PD Grants Selection Panel, he is Pasifika cultural advisor to Ako Aotearoa and a member of the Association of Pasifika Staff in Tertiary Education.



Nominations were made over six categories, including:

- Pacific Education Award
- Pacific Enterprise
- Pacific Health and Wellbeing
- Pacific Emerging Leadership
- Pacific Service Excellence and
- Pacific Community Leadership.

The Awards are in their ninth year and celebrate the contribution Pacific people have made in their various endeavours.

Congratulations to both Analiese and Pale.

A Learning Mission

As tutors and teachers, we know there are many reasons why adult learners start their journey. For some it can be pursuit of career opportunities, for others it might be about filling time and learning new skills, and for others the start of a learning journey can evolve for a host of other reasons. The Christchurch City Mission Learning Hub combines members of their Men's and Women's' Day programme with up to ten people attending courses each day. Harriet English is the Client Education Team Leader at the Mission and has worked there for just over a year.

"At the Mission we offer a range of learning opportunities and there are no strings attached. People can drop in as they feel able

to learn new skills – everyone is welcome. However, we do know that success comes with continuity. Our learners have so many talents but often they have forgotten how to nurture themselves before nurturing others. This is one of the lessons that we take time to share."

Courses range from creative writing to cooking, budgeting, literacy, and singing, with the choir currently practising for a Christmas performance in the Christchurch Cathedral.

"Just as there is a huge range of reasons why people choose to learn, there's also a huge range of reasons why people come to the Mission for support; we don't ask questions and our doors are open to those who want to be here," Harriet says.

Learner Keri says she was a good learner at school and passed school qualifications, but she became pregnant in her final year at high school, and as a mother she dedicated her life to her family, leaving little room for her own fulfilment. This was followed three

years ago by a period of enormous grief for Keri when she lost her partner and eldest child. A period of addiction followed. She first approached the City Mission for food parcels and subsequently received budgeting support. From there, Keri started engaging in the learning programme and her journey has continued.

"The team at the Mission saw me at my lowest point and all they asked of me was to turn up and try and continue with my learning. For me, this isn't just about learning new skills, it's also about the



people I'm with when I'm here. We have formed strong friendships and bonds. Our achievements are based on how far each of us wants to walk, not on what is right or wrong. We are all equal during our course learning."

Through the learning programme Keri has learnt leadership skills and is now running the cooking course, with other learners praising her patience and skills.

She is currently completing computer literacy courses and says she is relearning a lot of the work she did in the sixth form at school.

"This time I am going to use the skills I'm learning to do the things that I want to do. Learning is giving me a sense of peace, purpose and empowerment and I'm doing this for myself."

Greg also visited the City Mission for a food parcel and was directed to the Men's Day Programme. Like Keri, he had experienced huge grief in his life that had cut short a successful career in radio.

"I have been on the learning programme for five years now and have

become an avid learner. I am passionate about music and choir and have focused on voice training. Through classes I have learnt breathing techniques, voice projection and posture and will be singing in the Christchurch Cathedral during the Christmas concert."

Christina is a prolific and committed learner who missed several years of school learning for a range of reasons. She has more than made up for those gaps and is now focussing on proficiency in her English language skills so she can undertake formal

studies through Te Wānanga o Aotearoa.

"I am on the Wānanga waiting list to undertake a tikanga course and my 10-year goal is to complete Health

and Wellbeing studies so I can share my learning with others. In the meantime, I'm busy soaking up all the learning that I can."

Finally, Mike and Rangi both shared their sense of community, fulfilment and achievement that's come with learning and gaining qualifications. Mike has just achieved his restricted driver's licence and completed a level 2 Open Polytechnic computer course. He says if it wasn't for Harriet and the Mission he would have given up a long time ago.

Keri provided a lovely finale to the learning journey of her community saying it has helped with "unsticking" her life.

The Christchurch City Mission programme is a great example of the integration and support facilitated across the ACE community. More recently, Risingholme has provided te reo Māori classes for Mission students, and other groups like the library and Christchurch Symphony Orchestra have made regular commitments to work with learners and provide new horizons.



ESOL – Changing Lives

Stats NZ's provisional estimates for 2023 show a net migration gain of 110,200 people, with annual migrant arrivals reaching an all-time high of 225,400 in the 12 months to August 2023. Auckland is New Zealand's most culturally diverse city, with over 100 ethnicities and more than 150 languages spoken daily. Thirty-nine percent of Auckland residents were born outside New Zealand and 51 percent of Auckland's population are multi-lingual. Given these statistics, it's no surprise that last term ESOL registrations at Selwyn College in Kohimarama, Auckland, were about 30% higher than the previous year, with learners representing a huge range of nationalities including South American, Iranian, Chinese and Korean.

Kirsty Cantley is an ESOL tutor at Selwyn College who's been teaching ESOL since 2001 and has been involved with Community Education since 2017.

"I think the increase in numbers enrolling for ESOL courses started during COVID lockdown. During that time a lot of people prioritised their learning and put themselves first. Some of those people had jobs and wanted to use the downtime to improve their English, while others may have had a partner who had managed to secure work or was involved in the community because of their ESOL learning, and they chose to pursue that same pathway with the time available."

At the moment within the ESOL intensive group class, Kirsty's tutoring a learner who was a highly qualified UX designer, working in IT in Asia and who followed her partner to live in New Zealand.

"Her English wasn't of a level to be able to find work in a New Zealand company, she's been participating in classes so she can eventually find paid work. Her English has come on well and she has developed the confidence to go to interviews and feel comfortable with the process of obtaining paid work. In the meantime, she's just secured a volunteer role doing UX design which she hopes may lead to permanent employment."

The learners are finding great improvements in their language and being able to achieve their goals through attending classes at Selwyn Community Education.

Selwyn College provides a range of ESOL options,

including day courses that are six hours a week and designed to help people integrate into their communities and gain connections. An intensive 15-hour-a-week programme is pitched at a higher level and is designed to improve English fast. Conversational classes target learners' language needs, improving communication within daily life in New Zealand. The Kiwi Culture class is one day a week and designed to introduce learners to the idiosyncrasies of Kiwi life. Evening classes are popular with those wanting to continue their language journey.

Aida Linares arrived in New Zealand from Lima, Peru in 2022 and says that while she had the equivalent of an intermediate level of English, she had never practised it in Peru because it was not a priority.

"When I arrived in New Zealand, I had to face that I couldn't communicate with people as I used to in my country. It was so difficult to express myself without requesting my partner's support with translation. I came to realise that I was somehow losing my independence.

"Secondly were the New Zealand customs: from eye contact, smiling and greetings, to the shopping hours and the food, for example. I think that it is a natural process to adapt to a different country with different views. But walking through the process takes energy."

Aida read about the Selwyn College courses in a flyer at the Remuera Library and joined up the same day. She first enrolled for three months to align with visa conditions, but once she received her residency in October 2022, she re-enrolled for a further 12 months.

For Aida, the best outcome has been building self-confidence to speak, followed by gaining an understanding of New Zealand customs. In addition to that she is now working full time at Fire and Emergency NZ as a Business Services Coordinator, providing general and financial administration support.

"Selwyn College staff were a key element in my personal and professional development in New Zealand. I think they play a pivotal role to assist people from overseas who want to build a new life and to contribute back to the country that kindly opened its arms."

Digital Literacy

The use of digital technology is all pervasive. The term covers the use and application of all the digital tools, devices, processes and systems that have become part of our daily way of doing business. During the COVID pandemic, the use of digital tools became even more of a necessity as we were forced to work from home, shop online, meet via teams, access government services, undertake banking from our kitchen table and carry out a myriad of other daily functions from home. Being online has become an important factor in living a modern life and, as a result, digital inclusion is more of a requirement than ever before. The term digital inclusion means that everyone has what they need to be able to participate in society using digital technologies. Despite this growing need, New Zealand research has shown that Māori and Pacific peoples, elderly, the unemployed, people with disabilities, and people living in social housing are digitally disadvantaged. It is also estimated that one in five New Zealanders cannot access the Internet.

There are four parts to achieving digital inclusion:

- Access – having access to affordable, fit-for-purpose digital devices, services, software and content
- Motivation – feeling ready and willing to access services digitally
- Skills (also known as digital literacy) – having the knowledge and skills to use devices to get things done
- Trust – feeling confident and safe when carrying out online activity and services.

Central government in Aotearoa has initiated a digital inclusion work programme aimed at leading, connecting and supporting a coordinated approach to various digital inclusion work across the motu and this has been embraced by the Office for



Seniors through their Digital Literacy Training for Seniors programme working in close partnership with the Ministry for Pacific Peoples.

The Office has been delivering the Digital Literacy Training for Seniors programme since 2019, and Budget 2022 allocated additional funding of \$1.341 million over three years to continue to expand the programme. So they are now 18 months into that phase of work.

Three specific priorities were identified for the expansion of the Seniors programme:

1. Support 5,000 more participants to learn essential digital skills
2. Target older population groups at greater risk of digital exclusion
3. Improve the sustainability of digital training programmes for older people.

Several organisations have so far

played a key role in delivery of Digital Training for Seniors including:

2020 Communications Trust – Māori and Pacific focus aged 55+

The Seniors CONNECT programme will be providing digital literacy training to 300 Māori Kaumātua and 200 Pacific Matua across Aotearoa/New Zealand. Training is delivered in culturally appropriate environments such as churches and marae and in languages conducive to successful learning.

Chief Executive of 20/20 Trust Dr Warren Williams says they have found the programme to be hugely popular and in great demand.

360 Tautua Trust Board – Pacific focus aged 55+

The MATUA GO DIGITAL programme provides digital literacy training to 130 Pacific Matua, with training supported



through tuakana-teina learning, where younger family and church members are available to work alongside the trainers/facilitators. The programme has a national reach, but with a focus on more isolated regions with emergent Pacific populations such as Oamaru, Blenheim and Timaru.

Digital Inclusion Alliance Aotearoa – Nationwide focus aged 65+

The Digital Inclusion Alliance Aotearoa is a national network of more than 400 local organisations, providing digital literacy support for their communities, such as not-for-profit organisations, business enterprises and public libraries.

Moana Connect – Pacific focus aged 55+ See separate story.

Takiri Mai Te Ata

– **Māori focus aged 55+**
Tākiri Mai te Ata is a collective of seven health, education, justice and social service providers in the Hutt Valley, Wellington and Porirua region that have been working together for 45+ years. The KAUMĀTUA DIGITAL LITERACY TE ARAWHITI HANGARAU programme connects

Kaumātua and Rangatahi to provide mutual support.

Age Concern Auckland – Asian community focus aged 65+

The Asian Service Team at Age Concern delivers the TECH FOR SENIORS programme for older Asian people in the Auckland region. This programme aims to provide digital literacy training in a culturally and linguistically appropriate way to 1,100 non-English speaking older Asian people.

Age Concern recently announced a partnership with ANZ Bank to support older people with their digital literacy needs and help keep them safe from financial scams. The three-year partnership includes funding for Age Concern New Zealand to provide a digital literacy programme to older people across the country and a campaign to raise awareness about scams.

Age Concern New Zealand Chief Executive Karen Billings-Jensen says the partnership reaffirms the importance of collaboration in safeguarding older people from the growing threat of sophisticated scams. “Together, we can build digital literacy skills and scam education programmes to help older people feel confident and safe online.”

Moana Connect

Moana Connect is an Auckland based organisation dedicated to connecting Pasfika People across Aotearoa. “We are committed to elevating the stories and experiences of our Moana families and communities. Our mission is to ensure their voices are heard and that change eventuates as a result.”

One of the programmes delivered by Moana Connect is DIGIFALE, a Pacific intergenerational programme that provides access, connectivity, and skills to improve digital health equity. The programme started in 2020 during COVID when Moana Connect identified that many of their elders were isolated and unable to connect to family, friends or church based spaces during lockdowns.

DIGIFALE identified that the easiest way to connect was via mobile phones and training started with how to make a phone call and send texts through to using Messenger and Zoom. Learners are also taught how to navigate patient portals to access and manage health online.

The approach taken was a step-by-step process beginning with phone/device familiarisation and moving to more complex tasks using a ‘train the trainer’ approach to ensure programme sustainability.



“It is our young people that have been teaching our mamatua (older adults) and we are very grateful for the commitment they have made to the process. The knowledge exchange between mamatua and our younger generation has been quite spiritual. It represents a change of the more traditional roles in our community,” says Amio Matenga Ikihele, General Manager – Community & Innovations at Moana Connect.

“Our team has worked with more than 250 mamatua and 150 navigators across Aotearoa since establishing in 2020. Next year we will work with six new cohorts. The programme delivery ensures our mamatua are equipped with the skills and knowledge needed to navigate a digital world. The training has been provided at community hubs and churches in a range of regions across the country and is delivered in their own languages. In addition to digital learning, the programme has brought people together to learn and share, which helps reduce the impacts of social isolation”.

Follow up research outlines the benefits that mamatua who participated in the programme found once they were confident using their mobile phone. Six subthemes were identified:

1. quick access to people and information
2. connection with family and friends
3. connection to church
4. connection to Niue and the world
5. connection with health services and
6. no mobile phone means no connection.

Texting and making phone calls were the most common digital skill mamatua were able to perform. YouTube was also the most common app mamatua used to access online content such as church sermons, cultural music videos, and content related to Niue:

I can ... turn the phone on, put it on the message, send the message to wherever I want to send the message to. If I can't send the message, I go on the viber, send it on the viber, or use the messenger to send on messenger ... but mostly one easy way, I just call, I just give a ring on the phone. (Sefa, mamatua taane, 60–64 years.)

Interestingly, one mamatua used Google to assist his literacy, checking

for spelling before sending messages to individuals:

A challenge for me is spelling ... sometimes I struggle to spell so I use google and google what's the spelling of this word and I put it into a phrase. (Vaka, mamatua taane, 65–69 years.)

DIGIFALE is funded by the Digital Literacy Training Fund.

Behind the name

Fale which is 'house' or 'building' in several Pacific languages, is a space where people connect whether at home, church, school or shopping.

We are always connecting and sharing in these spaces, which has now transitioned into the digital sphere. With health services, online shopping and Government agencies being increasingly digitised, it is the young people within a fale who help guide or navigate elders onto these new digital platforms. Hence the fusion 'DIGIFALE'.

Our vision is every fale benefits from being a DIGIFALE.

Transformational Feminist Leadership in Adult Education



Lottie Vinson, ACE Aotearoa delegate (bottom left) in Kuala Lumpur pictured with other delegates.

Lottie Vinson, Director of the Canterbury Workers Educational Association (CWEA), represented ACE at the Asia South Pacific Association for Basic Adult Education (ASBAE) leadership forum in October. The session was held over six days in Kuala Lumpur and the topic was Transformational Feminist Leadership in Adult Education.

Lottie joined 29 delegates from 15 countries in the region, including Uzbekistan, Mongolia, Nepal, Vanuatu and Papua New Guinea. Delegates worked in organisations that deliver

or manage adult education or who are involved with policy and advocacy organisations with a focus on adult education. While the forum was conducted in English, Lottie was the only delegate who used English as their first language. Despite that, only one delegate required a translator.

Towards the end of the week, Lottie gave a presentation with a focus on how ACE in Aotearoa builds capacity for feminist leadership.

“During the week I changed my presentation as I came to understand that building feminist leadership is so

closely linked with building capacity for indigenous leadership. Both share a notion of leading without discrimination. Feminist leadership and indigenous leadership are both impacted by the patriarchal and dominant “power over” style of leadership,” Lottie says.

“There was a great deal of discussion about dominant power leadership versus other forms of leadership and how to nurture and grow those alternatives. We also had a session on intersectionality and the way in which different forms of oppression



International: People's Initiative for Learning and Community Development (PILCD)

Located in the Philippines, and established in 2002, the People's Initiative for Learning and Community Development (PILCD) is a non-profit organisation that contributes to the development and empowerment of marginalised communities and vulnerable groups through a continuing learning process that is holistic, inclusive, participatory, and empowering. PILCD utilises an education and learning approach that fosters critical thinking and reflection. It provides a process of building capacity, uplifting self-esteem, developing self-reliance and eventually empowering people to make informed decisions on issues affecting their lives.

PILCD Executive Director Ramon Mapa says the organisation's work is anchored in their four development thrusts – the right to education, empowerment, inclusion, and sustainable development.

For the past three years (2021-2023) PILCD has been working on a project to strengthen community resilience and strengthen sustainable development by integrating risk management, social inclusion and socio-economic development into their disaster preparedness. The project is underway in Calbayog and Catbalogan in Samar province and La Trinidad municipality in Benguet (Philippines).

Key project goals include:

Risk Management: Capacity building for community-based disaster risk reduction and climate change adaptation and climate smart livelihoods

overlap and layer. None of these aspects can be seen in isolation; you need to consider urban, rural, political and religious factors and dig deep to better understand oppression and its impact on women's rights."

During the forum, delegates visited the North South Initiative, a civil society organisation that aims to promote sustainable development in Malaysia and other developing countries. The organisation works with migrants and refugees to develop innovative solutions for vulnerable communities through sustainable development challenges. Lottie says they focus on issues such as access to justice for marginalised individuals and migrant communities.

"This visit made me realise how fortunate we are in Aotearoa. Migrant workers in Malaysia have many of their fundamental human rights taken away. When given a work visa they essentially sign away their rights to a relationship, health care and education. These stories made me realise that we must not take our freedoms for granted. This was reinforced by discussions I had with Indian delegates who shared that the rates for employment for women in India are decreasing amid a changing political and social environment that is seeing a growing sense that women should be staying at home. While there has been progress in these aspects, it needs to be protected and celebrated."

Lottie says the forum confirmed the important role that ACE has in policy contribution and advocacy, and this is one aspect she wants bring back to the ACE board.

"The forum was an inspiring and humbling experience. I was very grateful to be given the opportunity to attend. ASPBAE did an incredible job."

One final tip from Lottie: "If you get a chance to watch The Queen of Katwe, a true story of a young girl living in the slum of Katwe in Kampala, Uganda, then watch it!"





Social Inclusion: Building capacities of most vulnerable and marginalized sector for participation in governance and development

Socio-Economic Development: Reducing livelihood vulnerabilities by enhancing and diversifying livelihood skills.

“This project builds on a project conducted from 2016-18 in cooperation with the Arbeiter Samariter Bund (ASB) where we implemented a community-based education and capacity intervention that promoted disability inclusive community-based disaster preparedness and response. Through community education and the collaborative work of many stakeholders our project is addressing social, political and economic issues in the Samar province,” says Ramon.

The Samar province is very susceptible to typhoons and heavy rains that cause flooding and storm surges. Much of the population is coastal and low income. A large proportion of the population relies on fishing for survival and sustainability. The extreme weather events that have increased in intensity and regularity due to climate change are not only devastating from an environmental perspective, but in the longer term social, education and food security are all impacted. These longer-term issues are sometimes ignored once rebuilds are complete. This is where the PILCD project comes into play.

“The current project is holistic and captures almost

all dimensions of sustainable development – from risk reduction, social inclusion, socio-economic development and climate change adaptation. It involves multi-stakeholder collaboration and an interdisciplinary approach about project implementation. And it emphasises inclusion particularly for women and persons with disabilities. We are all working together to help communities understand their risk and better manage their livelihoods to be resilient to disasters and adapt to the effects of climate change. A key part of this is also about the introduction of new technical skills for diversification of income generation. We are introducing new technology and learnings which will add value to fish products and there is also a focus on the introduction of new technologies in their current fishing and aquaculture practices to support livelihood resilience building and climate change adaptation,” says Ramon.

The collaborative and multi stakeholder approach has been crucial to success with a huge range of organisations involved from local governments units from the barangay (village), municipal up to provincial level, Persons with Disability Affairs Office and Social Welfare and Agriculture Office, national government agencies, academe, schools and People's Organisations like Women's Organisation, and Fisherfolk Organisation at the barangay (village) up to provincial and regional level.

ACE Aotearoa Professional Development for the Sector

The 2023 workshops represent a significant part of the work ACE Aotearoa does to enhance quality education for ākonga (learners) in adult and community education in New Zealand. Driven by sector needs from direct feedback, our professional development grants and the sector-wide survey the workshops aim to address the current and future needs of educators and providers.

With the underlying purpose of bringing educators together within communities, the workshops also aim to allow them to share practice and purpose. This collaboration among educators enables them to work more effectively for the benefit of ākonga.

The ACE Teaching Standards have been a focus of many of our workshops, including our Successfully Teaching Adults, Implementing the Standards and Leading through Quality ACE Teaching Standards workshops. Through these workshops the aim is to elevate the quality of educational provision. Many discussions arise from

these workshops on how to improve education practices and options for collaboration between services in the community. This year, ACE Aotearoa has engaged 259 adult educators with a continual focus on assessing the impact on ākonga.

As part of the Successfully Teaching Adults workshops, led by Jennifer Leahy, the participants receive a Certificate of Achievement which acknowledges their skill and expertise in adult and community education. In 2023, 138 certificates were awarded, contributing to the quality assurance of 42 ACE providers.

This year we have also been able to provide a workshop on Supporting Neurodiverse Learners, led by Nigel Sutton. The workshops give educators the strategies and tools to effectively support learners with neurodiversity, ensuring inclusive learning environments. The continued positive reception of these workshops and the opportunity for participants to engage directly by asking questions,

emphasise their relevance and usefulness.

Our Te Reo Māori workshops, facilitated by Te Ataahia Hurihanganui, also continue to be popular. They are designed to provide practical ways of integrating te reo in adult education.

ACE Aotearoa also provides workshops that are requested by the ACE sector including Empowering Community Participation in NZ Elections and Crafting an Effective Social Media Strategy. We appreciate being able to respond to sector needs and aim to do so within our capability.

Our planning for 2024 has commenced with workshops already scheduled. We listened to the feedback from the ACE Sector Professional Development Needs survey to help guide our work. We welcome requests from the sector for future workshops and continue to use the Tertiary Education Commission funding to find ways to address the priorities in the Tertiary Education Strategy 2020, while meeting ACE sector needs.



If you would like to book a workshop for 2024 or if you have specific professional development needs you would like to discuss, please contact our ACE Sector Capabilities Manager, Tai Samaeli (tai@aceaotearoa.org.nz).

Our people

Lifelong Learning Acknowledged

Whanganui resident and lifelong learner Judith Robinson was recognised with a lifelong learning award presented by Community Education Whanganui (CEW) at a special event held during the Festival of Adult Learning Ahurei Ākonga in September. Judith has lived in Whanganui since 2007 and during that time has continued with her lifelong learning journey, taking up watercolours, clay, needle-felting, and ukulele. All this follows on from a life spent teaching both in Aotearoa and the UK where she taught geography at a girls' grammar school before tutoring at a residential field studies centre.

Judith's award was for her participation in the "Anything Instrument Goes Band – "A.I.G.B"" – a CEW course tutored by Bruce Jellyman from 2011 – 2022, and now tutored by Tracy Wilson, who has renamed the course "Bandemonium". Judith has been playing in the orchestra since 2011, first as a violinist, but as her fingers have stiffened, she recently moved to the glockenspiel.

According to Community Education Whanganui (CEW) Manager Mel Shaw, Judith is an inspiration.

"Judith has enjoyed a rich and multi-faceted life and continues to embrace new challenges and learning. She truly is the embodiment of the ideal lifelong learner."

Congratulations on the award and a full life of shared learning.



Group photo: left to right, Mel Shaw, Gina Guigou (CEW Chair), Andrea Bullock, Dee Brough (CEW Treasurer) and Judith Robinson in front.

ACE News

ACE Professional Development Grants

ACE Aotearoa has recently received two Professional Development Project Final Evaluation Reports from grant recipients.

Multicultural Whangārei

Multicultural Whangārei received funding to assist with hosting a Te ao Māori wānanga designed to help teach and apply tikanga, kawa and te ao Māori in organisational practice. The wānanga was held at a local marae so that participants could not only learn through theory, but also participate and actively put into practice the project purpose.

Multicultural Whangārei reports that following the wānanga they have moved forward positively as an organisation that includes and acknowledges Tiriti o Waitangi in their operations. This is expressed in their core values.

"Relationships have been and continue to be established, creating opportunities for us to have open dialogues, discuss, share, and learn from each other. We are now more aware of the demands relevant to our community and can now organise and plan how best we serve our community.

"We will continue to be seen as an organisation that celebrates cultural diversity and [the] wisdom it brings in strengthening our community. By promoting inclusiveness and celebration of diversity we will endeavour to empower people and provide a place of belonging where everyone feels supported."

REAP Wairarapa

REAP Wairarapa also received funding for a full-day workshop on trauma-informed practice. This was a research based, yet practical workshop for local teachers and other professionals who work in the adult education space. Thirty people attended the course with tutors working alongside Deidre Nel, an expert in the field, other tutors, local educators and REAP facilitators to extend their understanding of the impact of a range of trauma on the adult brain and trauma's impact on learning capability/strengths and challenges.

Tutors were given tools to understand the cause of some challenging behaviours they may experience and learned how to adapt teaching approaches, especially around the context and environment for learning. The desired result is that learners with trauma have a more supportive and responsive learning environment.

Noticeboard

Save the Date!

ACE Conference and Annual Awards

19-20 June 2024

Te Papa Tongarewa – Te Whanganui-a-Tara/Wellington

The theme of the ACE Conference will be *Tuia te kōrero, Whiria te tangata* What is the Story? During the conference we will explore the power of storytelling as a way of engaging with and attracting learners, and promoting the valuable work we do. We have the start of a great lineup of presenters and facilitators already in the bag. So, save the date and we will confirm details in the New Year.

Hui Fono. Māori and Pacific Adult and Community Education Professional Development Event

6-8 March 2024

Paratehoata Marae (Tūnohopū), Tunohopu Street, Ōhinemutu, Rotorua

Tēnā koutou katoa, Tālofa lava, Kia orana, Mālō e lelei, Fakaalofa lahi atu, Namaste, Mālō ni, Fakatalofa atu, Halo ola keta, Mauri and warm Pacific greetings to you.

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

Registration: \$60 (subsidised with funding from the Tertiary Education Commission).

More information will be sent soon.

Special General Meeting (SGM) Changes to the ACE Aotearoa Constitution

Mid-March 2024

Many non-government organisations in Aotearoa are incorporated societies, including ACE Aotearoa and several of our members. We are required to update our constitution so that our rules comply with new legislation which governs incorporated societies in Aotearoa (the Incorporated Societies Act 2022 or ISA).

We have to re-register as a society with updated rules by April 2026, and we wanted to do this early as part of good practice, to show leadership to the ACE sector, and to support ACE members.

Thank you to our members who have attended the drop-in sessions this year.

Members will receive an invitation for the SGM in early 2024. Please ensure that you have renewed your membership ahead of the SGM to participate.

Contact Viv (Vivienne.Reti@aceaotearoa.org.nz) if you have any questions about your membership or the SGM.

Stay up with the Play!

Membership of ACE Aotearoa offers significant benefits. You have access to our carefully curated and well-thought-through suite of courses that are usually unique to ACE. You receive regular updates on the sector and initiatives that are changing the way we work, you receive a reduced registration fee to attend the ACE Conference and your support helps us to deliver the advocacy and policy advice that keeps our sector strong. Many membership renewals are due in December and we encourage you to re-engage when you receive your subscription reminder. The cost is extremely affordable and your support enables us to support you. You might also want to share membership benefits with other organisations and encourage them to join our movement.

Thank you for your 2023 commitment.



Have a great Break

On behalf of the team at ACE Aotearoa we wish you all a restful and peaceful break. We hope that each of you gets time to relax and hopefully enjoy some sunshine and downtime. We look forward to working with you in the New Year to continue our partnership work within the sector.