

The Five Principles of Te Kaupapa Whaioranga

MANA ATUA, MANA TANGATA

1 Decision-making must be democratic, equitable and inclusive.

MANA WHENUA

2 Tertiary education should foster a sense of belonging, innovation and creativity.

MANA MOTUHAKE

3 Staff and students must have authority and influence over their work. Tertiary education institutions and their people must act as a critic and conscience of society.

AHU KĀWANATANGA

4 Staff and students must be able to collaborate and share their collective work with their communities.

MANA TIRITI

5 Tertiary education should promote participation, protection and partnership for all people.

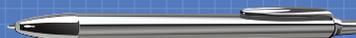
Our public tertiary education system **belongs to all New Zealanders**.

We must ensure that tertiary education provision receives adequate **funding at all levels, in all communities**, and for all learners, whatever their current skill, aptitude and knowledge levels.

We must ensure that within our tertiary education institutions all staff and students have responsible **autonomy and academic freedom**.

READ TE KAUPAPA WHAIORANGA: TEU.AC.NZ/BUEPRINT

the BLUEPRINT for Adult and Community Education TE KAUPAPA WHAIORANGA



Te Kaupapa Whaioranga – the blueprint for adult and community education

Tertiary education is a public good – the system belongs to all of us, we all contribute to it, and we are all responsible for it.

Access to life-long learning in publicly-funded tertiary education institutions and community-based organisations is a basic right of all New Zealanders.

New Zealand has been a world leader in the provision of community education beginning with the system of wānanga which provided learning interwoven with the needs of Māori social and spiritual life. This model for community-based and higher learning existed long before colonisation and continues to flourish today. In more recent times the establishment of the Workers' Education Association (WEA) in 1915 provided another model for community-based learning, "... the idea that so-called 'ordinary' working people should have access to the kind of learning that was available to those privileged to be able to study full time."¹ The importance of



1 "What is WEA?"
<http://wea.org.nz>

adult and community education (ACE) was recognised in legislation as early as 1938, with its place in our education system further embedded by the establishment of a range of national bodies since 1947.

From its inception, this sector has had a vital role to play in igniting or re-igniting the desire to learn in those who for whatever reason missed the opportunity to engage fully in education. Its fundamental precepts, based on the notion of the 'joy of learning' are that it:

*"...occurs alongside the formal education system and is therefore accessible to all. It promotes a culture of lifelong learning. It happens in a wide range of contexts in both structured and spontaneous forms, all of which have their own value... It may be initiated by individual and group needs which encourage adults to learn to understand their world and to seek change within it."*²

Adult and community education has been under attack since at least the mid-1980s. In 2003-2004 the Government did acknowledge the breadth of the sector's

2 2001 "Koia, koia! Towards a learning society: Report of the Adult and Community Education Working Party" page 8

contribution to lifelong learning by adopting five national priorities for ACE:

- a. targeting learners whose initial learning was not successful;
- b. raising foundation skills;
- c. encouraging lifelong learning;
- d. strengthening communities by meeting identified community learning needs; and
- e. strengthening social cohesion³.

While these aims are still integral to the ACE sector itself, the Government now expects the ACE sector to focus on three priorities:

"...a TEO only receives ACE funding for provision that:

- a. *targets learners whose initial learning was not successful;*

3 NZQA, March 2005. "Quality Assurance Arrangements for Providers of Adult and Community Education" page 2



- b. *raises foundation skills; and*
- c. *strengthens social cohesion, enhancing a learner's ability to participate in society and economic life⁴.*

The reduced set of priorities, coupled with a much greater focus on economic outcomes in the previous and current Tertiary Education Strategy, has resulted in further cuts to the ACE budget and a fall in community education provision from 236,000 in 2009 to 75,100 in 2012 (places purchased by TEC, excluding adult literacy figures).⁵

This narrower view for ACE sector provision fails to adequately recognise its important transformative role in communities, in promoting social cohesion, and in providing flexible opportunities for life-long learning for our society, no matter where a learner may be located, their age or other circumstances. It also fails to capture the value of learning experiences that take account of the whole student in the context of their whānau/family, community and workplace. Learning in an adult and community education environment is often a pathway to other formal learning or can lead to other family members being encouraged to pursue further education from the example set by the ACE learner.

Tamara Heparona 33 "I want to do computer and some more reading and writing so I can help the kids with their homework, help them to understand" (Adult literacy classes fall to budget cut, New Zealand Herald (Collins) 2009).

4 NZ Government December 2013 "Determinations of design of funding mechanism: adult and community education"

5 Ministry of Education 2009 "Profiles and Trends 2009" http://www.educationcounts.govt.nz/_data/assets/pdf_file/0018/80082/5-p-and-t-2009-learners.pdf pg 43 and "Profiles and Trends 2012" <http://www.educationcounts.govt.nz/publications/series/2531/profile-and-trends-2012> pg 73

Adult and community education must be supported to provide the broadest possible learning opportunities for our communities. This requires changes to funding and decision-making - our proposed first steps are outlined below.

Decision-making: national goals and strategies

Adult and community education takes place in the context of community, and as such needs the autonomy to decide which learning opportunities fit best with the needs and development aspirations of communities and regions.

These needs go beyond those of 'learning for earning', and decision-making in this sector must be cognisant of this. Therefore the following changes must be implemented as a priority:

- a. Government representatives meet with ACE sector representatives and other stakeholders to engage in a discussion to agree the best way to ensure lifelong and intergenerational learning is properly recognised. ACE Aotearoa describes this as a 'first principles' discussion. For example, should the Education Act be amended, and/or should a national body be formalised in legislation? Staff working in ACE should be included in this discussion, as they are able to provide direct experience of the professional and industrial issues affecting their colleagues in this sector.
- b. ACE sector representatives, other stakeholders and government representatives draw up an agreed set of national goals and strategies for the sector based on identified areas of need, such as priority learner groups, social development, and emerging local needs.
- c. The sector, government representatives and stakeholders work together to ensure that the aims and purpose of ACE are agreed and maintained and that a plan for funding and provision of ACE is developed and implemented.

*"Overall the sector generates a total return of between **\$54 - \$72** for every \$1 invested and the return on government investment is between **\$16 - \$22** for every \$1 invested."*

Price Waterhouse Cooper 2008. "Adult and Community Education: Economic Evaluation of Adult and Community Education Outcomes." pg 48

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Community members protest cuts to adult and community education

Adequate funding that supports a strong learning system for our communities

Adult and community education covers a broad spectrum – from non-formal, non-assessed courses, to courses and programmes that lead to formal qualifications. Secure, core funding must be provided at a level that ensures a broad range of life-long learning opportunities are available, regardless of where a learner is located, their age, gender, ethnicity, or any other socio-economic factors, and in a way that helps ACE providers fulfil their transformative role in their diverse communities.

To achieve this, the following must be implemented as a priority:

- a. Sufficient funding to be negotiated with the ACE sector, which recognises the unique features of the sector. This may mean reinstatement of funding to the level at 2009 (with CPI adjustment to account for intervening years of no funding), or some other agreed formula.
- b. Funding must ensure equitable distribution across all providers of ACE, whether Rural

Education Activity Programmes (REAPs), Workers Educational Associations (WEA), community groups, ITPs, wānanga, universities, marae, schools or community providers.

- c. Expand the criteria for funding to enable those with qualifications above level four to choose to use adult and community education opportunities as a pathway to another career or work, or to engage in activities in their community.
- d. Funding at a level to ensure that tutors and other staff are appropriately paid, staff professional development can take place, that necessary equipment and materials are able to be purchased, that infrastructure costs can be met, and that differential costs between rural/urban provision are accounted for.
- e. Contestable funding models for level 1 and 2 programmes must be removed. This funding model encourages competitiveness which is counter to the need for collaboration in the tertiary sector. It also means funding instability which negatively impacts on quality provision.

*“Adult learning and education represent a valuable investment which brings social benefits by **creating more democratic, peaceful, inclusive, productive, healthy and sustainable societies**. Significant financial investment is essential to ensure the quality provision of adult learning and education.”*