

Submission to the Education and Science Select Committee in support of Petition 2008/41

Maryan Street and 51,089 others request

That the House of Representatives call on the National Government to reverse all expenditure cuts in Budget 2009 that affect Adult and Community Education Services for the 2009/2010 financial year with a reinstatement of those funds taking effect from 1 January 2010.

Introduction:

I wish to speak to this submission and present in person to the Select Committee, with one or two others in support. I will advise the Committee in due course of the names of others attending with me. In this submission I will give a brief history of the tradition of Adult and Community Education (ACE) in New Zealand, provide some detail about the structure and contribution of ACE, give one detailed regional case study and several briefer testimonials from people in other parts of the country and conclude with summary comments about the impact of these budget cuts.

1. A Brief History of Adult and Community History in Schools

The following summary provides a brief history of the development of ACE in schools in New Zealand. I am grateful to Charlie Herbert for this information (ref: *Community Education Newsletters to Schools* by Charlie Herbert).

- 1900 – Manual and Technical Instruction Act laid the foundation of technical and continuing classes through schools.
- 1925 – Principal of Rangiora High School wrote of his intention to make the school an integral part of community life.
- 1938 – first community centre opened in Feilding.
- Early 60s - schools start to open school facilities to people of all ages.
- Early 1970s – only 4 of earlier community centres survived through to the 1970s – Feilding, Mt Eden, Risingholme Community Centre and Westport.
- Early 70s – Educational Development Conference – final conference report urged that schools should be available as a community resource to adults as well as children, in evenings as well as the day, for 50 or more weeks a year.
- Early 70s - pilot community schools in exploring interaction with the community in a variety of ways and in facilitating the return of adults to day schools. Freyberg Memorial Primary School, Normal School, Rutherford High School and Aorere

College – given additional member of staff to be known as community co-ordinator plus additional time for secretarial work and caretaking.

- 1974 – National Council of Adult Education held a national seminar in Otaki – this seminar brought together 60 people from different groups and agencies – common interest meeting the learning needs of adults. Charlie Herbert presented a paper on the role of the school in adult learning.
- 1974 – Denny Garret appointed as continuing education officer in Department of Education with responsibility for co-ordinating continuing and community education policy.
- 1978 – 4 schools mentioned above, along with 7 additional schools were re-designated as community learning centres.
- 1978 – a trial scheme for extension classes was initiated in 23 schools – key principles i.e. greater flexibility and local decision making. Each school was given a quota of tutor hours which could be used in a variety of ways e.g. short courses, day long workshops instead of traditional long courses. This scheme extended to all schools in 1987.
- Mid-70s – schools where there was a significant Maori segment of the population moved to establish a Whare Wananga (House of Learning) or Whare Nui (House of the people) on the school site – meaningful context for teaching of Maori language and culture and valuable resource for fostering cross cultural awareness but also a way for Maori adult to identify more closely with schools.
- By the 1980s schools catered for 84,000 adults compared with the 73,000 in technical institutes and 53,000 in universities.
- 1987 – flexibility and local decision making for all schools.
- 1988 – new salary determination recognised the position of continuing education co-ordinators and provided a time allowance and liaison assistant
- 2002 – responsibility for funding schools moved from the Ministry of Education to the TEC
- 2004 – Community Learning Centres disestablished
- 2005 onwards – Tertiary Sector reforms brought in Investment Plans, Quality Assurance Arrangements and indexed funding.

The Community Learning Association through Schools (CLASS) was established in 1998. This came about after several successful community education national conferences, which recommended that a single voice for the schools' sector was needed.

A small number of schools, including one primary school and one intermediate school previously held Community Learning Centre (CLC) status. CLCs were established as a pilot scheme in the late 1970s; however they were disestablished in 2004. CLCs were previously entitled to a level of funding that enabled them to offer not only programmes of learning, but also to act in a community development and leadership role.

The majority of schools fund a staff member for ½ a day (or 4 hours) up to 2 ½ days (20 hours) per week to administer a programme that may involve between 500 and 5,000

adult student enrolments per year. 93% of co-ordinators are employed on a part-time basis.

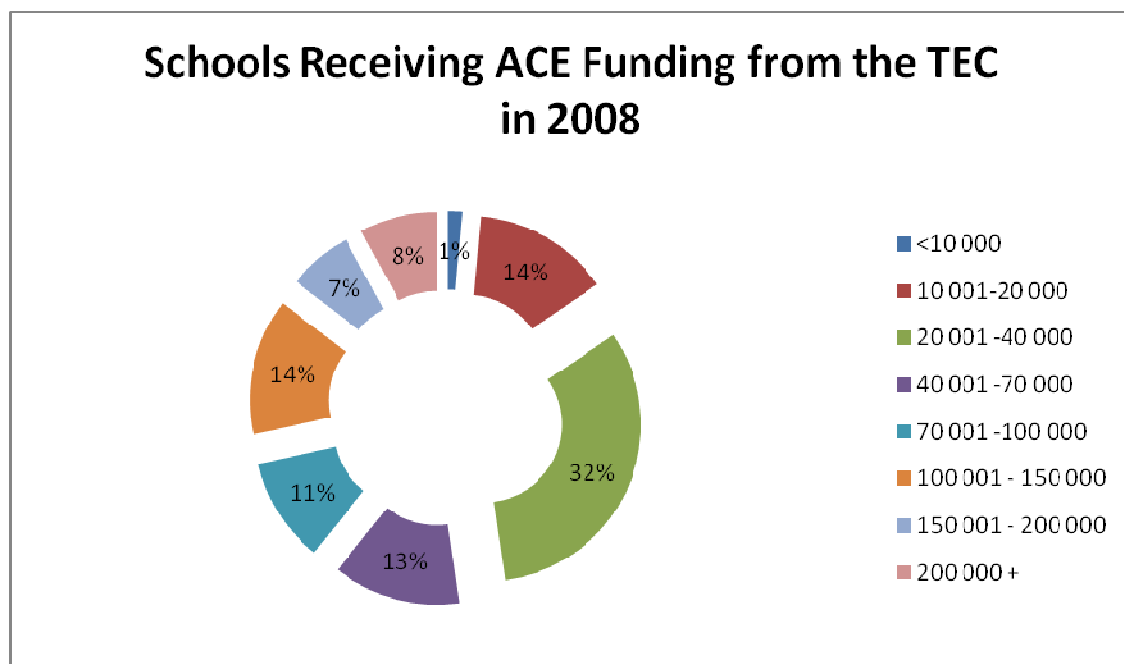
This brief history demonstrates that ACE delivery through schools has in parts of the country a 100-year history. It is part of the fabric of learning in our communities which has been built up over that time and which provides, in some areas, the only post-compulsory education offerings available.

2. Current Situation in 2009 – ACE in Schools

212 schools are currently (2009) funded by the Tertiary Education Commission (TEC) to provide ACE. Funding ranges from as low as approximately \$6500 (Ngata Memorial College) to as high as \$544,480 (Wellington High School) with the average at \$74,000. The total funding pool is \$15,719,316 (GST excl).









Of the funding received by schools, 9.5 % must be made available to various community groups in their respective communities.

The following graph shows how the funding was divided between the 217 schools which received funding in 2008 from the TEC.



For ease of classification the following funding bands were used in the application process:

Funding Bands

Funding received from TEC p.a.	Comparative size of programmes	Comparative time allowance for ACE co-ordinator (as per current collective agreement).*
 \$10,000 or less  \$10 – \$20,000	Very small programme	1 Weekly Teaching Half Day (1 WTHD) – equates to 2 hours per week
 \$20 - \$40,000  \$40 - \$70,000	Small programme	2 WTHD
 \$70 - \$100,000  \$100 – 150,000	Medium-sized programme	2 WTHD
 \$150 - \$200,000  \$200,000+	Large programme	3 WTHD
		4-5 WTHD depending on size of programme; some full time co-ordinators due to historical arrangements

3. Case Studies

Christchurch City:

- 14 schools currently provide ACE in Christchurch: Akaroa Area School; Aranui High School; Cashmere High School; Christchurch Boys' High School; Christchurch Girls' High School; Hagley Community College; Hillmorton High School; Hornby High School; Linwood College; Mairehau High School; Papanui High School; Riccarton High School; Shirley Boys' High and Waitaha Learning Centre.
- In 2008 alone, 17,746 enrolments were received.
- 71 different community organisations received funding as part of the obligation to provide 10% to community organisations: 40 + Employment Centre; Adult Reading Assistance Scheme (ARAS); Akaroa Community Arts Council; A-Town Boxing; Avebury House Trust; Bromley Community Centre; Canterbury Fiji Social Services Trust; Canterbury Workers Education Association (WEA); CHCH Resettlement Services; Child Helpline; Christchurch Citizen's Advice Bureau; Christchurch ESOL Tutor Scheme; Christchurch Resettlement Services; Citizens Advice Bureau; Community Law Canterbury; Community Services Trust; Delta Community Support Trust; Easting Awareness Team; ESOL classes (Russley School); ESOL Home Tutors; Familial Trust; GAIN Canterbury; Hagley ESOL Refugee Parents; Kids First South Brighton; Kindergarten; Kingdom Resources; Life Start; Lincoln envirotown; Linwood Community Resource Centre; Manuka

Cottage; Methodist Mission; Neighbourhood Trust; New Brighton Community Gardens; OSCAR Network; Papanui Medical Centre; Parentline; Parents Centre; PILLARS; Positive Action Self Defence; Presbyterian Support; Project Esther; Project Lyttleton; Project Port Lyttleton; Rewi Alley Chinese School Trust; Rowley Resource Centre; Russian Cultural Centre Trust; SeniorNet Inc; Shakti Ethnic Women's Support Group; Shirley Community Trust; Single Women as Parents; SPELD Canterbury; St Albans Residents Association; Step Ahead Trust; STOP Trust; Stopping Violence; Sydenham Development Trust; Te Kaupapa Whakaora Trust; Te Pani Trust; Te Whare Hohou Roko; Te Whare Manaaki; Te Whare Mauriora; The Muse Community Music Trust; Toughlove Upper South Island; Tupuna Villa; Volunteering Canterbury; Wainoni Avonside; Waitaha Learning Centre; Waltham Community Cottage; Women's Centre Inc; Women's Group; Your Studio Charitable Trust.

This situation can be replicated in any urban centre but applies proportionately in rural and provincial areas as well.

- **TEC funded schools:** Only Hagley Community College and Riccarton High School (in a cluster with Christchurch Girls' High) received funding.
- **Self-funded schools** – Papanui, Cashmere, Hillmorton, Hornby, Shirley – all schools report a huge increase in fees – 8 week course now costing \$120 upwards and schools report that the self-funded programme is on a trial basis (somewhere between 3 to 6 months). Programme severely limited – only some nights of the week, only a small number of courses.
- **Schools not providing ACE** – Mairehau High School, Christchurch Boys' High. Outlook for Waitaha Learning Centre, Aranui and Linwood College still unsure.
- **Outlook for community groups** – most (if not all of the groups) listed as an example above, will not be receiving any funding from schools next year. A best estimate is that only the ones that provide ESOL and Literacy will be provided for.

Kuranui School, South Wairarapa

Kuranui College after approximately 25 years of offering community education classes will cease at the end of 2009. Kuranui College is the only secondary school in the South Wairarapa, sited in Greytown, so it services a large catchment area which includes the 4 small towns of Carterton, Greytown, Featherston and Martinborough.

Over the past four years Kuranui has moved to run classes in the different towns thereby giving the people who had difficulty traveling to Kuranui the opportunity to participate as well as providing the local primary schools an opportunity to raise funds through renting their buildings. To this end Kuranui has run computing and

digital photo book classes at Carterton school, a digital photo book class at South Featherston school and a number of one day felting classes at Featherston school.

Over the past two years Kuranui has consulted with the community and responded by offering courses that the community requested. This has seen the number of people participating rise from 64 in 2007 to 328 this year (over a 300% increase).

The types of classes has also increased over the past two years, weekend course such as writing workshops, Oamaru stone sculpting and sustainable living have proved very successful and well supported.

We have introduced a number of classes aimed at improving health and fitness. These have included Tai Chi, Alexander Technique, yoga as well as aerobics. It is interesting to note that due to the small size of the different towns these types of services are not available (apart from traveling over 30 Km's to Masterton).

In the two years I have been the ACE coordinator we have built not only the numbers participating but also the number of different classes offered (in 2006 4 different classes were offered through Kuranui College, in 2009 14 different classes were offered). I feel we still had a great deal of potential yet to develop.

Finally, in a rural area such as the South Wairarapa the ACE programme offered groups of similar interest people the opportunity to gather, develop their skills and talents while maintaining the social fabric and cohesion often lacking. Kuranui was the hub of this social networking. For many it was an opportunity to make new social contacts or to participate in a new activity or to follow and develop a certain talent. It is sad that all this will be lost. As the ex Principal of Kuranui College it was heartening to see the college being used regularly 4 nights a week and on weekends. With some many resources invested by the tax payer in secondary schools to be used for 40 weeks a year it was pleasing to see the community using the resources as well.

Grey Tuck
ACE coordinator

Green Bay, Auckland

The Board of Trustees at Green Bay High School decided to disestablish the Community Education department by the end of this year (2009). We have 40 tutors on our books that will no longer work for us and I am to be made redundant.

Community Education has been part of Green Bay High School for well over 25 years and it has served its community extremely well.

Green Bay is near to Titirangi, Laingholm, Parau and Huia and this area is well known for its artists, writers and people in the music field. Many of the Community Education courses offered at Green Bay High School reflected this fact. We also have had slightly more unusual courses such as wrought iron work, welding and we were the first school to offer an outdoor pizza oven course. Over the years we have offered painting, pottery, quilting, mosaics, you name it, we've provided it!

We have been very active in the ACE community in West Auckland; keenly involved with other Community Education programmes in schools, our community houses, West Auckland ACE Aotearoa, the Waitakere ACE Network group, ACE Space and many other activities. Our programme has assisted hundreds of community groups with funds over these many years.

I am truly sad for our community of students and I do not underestimate the severe loss this will be to everyone. I think it is an extremely short sighted and outrageous decision by this government, and one that I strongly believe they will live to regret.

Judy Haldane
Coordinator, Community Education
Green Bay High School

Hawke's Bay

Hawke's Bay is losing all of its Adult & Community Education classes held in High Schools. The following schools will no longer hold subsidised classes: Hastings Boys' High School, Havelock North High School, Central Hawke's Bay College, Kimi Ora Community School, Napier Boys' High School, Tamatea High School, Taradale High School and William Colenso College. Some of these schools have been providing Adult classes for over 100 years. The loss to the community is huge.

We have been a small band of High School coordinators but very dedicated to our tutors, classes, students and community groups. Our classes have been so well supported over the years. Language classes have been a huge hit as have belly dancing classes. New Zealand Sign Language will be missed and so will our classes for Electrical certification. I could go on and on but it is the same for a lot of communities throughout the country. We have supported a very diverse range of community groups such as parenting classes, through to our local coastguards, environmental groups, local marae, family centres, Samoan church groups, the list is endless.

It is with sadness and regret that we are now coming to a close in 2009. Some of our tutors have become friends and colleagues. Some have gone on to make their mark in their given field. Our own National MP in Napier, Chris Tremain, once

learnt Maori at our night classes and Anne Tolley also attended ACE classes in Napier.

The Network will continue into 2010 with our other ACE funded providers, EIT, Real People @ Mosaic, Adult Literacy and Upu Amata. We wish them well in the future.

Marion Loughran
CLASS Representative for Hawke's Bay
ACE Coordinator, Tamatea High School

South Otago High School

South Otago High School has been involved with adult and community education for 75 years and will be forced to discontinue because of the funding cuts imposed by the government.

I have been the co-ordinator for over 6 years and prior to that I attended several classes. One was accounting which I took to UE level and this was a huge help when my husband and I started our own business as I was able to do all the book work.

Most of the very early classes were in core subjects such as 'arithmetic' for people who had left secondary school before completing 2 years. Because a minimum of two years secondary education was necessary for trade apprenticeships the school filled this need in the community. SOHS also provided classes for apprentices to help them prepare for examinations.

It is interesting to read in some archive newspaper clippings of woodwork classes in 1950 which were popular – 2 classes for men and one for women! The school is co-educational but it seems this was not carried over into night classes!! Other classes that year were offered: dressmaking, crafts, commercial (typing and shorthand), motor engineering and physical education.

Millinery classes were popular in the mid 50s as was needlework and model engineering. New classes were introduced including picture framing, yoga, Chinese cooking, assertiveness, painting, women's health issues, massage, furniture finishing.

In recent years the classes have changed to suit the changing needs of the community with language classes being introduced, different levels of computer classes, digital photography, furniture upholstery, defensive driving and fitness. ACE will be a huge loss as there are few opportunities for night classes available to people living in our rural community.

Margaret Jackson

ACE Co-ordinator
South Otago High School

4. Expected Situation in 2010

Funded schools

Appendix 1 shows which schools have received allocations for 2010 and lists other ACE and literacy and numeracy options in those regions.

The list has 24 lead schools with a variety of schools in a partnership cluster. The cluster partner does not receive funding but the schools in a cluster need to work out a Memorandum of Understanding.

The relationship between the lead school (responsible for the funding) and the other partners in a cluster still remains to be tested – some areas will have a proper relationship with a true will to provide in the area but in some partnerships, it may end up being simply a rental transaction. Added to that, for rural areas, there may be considerable geographical distance between partnership schools.

It remains to be seen if the non-funded partners in the cluster will remain as ACE providers – what is their status after all?

The relationship between a lead school, which is responsible for the funding, and other partners in the cluster is still to be tested. It is unclear as to whether all the partners in the cluster will remain as ACE providers.

The following spreadsheet is a combination of schools currently funded with the situation at this stage for 2010.

- **Green – TEC funded schools for 2010**
- **Blue – cluster partner schools – issues already highlighted.**
- **Yellow – schools not expected to continue providing ACE.**
- **Red – unsure what the situation is at this stage but fully expecting these schools not to continue.**
- **Pink – self-funded.**

School	(directly funded)	Partner	Other Providers	Intensive Lit & Numeracy Providers
Akaroa Area School	self-funded			
Amuri Area School *	unsure			
Aranui High School CLC	unsure possibly out			
Ashburton College CLC *	self-funded			
Cashmere High School *	self-funded			
Cheviot Area School	self-funded			
Christchurch Boys High School *	unsure; most likely out			Hagley Community College Wilkinson's English Language School Canterbury Language College
Darfield High School	self-funded, but unsure			
Geraldine High School *	self-funded;			
Hagley Community College		Hagley Community College		Apostolic Training Centre Chch Polytechnic Institute of Technology
Hillmorton High School	self-funded			
Hornby High School	self-funded			
Hurunui College *	poss self-funded		Stop Violence Services SPAN Charitable Trust University of Canterbury Lincoln University Chch Polytechnic	
Kaipoi High School	self-funded w Rangiora			
Kaikoura High School		Kaikoura		
Linwood College *	poss self-funded			
Mackenzie College	Unsure			
Mairehau High School	indicated out			
Oxford Area School *	poss self-funded			
Papanui High School	self-funded			
Rangiora High School	self-funded		Homemade Partnerships Risingholme Community Centre Delta Community Support computers for Special needs Methodist Mission	
Risingholme Community Centre - Christchurch Girls High School		with Risingholme and Riccarton	CGHS w Riccarton	
- Riccarton High School		Riccarton		
Shirley Boys High School	self-funded			

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Te One School	Unsure
Opihi (Temuka) College *	poss self-funded
Twizel Area School *	indicated out
Waimate High School	poss out?
Waitaha Learning Centre *	poss out?
Waitaki Valley Area School (Kurow)	Out

Self-funded schools:

Schools report the following so far:

- Desperate struggling to source other funding
- Huge increase in fees – well over \$100 for an 8 week course
- Very reduced programme – e.g. only some nights of the week, only the courses they think will run (those which previously attracted big enrolment numbers)
- On trial for a term or at the most two terms to see if it will work. (as said, schools are risk averse)

90 schools have indicated so far that they will not continue with ACE in 2010.

5. Statistical information on number of learners

Schools have to return an annual statistical return commonly known as the RS44.

It is used to measure funded enrolments, self-funded enrolments and community groups. Since 2008, the form only requires funded enrolments and a brief description of community groups funded.

Note: In years 2001 and 2000 extra numbers were listed but not included in the table.

Year	Enrolments	
2008	139744	
2007	162 000	
2006	149 000	
2005	164 000	
2004	174 000	
2003	203671	
2002	179 146	
2001	190030	585
2000	211962	1144
1997	195130	
1996	196923	
Average	189576	

6. Concluding comments

ACE delivered through high schools is part of New Zealand's education infrastructure and delivery of post-compulsory education opportunities to a range of people. The high level of participation in school-based community education is a result of this strong national existing infrastructure of people, resources and buildings. Every community has a local secondary school which enables ACE to be accessible and affordable for everyone in all communities. Schools have an infrastructure that encourages community participation – people look to their local school for learning opportunities. Of equal importance are the millions of dollars worth of assets a school has, that are available for community use outside regular school hours.

ACE provided through night (and day) classes offers accessible learning opportunities for a large number of adults on a wide range of topics in their own communities. They teach people to be resourceful and resilient and manage their lives in healthy and active ways. They provide opportunities for social cohesion

and for the integration of those who might otherwise be isolated from society (migrant groups, refugees, senior citizens, solo parents and others).

They provide students with non-threatening pathways to further their learning which is an essential ingredient in attracting second-chance learners back into a learning environment which can lead to re-entry into more formal education opportunities. There are numerous testimonials to this education pathway. People start with night classes, find that, contrary to their school experience, they are good at something, pursue that option through university or polytechnic and go on to become high value contributors to society, instead of failures, with all the attendant risks and costs attaching to that status.

Many of the courses offered have literacy and numeracy embedded in the course material. It is easier to attract people, especially young people whose schooling was inadequate for a range of reasons, into programmes which do not sound like the education they recently failed in. Embedded literacy and numeracy skills should not be dismissed as ineffective, which is what the current rhetoric around “hobby classes” tends to do. Such dismissive sentiments ignore the educational and skills training value inherent in night class programmes of many sorts.

School programmes are tailored to deliver to the needs of a local community. They meet expressed needs and fulfil precisely the requirements of lifelong learning, for a long time one of the key strategic aims of adult education.

They contribute to the economy of the local town/city – as an example, school ACE programmes can have an annual turnover of approximately \$38,000 for a small programme and up to \$500,000 for a bigger programme. School programmes advertise in the local newspapers, hire venues and employ staff. Students and tutors purchase materials and equipment in their local community.

The budget cuts of 2009 have the effect of completely hollowing out the provision of second-chance, adult learning and accessible skills acquisition in New Zealand. Literacy and numeracy upskilling is a laudable aim which is supported by everyone but the method of delivery of these skills to hundreds of thousands of New Zealanders is being stripped away by a niggardly and, in the scheme of things, minor budget cut. The ripple effects through community organisations are far-reaching and destructive. It is not too late, either to reverse these cuts or to reinstate them in next year’s budget, even if they only take effect from 1 July 2010. That at least would prevent the withering forever of this vital part of our social and educational infrastructure.

I ask the Select Committee to consider its report to government on this matter carefully and be proactive in its recommendations.

MARYAN STREET and 51,089 others