

Rural Women New Zealand Education Policy

Rural Women New Zealand notes that:

- Rural education is compromised by distance, isolation, workforce recruitment and retention difficulties, and telecommunication limitations for distance learners.
- As a result education opportunities are restricted resulting in students either leaving school with insufficient or unsatisfactory qualifications; or in situations where families must send their children boarding school, often at a young age, which is a considerable financial burden and may often not be in the best interest of family relationships
- Education for rural communities is selective based on affordability and accessibility
- Government and other contributing agencies when developing legislation and general policy on education do not reflect issues that are specific to the rural community

Rural Women New Zealand affirms the following:

- Rural communities have the right to a broad and generous access to lifelong learning opportunities
- The removal of barriers that prevent the right of rural communities to access an equitable and complete education.
- That all rural learners experience effective teaching though having access to appropriately qualified teachers
- Rural learning is nurtured by families/whanau and communities
- Evidence based practice in rural education is based on sound decision making and robust information
- The importance of the part that rural schools play in the social cohesion and economic viability of the rural community

Rural Women New Zealand Inc believes that:

- Public funding should be adjusted to ensure rural communities have equitable and effective access to all education services including special needs, early childhood, and first tertiary qualification.
- Adequate funding for realistic subsidies for transport services and boarding bursaries for rural families are part of any education policy/legislation development process
- Greater focus is placed on the development and retention of a skilled and multi-disciplinary rural education workforce
- Coordinated use of rural education facilities and resources is supported
- Development of flexible, and innovative outreach services are part of any education policy/legislation development
- Education programme delivery is designed to meet the specific needs of rural women
- Equitable access to professional development and support for rural teaching community
- Legislation and policy decisions are made using a Rural Impact Assessment Tool