



Education Report: Reflecting Māori Crown relationships in tertiary education, including RoVE

To:	Hon Chris Hipkins, Minister of Education		
Cc:	Hon Kelvin Davis, Associate Minister of Education (Māori Education)		
Date:	6 June 2019	Priority:	High
Security Level:	In Confidence	METIS No:	1193405
Drafter:	Ameera Clayton	DDI:	s 9(2)(a)
Key Contact:	Grant Klinkum	DDI:	
Messaging seen by Communications team:	N/A	Round Robin:	Yes

Purpose

In this paper we report back on the ongoing engagement with Māori following consultation on the Reform of Vocational Education (RoVE).

In response to feedback from this engagement, we propose that Ministers consider establishing an independent group to facilitate a high level Māori Crown relationship view of the tertiary (including vocational) education system, to improve outcomes for Māori learners and communities. The scope of this group could evolve overtime to include the wider education system.

Recommended actions

The Ministry of Education recommends you:

- a. **note** that, following the close of consultation, officials have continued to engage with groups of iwi and experts in Māori development and education, to reflect the wider Crown commitment to Māori Crown relationships
- b. **note** that these groups have expressed a desire to engage with Ministers and education agency chief executives on strategic, intergenerational skills and knowledge issues
- c. **agree** to seek Cabinet support, in principle, to establish an independent group of experts in Māori development and education, to support government in the design of tertiary education policy and system settings, to improve Māori learner and community outcomes

Agree / Disagree

- d. **direct** officials to undertake further work on the terms of reference, composition (including skills requirements) and the appointment process for this group
- e. **forward** to Hon Jenny Salesa, Associate Minister of Education and Hon Tracey Martin, Associate Minister of Education.


Grant Klinkum
Deputy Secretary
Graduate Achievement
Vocations and Careers

06/06/2019


Hon Chris Hipkins
Minister of Education

9/6/19

Māori want to be involved in system policy and design

Māori want to be involved in tertiary education design

1. Following the close of the RoVE consultation, we have had two workshops on Māori vocational education. These involved some key iwi and Māori leaders, including from business, wānanga and wider education sectors.
2. Workshop participants told officials that a stronger relationship between Māori and the Crown is a central catalyst to positive change and that Māori are partners, not a consultative body.
3. More specific feedback was that success looks like a vocational education system:
 - a. That strives to improve Māori education outcomes.
 - b. That involves national collaboration and leadership with local solutions to local issues. There are a range of responsibilities and relationships because Māori needs are diverse and, if we are doing our job right, will change over time.
 - c. Where people who work with and serve Māori are culturally competent
 - d. That listens and learns from the groups it serves.
 - e. Where concepts like mana orite, manaakitanga and whanaungatanga guide our work. Students know they are cared for and supported, along with their whānau, on their journey of learning.
4. This aligns with what we have heard as part of the wider Education Conversation, engagement on the ITP Roadmap, and consultation of the RoVE proposals. That is, that Māori desire to be involved, as genuine partners, in the Crown's work to design and implement tertiary education policy and settings.
5. In our work on RoVE, we have considered how to address this feedback and to reflect Māori Crown relationships.

A group to guide the Crown in its tertiary education work with Māori to improve outcomes for Māori learners and communities

6. A strong theme emerged from two recent workshops on Māori vocational education, regarding how Māori and the Crown could meet and work together at a governance level. In particular, to shape an intergenerational vision and direction for skills and knowledge, and to support social and economic development at national and regional levels.
7. Māori are key actors in New Zealand who take an intergenerational view of the skills pipeline, particularly at regional and local levels. This is particularly important in regions such as the East Coast, Bay of Plenty, Northland and Auckland. These are regions with high proportions of the Māori population, where socio-economic disparity between Māori and non-Māori is demonstrated significantly, and where the gains from a more responsive tertiary system present the most potential for learners and their whānau.
8. A group that engages with Ministers and Chief Executives (CEs) of education agencies on strategic issues could support the Crown to work in partnership with Māori to improve learner and community outcomes. We propose that such a group be established to initially focus on tertiary education, including its interface with the

schooling sector. The first task for this group could be to engage with the RoVE Programme Board, education agency CEs and Ministers. At a later point this could expand to include the whole education system.

9. By engaging with the RoVE Programme Boards, this group could help ensure a strong Māori voice is part of shaping the design and implementation of the RoVE. It would do this by providing a view of learners, communities and employers (ie end-users of the system) in system level decision making. It would also do this by providing more direction and oversight over officials' work than would be achieved by an advisory group.
10. Establishing such a group would be in addition to work carried out by officials at a local and regional level with Māori. This group would help to ensure that strategies, policies and settings are responsive to the diverse needs of Māori learners and communities. This would also support key tertiary education actors to work with Māori to achieve their social and economic goals.
11. We recommend you seek Cabinet support to establish a group to support the Crown to work with Māori to improve learner and community outcomes, with an initial focus on the RoVE and wider tertiary education system policy and settings.
12. See Annex 1 for how this group would relate to the potential governance and advisory structures for implementation of the RoVE.

We can provide more detail on the role and composition of the group

13. Each sector will have a different view of, and mechanism for, supporting key actors to give effect to Māori Crown relationships. A number of government agencies are working on how they reflect Māori Crown relationships in their work. An example of a group stood up to support government agencies to work with Māori to improve outcomes is Te Rōpū. This group aims to support the Government's joint venture on reducing family violence and sexual violence. The proposed group could be mirrored off similar principles to this group, for example.
14. This group could engage with Ministers (eg meeting with joint education Ministers quarterly), as well as Education CEs (eg also quarterly) and (initially) the RoVE Programme Board (perhaps monthly). This group could input into decision-making at these levels of tertiary education system governance, including by providing advice and recommendations. Tertiary education programme boards could be required to seek and test ideas with this group on how government works with Māori to improve outcomes for Māori learners and communities.
15. Appointments could be made by the Minister of Education in consultation with the Minister for Māori Crown Relations. Skills criteria for group members could look like, for example, having knowledge and expertise in the tertiary education system, the vocational education system, industry and workforce, improving learner and community outcomes, and, critically, working with Māori.
16. Subject to your agreement, officials would undertake further work on detail of this group, including its terms of reference, size, composition (ie necessary skills, knowledge and experience) and name. A name for the group/council could be identified in consultation with Māori. Wider details would be informed by further engagement with Māori and with final details approved by the Minister of Education. Depending on process decided to appoint members, this group could be stood up in October.

Annex

Annex 1: A potential governance and advisory structure for RoVE implementation

Proactively Released

A potential governance and advisory structure for RoVE implementation

- The Governance Board and the establishment and transition bodies will be expected to establish additional reference committees representing key stakeholders (for example, Māori, Pacific, disabled learners, employers/industries, learners, staff) to support detailed design and decision-making.
- The Māori Crown Tertiary Education [Group/Council] and RoVE Stakeholder Advisory Group would provide high-level strategic oversight and advice as noted in the diagram.
- Officials consider that an advisory group that combines representative stakeholders with different viewpoints and experiences would generate the kind of integrated system advice that the new system needs for practice and delivery.

