



Briefing Note: Impact of Proposed RoVE Changes on Wānanga and Māori Learners

To:	Hon Kelvin Davis, Associate Minister of Education		
Date:	22 January 2019	Priority:	Urgent
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

The purpose of this paper is for you to:

Note how the advice and talking points for discussion with Minister Hipkins and officials on how changes proposed by the Reform of Vocational Education (RoVE) will impact on wānanga and Māori learners more widely.

Agree that this Briefing will not be proactively released until after decisions have been made on the proposed RoVE changes.

Agree / Disagree

Summary

- This paper responds to a request by your Office for additional information for your 23 January 2019 meeting with Minister Hipkins and Education officials on how the changes proposed by RoVE will impact on wānanga. It provides advice and talking points on this topic, including on how the proposed changes will impact on Māori learners more widely.
- While all three Wānanga are involved in vocational education, the most substantial effect of RoVE would be felt by Te Wānanga o Aotearoa, as a major vocational education provider.
- The proposed changes will have an impact on the education and training options Māori learners have, with new opportunities emerging. Continuing to focus on improved teaching and learning practice will remain important for Māori learners.



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23/01/2019



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Background

1. The Ministry of Education has prepared a Cabinet paper seeking agreement to consult on three fundamental Reforms to the Vocational Education system (RoVE). The Minister of Education intends to seek agreement from Cabinet on 29 January.

Proposed Reforms

2. The three proposed reforms are to:
 - a. Disestablish Industry Training Organisations and replace them with Industry Skills Bodies. The new ISBs would be responsible for standard settings. They would no longer have responsibility for arranging the purchase of training.
 - b. Establish a single Polytechnic (ITP) with a regional network of provision.
 - c. Establish a unified funding system whereby classroom-based training and work-based training are funded on the same basis. This will support learners to move seamlessly across training settings.
3. It is proposed to consult on these reforms in February and March 2019 to enable policy decisions to be made and legislated before 2020.

Impacts for Wānanga

4. Approximately one-third of Wānanga provision is vocational education. Te Wānanga o Aotearoa is the largest provider (36% of their provision is vocational education – 11,095 learners in 2017). § 9(2)(j)
The RoVE reforms need to reflect the distinctive nature of Wānanga as Māori-led organisations.
5. Around 27% of the provision at Raukawa is VET (761 learners in 2017), and around 14% of the provision at Awanuiārangi is VET (1,030 in 2017).
6. It will be important to ensure Wānanga are part of the conversations about RoVE in a deliberate and planned way. § 9(2)(j)
7. Wānanga will be interested in how they might work with the proposed Industry Standards Bodies in setting standards for training. Wānanga already use some ITO standards but the proposed Industry Standard Bodies will have more extensive roles in terms of fields of study and depth of specificity.
8. It will be important to get the balance right in terms of the roles of ISBs as standard setters and the ability and flexibility of the Wānanga to design and deliver its programmes.
9. There are opportunities for Wānanga to strengthen their connections with work-based training. This points to the need for Māori to be represented on the proposed Industry Standard Bodies.
10. How do we propose that Māori will be represented on the proposed ISBs? How do we see the working relationship between the proposed ISBs and Wānanga?

11. The establishment of a single ITP will change the marketplace that Wānanga operate in. This will inevitably create opportunities and risks.

What are the Impacts for Māori Learners

12. 43% of Māori learners in Vocational Education currently are in training arranged by ITOs. It will be necessary to manage the disestablishment of ITOs and other transitions as smoothly as possible to ensure we minimise disruption to learners.
13. Many Māori learners participate in Māori language and culture provision at ITPs. How will these proposals affect Māori language and culture provision?
14. The proposed change will not directly impact on the day-to-day education provision that Māori learners experience. There will be an opportunity through this process, however, for the Government to re-emphasize expectations about provision to Māori learners.

Consultation on Proposed RoVE changes

15. Many iwi and Māori organisations have relationships with existing ITPs. They will be interested in how the proposed single Polytechnic will operate and what this means at the local level, in terms of:
 - a. provision of education to Māori and other learners; and
 - b. the nature of their relationships and ability to influence.
16. It will be useful for us to consider how iwi will react to the proposed single Polytechnic.
17. The Ministry is proposing a mix of targeted and general engagements. This has been developed with Te Arawhiti and modelled on our previous hui with Māori

Proactive Release

18. We recommend that this Briefing is not released at this time because decisions are yet to be made on the proposed RoVE changes.