

Cabinet Paper material

Proactive release

Minister & portfolio	Minister Hipkins, Education
Name of package	Manu Kōkiri – Māori Success and Tertiary Education Towards a Comprehensive Vision Summary
Date considered	9 May 2022
Date of release	24 May 2022

These documents have been proactively released:

Cabinet Paper: Manu Kōkiri – Māori Success and Tertiary Education Towards a Comprehensive Vision Summary

Date considered: 9 May 2022

Author: Minister of Education

Cabinet Minute CAB-22-MIN-0167

Date considered: 9 May 2022

Author: Cabinet Office

Cabinet Minute SWC-22-MIN-0077

Date considered: 4 May 2022

Author: Cabinet Office

Material redacted

Some deletions have been made from the documents in line with withholding grounds under the Official Information Act 1982. Where information has been withheld, no public interest has been identified that would outweigh the reasons for withholding it.

Some deletions have been made from the documents as the information withheld does not fall within scope of the Minister's portfolio responsibilities, and is not relevant to the proactive release of this material.

You can read the Official Information Act 1982 here:

<http://legislation.govt.nz/act/public/1982/0156/latest/DLM64785.html>

In Confidence

Office of the Minister of Education

Cabinet Social Wellbeing Committee

Government response to *Manu Kōkiri – Māori Success and Tertiary Education: Towards a Comprehensive Vision*

Proposal

- 1 This paper seeks Cabinet's agreement to support the vision and aspirations of Taumata Aronui's paper, *Manu Kōkiri – Māori Success and Tertiary Education: Towards a Comprehensive Vision*.

Relation to government priorities

- 2 This work supports the Government's pledge to become a better Treaty partner by strengthening Māori-Crown relations, which was referenced in the Speech from the Throne. It links to fortifying social cohesion, supporting diversity, and creating a country where all people feel safe, have equal access to opportunities, and do not experience discrimination.

Background

- 3 Cabinet established Taumata Aronui in 2019 to support the Crown to work in partnership with Māori, and to help ensure the tertiary education system is responsive to the needs of Māori learners, communities, and employers, and improve Māori learner and community outcomes.
- 4 Taumata Aronui members are Professor Wiremu Doherty, Dr Te Ahukaramū Charles Royal, Mereraina Piripi, Dr Eruera Prendergast-Tarena, Brendon Green, Mamaeroa Merito, Raewyn Mahara, and the chair of the rūpū Dr Wayne Ngata.
- 5 In addition to providing policy advice on tertiary education, Taumata Aronui has developed a 'think piece', *Manu Kōkiri*, to help articulate to education agencies and providers, the shifts they consider are needed in the tertiary education system for Māori success, and how these shifts can be achieved. The paper, (**Annex 1**) has had input from Te Tauihu o Ngā Wānanga¹, and was peer reviewed by Professor Jacinta Ruru (MNZM) and Linda Smith (CNZM).

¹ Te Tauihu o Ngā Wānanga is the collective national association comprised of representatives from the three wānanga: Te Wānanga o Raukawa, Te Wānanga o Aotearoa, and Te Wānanga o Awanuiārangī.

- 6 *Manu Kōkiri* is an important and valuable contribution to our discussions about the future of education in Aotearoa. I recommend that the Government welcome the release of the paper, and support Taumata Aronui's vision and aspirations for Māori success in tertiary education, when *Manu Kōkiri* is released later this month.

Manu Kōkiri – visions and aspirations

- 7 Taumata Aronui's paper outlines their view on how to make the tertiary education system successful not only for Māori learners and staff, but also their whānau, hapū, iwi, and all of Aotearoa-New Zealand. The rūpū argue that "much remains to be done before a truly equitably, socially just, culturally rich, diverse, inclusive, and empowering tertiary education sector, inspired by the Treaty of Waitangi, comes into existence".
- 8 Taumata Aronui's overall vision as expressed in *Manu Kōkiri* is:
- "... the best indigenously inspired tertiary education system in the world - one where incredible success is experienced by indigenous people (this is normalised and expected) and where indigenous knowledge and experience influences the sector positively and becomes the inspiration for the success of all. This is an internationally lauded, distinctive Aotearoa-New Zealand tertiary education system where all succeed."* (p.6).
- 9 This vision is comprised of five aspirations:
- i. Māori people enjoy significant tertiary education success.
 - ii. Māori people enjoy increasing levels of health and wellbeing, including cultural health, and through tertiary education including through designing and delivering tertiary education study themselves.
 - iii. Māori people enjoy increasing levels of economic prosperity including significant and meaningful employment success, entrepreneurial and business success through the growth of the 'Māori economy'.
 - iv. The tertiary education sector is positively transformed through the application of the Treaty of Waitangi and a positive engagement with the Māori Treaty partner.
 - v. Aotearoa-New Zealand is transformed positively through a tertiary education sector which has embraced the Treaty of Waitangi and the Māori Treaty partner.
- 10 Taumata Aronui emphasises that Māori leadership paved the way for the successes we have seen (sometimes in the face of great resistance), and that Māori must be leading and centrally involved in articulating and implementing pathways to success. The rūpū argue that the absence of Māori in decision-making and implementation processes results in poor outcomes, low participation, and many Māori feeling invisible within the tertiary system as it is unable to conceive of Māori success through the lens of Māori experiences.

Furthermore, the rūpū are mindful of the ‘unreasonable burden’ that Māori leadership and people experience, and note Māori success is the responsibility of the entire sector.

- 11 To achieve their aspirations, Taumata Aronui makes three broad recommendations:
 - i. The creation of a cross-sector Te Tiriti o Waitangi framework for tertiary education, that includes acknowledgement and compensation for historical wrongdoing, and embracing the opportunities represented by Te Tiriti.
 - ii. Government investment in:
 - a. a new, intensified and cross-sector initiative regarding equity and the elimination of discrimination,
 - b. a new national initiative for excellence, authority, and leadership in mātauranga Māori, led autonomously by mātauranga Māori experts drawn from iwi/hapū/whānau communities, and
 - c. a cross-sector initiative to nurture the mana, health and wellbeing of iwi/Māori communities through tertiary education including through the design and delivery of tertiary education offerings by those communities.
 - iii. That Ministers consider two specific new working arrangements:
 - a. harmonising policy settings across the education sector as a whole, so that there is a consistency of approach, at a policy level, with respect to all levels of education (primary, secondary, and tertiary), and
 - b. expanding Taumata Aronui to include significant Māori leadership from within the tertiary education sector.

Government response

- 12 I recommend that the Government support Taumata Aronui’s vision and aspirations for Māori success in tertiary education as laid out in *Manu Kōkiri*.
- 13 The vision, aspirations, and direction of travel laid out in *Manu Kōkiri* aligns well with the Government’s strategic direction for the education system as set out in the Education and Training Act 2020, the National Education and Learning Priorities (NELP)/Tertiary Education Strategy (TES), and Ka Hikitia – Ka Hāpaitia: the Māori education strategy.
- 14 *Manu Kōkiri* also links with a number of work streams that are being progressed at the Ministry of Education (for example, the Te Pae Roa Māori medium and kaupapa Māori pathways programme) and across government. Related government work streams include Te Pae Tawhiti, the cross-government work led by Te Puni Kōkiri on responding to issues raised in the Wai 262 flora and fauna claim, and Te Ara Paerangi – Future Pathways, the

Ministry of Business, Innovation and Employment's work programme on the future of New Zealand's research system. These connections present significant opportunities for work across government to progress towards Māori success in tertiary education.

- 15 Many of the *Manu Kōkiri* recommendations have merit, but require further policy work. This would include Te Tiriti analysis and engagement on the issues the recommendations are intended to address. Policy work will be future-orientated and collaborative, consistent with the Government's ongoing work with the wānanga.
- 16 Taumata Aronui has been clear that the paper reflects the views of the rūpū, and that they expect Ministers will want to seek wider advice on the paper from iwi/Māori, the sector and industry before implementing specific recommendations. Following the release of *Manu Kōkiri*, officials will be working alongside Taumata Aronui and relevant agencies to analyse the issues raised in the paper, explore, scope, and further develop its recommendations, and socialise the paper with the sector and wider community.
- 17 Exploring the recommendation that the Government invest in a new national initiative for excellence, authority, and leadership in mātauranga Māori will be a particular priority for me in this initial scoping work. Officials will also be looking at the appropriate role and membership of Taumata Aronui itself, in light of the *Manu Kōkiri* recommendation that it be expanded. Most members' terms will expire at the end of the year.
- 18 This will be done with a view to exploring what can be done within existing work programmes. Officials will also carefully manage expectations around initiating new work programmes, recognising that some trade-offs may need to be made.
- 19 I expect to return to Cabinet before the end of the year with an update on the potential approach to moving forward with the *Manu Kōkiri* recommendations, and the structure of Taumata Aronui.

Financial Implications

- 20 There are no financial implications of the proposals in this paper. Progressing recommendations for specific initiatives, including expanding or extending the rūpū, would be subject to Cabinet's agreement.

Legislative Implications

- 21 There are no legislative implications for the proposals in this paper.

Population Implications

- 22 Further policy work on the issues raised in *Manu Kōkiri* will aim to address system inequalities, and strengthen our system for Māori learners, their whānau, hapū, and iwi to support them to achieve their education aspirations. This work will further aim to embed and clarify the expectations for tertiary

education system to honour Te Tiriti o Waitangi, and support Māori-Crown relationships.

Human Rights

- 23 The proposals outlined in this paper are consistent with the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993.

Consultation

- 24 This paper has been prepared by the Ministry of Education. The Office for Māori Crown Relations – Te Arawhiti, Te Puni Kōkiri, the Ministry of Business Innovation and Employment, the Tertiary Education Commission, and the New Zealand Qualifications Authority have been consulted or provided input for this paper.

Communications

- 25 I intend to issue a press release to accompany the release of *Manu Kōkiri*, welcoming the paper and outlining the Government's response.

Proactive Release

- 26 I propose that this paper is proactively released, with any redactions in line with the provisions of the Official Information Act 1982.

Recommendations

The Minister for Education recommends that the Committee:

- 1 **note** that Cabinet established Taumata Aronui in 2019 to support the Crown to work in partnership with Māori and to help ensure the tertiary education system is responsive to the needs of Māori learners, communities, and employers, and improve Māori learner and community outcomes
- 2 **note** that Taumata Aronui's think piece '*Manu Kōkiri – Māori Success and Tertiary Education: Towards a Comprehensive Vision*' sets out a vision, aspirations and recommendations for Māori success in tertiary education
- 3 **note** Taumata Aronui's vision in *Manu Kōkiri* is that Aotearoa New Zealand has the best indigenously inspired tertiary education system in the world - one where incredible success is experienced by indigenous people (this is normalised and expected) and where indigenous knowledge and experience influences the sector positively and becomes the inspiration for the success of all – an internationally lauded, distinctive Aotearoa-New Zealand tertiary education system where all succeed
- 4 **note** that Taumata Aronui's aspirations are that:
 - a. Māori people enjoy significant tertiary education success,

- b. Māori people enjoy increasing levels of health and wellbeing, including cultural health and through tertiary education including through designing and delivering tertiary education study themselves,
 - c. Māori people enjoy increasing levels of economic prosperity including significant and meaningful employment success, entrepreneurial and business success through the growth of the 'Māori economy',
 - d. The tertiary education sector is positively transformed through the application of the Treaty of Waitangi and a positive engagement with the Māori Treaty partner, and
 - e. Aotearoa New Zealand is transformed positively through a tertiary education sector which has embraced the Treaty of Waitangi and the Māori Treaty partner
- 5 **agree** to support Taumata Aronui's vision and aspirations for Māori success in tertiary education, and recognise *Manu Kōkiri* as an important contribution to discussions about the future of education that should be shared across the tertiary education sector and wider community
- 6 **note** that I intend to issue a press release to accompany the release of *Manu Kōkiri*, welcoming the paper and outlining the Government's response (subject to Cabinet's agreement to recommendation 5)
- 7 **note** that officials will continue to work with Taumata Aronui and relevant agencies to analyse the issues raised in the *Manu Kōkiri*, explore, scope, and further develop its recommendations, and socialise the paper with the sector and wider community
- 8 **note** I will report back to Cabinet later in the year with an update on the approach to the membership and role of Taumata Aronui, and any potential developments related to the other recommendations.

Authorised for lodgement

Hon Chris Hipkins

Minister for Education

Annexes

Annex 1: [Manu Kōkiri – Māori Success and Tertiary Education: Towards a Comprehensive Vision Summary](#)

Proactively Released



Cabinet

Minute of Decision

This document contains information for the New Zealand Cabinet. It must be treated in confidence and handled in accordance with any security classification, or other endorsement. The information can only be released, including under the Official Information Act 1982, by persons with the appropriate authority.

Report of the Cabinet Social Wellbeing Committee: Period Ended 6 May 2022

On 9 May 2022, Cabinet made the following decisions on the work of the Cabinet Social Wellbeing Committee for the period ended 6 May 2022:

Out of scope

SWC-22-MIN-0077


**Government Response to Manu Kōkiri – Māori
Success and Tertiary Education Towards a
Comprehensive Vision**
Portfolio: Education

CONFIRMED

Out of scope



Out of scope



Michael Webster
Secretary of the Cabinet

Proactively Released



Cabinet Social Wellbeing Committee

Minute of Decision

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Government Response to *Manu Kōkiri* – Māori Success and Tertiary Education Towards a Comprehensive Vision

Portfolio Education

On 4 May 2022, the Cabinet Social Wellbeing Committee:

- 1 **noted** that Cabinet established Taumata Aronui in 2019 to support the Crown to work in partnership with Māori, to help ensure the tertiary education system is responsive to the needs of Māori learners, communities, and employers, and improve Māori learner and community outcomes;
- 2 **noted** that Taumata Aronui's think piece '*Manu Kōkiri – Māori Success and Tertiary Education: Towards a Comprehensive Vision*' sets out a vision, aspirations and recommendations for Māori success in tertiary education;
- 3 **noted** Taumata Aronui's vision in *Manu Kōkiri* is that Aotearoa New Zealand has the best indigenously-inspired tertiary education system in the world - one where incredible success is experienced by indigenous people (this is normalised and expected) and where indigenous knowledge and experience influences the sector positively and becomes the inspiration for the success of all – an internationally lauded, distinctive Aotearoa-New Zealand tertiary education system where all succeed;
- 4 **noted** that Taumata Aronui's aspirations are that:
 - 4.1 Māori people enjoy significant tertiary education success;
 - 4.2 Māori people enjoy increasing levels of health and wellbeing, including cultural health and through tertiary education including through designing and delivering tertiary education study themselves;
 - 4.3 Māori people enjoy increasing levels of economic prosperity including significant and meaningful employment success, entrepreneurial and business success through the growth of the 'Māori economy';
 - 4.4 the tertiary education sector is positively transformed through the application of the Treaty of Waitangi and a positive engagement with the Māori Treaty partner; and
 - 4.5 Aotearoa New Zealand is transformed positively through a tertiary education sector which has embraced the Treaty of Waitangi and the Māori Treaty partner;

- 5 **agreed** to support Taumata Aronui's vision and aspirations for Māori success in tertiary education, and recognise *Manu Kōkiri* as an important contribution to discussions about the future of education that should be shared across the tertiary education sector and wider community;
- 6 **noted** that the Minister of Education intends to issue a press release to accompany the release of *Manu Kōkiri*, welcoming the paper and outlining the government's response;
- 7 **noted** that officials will continue to work with Taumata Aronui and relevant agencies to analyse the issues raised in the *Manu Kōkiri*, explore, scope, and further develop its recommendations, and socialise the paper with the sector and wider community;
- 8 **noted** that the Minister of Education will report back to the Cabinet Social Wellbeing Committee later in 2022 with an update on the approach to the membership and role of Taumata Aronui, and any potential developments related to the other recommendations.

Jenny Vickers
Committee Secretary

Present:

Rt Hon Jacinda Ardern
Hon Grant Robertson
Hon Kelvin Davis
Hon Dr Megan Woods
Hon Chris Hipkins (Chair)
Hon Poto Williams
Hon Kris Faafoi
Hon Willie Jackson
Hon Jan Tinetti
Hon Dr Ayesha Verrall
Hon Meka Whaitiri

Officials present from:

Office of the Prime Minister
Officials Committee for SWC