



Iwi influenced investment

Delivering good outcomes for all New Zealanders is a big focus this investment round. This includes a significant emphasis on improving tertiary outcomes for Māori learners.

We need to do better for Māori: we need to work with iwi and Māori

We've been working with iwi to explore ways in which we can get behind their specific tertiary education goals, in support of their broader cultural, social and economic aspirations.

We talked with a number of iwi groups - their needs are fundamentally the same and fall into one of three key areas:

- › iwi would like input into course development, design and delivery to ensure appropriate training to grow their asset base
- › iwi would like assurances of sufficient funding for education and training that will meet the workforce demands for future growth projects, and
- › iwi are of the view that there needs to be flexibility in the funding rates in order to allow Tertiary Education Organisations (TEOs) to provide provision to small numbers of learners – where this would otherwise be unviable for the TEO.

The iwi influenced investment pilot is a first step in the right direction

The III pilots are essentially testing a new investment approach. The pilots are based on a tripartite partnership model centred around the learner, and involving:

- › iwi – who will provide the cohort of learners and pastoral care
- › TEOs – who will provide the education, and
- › TEC – who will provide the funding.

These are the essential elements and steps in the proposed pilot.

- › Iwi have access and can influence the cohort of learners that TEOs would normally not be able to reach.
- › Iwi undertake an exercise to match these learners' skill needs and aspirations with the iwi's economic and business goals – thereby developing a matrix of education needs for the cohort of learners.
- › Iwi work with potential education providers and then make recommendations to TEC about where they think we should allocate funding. The TEC then considers the requests and reviews the need for funding (some TEOs may be able to deliver within their current allocation).
- › Iwi provide appropriate pastoral support to the learner, both before they commence study as well as during their studies. This support ensures the learner is well prepared to enter tertiary education and



then to persist and succeed. Depending on the specific agreement negotiated between the TEO and iwi, the TEO may also pay iwi for providing the pastoral support.

- › Iwi can provide qualified learners with relevant employment opportunities.

The pilot is a win-win- win for everyone

Learners get the opportunity to take part in quality education with a cohort of peers. They are also provided appropriate support throughout their tertiary education journey. Learners are much more likely to succeed in study. Once they complete their study, they have an excellent chance of securing a role relevant to that study.

Iwi get a greater say in how education supports the needs of its rangatahi. Iwi can influence the development of a workforce to support its own economic goals. Depending on the agreement negotiated between the TEO and iwi, the iwi may also receive funding from the TEO to provide pastoral care.

TEOs get more learners and may even receive more funding in the event they are unable to deliver Iwi Influenced Investment Equivalent Full-time Student (EFTS) through their existing allocation. As learners are more likely to succeed, this will help a TEO's performance.

The TEC is committed to develop strong partnerships with iwi that make a positive difference for a cohort of learners for whom the education system may otherwise fail.

We're already trailing a small pilot with Ngāi Tahu

We've set aside 62 EFTS for Ngāi Tahu to work with both Nelson Marlborough Institute of Technology and Taratahi to arrange delivery of a range of agribusiness and tourism programmes. Most of the delivery is at levels 4-6 with a small but important number at degree level.

Now we're set to expand that trial and move north

In 2019 we'll expand our trial with Ngāi Tahu and also kick off a similar project with Waikato-Tainui (working with Manukau Institute of Technology and Te Wānanga o Aotearoa). Learners will continue to attract Student Achievement Component (SAC) funding for as long as they are enrolled in these qualifications.

We'll monitor these projects closely and look to roll them out further if they succeed

TEOs will need to identify the National Student Numbers (NSNs) of students who are enrolled in qualifications that are funded as part of this initiative and provide this information to the TEC through Workspace2. This will allow the TEC to evaluate the success of the pilot and to determine any possibility for expanding it in the future. Iwi Influenced Investment EFTS will be captured in SAC level 3 and above Mixes of Provision (MOPs) and overall reporting on deliver Iwi Influenced Investment students will occur through the usual Single Data Return (SDR) reports. The evaluation of the pilots will test the effectiveness of this investment approach.

