



A tertiary education system that works for everyone

Delivering good outcomes for all New Zealanders is a focus for this investment round. This means we need to do much better for Māori and Pasifika.

This Infosheet builds on the key messages outlined in the 2018 Plan Guidance.

We want to ensure that all New Zealanders have equal access to the lifelong benefits of tertiary education success

This will improve outcomes for individuals, their families/whānau/aiga, their communities, and ultimately all of Aotearoa New Zealand. To achieve this, we need to do better for Māori and Pasifika. We have set an organisational target that, by 2022:

- › we will be funding provision in which Māori and Pasifika learners participate and achieve on a par with other learners
- › Māori and Pasifika participation in tertiary education will be at levels and in fields of study that should, over time, deliver parity of post-study outcomes for these learners.

In this Plan round we will be working with you to take a big step toward parity for Māori and Pasifika in two ways:

- › **Parity of participation** – we want to see Māori and Pasifika participating in tertiary education at the same rate (i.e., as a proportion of the relevant population) as other groups. This includes ensuring that Māori and Pasifika learners enrol at the same rates as other learners in levels and qualifications that have good post-study outcomes
- › **Parity of education achievement**, as measured by our Education Performance Indicators (EPIs).

What benchmarks for participation should TEOs use?

We have established a methodology for determining the appropriate benchmark for Māori and Pasifika participation for each TEO sector, based on the catchment of the TEOs. For some sectors, e.g. universities, this is the national population. For others it is a more targeted catchment. We use population projections for 15-39 year olds for all sectors.

Do we really think we can achieve parity in five years (by 2022)?

We're not sure what we can achieve, because we haven't been in the position of giving it all we've got before, and putting our money where our mouth is – and nor have most TEOs.



But this is changing. We now have real leadership commitment, within TEC and in many TEOs too, to shifting the dial for Māori and Pasifika learners. There's a growing acceptance in the sector that the status quo is not okay, and that existing approaches aren't working well enough so we need to try new things. There is also a growing acceptance that TEC should not continue to fund TEOs that aren't taking meaningful steps to improve access and achievement for Māori and Pasifika learners in their catchment.

We see examples of initiatives overseas that have successfully closed gaps in tertiary participation and achievement for minority populations, as well as home-grown initiatives onshore delivering promising results. This is encouraging, and also a call to action – if they can do it, why can't we?

We are optimistic about achieving our ambitious targets. But when all's said and done, if we only get 75% of the way to our goal in the next five years, that's still a lot better than we've done over the last five years.

Where do we currently stand?

Data shows us that Māori and Pasifika have lower achievement across all EPIs, at every level in every sector.

Table 1: Educational Performance Indicators (2016)

		Māori	Pasifika	Non-Māori/ Non-Pasifika
First year retention	Level 4-7 (non-degree)	36%	42%	44%
	Level 7 (degree) and above	65%	71%	77%
Progression	Level 1-3	40%	40%	37%
Course completion	Level 1-3	69%	70%	79%
	Level 4-7 (non-degree)	73%	71%	82%
	Level 7 (degree) and above	82%	75%	89%
Qualification completion	Level 4-7 (non-degree)	55%	56%	57%
	Level 7 (degree) and above	51%	48%	64%

We also know that Māori and Pasifika are over-represented at levels 1-3 and under-represented at levels 7 and above. In addition, Māori and Pasifika learners are over-represented in courses that, according to data on graduate outcomes, deliver comparatively poor post-study outcomes.

Table 2: Participation rates by ethnicity – learners under 40 years old (2016 ETFS)

	Māori	Pasifika	Non-Māori/ Non-Pasifika
Baseline population (15-39 years)	17%	9%	76%
Total learners	22%	10%	69%
Level 1-3	47%	14%	48%
Level 4-6	15%	6%	54%
Level 7 and above	8%	5%	79%

What are the shifts we want to see?

We want to see better representation of Māori and Pasifika learners at higher levels and in programmes which have good employment outcomes. We also want to see improved achievement measured by EPIs.

The Investment Briefs outline the high-level changes we're looking for from each fund. This will be supported by the release of two new Qlik Apps: "My Performance", which will set out EPI performance, based on the new cohort EPIs; and "My Commitments" which shows a TEO's commitments and actuals.

These tools will enable us and the TEOs to see a consistent picture of what's happening, and agree specific shifts for each TEO. We expect TEOs to set appropriately challenging commitments.

How will we measure progress, and will there be consequences for not meeting targets along the way?

Progress will be measured against EPI and participation targets. For this Plan round we will not specifically recover funding from TEOs who do not meet commitments for Māori and Pasifika achievement or



participation.¹ But in the next funding round, and when considering any additional funding within the current round, we will favour providers who set and meet challenging commitments for Māori and Pasifika participation and achievement.

What will we be doing differently to support TEOs to reach parity?

We're going to take action in a number of areas, including:

- › sharing best practice examples and connecting TEOs with those who are doing good things to improve education outcomes for their Māori and Pasifika learners
- › providing better, transparent and useable data and information, including the new Qlik Apps (see above) as well as data about post study outcomes and information on regional, employer, industry, and labour market needs and trends
- › providing tools for TEOs to assess their own practice, including the Capability Framework
- › exploring possible flexible funding approaches. We're going to look at setting conditions that will allow us to reward TEOs who successfully deliver improvements, as well as remove funding from provision with poor results for Māori and Pasifika.

Is TEC holding TEOs accountable for things beyond their control? Isn't the problem really with the schooling system?

We recognise that many Māori and Pasifika learners leave school without the knowledge and skills needed for tertiary study. It can take a lot of time, effort and resources for TEOs to support these learners to succeed in tertiary education. It's tempting to think, "If the compulsory system delivered parity, then the tertiary system would too – it's not our fault, and it's not fair to expect us to solve it".

There are two replies to this. First of all, just because we didn't cause a problem doesn't mean we have no responsibility to try to solve it. The TEC and TEOs have the power and mandate to make a positive difference to Māori and Pasifika learners in the here and now, and that gives us all an obligation to act. The performance of the schooling system does not remove our obligation to Māori and Pasifika school-leavers – if anything, it strengthens it. Most TEOs recognise this and are on board with the need for change.

Secondly, there is good reason to think some disparities have their origins within the tertiary system. For example, Māori and Pasifika students at Bachelors level are less likely to complete their degrees than non-Māori, non-Pasifika students, even if they pass the same proportion of their first-year courses – that is not a result of issues with the school system. We need to challenge ourselves with the question, "How might we – despite our best intentions – be part of the problem?"²

The majority of the teaching workforce currently struggling to address disparities trained at New Zealand tertiary institutions. Insights from providers of initial teacher education and continued professional development could inform and help lift the capability of our schools to make a bigger difference for Māori and Pasifika.

We at TEC are seeking to understand our own contribution to disparities for Māori and Pasifika. In doing so, we are focusing our energy and attention on improving and expanding the things that we can control, not lamenting those we can't. If all TEOs do the same, then over the next five years we can collectively make an enormous positive difference to the long-term outcomes of many Māori and Pasifika individuals, families/whānau/aiga, and communities, and ultimately improve our national wellbeing.

¹ Performance Linked Funding (PLF) will still apply to the whole of a TEO's provision (subject to any government decisions on the future of PLF), as will normal volume-based recoveries.

² For a good discussion of this challenge, see <http://blog.kipp.org/college/at-georgia-state-we-transformed-our-grad-rates-heres-how/>.

